

European Sport Leadership Programme (ESLP)

«TOOLKIT»

EDITORS:

Antonio Sánchez-Pato • Julie Brunton • Alejandro Leiva-Arcas
Emanuele Isidori • Andrew Decelis



UCAM
UNIVERSIDAD
CATÓLICA DE MURCIA

ESLP

EUROPEAN SPORT
LEADERSHIP PROGRAMME



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EDITORS:

Antonio Sánchez-Pato

Julie Brunton

Alejandro Leiva-Arcas

Emanuele Isidori

Andrew Decelis

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This Toolkit was produced from the results of the project: ‘European Sport Leadership Programme’ (ESLP). The whole ESLP consortium, listed below, contributed directly to this Toolkit:

Antonio Sánchez-Pato	> UCAM CATHOLIC UNIVERSITY OF MURCIA	> PROGRAMME DIRECTOR
José Luis Arias Estero	> UCAM CATHOLIC UNIVERSITY OF MURCIA	> RESEARCHER
Lourdes Meroño García	> UCAM CATHOLIC UNIVERSITY OF MURCIA	> RESEARCHER
Francisco José Cánovas-Alvarez	> UCAM CATHOLIC UNIVERSITY OF MURCIA	> RESEARCHER
Elena Conde Pascual	> UCAM CATHOLIC UNIVERSITY OF MURCIA	> RESEARCHER
Alejandro Leiva-Arcas	> UCAM CATHOLIC UNIVERSITY OF MURCIA	> RESEARCHER
Julie Brunton	> SHEFFIELD HALLAM UNIVERSITY	> LEAD RESEARCHER
Emanuele Isidori	> UNIVERSITY OF ROME “FORO ITALICO”	> PROJECT MANAGER
Alessandra Fazio	> UNIVERSITY OF ROME “FORO ITALICO”	> RESEARCHER
Özgür Mülazimoglu	> PAMUKKALE UNIVERSITY	> PROJECT MANAGER
Yeliz Ilgar	> PAMUKKALE UNIVERSITY	> RESEARCHER
Alper Yildiz	> PAMUKKALE UNIVERSITY	> RESEARCHER
Aytül Ekmekci	> PAMUKKALE UNIVERSITY	> RESEARCHER
Samantzis Charalampos	> UNIVERSITY OF THESSALY	> PROJECT MANAGER
Athanasios Koustelios	> UNIVERSITY OF THESSALY	> RESEARCHER
Eleni Vezali	> UNIVERSITY OF THESSALY	> RESEARCH ASSOCIATE
Andrew Decelis	> UNIVERSITY OF MALTA	> PROJECT MANAGER
Oliver Mallia	> UNIVERSITY OF MALTA	> RESEARCHER

It is important to highlight the innovative aspects of the proposal, which is designed to meet a number of needs present in European universities. ESLP is a pioneering project in the governance of university sport at a European level and takes into account various areas of university sport strategy, from participation or recreation to the elite. This proposal also implements an innovative sports leadership programme with the dual objective of increasing opportunities for students to be active, while allowing them to gain valuable opportunities to help improve their overall employability as future graduates. The ESLP programme was designed by Dr. Julie Brunton. All partners collectively shaped the implementation through the contexts of each country with the collective reflections and evaluations illustrated in this Toolkit.

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Introduction to the ESLP project

> Antonio Sánchez-Pato
Julie Brunton

» General overview

The present toolkit is the result of the actions carried out for the implementation of the Erasmus+ Sport project, called “European Sport Leadership Programme” (ESLP) (590801-EPP-1-2017-1-EN-SPO-SCP) which started in January 2018 and ended in June 2020. It was led by the Catholic University of Murcia (UCAM) together with four other European universities: University of Malta (Malta), Università degli Studi di Roma “Foro Italico” (Italy), Pamukkale Üniversitesi (Turkey) and University of Thessaly (Greece).

The primary objective of the European Sport Leadership Programme (ESLP) was to improve good governance in university sport, through the training of carefully selected students to promote and increase physical activity among the university population. As part of this, the aims were to promote voluntary activity in sport, and to provide quality training to improve leadership in sport.

The programme sought to meet one of the main objectives of Erasmus+ Sport: ‘to promote and improve good governance in sport’ using actions that are supported by the EC as detailed within the Erasmus + Programme Guide. Complementarily, the main objectives were:

- > To increase knowledge and awareness of sport and active recreation provision in each partner country.
- > To strengthen the cooperation between partner organisations in sport and active recreation.
- > To improve the sharing of good practice in the governance of university sport and active recreation, influencing how the objectives for university sport are set and achieved to optimise and monitor performance.

The primary objective of the European Sport Leadership Programme (ESLP) was to improve good governance in university sport, through the training of carefully selected students to promote and increase physical activity among the university population.

In other terms, the aim of the ESLP was to design, implement and evaluate a university student-led programme that had a dual role of helping to increase participation in sport and physical activity whilst also helping to enhance the personal and professional development of students and thus, their graduate prospects:

1. To raise awareness of the added value of sport and physical activity on the personal and professional development of students, specifically to help enhance graduate employability factors; and
2. To encourage participation in sport and active recreation, particularly with those currently less active.

Sport is being used here to incorporate all forms of sport and active recreation. The broader use of physical activity is not being looked at in terms of the UK National Institute of

Clinical Excellence (NICE) guidelines (Nice, 2013) or the UK Department of Health (Department of Health [UK], 2011) that include all forms of physical activity including ironing, gardening and moving heavy loads such as groceries. This programme and Toolkit relates to sport and active recreation as part of physical activity but not the full breath of the term physical activity. The word sport is sometimes used as a general term here, but refers to both sport and recreational activity. The population participating in the programme was divided into the following groups:

- > Sport managers and leaders who have an influence on the governance of university sport, specifically on the nature, scope and resource needs, to enhance the sport and professional development opportunities of students.
- > 1st and 2nd year university students, who look up the role of sports volunteers through the figure of “Sports Leader” for the planning, management, promotion and execution of physical, sports and recreational activities in the university environment.
- > University students who were inactive or semi-active in the practice of physical activity, recreation and sport, who had the opportunity to increase their practice through the programmes offered by sports leaders.
- > Employers in the field of physical activity and sport, for their connection with the employability of graduates.



Figure 1. ESLP Project Kick Off Meeting. UCAM. Murcia. 2018.

It is important to highlight the innovative aspects of the proposal, which is designed to meet a number of needs present in European universities. ESLP is a pioneering project in the governance of university sport at a European level and takes into account various areas of university sport strategy, from participation or recreation to the elite. This proposal also

implements an innovative sports leadership programme with the dual objective of increasing opportunities for students to be active, while allowing them to gain valuable opportunities to help improve their overall employability as future graduates. The programme was designed through a collective needs analysis and has been jointly created by all the universities involved, with active participation from the intended target groups.

The innovative nature of the project is also evident from the measures implemented for its development, which will be reported more extensively throughout this document:

- > The sports leaders received additional training to that received in their Bachelor's degree, related to the importance of leadership and the development of transversal skills, to help them improve their chances of finding a job after completing their studies, and/or running their own company.
- > The presence of a fundamental figure in the whole process: the sports mentor. He or she was the one who facilitated, helped and supervised the proposals and activities of the sports leaders and who, through constant feedback, provided continuous and personalized training to the sports leaders.
- > Close collaboration between university sports services and the programme, as they provide the tools for sports leaders to carry out activities, which in turn expand the range of sports on offer to university students, through new and innovative proposals, beyond traditional sports practices.
- > A fundamental aspect in the implementation of the ESLP program, was its contribution to comply with the 'Europe 2020 Flagship Initiative, agenda for new skills and jobs' and therefore, with the objective of the European Union (EU) for employment 2020 and the achievement of 75% of employability of the population in working age (20-64 years) (European Commission, 2016b).

The implementation in European universities of a unified model through the tools proposed and used in the ESLP programme, can help other universities to provide the right combination of knowledge, skills and personal postgraduate factors in the improvement of employment opportunities in Europe, in addition to helping to promote entrepreneurial skills, self-employment and innovation, as well as geographical mobility in Europe.

» ESLP Project Timeline

The ESLP project was developed in six distinct stages that seek the progressive implementation of activities. During the thirty months of duration of the project, different tasks have been carried out in a logical scheme established for the achievement of the objectives set. The general vision of these activities is summarized below:

The implementation in European universities of a unified model through the tools proposed and used in the ESLP programme, can help other universities, to provide the right combination of knowledge, skills and personal postgraduate factors in the improvement of employment opportunities in Europe.

Stage 1: (9 months, year 1)

- Share practice about the governance of university sport and the delivery of the European Sport Leadership Programme.
- Appoint staff at university to lead the programme.
- Set up the scheme ready for delivery, involving all key internal and external stakeholders as need e.g. careers, marketing, facilities staff, Student Union, academic staff, coaches, external governing bodies of sport.
- Recruit 1st year students at the beginning of Spring Semester to be Sport Leaders.
- Workshop 1: 10 Sport Leaders per university trained prior to the begin of Fall Semester, to be able to effectively carry out their role (2 Sport Leaders per sport, so delivering 5 different sports – the Sport Leaders may be those who are keen but who do not currently engage in sport, so they do not need to be the very ‘sporty’ students).
- Workshop 2: Careers staff run a session with the Sport Leaders on career planning and action planning, for the students to think about their graduate factors and produce an action plan for development; include employers to run a session on what they are looking for from graduates and act as mentors to each student; students trained on e.g. use of LinkedIn or other means to help their careers and job search.

Stage 2: (3 months, year 1)

- Student Sport Leaders would now be in their 2nd year as undergraduates and deliver the programme, managed by the Sport Development Coordinator.
- Programme activities to run for 18 months to i) impact on the Sport Leaders personal and professional development and ii) increase student sports participation.
- Organise promotional items for students e.g. gain t-shirt, drinks bottle and other promotional items.
- Students have a mentor in the workplace that they communicate with and learn from.

Stage 3: (3 months, year 2)

- Workshop 3: Careers staff and Sport Development Coordinator run a mid-evaluation on the Sport Leaders’ performance – how the students are progressing in their personal and professional development – reflect on their action plan, update needs and outcomes. Identify areas for improvement and training needs.

Stage 4: (11 months, year 2 and 3)

- Sport Leaders continue with engaging students in sporting activities.

Stage 5: (1 month, year 3)

- Workshop 4: Students post-activity evaluation of their personal and professional development and action plans, including the mentor in this process.

Stage 6: (1 month year 3)

- Students are awarded a certificate of achievement during the final celebration event.



2

Good governance in university sport

> **Julie Brunton**

ONE OF THE MAIN challenges of university institutions at present is to promote, strengthen and democratise the sports structure among their students. University sport is a phenomenon with great power to energize campus life and to increase students' sense of belonging to the institution. Sport, practiced on a regular basis, not only increases the quality of life and health of the university students who practice it, but also helps them to improve their academic results.

The starting point of the ESLP project was to restructure the process of organizing sports activities within universities by giving more prominence to the students. The initial premise was simple. In order to increase the adherence and participation of university students in sport activities, these had to be organized by their own peers who choose non-conventional sports according to the students' current interests. At the same time, these students (i.e. the sports leaders), would be receiving complementary training to improve their leadership skills, team management and problem-solving skills to improve their profile as future workers. This was done under the guidance of university professors committed to the project (mentors) and the advice of prominent members of the local or regional private sector (employers), within the framework of a large-scale scientific research to monitor the process and the results. Therefore, this led to reshaping the governance of university sport, introducing new roles and creating new agents of change.

University sport is a phenomenon with great power to energize campus life and to increase students' sense of belonging to the institution.

To this end, one of the first steps of the project was to establish the initial radiography on the state of university sport in the five universities that formed the consortium. The information obtained is presented below.

» **The University Sport and Physical Activity Offer**

The range of sport and active recreation offered by the global university sector varies greatly across different countries and continents. America, for example, is well known for the business of university sport, with the American college system being considered as the 2nd tier of sports to the professional game and where the level and scale does not compare to any other university sports system internationally (College Sport USA, 2020).

The importance and value of European sport is growing, not least through the existence of Erasmus Sport+ funding from European Funding. The nature and extent of university sport provision in the South of Europe is illustrated through the case studies of the Universities from five different countries that formed the ESLP. It is, however, important to understand the context of the universities that took part in the ESLP. Two universities within the ESLP were specialist sports universities. One of them is considered to be the country's University of Sport, with a focus on the dual career of athletes, linking sport to the academic career and student success. The second university is a small specialist sports university which offers only sports related degrees that promote a sports culture and science within the young generation

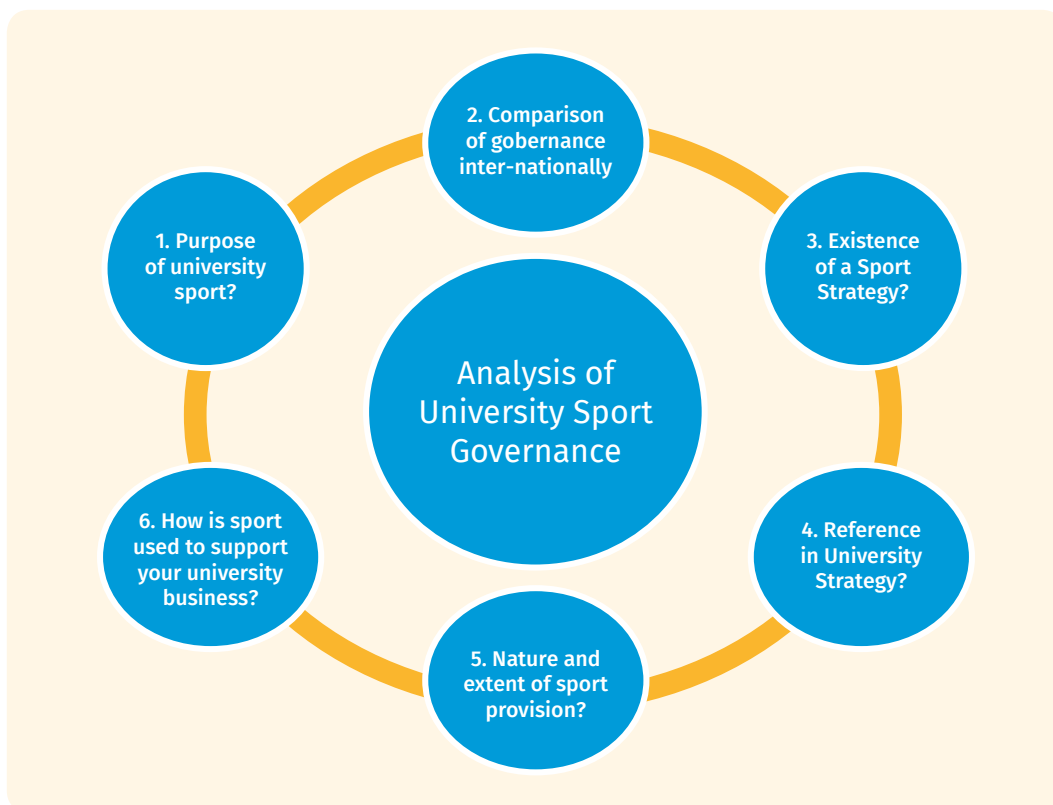


Figure 2. Analysis of University SpWort Governance.

aiming to enhance the quality of life of the citizens. The other three universities in the ESLP aim to increase participation in sport and physical activity and offer sports programmes aimed at reaching this target. Figure 2 shows the process of analysis of the university sport governance.

The types of sport and active recreation offered at each university, therefore, depends on the type of university, its mission, and its strategic priorities. University sport can be categorised into the following areas, and the sport offered is also summarised below:

a) Performance sport/Elite sport

Performance sport or Elite level sport was limited in the countries where the University specialist focus was on both sport and physical activity, for example, at the Universities in Greece, Malta and Turkey. The two specialist sports universities (in Italy and Spain) covered a wide range of sports at this high-performance level.

b) Formal Inter-university sport competition i.e. competitive v social matches involving national leagues or events

Participation in inter-university sport varies from a wide range of different sports competitions in the Turkish, Spanish and Italian universities to no participation in the Malta and Greek universities. In the case of Malta this is because they are the only university on the island, therefore, students who are elite players do not join a university team but continue to represent their club. The range of team sports included football, basketball, basketball, handball, volleyball, beach volleyball, futsal, rugby 7 and canoeing, and individual sports

such as karate, taekwondo, judo, tennis, table tennis, padel tennis, badminton, swimming, triathlon, athletics, cross country running and golf.

c) Intra-university/intra-mural sport competition i.e. informal sport competition held at the university

The sporting offer of intra-university sport ranged from only 2 sports (Malta and Turkey) to 9 sports (Italy). Examples of sports were football and basketball (Turkey, Greece), handball (Greece) and 5-a side football and volleyball (Malta).

d) Recreational sport and active recreation (often requiring no membership and students can just turn up and play)

The number of activities available varied from 1 sport with 1 group (Italy) to 11 activities offered but with low participation (Greece). Activities include basketball, football, running, tennis, volleyball, rugby, futsal, indoor rowing, swimming, biking, mountain climbing, judo, muscular enhancement, aerobics, pilates, yoga and sailing. Student communities organise trekking, jogging and photography of events (Turkey) and as part of degree programmes such as water sports, winter sports and outdoor sports (Turkey) and badminton, martial arts and circuit training (Malta).

Table 1 below gives a summary of each university country sports offer in the above categories.

Table 1. Sporting offer at university level by country.

Country	Sporting Offer
Greece	Mostly offer recreational sport and physical activity; limited provision in other categories of sports provision
Italy	Focus on performance sport; have both inter-university and intramural sport; limited recreational provision
Malta	Performance sport is not run by the university; have limited regular intramural sport e.g. football/futsal; focus more on recreational sport and physical activity
Spain	Dominated by performance sport; limited intramural sport; a range of recreational sport and physical activity offered
Turkey	Support for elite student sport is through performance testing; most provision is via inter-university sport and recreational sport; there was no intra-mural competition offered at the time of the ESLP

» The Purpose of University Sport and its Alignment to Core University Strategy

This section looks at the purpose of university sport in Europe and how it is used to support wider strategic areas of the university. This is illustrated by five country university case studies in Southern Europe: Spain, Malta, Italy, Greece and Turkey. Each country was asked to define the purpose of university sport by the leaders of sport at their university in order to understand the role sport plays at their university, in addition to how sport is used to support the wider University Strategy and strategic areas such as:

- a. Enhancing the overall student experience and satisfaction
- b. Supporting student retention at university
- c. Helping to enhance graduate employability
- d. Other areas of relevance at their university

These are set out by country profiles below.

GREECE

The primary purpose of university sport as defined by the leaders of sport at this country university is to enhance overall student satisfaction with their university experience. To achieve this, sport has a role to play with four key objectives i) to provide students with sporting opportunities to promote and develop their physical health; ii) to enhance graduate employability; iii) to promote a variety of sports to help encourage more students to participate. Activities offered also aim to include sports that are less prevalent within the school curriculum (e.g. sailing, judo); and iv) to enable students who are already athletes to be able to take part in sport and to compete in National Championships as well as relevant initiatives at a European or at an International Level.

In delivering a wider university strategy, one of the University's core objectives is to be able to have fully qualified young adults who will be employed and successful in the relevant occupational field of their choice /preference. The Sport Department of the University, in alliance with the institution, aims to implement the curriculum in an appealing and satisfactory way that helps to increase graduate employability. The Department of Physical Education is supported by the University to give sports students employment counselling and guidance to increase their job prospects in the local labour market. This university therefore, is keen to use students' involvement in sport to enhance its ambition of increasing students' job prospects.

The Strategic Plan of the Greek University refers specifically to the importance of sport for the Institution. The Physical Education Office is the body responsible for the design and the implementation of Sport Programmes for this University.



ITALY

The primary goal of the Italian University is to enhance students' experience and satisfaction in relation to their life as sports science students and future PE Teachers, coaches, and sports managers. Secondly, the University aims to enhance the graduate employability of its students by providing them with innovative experiences in the teaching and learning of new sports. Thirdly, the University drives its students towards being more active and capable of utilising the technical and theoretical competencies acquired through sports during their academic life once they are recruited as practitioners.

Being the University of Sport in Italy, funded by the Ministry of Education of the Italian Government, sport represents the core business at this university and thus, sport is used to support its main strategy. This strategy aims to promote a sports culture and the sports sciences within the young generations of students who want to dedicate their lives to the study of sport culture. The University believes that promoting the sports sciences and culture at the highest level will positively impact the Italian and European society in terms of enhancement of the quality of life of its citizens.

The University sports strategy fits within the overall strategy of this University in Italy as the Italian Sports University of excellence. This strategy focuses on promoting the sports culture and sciences at all levels in Italian society.



MALTA

The main purpose of university sport in Malta is to increase participation in sport and physical activity to enhance the overall student experience and their wellbeing. Graduate employability is only being targeted through the ESLP. The University of Malta's Sports Strategy is designed to contribute towards the university's vision to enhance the educational experience of students and to promote excellence in teaching and learning. It also aims to achieve the university's mission to support societal ambitions in increasing sport and physical activity in Malta.

At the time of the ESLP (2018-2020), sport is hardly used to support the University of Malta's Strategy Plan. Sport was not mentioned at all in the university strategy or in any other official document. However, the new University Strategy 2020-2025 now has sport explicitly stated and included as part of the Strategy.



UNIVERSITY OF MALTA
L-Università ta' Malta

SPAIN

The purpose of university sport at the university involved in the ESLP in Spain is to link sport with academic success, the dual career of athletes. A key part of student involvement in sport at this university is to help enhance the future graduate employability of the students. Sport, therefore, contributes to achievement of the wider strategic plan by helping the students to achieve success in sport, in their studies and in graduate employability.



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TURKEY

The purpose of university sport at this university is to increase students' sporting activities. An additional aim is to raise the university's profile through sport at a national and international level.

The university's most effective way of using sport to deliver the wider university strategy is by using sport as a key brand through the university teams, thus enhancing awareness from both national and international level sport. The sports strategy was emphasised in the Universities' 2019-2023 Strategic Plan.



» Purpose and alignment of sport to university strategy

The top four key purposes cited by the majority of universities taking part in the ESLP projects are described in the following figure (Figure 3):

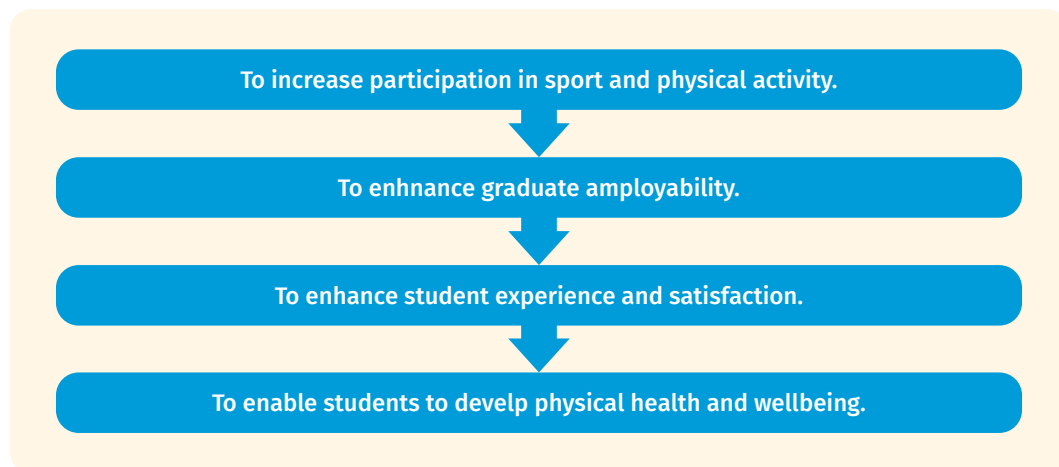


Figure 3. Purposes of the ESLP project.

Each university participating in the ESLP had a Sports Strategy and the importance of sport and physical activity was recognised in each university's Strategic Plan. This sample of five European country universities, therefore, illustrates that leaders are aware of the broader benefits that sport can bring to universities. Increasing student participation in sport and physical activity is well known for its benefit to general health and wellbeing, for example, by contributing to mental health, enabling friendships, enjoyment of the university experience or in developing graduate competencies for future employment.

The views of students working as Sports Leaders in the ESLP further support the value of university sport to universities- the value for senior leaders in delivering on strategy; to staff

The views of students working as Sports Leaders in the ESLP further support the value of university sport to universities.

and students involved in sport; as well as to the external community who benefit from student volunteers and the economic benefits from graduates involved in sport. This is in comparison to many universities in the UK, for example, where sport is not often directly mentioned in university strategic plans but is often inferred through a broader focus in developing student mental health and wellbeing (Brunton & MacKintosh, 2017). This illustrates a strength of the selected universities in southern Europe in the value they place on sport at their universities.

A review of the sporting offer, purpose and alignment of university sport to core university strategy at the 5 participating universities within the ESLP, enables the following recommendations to be made:

1. Universities should consider their sporting offer to ensure the taxonomy of sport and physical activity suits all types of students of different physical activity levels, abilities, and preferences. This would include the range from social sport, intramural sport through to formal competition and sports performance with competition at National and International events.
2. University senior leaders need to capitalise on using sport as a means to support delivery of the wider university strategy by ensuring it is present within university strategies and utilised to fully represent the span of university business.
3. Leaders and managers of university sport need to further align their sport strategies and programmes to university objectives and to ensure marketing strategies clearly promote the wider benefits of sport, from supporting recruitment, improving student satisfaction and experience, attainment and graduate employment.



Figure 4. Sports Leaders and Research Staff. University of Malta.

Table 2. Using the Transtheoretical Model to Apply Stage-Based Theory to University Sport Interventions.

Precontemplation	Contemplation	Preparation	Action	Maintenance
Campaigns and informational approaches				
<ul style="list-style-type: none"> • Use positive messages to promote sport, highlighting the value and benefits e.g. to help cope with exam pressures, meeting new people, managing stress, also perceived as one of top competing leisure interests e.g. "Meet friends and play sport – it's a win: win!" (Consciousness raising, Decisional Balance) • Use decisional prompts relevant to the stage and particular target groups e.g. tailored decisional prompts for females versus males in contemplation (Stimulus Control) • Promote the way sport fits into university life and daily activities (Decisional Balance; Consciousness Raising) • Target a wide range of sport around degree programme timetables, considering all types of student needs (Stimulus Control) • Target sport to particular users e.g. female only sessions (using Stimulus Control, Self-Efficacy) 	<ul style="list-style-type: none"> • Develop messages to target student attitudes to sport and address known barriers, perceptions and prior negative experiences e.g. "sport for all abilities" "it's not school sport!" (Decisional Balance, Self-Efficacy) • Promote coached sports opportunities for learning new skills (Self-Efficacy) 			<ul style="list-style-type: none"> • Promote intrinsic and extrinsic motivation and rewards (Contingency Management)
Behavioural and social approaches				
<ul style="list-style-type: none"> • Organise sports festivals and events with sporting celebrities to stimulate awareness and interest, followed up by links to suitable sports sessions (Consciousness Raising, Social Liberation) 	<ul style="list-style-type: none"> • Develop leadership roles to all students e.g. events organiser, photographer, web designer (Social Liberation) • Use goal setting, action planning and self-evaluation, mainly at group sports sessions (Self-Liberation) • Provide post-session education and promotional materials to help encourage behavioral and social reinforcement and connectedness to doing sport (Self-Liberation) 			<ul style="list-style-type: none"> • Develop a student buddy system for sport, particularly using typically non-sporty students, international students or other types of students as advocates in sport (Helping Relationships) • Develop course-specific social sports clubs to help develop connectedness to the class (Helping Relationships) • Provide indoor alternative activities where necessary e.g. cycling cinema (Stimulus Control, Counter conditioning) • Offer 'drop in/no commitment/just play' activities (Self-Efficacy, Counter conditioning) • Provide incentives and rewards for participating, and celebrate success in sport, ensuring messages reach the inactive students (Contingency Management)

Precontemplation Contemplation Preparation Action Maintenance

Environmental and Policy

- Provide 'point of sales – type' sports near to key student areas e.g. table tennis or rowing machines in reception areas, student union or free social spaces (Stimulus Control)

- Improve relations with key professional university stakeholders to influence, enable and inform policy and practice to support the sports development process e.g. the Student Union (to work in partnership), Student Administration (to work around degree timetabling), Student Affairs/Support (to reach students and to refer students with health issues)
- Liaise with Heads of Academic Departments/Areas to act as the conduit for reaching university students
- Work with external sports organisations to combine resources and enable progression
- Ensure adequate provision of activities and sports facilities in relation to the location and access for students in different places of residence
- Improve sports signage at university campuses, working with students in the design
- Evaluate and adapt programmes: the sports offer, pricing, social marketing, place of sport, involving students in the process
- Ensure Sports Development is part of the university committees and structures to gain support from senior management and to enable partnership working across the student union and university departments, in both academic and service areas

(Brunton and St Quinton, 2020, p.9)



Sports leadership

> Alejandro Leiva-Arcas
Elena Conde Pascual
Julie Brunton

LEADERSHIP is a process of influencing individuals and groups to achieve established goals. This learning and development of leadership skills must be fostered in environments that encourage students to integrate knowledge, skills and experiences in a meaningful way, providing a foundation for leadership (Owen 2016, cited in Peck and Callahan, 2019). Leadership can be learned through various experiences, but it should also be taught. It is recommendable to design intentional programmes for the development of this capacity in students since it is a very common mistake to let the students learn it alone through work experience. These programmes should include interactive and integrated methods of learning skills and acquiring knowledge (Peck and Callahan, 2019).

In this line, the ESLP project is articulated through the figure of the sports leader, represented in those students who voluntarily and after a selection process carried out in the universities, are chosen to develop a real leadership experience, which is provided to them through immersion in the programme. At the base of the programme are the supervised sessions and the support of sports mentors, which aim to create the ideal conditions to encourage the proper progression of leaders.



Figure 5. Sport Leaders. Pamukkale University.

Another aspect of great importance to consider is the need for students to feel part of the programme, carrying out tasks similar to those performed by qualified professionals, in order to improve their experience and effectively develop leadership skills.

Therefore, the key part of leadership development programmes is that students are able to propose solutions to the problems posed, but also that they are able to design and run alternative solution plans. This requires a dual model of leadership and employment skills development, such as that implemented through the ESLP project.

» Student as a volunteer

The concept of volunteering in the university environment was one of the fundamental pillars of the project. It is considered as a tool that facilitates a learning methodology that links the student with reality, in terms of the connections that are generated with service learning and social entrepreneurship, as an important part of the socially responsible behavior of students in universities. The articulation of volunteering with student training must be properly managed within universities, so that it can become an educational and training tool that complements the training that students receive in the classroom and increase their employability possibilities once they have completed their university studies. The ESLP project is a good example of this.

Documents issued by the EU and various studies, carried out by companies and human resources experts, speak of the so-called “transversal skills”, such as those closely related to employability, particularly for young university students entering the labour market. An adequate development of academic and intellectual capacities must be achieved through higher education institutions. However, in addition, it is essential to develop other important competencies in students, the ones which are closely linked to the social and labour demands of today’s market, the ones that allow them to face everyday situations and employment in a satisfactory way.

In the present project, through the voluntary participation of the sports leaders as the main axis, it has been possible for the students to carry out all the necessary phases in the management of sports activities. These include an adequate development; from the planning, direction, execution, to the evaluation of the activities, through which the sports leaders have been able to develop the transversal competences that are directly related to employability.

The introduction of volunteering in universities can have some considerable advantages:

- > **It improves the processes of university democratisation:** with the strengthening of student volunteering, the traditional professor-student barriers are blurred. Volunteering makes the university a more open and collaborative institution and allows roles to be resignified.
- > **It increases institutional identity.** The presence of student volunteers generates individuals with a closer link to their university centre. Volunteers are a source for the creation of a more cohesive community that feels identified with the values and mission of the university.
- > **Encourages the recruitment of talent.** Volunteering can provide an ideal platform for discovering students with the potential to hold more responsible positions within the university in the future.
- > **Improves corporate reputation.** Volunteering is an added value that generates a positive impact on universities and can increase their brand image through the good values that this phenomenon brings back.



Do you know...?

The 1948 London Olympics were the first to include a sports volunteer programme.



» Role of the Sports Leaders

Sports leaders are the driving force behind the ESLP project. They must be first or second year students given the length of the programme, both men and women, who participate voluntarily in the activities proposed under the programme. The personal traits that make a student a sports leader are:

- > **Responsibility:** leaders must be aware of the new role they will assume in the university sports governance. They must know how to manage that authority and act accordingly.
- > **Good communicators:** An important part of sports leadership is the promotion and dissemination of activities among the university population. Leaders must be able to express their ideas clearly and assertively and have their message heard and understood. To do this, they must learn to control both oral and digital communication
- > **Innovation:** leaders must seek original solutions to classic problems. Based on the fact that they must improve their colleagues' participation in sports activities, leaders must focus on innovation to make their proposals attractive and outside the traditional activities.
- > **Proactivity:** Students who become sports leaders should anticipate the needs of their peers. Similarly, they must show an active attitude towards mentors and employers, offering them proposals and initiatives that can be considered as activities to be organized.
- > **Authenticity:** leaders must be genuine and use their personal identity as a means to engage the rest of their peers in the activities they propose. This authenticity must be reinforced as a link with the university community. They must enhance their charisma.
- > **Self-development:** The ESLP project is a great opportunity for students' personal and academic growth. The leaders must be aware that participating in the project is a unique opportunity to improve their competencies and skills to face their future with more guarantee.

Their responsibilities must be well defined at the beginning of the programme for it to work properly. Among their tasks, one finds:

1. Identify five sports for delivery at university with the aim to provide new recreational activities for the university students at each organisation based on student demand.
2. Student demand should be gauged before the start of the programme through a consultation process by carrying out a short survey to find out demand for different sports perhaps not currently running at the university.
3. Sport Leaders should be provided with training prior to the start of their work. This training needs to cover what their role is, requirements to record their work and submit timesheets as well as responsibilities and expected behaviours. Further details of training can be found in the Appendices.
4. Target those students who are inactive or semi-active (defined here as Once a week or less as in Table 3, Sport England 2015).
5. Promote a range of social and recreational activities to attract students to take part in recreational sport and physical activity. Students may join activities where they just turn up to play, with no commitment or membership, and may involve informal competition within the university such as 'try-out' activities, women only sport sessions; such as inter-hall fun competition, social sports clubs or teams' activity at the university.

Table 3. Sports participation grouped into six bands for analysis purposes.

No participation (0x30) – not taken part in any sport for at least 30 minutes in the last 28 days.
Any participation (>0x30) – participation in a session of at least 30 minutes of sport in the last 28 days.
Less than once a week (>0x30<1x30) – participation in a session of at least 30 minutes of sport on between 1 and 3 of the last 28 days.
Once a week (1x30) – participation in a session of at least 30 minutes of sport on at least 4 of the last 28 days.
Twice a week (2x30) – participation in a session of at least 30 minutes of sport on at least 8 of the last 28 days.
Three times a week (3x30) – participation in a session of at least 30 minutes of sport on at least 12 of the last 28 days.

6. Target students through appropriate theoretically informed marketing techniques, particularly when encouraging female student participation and those who do not currently play sport regularly at university (See Table 2. Brunton and St Quinton, 2020, for guidance).
7. The programme is overseen by a Sports Development Coordinator at each university. The key method of delivery would be using students as volunteers to work as Sport Leaders. Two Sport Leaders would be recruited per sport therefore, each university would have a minimum of 10 Sport Leaders if delivering 5 different sports. The number of sports and Sport Leaders can vary depending on the scale of the intended or required needs and impact expected from the programme. It is advised for universities to recruit more to allow for students dropping out part way through or where students may have off-site Placements or other activity that takes them away from the university.
8. Each Sport Leader would take a register to record student participation at each activity session that should include keeping a record of student demographics such as name, age, course, year of study, to be inputted onto a spreadsheet for monitoring and evaluation purposes.
9. The ESLP would increase the use of existing university resources such as facilities and equipment. To off-set this, the Sport Leaders could, where relevant and where there is a demand, be used to help improve the capacity of under resourced facilities. Success within the programme would show increased student engagement in sport and thus, would increase sport facility usage, that universities could also use to help build a case for future provision of additional resources to universities.

**Figure 6.** Sports Leader. UCAM University.



Tools developed in ESLP project

- > **Lourdes Meroño-García**
Francisco Segado
Benito Zurita
Catalina Castro
Francisco Javier Orquín
José Antonio Arranz
Pablo Rosique

» Recruitment of sports leaders

Recruitment of students as Sport Leaders into European Sport Leadership Programme was set up in each partner country during Phase 1 “Analysis of university sport governance” of the project (first year). The roles of Sports Leaders were reported to be:

- a. to actively promote the opportunities of the assigned sport/physical activity within the University,
- b. to encourage and support other students to continue taking part in the assigned sport within and outside University,
- c. to increase the number of students who play/ take part in the assigned sport whilst studying at University,
- d. to attend assigned sport sessions to facilitate or coach sessions (where able), and
- e. to actively take part in the careers development programme.

The following procedures were applied: First, a selection process was conducted by a Sports Coordinator (staff member) to recruit 10 Sports Leaders as Sports Activators (while trying to activate others in the sport). Prior to recruiting two activators for each sport, the Sports Coordinator pre-selected the five sports, with the goal of increasing student participation levels. The second stage was then carried out, i.e. the selection of the students’ target groups. The demands of the students were taken into account in the final selection of the five sports. Student demand would be calibrated during the first three months of the programme, through a consultation process provided by each university. New activities would be offered to those who are new to the sport, inactive in the sport or semi-active.

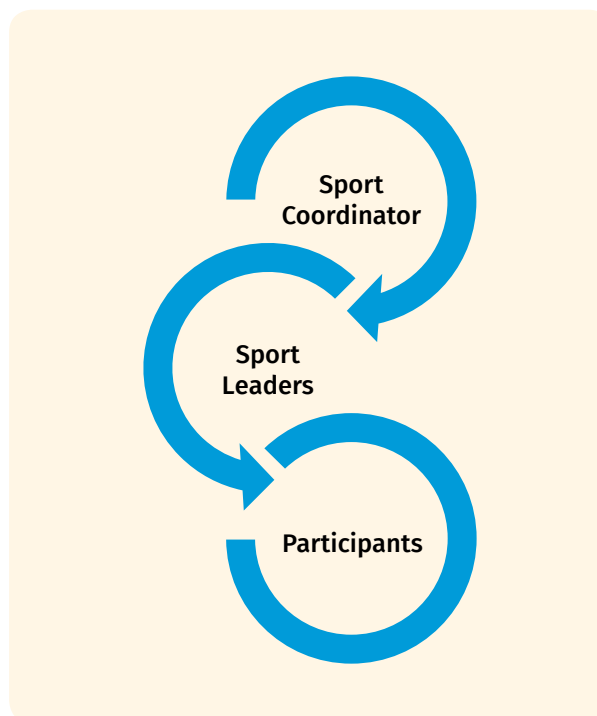


Figure 7. ESLP Project Engagement Process.



Figure 8. Recruitment of sports leaders by the UCAM University Research Staff.

Thirdly, each Sports Activator would take a register at each session and record student demographics such as name, age, course, year of study, to be entered onto a spreadsheet for monitoring and evaluation purposes. The fourth step is the development of student Graduate Employability skills, personal factors and graduate attributes. Each student Sports Activator would be part of a Careers and Mentoring programme to help them enhance their personal and professional development whilst working as a Sports Activator. This would be in the form of four Workshops as a training and development programme as well as by being assigned a mentor within the workplace to help support their personal and professional development.

For the recruitment of students as “Sport Leaders” some questions were raised in each university group: “What skills, personal qualities and attributes does a good Sports Activator have?”, “Why do these skills, personal qualities and attributes make a good Sports Activator?”, “How does a successful Sports Activator behave?”, “Can you list anything you class as a barrier to participating in sport or physical activity?”, “Are there any barriers you feel are particularly relevant to students?”, “How would you overcome these?”, etc.

Proyecto Europeo
 European Sport Leadership Programme (ESLP)
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Figure 9. Call poster for the selection of sports leaders in Spain.

Avrupa Birliđi

Avrupa Spor Liderliđi Programı (European Sport Leadership Programme-ESLP)

SPOR LİDERİ OLMAK İSTER MİSİN?**BAŞVURU KOŞULLARI**

- Üniversitemizde 2017-2018 Eğitim-Öğretim yılında 4 yıllık bir programda 1. veya 2. Sınıfta öğrenciysen (sporcu olma ya da sportif eğitim almış olma şartı aranmamaktadır),
- Girişimci ve tutkuluysan, empati kurabiliyorsan,
- Sportif ve rekreatif aktiviteleri desteklemeye ve yaratıcı oyunlar hazırlamaya istekliysen,
- Sağlıklı yaşam tarzını benimsemeye ve yaymaya kararlıysan,
- 2018-19 ve 2019-20 akademik yıllarında aktivitelere liderlik etmeye hazırsan

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Dr. Öğr. Üyesi Y. Aytül EKMEKÇİ - 0505 264 37 77



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Figure 10. Call poster for the selection of sports leaders in Turkey.

Also, the future Sports Leaders were addressed and the objectives to be achieved through this project were discussed. We think it is important that mentors belong to the sport sector and that they are knowledgeable about sports, to be able to fulfil their important role of supporting Leaders in providing the programme. The inclusion criteria for the selection to be a sports leader were:

- a. first year or second years university students,
- b. empathetic, with initiative, enterprising and enthusiastic,
- c. students willing to participate in the European project European Sport Leadership Programme,
- d. students with the capacity to develop and promote sports teams and organize recreational activities for university students,
- e. students who are committed to promoting a healthy lifestyle with university students,

The aim of sports leaders was to promote recreational activities and sports with a group of university students. Each university advertised to select the sport leaders. To this end, promotional materials such as posters were used and distributed on social media. Examples in Figures 9 and 10.

» Enhancement of the Student Sport Leaders Personal and Professional Development to help graduate employability (workshops)

The training of sports leaders is a key part of ensuring the success of the ESLP project. Let's remember that one of the fundamental processes is to achieve the evolution of the student from a passive student role to that of an active promoter of sports activities. To this end, training plays a crucial role in the student's learning.

The ideal format to develop this training is the "workshop" of three hours duration. They can be held both in person and online. The workshops should be conceived as a "shared learning space". To achieve this, an atmosphere must be created that favours the exchange of knowledge and the transmission of ideas. It should be presented as a safe and friendly environment for the student. In this context, Kolb's experiential learning process was used to enable the Sport Leaders to plan, do, review and learn as in Figure 11.

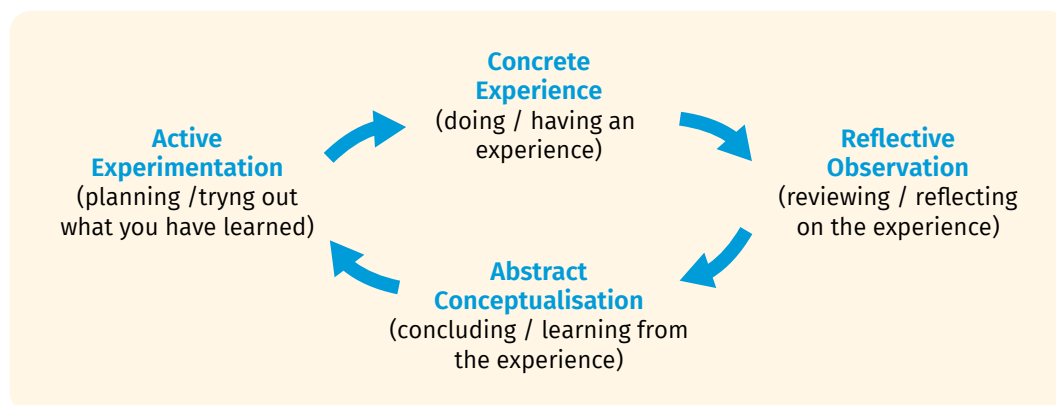


Figure 11. Experiential learning: process (Kolb, 1984).

As a general rule, two dynamics should be given in the workshop in parallel. On the one hand, the training and experience that students receive in good governance and voluntary sport. This should always be the main objective of each session. On the other hand, the workshops should be used by the mentors and employers to learn more about the interests of university students in sport, in order to have a direct and reliable access to the inclinations of young people in terms of sports inclinations. The following agents participate in the workshops:

- > Students selected as Sports Leaders
- > Mentors (university professors)
- > Employers (managers of local or regional sports companies)
- > Project researchers
- > Sports Coordinators

Training must comply with the following principles:

- > **Executive.** Knowledge conveyed to students must be clear, concise and relevant.
- > **Evidence-based:** Workshops must be based on scientific knowledge, truthful and updated to the recognized and prevailing currents of thought.
- > **Useful:** The contents should focus on what is practical. While theory is important, practical training should be the focus.
- > **Dynamic:** it is preferable to use work groups, debates or similar, rather than one-way master classes.
- > **Open:** students' opinions should be taken into account. Dynamics that guide debate and opinion should be encouraged.
- > **Collaborative:** a preference will be established for working groups as opposed to the traditional masterclass.

This would be in the form of four Workshops as a training and development programme as well as through an assigned mentor within the workplace who would support their personal and professional development. The objectives, contents and participants of the workshops are indicated in the following pages.



Figure 12. Sports Leaders. UCAM University.

Workshop 1: Training the Sport Leaders

The main objectives of the first workshop were to explain and discuss:

- > What the programme involves.
- > Timescales.
- > Roles and responsibilities.
- > How to engage students in sport using behaviour change theory (Brunton & St Quinton, 2020).
- > Overcoming problems and finding solutions to increase attendance and participation in sport.
- > Recording student attendance.
- > Targets, monitoring and evaluation.
- > Skills and personal attributes needed to work as a Sport Leader.

The actions carried out in this workshop were developed according to the following scheme:

1. Students are informed about the need to select sports activities to target student groups who are least active and semi-active through offering recreational activities or modes of delivery e.g. social sport where only competitive team sport is offered in that sport, that are not currently running at the university. The aim here is to help increase students' participation.
2. Each Sports Leader would take note of attendance on a register and record student demographics including, name, age, course and year of study. The importance of regular monitoring of the programme is stressed to be able to monitor the outcomes of the programme.
3. To develop student graduate employability skills each Sports Leader would take part in a Careers and Mentoring programme aimed to enhance the Sport Leaders' personal and professional development whilst engaging in this new role. Training and development would be delivered during four workshops as well as with the support of a mentor within the workplace. Employers would meet in person with the undergraduate students on a one to one basis for certain aspects of the programme. Students would also visit the employers on-site/virtually to gain an induction into their workplace. One of the tasks of the mentor would be to hold a mock interview with Sport Leaders.
4. Students are divided into two groups and asked to discuss the skills, personal qualities and attributes of a good Sports leader, the reasons for selecting these attributes, and to describe the behaviour of Sports Leaders. These include Motivation, Passion, Empathy, Leadership, Patience, Charisma, Dedication, Confidence, Outgoing, Organised, Innovative, Commitment, Teamwork, Persistence and Knowledgeable.
5. The main duties of the sport leaders are to be discussed, and these include, amongst others, the support to the Sports Development Team in the organisation and provision of student recreational sport; to generate sustainable sport participation programmes; to take responsibility for effectively organising and running designated sport sessions; and recording attendance and inputting data into recording systems.
6. Enablers and inhibitors to University student sport are to be discussed with reference to research in this area (Brunton and St Quinton, 2020).

7. Prospective Sport Leaders are to be split into two groups again and asked to list what they perceive as barriers to participation in sport and physical activity, and how to overcome such barriers. example include transport, time, lecture timetable, part-time job, laziness, pressure from parents, financial constraints, low self-esteem, injuries, gender and knowledge of availabilities.
8. Promoting sport sessions - in this part of the workshop, students are asked to discuss how they would promote their sport sessions, the reasons for such promotion, and what sport activities they would choose together with the target audience.
9. A discussion as a conclusion to the workshop would be on the strengths of choosing the five selected sports over others e.g. new sports v traditional sport, targeted marketing, and different marketing strategies that are required for different types of students.
10. The workshop concludes with a summary of the main duties and responsibilities of the Sport Leaders, and the Project timeline for the next two years.



Figure 13. Workshop session. UCAM University.

Workshop 2: Careers Action Planning Session with the Sport Leaders'

Careers and employers running the session. The session would cover:

- > The skills, attributes and personal factors employers are looking for in graduates related to the projected careers of the students; what the job market in sport is, finding a job, writing a CV and a covering letter.
- > Personal reflections on skills, knowledge, abilities, personal factors and wider graduate attributes
- > Developing an action plan for personal and professional development.
- > Discussion about the employer mentor scheme – for Sport Leaders to have an employer to mentor and support them in developing work-based skills.
- > The Careers service to have organised potential employers who would have agreed to be part of the programme to support students as Sport Leaders.

Mentor scheme: each Sport Leader would have an employer mentor. Each employer may mentor more than one student, the employers would meet in person with the students on a 1:1 or in pairs as relevant to discussions. The students would maintain communication with the employer monthly as a minimum to update them on their progress of their action plan. Students would visit the employers on-site or through virtual methods, to gain an induction into their workplace. Employers would carry out a mock interview with students on a 1:1 to help give students practice within an interview. On-going support provided by employers would be via e-mail, skype and face to face visits. Mentor scheme points include:

1. Meet in person with undergraduate students on a one to one basis for certain aspects of the programme.
2. Meet as a small group with 2/3 of the students during the summer period -first meeting to discuss generic aspects.
3. The students would maintain communication with the employer monthly to update them on their progress of their action plan.
4. Students would visit the employers on-site to gain an induction into their workplace.

Employers would carry out Mock Interviews:

- a) interview with students on a one to one basis during one of the visits.
- b) On-going support provided by employers would be via e-mail, skype and face: face visit.

The five sports chosen for Sport Leaders to deliver are presented and explained briefly, e.g. Tchoukball, Ultimate, Handball, Athletics and Dance. During this workshop, talks can be delivered by relevant people related to the programme to help either in carrying out their role to enhance student participation in sport or around career development such as Careers Advisors, about what constitutes a good C.V., using Europass, and the pitfalls to be avoided, and how to write an effective covering letter. Another session might include one held by the Employer Mentors.

A discussion on the skills, attributes and personal factors employers look for in sport graduates, and on the Job Market in Sport concluded this part of the workshop. The workshop also included a discussion on how Sport Leaders can develop their 'soft skills' during this project.

Workshop 3: Mid-way reflection and action planning

All employers, careers staff, sport development staff and Sport Leaders attend Workshop 3. Students would present their reflections on their personal and professional development since taking on the role of the Sport Leader and what they intend to work on for the remainder of the scheme. Main areas of improvement to their personal, skills and graduate attributes are covered. The actions developed are:

1. The facilitator writes on the white board the list of competencies that we are helping students to develop to improve their employment.
2. Explain why – these competencies have been shown to help students gain graduate employment: Organization and planning, oral and written communication, use of ICT, communicating in a foreign language, decision making, management of information,

teamwork, social interaction, ethical and social commitment, emotional control, working autonomously, entrepreneurial attitude, adapting to new situations, motivation, research competence.

3. Students discuss with the careers staff, sport development staff member and employer mentor (either during the workshop or later via email, telephone, etc.): (using Kolb's experiential learning theory, 1984)

During the session, the following issues should be raised:

- > How can the students' work as a Sports Leader help develop each career competence?
- > What has worked well so far from their experience as a Sports Leader?
- > How do they feel about their work and their development?
- > What problems have they encountered?
- > Why did they have those problems?
- > Did others have the same problems? - What is their feedback?
- > What general conclusions can you draw? What specific (personal) conclusions do you have?
- > Plan: What will you do to overcome the problems?
- > What will you do differently next time?



Figure 14. Workshop session. University of Malta.

Workshop 4: Review and final action planning and interview technique

This is the final workshop with employers, careers staff, sports development staff and Sport Leaders. Employers have a 1:1 debrief with the students as part of the workshop, giving the students the opportunity to lead discussion whilst also gaining feedback from the employer about their personal and professional development. Students discuss in groups where they feel they have improved most, and summaries are reported back to the group. A discussion about 'where next' for the students who would be a few months from graduating and entering the job market concludes the workshop.

The actions carried out in this workshop are:

1. The facilitator writes on the white board the list of competencies that we have been aiming to help students to develop to improve their employment:
Organization and planning, oral and written communication, use of ICT, communicating in a foreign language, decision making, management of information, teamwork, social interaction, ethical and social commitment, emotional control, working autonomously, entrepreneurial attitude, adapting to new situations, motivation, research competence
2. Employers are organised into a 1:1 paired meeting with the Sport Leaders as 'break-outs' within the workshop or in advance of the workshop for the employer to provide a debrief to the students. Within the workshop, students have the opportunity to lead the discussion. The employer-student debrief is to take the approach of reflection and action planning. Students will be asked to reflect again on their own competencies taking each competence in turn, to reflect what they feel now in terms of feeling competent and being ready for a career in graduate level employment. Employers will provide feedback to the students about their personal and professional development and readiness for the workplace across the range of competencies. Following this, students reflect and discuss in groups where they feel they have improved.

The following outlines the process to follow:

- > Employers and students have a 1:1 debrief where students are asked: how do they feel they performed in their role and how do they think they have done in terms of developing their competencies - what do they think they have improved on and what do they think they need to still improve further on?
- > Which competencies do students feel they have improved the most and why?
- > Which competencies do they feel they have least improved on and thus, need to focus on to improve further?
- > What actions will they set for themselves for the next 12 months?
- > Opportunity to summarise to others in the group and get group feedback on what they have worked on.
- > Facilitator summarises the discussion to provide the key competencies that all students need to improve on (that emerged from discussions) and those they have developed most through their work as Sports Leaders.

» Role of academic mentors

The role and function of the academic mentor in the project has had different phases which have been guided by strong team work and coordination. From the first meetings, the project and the activity proposal corresponding to each mentor, according to their specialty, are presented. Appropriate recruitment and training provided by the academic and employer mentors has been key to encouraging the student Sport Leaders to participate and helping and guiding them in the whole process.

The main action of the mentors must be to provide knowledge from experience and from the field of university scientific knowledge. Their main task should be to create a learning environment that serves as a basis for the creation of practical experiences that promote student learning.



Figure 15. Employers and sports leaders. Workshop session. UCAM University.

After a good selection process, the number of activities in which the leaders participate is the key. As they are guided jointly by the academic mentor and, in some cases, by the employer, each participation corresponds to an ideal moment of learning with its corresponding acquisition of competencies that they would put into practice in the next activity.

The meetings before and after the activity have been the key to analyze the difference between what was planned and what was done. The mentor, due to his/her specialization and previous experiences, must be able, without cutting off creativity and new proposals coming from the leaders, to make the activity real by guaranteeing quality parameters.

Appropriate recruitment and training provided by the academic and employer mentors has been key to encouraging the student Sport Leaders to participate and helping and guiding them in the whole process.

Thanks to the abundance of activities carried out by the different groups, the difference between what was programmed and what was carried out has been less and less.

The figure of the academic mentor is the link between the group of leaders and the employers and has had an essential value in proposing and guiding the process in all the programmed activities.

» Role of Employer Mentor

The employer within the project is perhaps the piece that mostly links this experience to the professional world. Its role or function provides a more professional image within the university context and offers support depending on the need of each activity, plus offering the sports leaders the opportunity to understand and visualize the professional reality needs or demands.

The selection of employers should be made from among prominent members of the private sector at the local or regional level. They should be managers, directors, CEOs or coordinators of sport-related companies, whether managing sports events, sports clubs, sports facilities or similar. Employers must enter the project on a voluntary basis and must make a firm commitment to the objectives of the project. They must agree to attend the workshops and pass on their knowledge to the “Sports Leaders”.

With the continuous feedback process from the employers throughout the project, the leaders have a better knowledge of themselves, and learn about their strengths and weaknesses and work on them through teamwork.

The skills that an employer should have are:

- > Experience: it is preferable for employers to have proven experience in a given sector in order to be able to transmit their learning from their own life history.
- > Proactivity: employers must be able to anticipate the training needs of the leaders and assist them efficiently
- > Open-mindedness: employers should contribute their experience and knowledge but should never forget that they are within a higher education training scenario. They must know how to listen carefully to the leaders and respond to their doubts with humility and a didactic spirit.
- > Executability: Employers must base their teaching on practice, explaining the contents from their own experience.
- > Empathy: skills such as empathy are highly necessary, as the employers must be able to put themselves in the student’s role and act from this perspective.

In exchange for their collaboration, employers are given the opportunity to promote the companies in the developed activities. Through advertising, banners, roll-ups or merchandising, these companies can gain visibility and impact among a young and dynamic population such as the university population. In this way, a positive synergy is created for all parties: employers contribute with their knowledge and experience in exchange for obtaining a space for their companies’ promotion and the possibility of hiring a sports leader as their employee who has already received his direct training.



Figure 16. Workshop session. Pamukkale University.

» Example of a real experience

The programme implemented has been organized and structured in an open and reflexive way, in communication with all the leaders and with the project organisation. The organisational phases of the activities can be presented in a reduced form as follows:

1. Meetings and mentor-leader meetings, to listen to proposals and interests from the leaders.
2. Analyze and study the intentions and real sports of the current university community, trying to point out an activity with great demand.
3. Design the activity or activities that have been decided upon.
4. Program the activities, according to availability and university calendar.
5. Design a marketing and dissemination campaign.
6. Live the real experience, acquiring the role of leader and taking responsibility for the event.
7. Drawing conclusions and sharing reflections on the result.

Example of a real experience: the development of a nautical activity

The following is a summary of the design, development and implementation of an activity within the ESLP Project, aimed at increasing the participation of the university population in nautical activities.

The development of the nautical activities was conditioned by the seasonal weather conditions and by the weather forecast for the day of the event. Based on these two premises, the methodology used with the leaders in all the organized events was the following:

- > The leaders were called to a meeting around which a brainstorming session was held among the attendees (leaders, mentor and employer) about the event to be organized. After the presentation of the different ideas/events, we carried out a screening of ideas/events until the most suitable one was selected according to different criteria. These were; firstly safety, the selected event had to ensure that it was safe for all participants and others who might be in the water at the time. Second, the leaders had to have enough experience to be able to carry out the event. In relation to this second criterion, and if for the selected event the leaders lacked some experience, they were called to the subjects of the water sports specialisation for extra training in order to solve the problem of lack of experience. The third criterion we used to select the idea / event was the legal possibility to carry it out, many of the ideas proposed by the leaders to carry them out since they are developed in the maritime / coastal strip needed special permission when invading the land maritime domain preventing in some cases the maritime traffic. Those events were discarded because of their difficulty in the organization. The last criterion used for screening was the availability of material, which had to be available at all times to the university both in the faculty and in the sports service, as well as the possibility of renting a rescue boat to ensure the safety of participants. Once the idea/event was selected we moved on to phase two where the leaders had to define the nautical event.
- > In phase two, the leaders, in the presence of the mentor and the employer, had to describe the event in question in detail, at which time any major flaws were corrected on the basis of the experience of the mentor and employer and the mentor could have the event. In this phase, they began to promote the event on social networks, calling on UCAM students to sign up for the activity, and they also set the notice for the marina where the sailing activity was to take place. In the announcement, and the promotion of the event, it was always emphasized that all activities were subject to the weather conditions on the day, and the activity could be delayed if the party required it.
- > Once the event was described, we moved on to phase three. In this phase the leaders had to carry out two actions, one was to prepare the necessary material for the nautical activity (beacons, vests, paddles, oars...), then once the material had been inventoried and fine-tuned, the leaders together with the mentor developed the event as a test with students of the nautical sports specialization. Between all of them they corrected the faults that could arise and gave feedback as suggestions for improvement.
- > At this point we were already moving to phase four of the development of the nautical event, the day it was held with those registered. For that phase, the leaders had to be aware of the weather report all week and especially the 72, 48 hours before the event. If everything was fine, the leaders had to be at the marina one hour before the event to prepare the nautical material. At the time of the arrival of the registered persons, one of the leaders was in charge of going out to receive the registrations. For most of the events, the participants required a bus trip to reach the facilities (marinas). Once they were received by one of the leaders, they were taken to the place where the material was located, and the development of the event began. This included the preparation and transport of the material to the docking area or ramp and an explanation of the activity to be developed. The participants were equipped with all the necessary safety equipment. Once at sea, one of the leaders was responsible to lead the activity and the other two for the safety tasks, and these roles alternated throughout the event. On land there was always a mentor on watch in case some kind of help was needed

in an emergency (there never was). Once the activity at sea was finished, all the participants went back on land where the material was washed, dried and stored, that is, the participants themselves supervised by the leaders were in charge of collecting the material. Until the last participant touched land, the leader in charge of security did not leave the water and in turn the mentor did not cease his work of surveillance. Once the material was collected, one of the leaders accompanied the participants on the bus.

- > In the same marina, we would move on to phase five, where once again leaders and mentors would meet to give feedback on sensations, points for improvement and suggestions for the next nautical event. From here, the leaders were given a future date for the elaboration of the next nautical event.

As is often the case in the organization of nautical events, the main problem that the leaders faced was the uncertainty of organizing activities in an unstable environment such as the sea. To try to reduce this uncertainty as much as possible, the leaders had to plan nautical activities in the most confined areas possible (docks of marinas) and always prepare contingent activities if the weather conditions did not allow the core of the event to be developed as initially planned.



Figure 17. "UCAM Water Festival".



Figure 18. Promotional poster for the "UCAM Water Festival" activity.



Monitoring and evaluation of the project

> Antonio Sánchez-Pato
José Luis Arias-Estero
Francisco José Cánovas-Alvarez

THE PROCESS of monitoring and evaluation of the Project was a crucial part of the ESLP Programme, as it was a necessary action to know if the objectives set were being satisfactorily achieved.

With regard to monitoring, student participation was measured through attendance at the sports activities through registers. Registers were also used to record student demographics including, name, age, course and year of study. The importance of regular monitoring of the programme is key and must be done periodically preferably using an *ad hoc* registration sheet.

For the evaluation of the ESLP project, the following tools were implemented:

» Verifying the leadership programme intervention

Evaluation of the ESLP was carried out by both focus groups and questionnaires taken before and after the start of the programme. This is to enable the triangulation of data to provide increased reliability in the outcomes.

We used three procedures to verify that the programme was applied in the same way in the five universities. First, an expert researcher attended all the formative activities organised and checked that the activities fulfilled the aims of each activity. Second, the person responsible in each university had to send a report of every activity to the main researcher in order to check that they were developed according to the programme description. Third, each sport leader took a register at each session and recorded student demographics such as name, age, course, year of study. Finally, the results of each country were analysed looking for possible inter-country pre-post test differences. As a result, both the expert and the reports confirmed that the activities fulfilled the aims of each activity according to the programme description. All the recordings showed an increase in the university student involvement, from the first new recreational sport activity to the last. Therefore, there were no statistical pre-post differences between countries ($p > .05$).

Focus Groups

Five focus groups were run by an experienced moderator both pre and post ESLP, thus, 10 in total. The aim was to use a mixed methods approach with the focus groups providing a qualitative method to enable a shared view at the start of the programme as a baseline measure. Students are asked to reflect on the employability competencies and to assess which ones they feel they are best developed and the ones they need to improve on. The meetings took a maximum of 45 minutes, each with between 6-8 Sport Leaders in size that fits with the ideal group size of 6-10 (Morgan & Kruger, 1993). Each researcher followed a Moderators' Plan provided by the lead researcher to improve the internal consistency of research applied over five different universities (Annex 2 & 3). A post-it note exercise was employed following previous successful practice as illustrated by Brunton and St Quinton (2020). Pre and Post ESLP, students were shown the 15 competencies and asked to write three competencies they felt they were strongest at and three competencies that they felt needed to improve mostly. Additionally, the post-ESLP focus group also probed students to explain their perceptions of competence through their involvement in the ESLP. This was carried out to help provide the context for why students felt they were strong in particular competencies

and to allow students to freely express themselves and discuss whether the ESLP had helped to contribute to the competency development. The key aim was to allow the conversation to emerge rather than for students to be led towards any particular response. Discussion explored the responses to help understand why students felt the ESLP had helped them improve particular competencies, where relevant. Students gave their input voluntarily in the discussion.

Data was recorded to produce verbatim transcripts and analysed following the comparative method and a thematic analytical approach, considered to be a particularly useful method for qualitative research (Braun & Clarke, 2006). All recorded interviews were coded and analysed inductively. Two authors independently transcribed the interviews, which were cross-checked against the original recordings to ensure accuracy. The authors read the transcriptions to get a sense of their scope and to detect recurring topics of emerging themes. Here, a process of categorizing and unitizing data was employed to produce themes and key quotes to help explain the experiences of the Sport Leaders. They wrote memos during the coding process, which highlighted recurring themes, inductively clustered within sub-themes. Data were open and axial coded line-by-line and incident-to-incident descriptively, in sub-themes, which were applied to text segments. Pre and Post ESLP focus groups were compared for any similarities and differences in addition to comparisons across each university focus group through a process of intra-method triangulation (Patton, 1999). The post-intervention focus group enables students to reflect again on the same set of competencies 15 months after the ESLP experience. The aim is to measure whether the ESLP can help improve students' graduate competencies.



Figure 19. Antonio Sánchez-Pato, PI of the ESLP project, explaining the details of the questionnaire to the Sports Leaders.

Questionnaire:

The European Sports Leadership Programme uses a modified version of the previously validated questionnaire that assesses students' perceptions of their key work-based competencies. This questionnaire allows us to explore from a single instrument, a broad set of key competences considered to be of relevance to the workplace.

The CECTGRA questionnaire which was sent out (Cánovas-Álvarez et al., in press) is composed of 57 items and 15 dimensions about students' perception of their professional growth:

- a) organization and planning (4 items);
- b) oral and written communication in the native language (3 items);
- c) management of information, communication and technological resources (3 items);
- d) communication in a foreign language (4 items);
- e) management of planning and decision-making (4 items);
- f) knowledge and information pool (3 items);
- g) teamwork (5 items);
- h) social interaction (4 items);
- i) Ethical and social commitment (4 items);
- j) control of emotions (3 items);
- k) working autonomously (4 items);
- l) entrepreneurial attitude (5 items);
- m) ability to adapt to new situations (3 items);
- n) motivation (4 items)
- o) competence in research (4 items);

The topics to be discussed include, for example, managing time correctly and being proactive; communicating with expert and non-expert audiences; basics of computer use; making oral speeches in another language; knowing how to make decisions; analyzing and synthesizing information; motivating groups; establishing relationships and contacts; valuing and respecting diversity and multiculturalism; acting under pressure; being self-critical; being creative and innovative; being able to work and study in another national or international context; showing a positive attitude towards work; examining and interpreting information;

Concordance with the items was rated on a 5-point scale of the Likert type, ranging from 1 (strongly disagree) to 5 (strongly agree). The leaders completed the questionnaire virtually via Google Forms® on the same day and at the same time, with online support from the principal investigator to resolve any issues. Each student completed the questionnaire anonymously and individually. It was explained that the questionnaire was for research purposes only and was not to be considered a test. The duration was 20 minutes. The full questionnaire is included in ANNEX 3.

Challenges and barriers encountered

> Andrew Decelis
Charalampos Samantzis
Emanuele Isidori
Özgür Mülazimoğlu

DURING its 30 month duration, the ESLP project faced a number of challenges and encountered various obstacles. The main initial challenge in ESLP was to attract University students to participate in the sport programme and to change a culture of inactivity of students in this age-group. However, this proved to be a very interesting and important learning experience both for the mentors and for the sports leaders who came up with various promotional strategies to attract other students to the programme. In some instances, some strategies had to be amended, while others had to be replaced by others. Therefore, ultimately, this process contributed towards the development of specific competencies, and once this barrier was overcome, a very good number of participants were registered on the programme. A second challenge sport leaders experienced was the retention of the students on their sport programmes. Sport Leaders realized that the best way to retain the participants was to establish a positive learning environment in their sessions where students can learn a new sport, enjoy themselves and meet friends. Furthermore, Sport Leaders appreciated the importance of the social aspect and they held regular social events for their participants. Sport Leaders also kept constant communication with their participants through messages reminding them about the sessions.

Another challenge was to ensure that sports leaders had an equal amount of support from their employer mentors. Some of the employer mentors were very enthusiastic and were meeting the leaders every week and also communicating by emails and messages, while in other cases, they were not keeping regular communication with the students. However, one needs to stress the fact that it was the sport leaders' responsibility to keep in touch with the employer mentors as we understand that the latter are very busy people in high-ranked positions. Therefore, periodically the mentors at University reminded the sport leaders and the employer mentors to keep the communication links open. In the end, we are very pleased that most employer mentors have given a huge amount of support to the sport leaders and have also exposed them to various opportunities that enhance their professional and personal competencies.

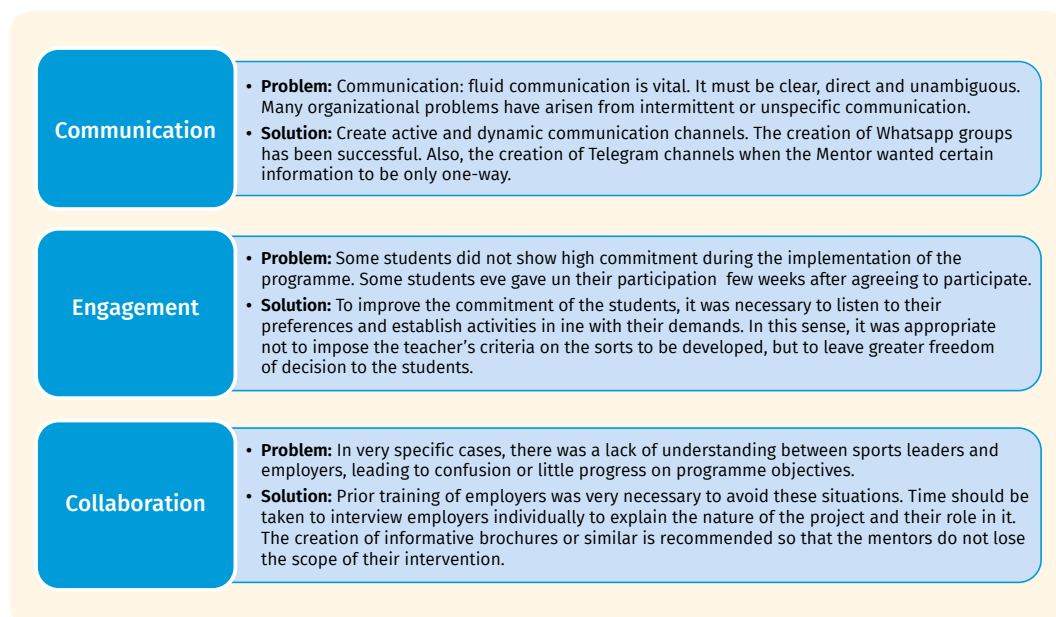


Figure 20. Main problems encountered in the ESLP Project.



Figure 21. University of Malta sports leaders analysing problems and barriers.

The operation of ESLP, by its design, involves the interaction of a large number of people with different profiles and with different goals. Firstly, we find the project's research staff, made up of university professors, who seek the culmination of the project and the scientific production associated with it. The academic mentors, who are also lecturers, seek to provide additional training to the students through the transmission of their own knowledge. Employers mentors, prestigious entrepreneurs, who seek to train future workers, have the possibility of attracting talent and give visibility to their company. And finally, the sports leaders, students who are taking their first steps in sports volunteering and who seek to increase the physical activity of their peers and to perform their tasks correctly. This organizational diversity, while being the hallmark that has made the ESLP project unique, has also been the first cause of problems to be overcome. These problems have arisen for the following reasons:

» **Case study: University of Thessaly**

ESLP project for University of Thessaly constituted one of the major challenges in theSport governance and the overall general strategy for Sports in the Institution. Under this framework the implementation of the action encountered a number of difficulties which have been efficiently solved from UTH's project team. More particularly the difficulties identified:

- > **Recruitment of sport leaders:** Beyond the significant benefits that ESLP provides to Sport leaders, at the beginning of the project it was not an easy task to find the Sport leaders that would be able to participate and contribute to the action. The intensive study programme was a barrier (in terms of time) to express their interest to participate in the proposed actions and to commit themselves for the next 2 years. In order to overcome this difficulty, the experienced team of UTH has adopted an intensive

dissemination strategy in order to highlight the benefits of the ESLP for the potential Sport leaders, while all the relevant stakeholders of the Institution have been activated in order to facilitate the UTH team to make the appropriate selection.

- > **Institutional academic challenges:** During the lifetime of the ESLP project, the University of Thessaly has undergone one of the most significant changes that have ever occurred in the tertiary sector. A merge of the University with the technical Institute of Thessaly has been implemented exactly at the same period of the project's implementation which caused several administrative, institutional and technical difficulties. For example, UTH team has been "forced" to expand the project and the base of the Sport leaders to a new academic environment and exploring the interest of new potential sport leaders. The institutional challenges have been solved with the continuous activation of our team together with the cooperation with the management board of the University. Before and during the interview that we have conducted with the vice-rector of the University, the project manager, Mr Samantzis has promoted and explained the project and its benefits for the students to the Vice Rector in order to ensure his overall consensus and integrated support during the lifetime of the project.
- > **Participation of Sport business employers:** One of the major difficulties that UTH has faced during the implementation of the ESLP project was the active participation of business employers for the purposes of the mentoring scheme and during the workshops. The active cooperation and the overall "bond" between business companies and Universities has been for many years always a major challenge. UTH team with the official launch of the project has activated its extended network with business stakeholders and people active in the sport sector. Thus, there was an initial promotion of the projects to the local chambers of commerce while we took advantage of the alumni sending invitations to former students that developed enhanced business activity during the last years.



Figure 22. Focus group session. University of Thessaly.

Lessons learned (testimonials)

- > **Alessandra Fazio**
- Oliver Mallia**
- Athanasios Koustelios**
- Yeliz Ilgar**
- Alper Yildiz**

THROUGHOUT the development of the ESLP project, there have been different situations that have been a challenge and a learning experience for all the agents involved. In the following pages, you will find testimonies from leaders, mentors and employers about the obstacles they have encountered, the solutions they have devised and the lessons they have learned

» Advantages

- “The project allowed them to be more autonomous. They learnt to cooperate among them”.
- “The experience that the students could gain was very important. Although this experience depended on the students’ attitude, this project helped them to go out, improve their competences to be in contact with customers, manage groups of people, and leader physical activities”.
- “It was very useful for all the leaders because they interchange their knowledge, methods and experiences to create activities related to their formation. Now, they are able to be responsible, work as a team, and manage activities, considering different situations and circumstances as well as learning to accept good and bad results”.
- “The mentors have been able to check the abilities of our students in real situations. This has helped us to make decisions and change some things of our subjects in order to improve some deficiencies”.
- “The workshops were very useful because they helped us to go further with the activities. It was very important that each workshop has an operative purpose related to the project”.
- “The project offers a framework with many opportunities to develop the student’s competences”.

» Disadvantages

- “The sea conditions were a problem because they had to address with the difficulties related to the wind, sea...”
- “They had to cancel and change different events because of the sea conditions”.
- “The students of second and third grade are not yet prepared to design physical activities. Therefore, their proposals had to be improved very much. The employer needs to be careful because it is his/her obligation to maintain the quality of the activities that his/her company can offer”.
- “Lack of coordination and organisations of events. The students have not worked as a group. They did not feel a sense of belonging to the group”.

» Strengths

- “They made up new activities according to the target participants’ characteristics”.
- “If the leaders are good, the employer can have a good group of people prepared to be employed”.

- “It was wonderful to see the success of each activity. We could enjoy hearing the good experiences of each one of the leaders. They have learnt very much and what it is more, within a European project”.
- “The sport enabled the participants’ involvement. In addition, the leaders had much flexibility, availability and easiness to design the activities”.

» Weaknesses

- “The necessity to adapt or change or cancel the activities because of the sea conditions”.
- “The students need to be guided and mentored in detail because the exercises as well as the methodologies have a direct influence on the participants’ health. Furthermore, there is a regional regulation that obliges to have a minimum level of formation before organising and designing this kind of activities. This regulation should be considered in further projects”.
- “As an employer, it is not interesting to propose free activities which do not help me to increase the number of customers”.
- “The leaders did not plan and promote some activities with the necessary time to increase the number of participants”.
- “The leaders have not worked as a team. Their level of involvement has been very different”.

» Proposal for improvements

- “I think it would be perfect if after the project, a group of students continue making proposal as those that were done by their partners. These leaders have done a very good job, involving many students in water activities, such as dragon boat”.
- “I think this kind of proposals should be glued to the Sport Activity Service that we have in our University in order to increase the number of people interested in physical activity and improve the lifestyle of university students. This project would be useful to increase the social relationships among students, as well as their identification with the university”.
- “It would be useful to have an interchange (like an Erasmus programme) with other European universities in order to organise activities in these universities”.
- “It would be useful to determine roles in order to provoke the leaders’ involvement”.

» Other comments

- “They were aware of the social networks relevance. They are important to promote the activities and gain the interest of people”.
- “My motivation has decreased from the beginning to the end. Maybe it could have been useful to include other activities for the mentors. I think it would have been good to have a plan of formation for the mentors”.
- “In general, the activities designed by the leaders were very good. Many people participated in these activities”.



Figure 23. Sport leaders during a sport activity with disabled people. UCAM University.

A large, stylized number '3' is positioned on the left side of the page. It is rendered in a gradient of orange and yellow, with a darker orange on the left and a lighter yellow on the right. The number has a thick, rounded appearance. The background of the page is a solid, bright yellow, and the entire page is framed by a blue border.

Annexes

» Annex 1

Focus Group: Moderators' Plan - Baseline

N.B. The Moderator is the person facilitating this session.

It is essential for validity and reliability of this research that the following is adhered to:

The Moderator must:

1. Not be a part of the ESLP team at all so are seen as independent to this study
2. Are experienced researchers in running focus groups

Selection of participants and running of Focus Groups:

- > Participants must be working as Sport Leaders as part of the ESLP
- > Focus groups are to be no longer than 45 minutes
- > To have no more than 8 participants, preferably 6-8 or can be done with 4-6 known as 'micro-focus groups' (so run two if have 9+ Sport Leaders)

Prior to the start of the focus group interview:

1. Thank for attending and cover in the Introduction:

- > Signing of consent form by all participants
- > Explanation of what will be done with the data
- > Recap about this being an anonymous process and assuring confidentiality

2. Recap the purpose of study which is for students to:

- > Students are working as a Sports Leader to try and increase other students' engagement in sport (particularly the inactive or semi-active students) working as a sports development professional, and
- > Working as a Sports Leader with an employer mentor and the university careers staff to both help them to enhance their graduate employability skills through a process of reflection, action planning and implementing actions – plan, do and review (Kolb's learning theory (1974))

3. Give opportunity to ask questions

Running the Focus Group

4. The moderator writes on the white board the list of competencies that we are helping students to develop to improve their employment whilst working as a Sports Leader and taking part in the workshops and being supported by the careers team, sports staff and employer mentor:

- > *Organization and planning, oral and written communication, use of ICT, communicating in a foreign language, decision making, management of information, teamwork, social interaction, ethical and social commitment, emotional control, working autonomously, entrepreneurial attitude, adapting to new situations, motivation, research competence.*

5. Using post-it notes, ask each Sport Leader to write:

- > Competencies they feel they are strongest at.
- > Competencies that they feel they need to improve the most.

6. Student Sport Leaders then anonymously put these post-it notes on a flip chart**7. The moderator then takes each post-it note in turn and says for each:**

- > 'someone has written XXXX e.g. motivation'
- > 'Can anyone elaborate on this?'
- > 'Does anyone else feel this?'

Ensure all members of the focus group have the opportunity to speak so specifically ask the quiet participants of the group to speak so the focus group is not dominated by one or two people.

8. After all post-it notes have been gone through, ask the students if there is anything else that they would like to add that hadn't been raised so far?**9. Thank them for participating – Focus group ends**

N.B. We are using this approach as a way of getting a shared view on things so at the outcome (baseline) we will know which competencies students feel they are best at and those they feel they need to improve most at.

The Post-intervention focus groups will ask the same so we will use this data to triangulate with the questionnaires to know which students' rate as their strongest competencies post-intervention and those now requiring most improvement as well as a way of increasing confidence in the findings.

» Annex 2

Focus Group: Moderators' Plan – Post ESLP

N.B. The Moderator is the person facilitating this session
It is essential for validity and reliability of this research that the following is adhered to:

The Moderator must:

3. Not be a part of the ESLP team at all so are seen as independent to this study
4. Are experienced researchers in running focus groups

Selection of participants and running of Focus Groups:

- > Participants must be working as Sport Leaders as part of the ESLP
- > Focus groups are to be no longer than 45 minutes
- > To have no more than 8 participants, preferably 6-8 or can be done with 4-6 known as 'micro-focus groups' (so run two if have 9+ Sport Leaders)

Prior to the start of the focus group interview:

10. Thank for attending and cover in the Introduction:

- > Signing of consent form by all participants
- > Explanation of what will be done with the data
- > Recap about this being an anonymous process and assuring confidentiality

11. Recap the purpose of study which is for students to:

- > Students are working as a Sports Leader to try and increase other students' engagement in sport (particularly the inactive or semi-active students) working as a sports development professional, and
- > Working as a Sports Leader with an employer mentor and the university careers staff to both help them to enhance their graduate employability skills through a process of reflection, action planning and implementing actions – plan, do and review (Kolb's learning theory (1974))

12. Give opportunity to ask questions

Running the Focus Group

13. The moderator writes on the white board the list of competencies that we are helping students to develop to improve their employment whilst working as a Sports Leader and taking part in the workshops and being supported by the careers team, sports staff and employer mentor:

- > Organization and planning, oral and written communication, use of ICT, communicating in a foreign language, decision making, management of information, teamwork, social interaction, ethical and social commitment, emotional control, working autonomously, entrepreneurial attitude, adapting to new situations, motivation, research competence

14. Using post-it notes, ask each Sport Leader to write:

- > competencies they feel they are strongest at
- > competencies that they feel they need to improve the most

N.b. Analysis will compare these competencies pre and post intervention focus groups to see if any change.

15. Student Sport Leaders then anonymously put these post-it notes on a flip chart**16. The moderator then takes each post-it note in turn and says for each:**

- > “someone has written XXXX e.g. motivation, How has the ESLP working as a Sports Leader helped you to achieve this competency?”
- > “Does anyone else feel this?”

Ensure all members of the focus group have the opportunity to speak during the focus group so specifically ask the quiet participants of the group to speak where need so the focus group is not dominated by one or two people.

17. After all post-it notes have been gone through, ask the students if there is anything else that they would like to add that hadn't been raised so far?**18. Thank them for participating – Focus group ends**

- > The Post-intervention focus groups shares some of the same questions whilst also probing to find out the ‘why’ question, so we triangulate with the questionnaires to know which students rate as their strongest competencies post-intervention and those now requiring most improvement as well as a way of increasing confidence in the findings.

ANNEX 3: ESLP sports leader questionnaire

Please circle the number that best fits your competence. 1- lowest; 5-highest.

General Competence	Nº	Specific Competence	Are you developing this Graduate Competence during your course?	Rate yourself on this Graduate Competence (e.g. how competent are you at this?)	How relevant is this Competence for your career?
ORGANIZATION AND PLANNING	1	TO ORDER AND STRUCTURE IDEAS ADEQUATELY	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	2	HAVING GOOD TIME MANAGEMENT	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	3	TAKING THE INITIATIVE	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	4	DISCERN WHAT IS IMPORTANT AND WHAT IS A PRIORITY	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
ORAL AND WRITTEN COMMUNICATION IN YOUR OWN LANGUAGE	5	DEVELOPING ORGANISED AND COHERENT SPEECHES OR ORAL PRESENTATIONS	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	6	EXPRESSING COMPLEX IDEAS IN WRITING	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	7	SPEAKING IN FRONT OF AN AUDIENCE	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
USE OF INFORMATION, COMMUNICATION AND TECHNOLOGY (ICT)	8	HAVING BASIC KNOWLEDGE OF ICT	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	9	UNDERSTAND AND USE DIFFERENT SOFTWARE FOR THE HANDLING OF INFORMATION (TEXT PROCESSORS, STATISTICAL PACKAGES ...)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	10	MANAGING ICT INFORMATION (SEARCH, SELECTION AND INTEGRATION OF INFORMATION)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
COMMUNICATION IN A FOREIGN LANGUAGE	11	DELIVERING ORAL SPEECHES IN ANOTHER LANGUAGE	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	12	READING AND UNDERSTANDING TEXT IN ANOTHER LANGUAGE	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	13	COMMUNICATING IN WRITING IN ANOTHER LANGUAGE	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	14	COMMUNICATING AND INTERACTING WITH PEOPLE IN ANOTHER LANGUAGE	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
DEVELOPMENT OF PLANNING AND DECISION MAKING	15	BEING ABLE TO DEFINE A PERSONAL AND PROFESSIONAL PROJECT AND SET A GOAL	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	16	KNOWING HOW TO MAKE DECISIONS (EVALUATE DIFFERENT ALTERNATIVES BEFORE MAKING A DECISION)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	17	BEING ABLE TO LEARN AND PLAN (LEARN FROM THE PAST AND PRESENT YOUR ACTIONS FOR THE FUTURE)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	18	BEING AWARE OF STRENGTHS WEAKNESSES, OPPORTUNITIES AND THREATS OF THE ENVIRONMENT	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Please circle the number that best fits your competence. 1- lowest; 5-highest.

General Competence	Nº	Specific Competence	Are you developing this Graduate Competence during your course?	Rate yourself on this Graduate Competence (e.g. how competent are you at this?)	How relevant is this Competence for your career?
MANAGEMENT OF KNOWLEDGE AND INFORMATION	19	BEING ABLE TO SEARCH AND PROCESS-DIFFERENT SOURCES OF INFORMATION	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	20	BEING ABLE TO ANALYZE AND SYNTHESIZE INFORMATION	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	21	KNOWING HOW TO CRITICALLY PRESENT INFORMATION IN WRITING	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
TEAMWORK	22	BEING ABLE TO WORK COLLABORATIVELY AND COOPERATIVELY IN AN INTERDISCIPLINARY TEAM	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	23	WILLING TO COMPROMISE AND IDENTIFY WITH OTHER POINTS OF VIEW	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	24	BEING ABLE TO RESPECT AND TOLERATE THE IDEAS OF OTHERS	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	25	BEING ABLE TO SOLVE PROBLEMS THROUGH DIALOGUE AND NEGOTIATION	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	26	BEING ABLE TO INSPIRE AND MOTIVATE GROUPS	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
SOCIAL INTERACTION	27	BEING ABLE TO ESTABLISH RELATIONSHIPS AND CONTACTS (NETWORKING)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	28	BEING ABLE TO INTERACT ACTIVELY WITH EXPERTS AND NON-EXPERTS (USING ACTIVE LISTENING)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	29	EMPATHISING WITH OTHERS	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	30	BEING ABLE TO EXPRESS OWN IDEAS WITH CONFIDENCE	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
ETHICAL AND SOCIAL COMMITMENT	31	BEING A RESPONSIBLE, PROFESSIONAL AND ETHICAL CITIZEN	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	32	VALUING AND RESPECTING DIVERSITY AND A MULTI-CULTURAL SOCIETY	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	33	BEING COMMITTED TO THE PRESERVATION OF THE ENVIRONMENT	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	34	DEMONSTRATING SOCIAL RESPONSIBILITY AND CITIZENSHIP	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
EMOTIONAL CONTROL	35	BEING ABLE TO WORK UNDER PRESSURE	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	36	BEING ABLE TO MANAGE STRESS	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	37	BEING ABLE TO TOLERATE FRUSTRATION AND ADVERSITY	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Please circle the number that best fits your competence. 1- lowest; 5-highest.

General Competence	Nº	Specific Competence	Are you developing this Graduate Competence during your course?	Rate yourself on this Graduate Competence (e.g. how competent are you at this?)	How relevant is this Competence for your career?
AUTONOMOUS WORK	38	BEING ABLE TO LEARN AUTONOMOUSLY	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	39	BEING SELF-CRITICAL	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	40	KNOWING HOW TO ACCESS AVAILABLE AND NECESSARY RESOURCES	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	41	BEING ACTIVELY INVOLVED IN CONTINUOUS LEARNING AND IMPROVEMENT	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
ENTRE-PRENEURIAL ATTITUDE	42	BEING ABLE TO DETECT NEW OPPORTUNITIES	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	43	BEING CREATIVE AND INNOVATIVE	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	44	TAKING THE INITIATIVE TO GENERATE NEW PROJECTS	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	45	BEING COMMITTED TO YOUR OWN IDENTITY AND PROFESSIONAL DEVELOPMENT (PERSONAL BRAND)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	46	TRUSTING YOURSELF (SELF-CONFIDENCE)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
ADAPTATION TO NEW SITUATIONS	47	TOLERATING CHANGE AND UNCERTAINTY	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	48	BEING ABLE TO TRANSFER INFORMATION AND APPLY KNOWLEDGE TO PRACTICE	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	49	BEING ABLE TO WORK AND STUDY IN ANOTHER NATIONAL OR INTERNATIONAL CONTEXT (BEING GEOGRAPHICALLY MOBILE)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
MOTIVATION	50	HAVING A DESIRE TO OVERCOME DIFFICULT SITUATIONS (MOTIVATION FOR INDIVIDUAL DEVELOPMENT AND ACHIEVEMENT)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	51	HAVING A POSITIVE ATTITUDE TOWARDS WORK	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	52	BEING INVOLVED AT WORK	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	53	BEING COMMITTED TO ACHIEVING QUALITY (BY DOING THINGS WELL, WITH ACCURACY)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
RESEARCH COMPETENCE	54	BEING ABLE TO DETECT NEEDS AND LIMIT PROBLEMS	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	55	BEING ABLE TO DESIGN AND MANAGE DATA COLLECTION TECHNIQUES	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	56	BEING ABLE TO EXAMINE AND INTERPRET INFORMATION	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	57	BEING ABLE TO DEVELOP A RESEARCH REPORT	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5



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