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- A2.2 Ensure compliance with regulations and requirements

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This document is part of a series of outputs that can be read in conjunction with each other or as standalone documents, this is document 4 and 5 of the series.
A. THE S2A SPORT PROJECT

The S2A Sport project focussed on the skills needed by sport administrators working in paid and volunteer roles in the delivery of sport.

The project aimed to reduce the gap between the existing competences of sport administrators and the competences needed to fulfill current and future realities and expectations of this position.

Further aims of the project were to enhance and modernise existing training programmes, to equip those working or volunteering in sport administration with the right skills and, as a result, to contribute to building the capacity and effectiveness of sport organisations across Europe.

The S2A Sport project took place between September 2015 and February 2018 and was funded by the European Commission under the Erasmus+ programme (Key Action 2 – Strategic Partnership for Vocational Education and Training).

The S2A Sport consortium that delivered the project gathered partners from various parts of the sport sector in Europe. Led by the European Observatoire of Sport and Employment (EOSE), it brought together eight national organisations and four pan-European associations from ten different European countries.

Further information about the project can be found at [www.s2a-sport.eu](http://www.s2a-sport.eu)

B. SPORT ADMINISTRATION

Sport Administration includes the processes and activities of running an organisation operating within the sport sector at local, regional, national and/or European levels. It includes skills and competences that enable individuals to coordinate, manage, market, organise and deliver sport in line with the governance and direction of the organisation.

Within the S2A Sport project the working definition of sport administration was:

“Sport administration embraces the processes and/or activities of running an organisation operating within the sport sector at all levels; it includes a variety of tasks across a wide range of functions in accordance with the purpose and direction of the organisation.

More specifically, Sport Administration functions are implemented by all those individuals, both paid and unpaid (volunteers) who work to ensure the effective running of a sports organisation.”

This definition was supported by a large majority of the sample of people working in sport organisations who were consulted as part of the project.
The S2A Sport project implemented the innovative Lifelong Learning Strategy for Sport, known as the “7 Step Model”.

The model, devised by EOSE, provides a framework for a strategic approach to ensure that appropriate education, training and qualifications exist to support the development of the workforce. It was developed in response to the main education and employment challenges in the sector and aligns with the main EU policies and tools in the fields of sport and vocational education and training.

The model aims to bring together the education and employment stakeholders in a collaborative approach to ensure that education and training provision is fit for purpose and in line with the needs of the workforce.

The model begins with the collection of labour market intelligence to conduct desk or primary research into employment in the sector.

The next step in the model is to produce an occupational map which further expands on the key characteristics of the workforce.

The model goes on to describe the key jobs in the sector and facilitates the development of detailed occupational standards to describe skills and knowledge required for competent performance at work.

After detailing all aspects of the workforce and skills requirements, the model finally provides information and advice on qualifications, learning outcomes and quality assurance to support education providers in developing and delivering courses to meet the needs of the labour market.

The functional map is Step 4 of the 7 Step Model and comes after the gathering of labour market intelligence and production of the occupational map and occupational descriptors. It describes the functions that take place in an occupational sector and provides a complete breakdown of work activities that need to be carried out by individual workers.

Functional maps are normally presented as graphical representations of work functions and set out a framework from which more detailed occupational standards can be developed.

### WHAT IS FUNCTIONAL ANALYSIS AND WHAT IS IT USED FOR?

Functional analysis is a methodology that can be used to define the nature of an occupational sector and the functions performed within it. This is an essential process in defining occupational competence. A detailed functional map allows us to establish the contribution of each occupational area. This is to ensure that all primary (main) and secondary (sub-) functions are identified, that the relationship between them is clearly established, and that the direct contribution they make to the key purpose of the sector is understood.

Functional mapping also allows us - after a detailed process of identifying the functions (known technically as “disaggregation”) - to define occupational competence through the creation of occupational standards. Occupational standards describe what employees in any occupation should be able to do, the standard they should achieve and the knowledge and understanding they need.

When we talk about “functions”, we mean the activities a person is expected to do as part of their job. Functions must have a clear purpose and outcome that are valuable to an employer. Once we know the functions people are expected to perform, it becomes easier to identify the standard they should achieve and the knowledge they need. By using functional analysis, we can take any area of work and break it down until we see the functions that individuals are expected to perform - in other words what people need to be able to do.

### DEVELOPING THE FUNCTIONAL MAP FOR SPORT ADMINISTRATION

The S2A Sport project facilitated the first systematic analysis of competences for sport administration at the European level. However previous work has taken place in specific EU nations and in other countries around the world to look at competences in this sector. Through desk research, the major competency areas were identified for their potential to be included in the S2A Sport functional map.

These broad content areas were then tested with employers and sector organisations in Europe through the research survey, which was Step 1 of the 7 Step Model, and facilitated feedback on the relevance of various competences from 350 separate organisations.

The ranking of the importance of competences by sport administration organisations, coupled with the strong sector expertise of the S2A Sport consortium, resulted in the sector specific content found within the functional map presented in the next pages.

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EQUIP THOSE WORKING OR VOLUNTEERING IN SPORT ADMINISTRATION WITH THE RIGHT SKILLS AND KNOWLEDGE.
THE FUNCTIONAL MAP FOR SPORT ADMINISTRATION HAS BEEN DEVELOPED IN LINE WITH THE WORK CARRIED OUT WITHIN THE S2A SPORT PROJECT FOR STEPS 1, 2 AND 3 OF THE 7 STEP MODEL. THE KEY PURPOSE IS TAKEN DIRECTLY FROM THE DEFINITION USED DURING THE PROJECT AND THE KEY FUNCTIONS WERE CONSULTED ON DURING THE RESEARCH PHASE.
The occupational standards for sport administration in Europe describe the standards of performance that those involved in sport administration are expected to achieve in their work, and the knowledge and skills they need to perform effectively. It corresponds to the Step 5 of the 7 Step Model and comes after the development of the functional map.

Occupational standards are concerned with what people can do (competence), not just what they know. The standards promote good practice in the industry, and have been developed and validated by leading organisations in the sector.

The occupational standards will have great value within the sport industry as they can be used by different organisations and people for a variety of purposes. It is expected that a range of sport organisations, employees, and education providers will use the standards to ensure their work is in line with an agreed industry standard and aligned with the labour market.

### OCCUPATIONAL STANDARDS OVERVIEW

Occupational standards, and the functional analysis process that leads to the standards, are closely linked to the concept of occupational competence. Employers are looking for competent employees, and occupational standards should provide a description of what that competence is.

By analysing an occupational area, we are finding out and making public what it means to be competent in a job or profession. However, we need to bear in mind that competence is a broad concept that includes several different “dimensions”.

When carrying out functional analysis, we look at the following:

- Technical requirements - these include the occupational skills and knowledge, such as developing organisational strategy or giving a presentation
- Requirements to do with managing the work process - these include things such as identifying resource needs, planning work, monitoring quality, solving problems and suggesting improvements
- Requirements to do with working relationships - for example, relationships with customers, team members, colleagues
- Requirements to do with managing the work environment - this could include things such as ethical considerations
Most employers will value employees who are broadly competent across these dimensions. Most do not want employees who only meet the technical requirements.

Occupational standards are useful for making clear routes for career progression, understanding competences, and transferring those competences to other sectors.

The occupational standards for sport administration provide a shared understanding of what competences are needed to work in a sport organisation. They will support the sport sector in developing qualifications, identifying training needs, and ensuring that sport administrators have a clear pathway in their professional development.

### HOW THE OCCUPATIONAL STANDARDS WERE DEVELOPED

In line with the functional map presented earlier in the document, the occupational standards were structured under the key areas of:

- **A - Strategic Direction**
- **B - People**
- **C - Resources**
- **D - Operations**
- **E - Sport processes and activities**

The methodology for producing the standards was to use existing occupational standards as a starting point and a benchmark and evaluate their suitability for use in the project, and, where necessary, contextualise them for use within the project.

### HOW OCCUPATIONAL STANDARDS ARE USED

The occupational standards for sport administration can be used for a range of different purposes in education and employment.

Employers can use the standards to:

- Describe the skills they need in their workforce
- Assess the skills their workforce currently has
- Set objectives for performance and appraisal
- Develop training and recruitment plans to fill any identified gaps
- Develop job descriptions/person specifications identifying the key skills for a particular job/role
- Develop job advertisements
- Develop induction programmes

Education providers can map their courses according to the standards, to enable them to identify gaps in provision and highlight where there is a need to update material to include new areas or remove material which is out of date. New courses can also be developed using the standards, basing the learning outcomes and the syllabus on the areas of competence in the standards.

### THE FUNCTIONAL MAP AND THE STRUCTURE OF THE OCCUPATIONAL STANDARDS

In line with the functional analysis methodology, the functional map contains a key purpose, which is a statement of the main purpose of sport administration.

Key areas are then identified, which are large areas of work in the industry, and these are then broken down in to smaller chunks of work called sub-areas.

Finally, these are broken down into key functions which form the unit titles for the occupational standards.

Using this methodology, each piece of performance or knowledge in the standards can be seen to be contributing to larger function in support of the aims of the industry.

The functional map for sport administration is provided on page 12 of this document.

The occupational standards themselves are made up of the following parts:

- **Summary** - At the beginning of every standard there is a summary that describes what the standard is about and sets the context for the tasks listed in that standard.

- **Performance criteria** - These are the criteria that set out what the person working in a sport organisation should be able to do to perform the tasks listed in that standard well. Performance criteria help professionals know what good practice looks like and what they need to do to perform a task well. They help managers understand what their staff should be doing if they are to do their job well.

- **Knowledge and understanding** - This section lists the things that a sport administrator needs to know and understand in order to effectively carry out the tasks listed in the standard.
The occupational standards developed for the S2A Sport project and presented in the next pages of the document are aligned with levels 4 to 7 of the European Qualifications Framework (EQF) and correspond to middle management roles. The exact level would be determined by the individual training programmes derived from the standards and the specific verbs used within the taxonomy of the EQF or national framework.
VISION AND DIRECTION

A1.1 Support strategic development
A1.2 Work with the Board of your organisation

GOVERNANCE

A2.1 Facilitate and implement principles of good governance
A2.2 Ensure compliance with regulations and requirements

KEY AREA A
STRATEGIC DIRECTION

SUMMARY

This standard is about supporting the development and implementation of strategy in sport. It focuses on undertaking relevant environmental analyses in order to design and develop strategy. It also covers contributing to the strategic planning process, monitoring and evaluation of strategy and the effective use of relevant management tools.

PERFORMANCE CRITERIA

YOU SHOULD BE ABLE TO:

1. Analyse the internal environment to assess organisational capability and identify key issues including strengths and weaknesses
2. Analyse the external environment to identify potential opportunities and threats relevant to your organisation
3. Contribute to strategic planning and decision making within your organisation
4. Use results of analysis to inform the strategy development process
5. Gain awareness and support for the strategy from relevant stakeholders
6. Ensure pathways for involvement of stakeholders into the strategic planning process
7. Ensure strategy aligns with funding requirements or wider policy environment
8. Implement strategy in your area of responsibility through effective action plans and work programmes
9. Operate in line with the vision, mission and values of your organisation
10. Work with colleagues and stakeholders to design SMART objectives (Specific, Measurable, Attainable, Realistic, Time-bound) and key performance indicators for the implementation of the strategy and its effective monitoring and evaluation
11. Ensure the collection of data related to the agreed targets and performance indicators
12. Provide stakeholders with timely and accurate progress reports
13. Identify changes in the internal and external environments and make strategic changes accordingly within your area of responsibility
14. Report outcomes to colleagues including board members and key stakeholders
15. Contribute to on-going strategic review processes and production of new strategies
KNOWLEDGE AND UNDERSTANDING

YOU SHOULD KNOW AND UNDERSTAND:

K1. Relevant terminology of strategic management
K2. The differences between strategy and policy
K3. Principles of good practice in strategic management
K4. Appropriate management tools used in the design, development and implementation of strategy, e.g. stakeholder analysis
K5. Relevant environmental scanning techniques
K6. How to utilise participatory planning approaches for the participation of stakeholders in strategic development
K7. Strategic planning and decision making processes
K8. Format and structure of strategy documents
K9. Principles of monitoring in relation to implementation of strategy
K10. Principles of evaluation in relation to implementation of strategy
K11. Modern approaches to strategic management, including bottom-up decision-making
K12. Principles of flexibility in strategy development
K13. Factors which affect organisational culture
K14. Principles of promoting a positive and inclusive culture
K15. The strategic dimensions to sport administration
K16. The role of strategy in achieving organisational outcomes in sport
K17. The importance of strategic planning in developing human resources
K18. The political dimensions to sport administration
K19. The role of organisational strategy in implementing wider strategy and policy
K20. The role of strategic partnerships in sport administration
K21. The nature of strategic relationships between organisations

VISION AND DIRECTION

This standard covers the skills required to work effectively with the Board or management committee of your sport organisation, within the limits of your role and responsibility within your organisation. It covers how to facilitate the development of an effective Board, how to provide information to the Board and ensure Board decisions are implemented.

SUMMARY

1. Provide information to the Board to enable them to analyse the effectiveness of the organisation in meeting its strategic objectives and performance targets
2. Support the induction of new Board members so they understand their role and responsibilities, how the Board operates and relevant policies and guidelines
3. Ensure the composition of the Board is in line with the statutes of the organisation
4. Ensure Board positions stated in the statutes are filled and appointed through democratic means, e.g. Chair, treasurer
5. Make the Board aware of continuing professional development opportunities which may be relevant to their performance
6. Give help and support to board members regarding meeting statutory requirements
7. Keep the Board up to date on relevant and emerging issues in the sport sector which could have an impact on the organisation
8. Ensure the Board focuses in the governance of the organisation and understand the difference between governance and management
9. Support the development of the agenda for Board meetings
10. Develop or collate Board papers and distribute in a timely manner before meetings

PERFORMANCE CRITERIA

YOU SHOULD BE ABLE TO:

1. Provide information to the Board to enable them to analyse the effectiveness of the organisation in meeting its strategic objectives and performance targets
2. Source relevant professional advice for Board members to inform their decision-making
3. Establish processes to deal with extraordinary matters that arise outside scheduled meetings
4. Ensure complete and accurate minutes are recorded and reported to the Board
5. Advise the Board promptly of issues affecting the implementation of Board decisions
6. Provide information and advice to the Board in relation to the running of the organisation
7. Update the Chairperson in detail on relevant issues at all times
8. Seek clear instructions from the Board in order to implement specific policy directions
9. Seek feedback from the Board in relation to the performance of staff regarding implementation of the specific policy directions
10. Operate in line with the vision, mission and values of your organisation
KNOWLEDGE AND UNDERSTANDING

YOU SHOULD KNOW AND UNDERSTAND:

K1. Typical roles and structures of Boards
K2. Induction processes for new Board members
K3. Potential CPD opportunities for Board members
K4. The difference between management and governance
K5. Statutory requirements related to the governance of the organisation
K6. Emerging issues in the sport sector
K7. Good practice in developing agendas, papers and minutes for Board meetings
K8. The link between the management and operation of the organisation and the strategic direction
K9. The legal framework which applies to the organisation
K10. Roles and responsibilities of particular functions on the Board
K11. How to assure transparency in the activities of the Board
K12. The role policies and procedures play in the effective running of an organisation
K13. Workforce development practices and principles of effective working relationships between paid staff and volunteer Boards

GOVERNANCE

A2.1 Facilitate and implement principles of good governance

SUMMARY

Good governance is a key foundation for the success of any sport organisation. With growing and recognised expectations from government in areas of participation, health, wellbeing and social inclusion, and the potential of sport for generating revenue, it is vital that sport organisations are managed in an ethical and professional manner. This standard covers some of the core skills and knowledge related to good governance in sport that could relate to the job of a sport administrator.

PERFORMANCE CRITERIA

YOU SHOULD BE ABLE TO:

INTEGRITY

1. Manage conflicts of interest in line with your organisation’s conflict of interest policy
2. Manage risks in line with organisational risk management plan
3. Implement human resource procedures in line with organisational framework
4. Effectively recruit, manage, motivate and retain volunteers
5. Deal with the threat of doping in line with your organisation’s procedures
6. Deal with the threat of match fixing in line with your organisation’s procedures
7. Deal with child protection issues in line with your organisation’s procedures

AUTONOMY AND ACCOUNTABILITY

8. Ensure policies and procedures adhere to national and European laws
9. Engage positively with government and public bodies
10. Implement sponsorship activities in line with your organisation’s sponsorship programme
11. Report on activities to stakeholders (e.g. staff, members, sponsors, partners)

TRANSPARENCY

12. Work effectively and regularly with the Board of your organisation
13. Offer relevant professional development opportunities to staff and volunteers
14. Manage finance in your area of responsibility in line with organisational financial plan
15. Ensure transparency and accountability in the governance of your organisation
16. Operate in line with the vision, mission and values of your organisation
17. Ensure communication with members for your area of responsibility
18. Manage confidentiality as it relates to your area of responsibility
19. Contribute to your organisation’s internet and social media presence
KNOWLEDGE AND UNDERSTANDING

YOU SHOULD KNOW AND UNDERSTAND:

K1. Relevant national, European and international codes of good governance in sport
K2. The governance landscape in sport from three perspectives: national federation, regional association, and, local grassroots clubs
K3. Tools for strategising and implementing effective governance practice
K4. The link between governance and performance of a sport organisation
K5. Components of a code of conduct and sanctions in sport sector organisations
K6. Self-assessment tools that can support good governance
K7. Procedures that can be implemented to prevent mismanagement and fraud
K8. Principles of accountability and transparency for an individual or an organisation
K9. Systems and policies for managing conflicts of interest
K10. How to deal with cases of misconduct
K11. Principles and procedures of risk management
K12. Good practice in human resource management including recruitment
K13. Principles involved in involving, managing, supporting and maintaining volunteers
K14. Anti-doping procedures and regulations of WADA/NADA
K15. Ways to deal with threats of match fixing and the appropriate stakeholders to liaise with
K16. Principles of autonomy for sport organisations
K17. Relationship between sport organisations and government
K18. Principles of developing and implementing a sponsorship programme
K19. Appropriate relationships between the board and management of an organisation
K20. Continuing professional development opportunities that can be offered to board members and staff
K21. Principles of professional development planning (career development)
K22. Systems of financial recording and reporting
K23. The purpose of a vision, mission statement and values and the importance of sharing this with members and stakeholders
K24. The components of a strategic plan and how to develop, assess and implement it
K25. Key documents in an organisation and when to make them available to relevant people
K26. Communication and consultation techniques, particularly as applied to the organisation’s membership
K27. Principles of managing confidentiality
K28. Principles of establishing and maintaining internet and social media presence
K29. Communication techniques for engaging with external stakeholders, sponsors and partners
K30. Core aspects of an organisation’s constitution including democratic processes and elections
K31. The purpose and format of the General Assembly
K32. Best practice principles for composition of the Board
K33. Principles of diversity, inclusion and gender equality

PERFORMANCE CRITERIA

YOU SHOULD BE ABLE TO:

1. Analyse laws and legal principles which impact on your organisation and your role
2. Monitor relevant regulatory, ethical and social requirements and how they relate to your organisation
3. Develop policies and procedures to promote compliance with legal, regulatory, ethical and social requirements
4. Communicate policies and procedures to relevant colleagues and stakeholders
5. Monitor and evaluate the effectiveness of procedures to ensure compliance with requirements
6. Seek advice from relevant organisations where required
7. Support colleagues to meet the requirements
8. Adjust policies and procedures to achieve objectives in meeting requirements
9. Report on failures to meet the requirements to relevant stakeholders
10. The culture and values of organisations and their impact on performance
11. How to advance a positive and inclusive culture within your organisation
12. The processes for maintaining the relevant policies and procedures and making sure they continue to be effective and sustainable
13. The procedures for dealing with non-compliance
14. Principles of self-evaluation, self-reflection and understanding your ethical position

KNOWLEDGE AND UNDERSTANDING

YOU SHOULD KNOW AND UNDERSTAND:

K1. The importance of ethics and good governance in sport
K2. The influence of ethics and good governance on culture and performance of your organisation
K3. Relevant legal requirements governing the running of sport organisations
K4. Relevant Codes of Practice and regulations in the sport sector
K5. Codes of Practice and regulations which may be relevant from other sectors
K6. Current and emerging social attitudes to management and leadership in sport
K7. Legal, regulatory and ethical requirements in sport administration
K8. How to develop policies and procedures for meeting requirements
K9. Particular current and emerging social concerns and expectations that are relevant to sport administration
K10. The culture and values of organisations and their impact on performance
K11. How to advance a positive and inclusive culture within your organisation
K12. The processes for maintaining the relevant policies and procedures and making sure they continue to be effective and sustainable
K13. The procedures for dealing with non-compliance
K14. Principles of self-evaluation, self-reflection and understanding your ethical position
KEY AREA B

PEOPLE

HUMAN RESOURCES

| B1.1 Contribute to a human resources plan for your organisation

TEAMS

| B2.1 Manage human resources in your area of good governance
| B2.2 Support the involvement of volunteers in sport
| B2.3 Provide leadership to your team

INDIVIDUALS

| B3.1 Manage yourself and your professional development
| B3.2 Support professional development of your team

VISION AND DIRECTION

This standard is about developing, implementing and evaluating a human resources plan. The plan supports the realisation of the strategy of the organisation and is based on an analysis of internal and external influences and trends. The organisational needs and analysis of existing plans are integrated. It includes planning, necessary resources and gaining the commitment of relevant stakeholders for the implementation. The plan will be evaluated against agreed success factors and criteria.

SUMMARY

HUMAN RESOURCES

B1.1 Contribute to a human resources plan for your organisation

SUMMARY

This standard is about developing, implementing and evaluating a human resources plan. The plan supports the realisation of the strategy of the organisation and is based on an analysis of internal and external influences and trends. The organisational needs and analysis of existing plans are integrated. It includes planning, necessary resources and gaining the commitment of relevant stakeholders for the implementation. The plan will be evaluated against agreed success factors and criteria.

PERFORMANCE CRITERIA

YOU SHOULD BE ABLE TO:

DEVELOP A HUMAN RESOURCES PLAN

1. Identify how the human resources plan will be integral to the overall organisation strategy
2. Review existing plans and evaluate them against organisational needs
3. Take account of external and internal influences and trends
4. Specify an appropriate timescale for the development of the plan
5. Make sure that the plan clearly promotes equality, diversity and ethical requirements
6. Review the implications of all legal requirements, codes of practice and organisational procedures
7. Seek advice and guidance from recognised sources of expertise
8. Make sure key stakeholders in the organisation are consulted and involved

IMPLEMENT A HUMAN RESOURCES PLAN

9. Develop a prioritised plan for the implementation
10. Identify the resources needed to implement the plan, and how to obtain them
11. Identify the key stakeholders in the implementation process and gain their commitment
12. Delegate activities to appropriate people
13. Take direct responsibility and be accountable for steering and influencing the implementation process

EVALUATE A HUMAN RESOURCES PLAN

14. Agree the measures and success criteria by which the plan will be evaluated
15. Plan a date for the evaluation of the plan
16. Monitor continued compliance with legal requirements, codes of practice and organisation procedures
17. Collect valid and comprehensive data, including feedback from stakeholders
18. Evaluate the plan against the agreed measures and success criteria
19. Evaluate plan against overall organisational strategy
20. Make recommendations to modify or maintain the plan
### KNOWLEDGE AND UNDERSTANDING

#### DEVELOP A HUMAN RESOURCES PLAN

- **K1.** Your organisation’s strategy, performance goals and drivers
- **K2.** Key characteristics of the sport sector
- **K3.** Human resource levers and the link to organisational performance
- **K4.** Principle of an aligned human resources plan
- **K5.** How human resources plans can impact on other organisational functions
- **K6.** Sources of technical expertise and how to access them
- **K7.** The external and internal influences that impact on the organisation’s direction and performance and how to take these into account

#### IMPLEMENT A HUMAN RESOURCES PLAN

- **K8.** The importance of a prioritised plan
- **K9.** How to determine required resources to support the delivery of the human resources plan
- **K10.** How to identify key stakeholders and obtain required resources performance

#### EVALUATE A HUMAN RESOURCES PLAN

- **K11.** How to influence implementation of the human resources plan with key stakeholders
- **K12.** Ethical issues and how to resolve them
- **K13.** Appropriate data collection and analysis techniques
- **K14.** The evaluation of quantitative and qualitative information against agreed success criteria
- **K15.** Principles of presenting data
- **K16.** The importance of modifying or maintaining the plan

### SUMMARY

Effective people are vital to the provision of sport services. It is important that managers are able to recruit, maintain and develop their workforce, including, if appropriate, volunteers, so that services can be delivered to the highest standards both now and in the future. Therefore, it is essential to have good knowledge of the principles of effective people management.

### PERFORMANCE CRITERIA

#### MANAGE RECRUITMENT AND SELECTION

1. Identify from your operational plans your staffing needs, compare with current staffing and available budgets to identify type and number of staff
2. Identify the skills, knowledge, qualifications, personal qualities and experience that the candidate should possess
3. Ensure that accurate job descriptions and person specifications are developed according to organisational needs
4. Ensure that the recruitment process attracts sufficient numbers of suitable applicants and that they receive accurate information
5. Ensure that methods of selecting staff are successful in meeting your requirements and appropriate to the job role
6. Ensure that appropriate checks of applicants are carried out
7. Identify any additional training and development needs that successful applicants may have
8. Make the best use of the knowledge and skills of others during recruitment and selection
9. Ensure the recruitment and selection process takes account of equal opportunities and follows organisational and legal requirements

#### MANAGE WELFARE AND RETENTION

10. Ensure that staff have a contract that meets organisational and legal requirements
11. Ensure that staff undergo an effective induction process to new roles
12. Monitor staff progress in settling into new roles and ensure they receive any additional support they require
13. Encourage staff to achieve and maintain a positive work-life balance
14. Support healthy workplace initiatives to support the health of staff
15. Ensure that staff workloads and levels of stress enable them to operate effectively in their roles
16. Ensure that issues to do with equal opportunities are properly addressed
17. Ensure that any personal and professional problems, including conflict, are correctly dealt with
18. Ensure there are systems for motivating staff and recognising their achievements
19. Monitor staff turnover and identify and address reasons for staff leaving
20. Make best use of the skills, knowledge and experience of others in managing staff welfare and retention
21. Ensure that staff are aware of the requirements for attendance, absence procedures and the consequences of absence
KNOWLEDGE AND UNDERSTANDING

YOU SHOULD KNOW AND UNDERSTAND:

FOR THE WHOLE UNIT

K1. The principles and theories underpinning current workforce management in sport

K2. The essential legal requirements covering issues such as recruitment and selection, employment, stress management, welfare and discipline

RECRUITMENT AND SELECTION

K5. Principles of forecasting short-term, medium-term and long-term recruitment needs and plan for these

K6. Skills, knowledge, experience, personal qualities and qualifications needed for job roles in the industry

K7. The process of job evaluation

K8. Job advertisements, job descriptions and person specifications meeting your needs and legal and organisational requirements

K9. Different models of recruitment and selection

K3. Other relevant legislation, for example that covering minimum wage, working time, equal opportunities and discrimination

K4. The differences between managing paid staff and managing volunteers, including those in the local community

K10. Why it is important to be fair, objective and pay due regard to diversity and equal opportunities issues when recruiting and selecting staff

K11. What checks (including Criminal Records) may need to be carried out and the procedures that should be followed

K12. Why it is important to consider additional training and development needs that candidates may have on appointment

K13. Why it is important to involve others – colleagues and human resource specialists – in the recruitment and selection process

MANAGE PERFORMANCE

22. Ensure that staff have a good understanding of their roles, objectives, targets, quality standards and relevant policies

23. Monitor and evaluate the performance of staff against targets and quality standards

24. Ensure staff have the opportunity and ability to evaluate their own work and provide evidence of their performance

25. Ensure staff have the opportunity to review and discuss their work with yourself or an appropriate colleague at a suitable time and place

PLAN FOR AND SUPPORT CAREER PROGRESSION

29. Evaluate the future staff needs of the organisation

30. Use evidence of performance to identify staff who have the potential to fill possible job roles in the future

31. Take account of individuals’ own needs and aspirations

32. Plan for possible succession and provide staff with opportunities to fill future job roles

33. Continue to monitor and evaluate the development of these staff

34. Provide these staff with support and encouragement that will enable them to progress in their careers

35. Ensure your selection and encouragement of staff with potential is fair and takes account of equal opportunities

WEFALE AND RETENTION

K14. Why it is important for staff to have a contract and the essential things that should be in such a contract

K15. Why induction is important and what essential elements should be in an induction package

K16. Principles of managing and recording staff induction both for new staff and established staff entering new roles

K17. The types of support that new members of staff may have

K18. The risks associated with high workloads and levels of stress in employment and to the manager’s and employee’s role in trying to keep these to acceptable levels

K19. Principles of working with staff (including risk assessments for young people and people with particular needs) to manage workloads and stress levels, including encouraging a positive work-life balance

K20. Healthy workplace initiatives and how to apply in the workplace

K21. The types of issues to do with diversity and equal opportunities that occur at work

K22. The types of professional and personal problems that staff encounter

K23. Sources of professional and personal support that you can draw on when addressing staff problems

K24. A range of ethical and effective methods for motivating and rewarding staff in the workplace and how to decide which ones are appropriate to different situations and staff

K25. Why it is important to monitor staff turnover and discover/address reasons for staff leaving

K26. Your organisation’s requirements for attendance and absence procedures

MANAGING PERFORMANCE

K27. The essential principles of performance management

K28. Principles of monitoring and evaluating staff performance directly and indirectly

K29. The role of appraisal in organisations and why it should be objective, fair and evidence-based

K30. Principles of effective appraisals

K31. The types of underperformance managers are likely to encounter

K32. The limits of your authority when it comes to staff discipline and the procedures you should follow in disciplinary cases

MANAGING PROGRESSION

K33. The principles of succession planning

K34. Why it is important for managers to recognise staff potential and encourage career progression

K35. Ways in which individuals can progress

K36. Why it is important to take account of an individual’s own needs and aspirations

K37. Development opportunities for staff who have the potential to progress

K38. The types of support and encouragement you can provide whilst maintaining an ethical and professional relationship with the individual
SUMMARY

This standard is about working with volunteers, from before they make a commitment to volunteer in sport, throughout the time they volunteer, to beyond the conclusion of their volunteering agreement. It also includes supporting and motivating volunteers.

PERFORMANCE CRITERIA

YOU SHOULD BE ABLE TO:

1. Identify the types of people who may wish to volunteer in sport
2. Identify ways of attracting potential volunteers to be involved in sport
3. Analyse the key motivations people may have for volunteering in sport
4. Use appropriate communication methods to access groups of potential volunteers
5. Help potential volunteers to understand that people with different abilities and motivations can become volunteers in sport; the volunteering opportunities available and the commitment required; the potential benefits of volunteering
6. Enable potential volunteers to investigate opportunities further and make a commitment to becoming a volunteer
7. Support volunteers in articulating their motivations and expectations
8. Work with volunteers to find placements that allow them to contribute their experience, knowledge, skills and competences in ways that will support your organisation and the sport sector
9. Provide sufficient support and supervision to allow volunteers to fulfil their roles and carry out their tasks effectively, safely and securely
10. Support volunteers to reflect on their experience of volunteering
11. Provide regular, accurate and balanced feedback to volunteers on their contribution
12. Where appropriate, arrange a mentor for volunteers
13. Ask volunteers at the end of their placement to provide feedback on their experience
14. Ensure thanks is given to volunteers for their contribution
15. Agree the ongoing nature of the relationship volunteers may have with your organisation
16. Inform relevant members of your organisation about the reasons why volunteers end their period of volunteering and how the experience of volunteering with your organisation could be improved
17. Encourage volunteers to update their CV to include their voluntary experience
18. Highlight to volunteers the opportunities to continue being a volunteer in the sport sector
19. The types of people who may wish to volunteer their services
20. Methods of communication with potential volunteers
21. The value of diversity when it comes to abilities, styles and motivations amongst volunteers
22. The importance of keeping clear and accurate records on the appointment and deployment of volunteers
23. The principle of confidentiality – what information may be provided to whom
24. Motivations for volunteering and how volunteering can meet their evolving needs and expectations
25. The importance of getting feedback from people
26. Legislation relevant to the recruitment of volunteers
27. Entitlements of volunteers under national, European, international or grant scheme requirements
28. Your organisation’s wider activities in which volunteers could be involved
29. The types of relationship volunteers may have with your organisation after their agreement is concluded
30. The different levels of support and supervision volunteers need
31. The support that volunteers can provide to other volunteers/staff
32. The importance of regularly reviewing volunteers’ contribution with the volunteers themselves
33. The importance of volunteering in meeting your organisation’s goals and how volunteers fit in to the overall HR strategy of your organisation
34. The variety of different roles volunteers can fulfil and the different ways they can contribute to organisational goals
35. The range of abilities, styles and motivations volunteers have
36. The benefits volunteers derive from volunteering
37. The types of commitments volunteers need to make
38. Opportunities for people to make a commitment to becoming a volunteer (e.g. verbal commitment, completion of an application form, signing volunteering agreement or code of conduct)
39. The skills needed by volunteers to gain employment in the sector and how to record them on a CV
40. Wider opportunities for volunteering outside your organisation
TEAMS B2.3 Provide leadership to your team

SUMMARY

This standard is about providing leadership and encouraging a collaborative culture within a sport organisation. The standard focuses on the need to create an environment that encourages, motivates and supports colleagues to achieve the vision and objectives in your area of work. In this standard “team” and “colleagues” can include paid staff and volunteers.

PERFORMANCE CRITERIA

YOU SHOULD BE ABLE TO:

1. Enable colleagues to contribute towards setting a clear direction, vision and objectives
2. Encourage a commitment to shared aims and objectives
3. Reinforce the agreed direction with colleagues to ensure shared aims and objectives are achieved
4. Lead your area of responsibility to achieve agreed aims and objectives whilst overcoming challenges, developing solutions and capitalising on opportunities
5. Encourage diversity and inclusion within your area of responsibility
6. Apply leadership styles that are appropriate to people and situations
7. Use a range of appropriate methods to communicate with colleagues and stakeholders
8. Give colleagues in your area of responsibility support and advice when they need it especially during periods of setback and change
9. Contribute to a culture of continuous improvement
10. Celebrate success in a way that encourages and recognises creativity and innovation
11. Empower colleagues to develop their own ways of working and take their own decisions within agreed boundaries in an environment of trust and respect
12. Encourage and provide opportunities for colleagues to take the lead in their own areas of expertise and show willingness to follow this lead

KNOWLEDGE AND UNDERSTANDING

YOU SHOULD KNOW AND UNDERSTAND:

K1. The difference between leadership and management
K2. Different techniques and management tools for setting direction, vision and objectives
K3. Different methods of communicating with colleagues and stakeholders
K4. A range of different leadership styles and when to apply them
K5. Techniques for improving your leadership performance
K6. Different methodologies for improvement planning
K7. Techniques for facilitating creativity and innovation
K8. Requirements for equality, diversity and inclusion and how to meet these when leading a team
K9. Techniques for encouraging others to take the lead and ways in which this can be achieved
K10. Different approaches to developing teams and individuals
K11. The vision, objectives, culture and operational plans for your area of responsibility
K12. Leadership culture across the organisation and own style of leadership

FROM TEAMS

B2

TO INDIVIDUALS

B3

INDIVIDUALS B3.1 Manage yourself and your professional development

SUMMARY

This standard is about managing your personal resources (particularly knowledge, understanding, skills, experience and time) and your professional development in order to achieve your work objectives, career goals and personal goals. You need to understand your work role and how it fits into the overall vision and objectives of your organisation. You also need to understand what is driving you in terms of values, career aspirations and wider personal aspirations. Identifying and addressing gaps in your skills and knowledge and understanding is an essential aspect of this standard.

PERFORMANCE CRITERIA

YOU SHOULD BE ABLE TO:

1. Evaluate the current and future requirements of your work role while taking into account the vision and objectives of your organisation
2. Discuss and agree personal work objectives with those you report to and how you will measure progress
3. Identify any gaps between the current and future requirements of your work role and your current knowledge, understanding and skills
4. Discuss and agree, with those you report to, a development plan to address any identified gaps in your current knowledge, understanding and skills
5. Consider your values and your career and personal goals and identify information which is relevant to your professional development
6. Identify the learning styles which work best for you and ensure that you take these into account in identifying and undertaking development activities
7. Undertake the activities identified in your development plan and evaluate their contribution to your performance
8. Review and update your personal work objectives and development plan in the light of performance, any development activities undertaken and any wider changes
9. Get regular and useful feedback on your performance from those who are in a good position to judge it and provide objective and valid feedback
10. Ensure that your performance consistently meets or goes beyond agreed requirements
KNOWLEDGE AND UNDERSTANDING

YOU SHOULD KNOW AND UNDERSTAND:

K1. The principles which underpin professional development
K2. The importance of considering your values and career and personal goals and relating them to your work role and professional development
K3. How to evaluate the current requirements of a work role and how the requirements may evolve in the future
K4. SMART (Specific, Measurable, Achievable, Realistic and Time-bound) work objectives
K5. How to identify development needs to address any identified gaps between the requirements of your work role and your current knowledge, understanding and skills
K6. What an effective development plan should contain
K7. The range of different learning styles and identifying those which work best for you
K8. The type of development activities that can be undertaken to address identified gaps in your knowledge, understanding and skills
K9. The impact of development activities on your performance
K10. How to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes.
K11. How to evaluate your performance against the requirements of your work role
K12. Sources of feedback on your performance
K13. Opportunities in the sport sector for the development or maintenance of knowledge, skills and understanding and continuing professional development
K14. The requirements of your work role including the limits of your responsibilities
K15. The vision and objectives of your organisation
K16. Available development opportunities and resources in your organisation
K17. Your organisation’s policy and procedures in terms of personal development
K18. Possible sources of feedback in your organisation

INDIVIDUALS | B3.2 Support professional development of your team

SUMMARY

This standard is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs. The standard covers encouraging colleagues to take responsibility for their own learning and creating an environment where learning is valued. For the purposes of this unit, ‘team’ and ‘colleagues’ means those people for whom you have management responsibility.

PERFORMANCE CRITERIA

YOU SHOULD BE ABLE TO:

1. Promote the benefits of learning to colleagues
2. Give colleagues fair, regular and useful feedback on their work performance
3. Work with colleagues to identify and prioritise learning needs based on any gaps between the requirements of their work roles and their current knowledge, understanding and skills
4. Help colleagues to identify the learning style or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities
5. Work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs
6. Promote ways to deal with cultural differences to maximises the output of the team
7. Discuss and agree, with each colleague, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales
8. Work with colleagues to recognise and make use of unplanned learning opportunities
9. Seek and make use of specialist expertise in relation to identifying and providing learning for colleagues
10. Support colleagues in undertaking learning activities making sure any required resources are made available
11. Evaluate with colleagues whether the learning activities they have undertaken have achieved the desired outcomes
12. Work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes
13. Encourage colleagues to take responsibility for their own learning, including practising and reflecting on what they have learned
KNOWLEDGE AND UNDERSTANDING

YOU SHOULD KNOW AND UNDERSTAND:

K1. The benefits of learning for individuals and organisations
K2. Ways in which you can develop an environment in which learning is valued
K3. Why it is important to encourage colleagues to take responsibility for their own learning
K4. Principles of providing fair, regular and useful feedback to colleagues on their work performance
K5. How to identify learning needs based on identified gaps between the requirements of colleagues’ work roles and their current knowledge, understanding and skills
K6. The range of different learning styles and how to support colleagues in identifying the particular learning style or combination of learning styles which works best for them
K7. The impact of cultural differences on teamwork
K8. Different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees, substitute staff)
K9. The importance of encouraging and recognising informal and non-formal learning in the workplace
K10. How to identify and obtain information on different learning activities
K11. Why it is important for colleagues to have a written development plan and what it should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources)
K12. SMART (Specific, Measurable, Achievable, Realistic and Time-Bound) learning objectives
K13. Sources of specialist expertise in relation to identifying and providing learning for colleagues
K14. What type of support colleagues might need to undertake learning activities, the resources needed and the types of obstacles they may face
K15. How to evaluate whether a learning activity has achieved the desired objectives
K16. The importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes
K17. Sources of specialist expertise available in/to your organisation in relation to identifying and providing learning for colleagues
K18. Sport industry requirements for the development or maintenance of knowledge, skills and understanding and professional development
**VISION AND DIRECTION**

This standard is about managing finance in order to achieve the stated objectives for your area of responsibility. It involves developing and agreeing a budget for your area and using this to monitor, evaluate and control performance. Delegating responsibility for budgets for clearly defined activities is a key aspect of this unit. The ‘area of responsibility’ may be, for example, a branch or department or functional area or an operating site within an organisation.

**PERFORMANCE CRITERIA**

**YOU SHOULD BE ABLE TO:**

1. Confirm your financial responsibilities, including the limits of your authority, with those you report to
2. Gather and evaluate available financial information, the objectives, and related plans for your area and consult with colleagues to identify priorities, potential problems and risks
3. Identify and make use of opportunities to delegate responsibility for budgets for clearly defined activities to colleagues in your area, providing them with the required on-going support and resources
4. Discuss delegated budgets with colleagues and agree provisional budgets
5. Consult on and develop a realistic budget for your area and submit it to the relevant people in the organisation for approval and to assist the overall financial planning process
6. Discuss and, if appropriate, negotiate the proposed budget for your area with the relevant people in the organisation and communicate the final budget to colleagues in your area
7. Establish systems to monitor and evaluate performance against the budget and put contingency plans in place
8. Identify the causes of any significant variances between what was budgeted for and what actually happened and discuss and ensure prompt corrective action is taken, obtaining agreement from the relevant people if required
9. Propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people
10. Provide on-going information on the financial performance of your area to relevant people in your organisation
11. Advise the relevant people as soon as possible if you have identified evidence of any potentially fraudulent activities
12. Encourage colleagues in your area to think about and identify ways of reducing expenditure and increasing income, selecting and pursuing those ideas which have potential for implementation
13. Review the financial performance of your area, particularly in relation to achievement of the stated objectives, and identify improvements for the future
KNOWLEDGE AND UNDERSTANDING

YOU SHOULD KNOW AND UNDERSTAND:

K1. The purposes of budgetary systems
K2. The importance of agreeing financial responsibilities, including the limits of your authority, for your area with those you report to
K3. Where to get and how to evaluate the available financial information in order to be able to prepare a realistic budget for your area
K4. The importance of taking account of the objectives and associated plans of your area in developing and operating the budget
K5. Principles of delegating responsibility for budgets
K6. The importance of consulting with colleagues in identifying priorities, potential problems and risks and generally preparing the budget for your area
K7. Principles of negotiation and confirmation of budgets in your area and with people who control the finance and the key factors that should be covered
K8. Monitoring and evaluation principles in relation to performance against budgets
K9. The importance of contingency plans and the type of contingencies that may occur
K10. The main causes of variances and how to identify them
K11. What different types of corrective action could be taken to address identified variances
K12. The importance of agreeing revisions to the budget and communicating the changes
K13. The importance of providing regular information on the financial performance of your area to relevant people and what they might want to know
K14. Types of fraudulent activities and how to identify them
K15. Techniques for encouraging colleagues to think about ways of reducing expenditure and increasing income

PERFORMANCE CRITERIA

YOU SHOULD BE ABLE TO:

1. Identify activities that may qualify for external funding
2. Collect and store accurate and up-to-date information on potential funding sources and the types of organisations and activities they support and the amount of external funding that may be available
3. Check information about funding sources and identify the ones for which your organisation may qualify
4. Make sure potential funding sources are compatible with the organisation’s values and objectives
5. Provide relevant people with information about the funding sources you have identified and prioritised, and take account of their feedback
6. Collect and analyse information relevant to preparing tenders and bids
7. Make sure you and relevant people understand the conditions and criteria for external funding
8. Request advice from other people where required
9. Develop tenders and bids that meet the needs of the funding source and present the organisation and its policies and plans in a way which is likely to obtain the support of the funding source
10. Make your draft tenders and bids available to relevant people and take account of their feedback
11. Provide the funding source with the application for funding within specified timescales
12. Provide any additional information and clarifications that the funding source requires
13. Keep relevant people informed of negotiations and draw on their support, if necessary
14. Maintain an effective working relationship with the funding source throughout the negotiations
15. Record all aspects of the negotiations and store these securely
KNOWLEDGE AND UNDERSTANDING

YOU SHOULD KNOW AND UNDERSTAND:

K1. Types of relevant people, internal and external to your organisation: trustees, committee members, senior administrators

K2. Your organisation’s existing partners and funders

K3. Types of external funding: sponsorship, grants, match funding, subsidies, charitable donations

K4. The types of conditions and criteria that may be applied by funding sources

K5. The sources of information about funding sources that you can draw on

K6. Negotiation techniques for agreeing funding with external funding sources

K7. The importance of communicating your plans to decision makers and stakeholders

K8. The importance of monitoring best practice in other organisations and learning from their experience

K9. The organisation’s objectives and values that may have an impact on your choice of funding sources

K10. Sources of expertise in making applications for funding that you can draw on

K11. The benefits and advantages of requesting advice from other people in developing bids and tenders

K12. The importance of carefully examining and taking account of information supplied in invitations to apply for funding

K13. Principles of preparing bids and tenders so that they meet the requirements of funding sources

K14. Conflicts that may arise between the organisation’s objectives and values and those of the funding organisation

K15. The procedures you should follow if requests from funding sources are not compatible with your organisation’s objectives and values

K16. The importance of prioritising funding sources and the factors you should use to determine priorities

K17. The principles and processes involved in making funding applications

K18. The types of information that would normally be contained in invitations to apply for funding

FROM FINANCIAL RESOURCES

TO PHYSICAL & TECHNICAL RESOURCES

C2

SUMMARY

Physical resources – equipment, facilities, supplies, etc. – are important to the running of a sport organisation, especially those involved in delivery of sport to participants. Sport administrators need sound knowledge of their available resources and a good understanding of how to specify and obtain these resources, monitor their use, maintain and improve them.

PERFORMANCE CRITERIA

YOU SHOULD BE ABLE TO:

RESOURCE OPERATIONAL PLANS

1. Identify from your operational plans the resources that you need

2. Work with others to specify criteria for the resources you need

3. Evaluate a range of possible resources and suppliers using agreed criteria

4. Identify the resources that provide best value in terms of efficiency, effectiveness and organisational requirements

MONITOR THE USE OF RESOURCES

5. Establish and apply agreed methods for the selection of suppliers

6. Reach agreements with suppliers which meet agreed criteria and follow your organisation’s requirements

7. Make clear and accurate records of the agreements you have made and make these available to others

8. Ensure that you consistently follow appropriate procurement policies, procedures and legal requirements

9. Make sure you have the necessary information about legal, regulatory and organisational requirements for your resources and manufacturers’ guidelines

10. Maintain complete and accurate records of your resources

11. Carry out and record regular inspections of your resources, in line with legal, regulatory and organisational requirements

12. Monitor, evaluate and record the quality, efficiency and effectiveness of your resources against agreed standards

MAINTAIN AND IMPROVE RESOURCES

13. Ensure that the quality and quantity of resources is maintained

14. Make sure your records are available to colleagues and external agencies when needed

15. Make necessary reports to your organisation and external agencies

16. Identify resources that fail to meet organisational, legal and regulatory requirements or the expectations of others

17. Monitor new industry developments for sport resources

18. Working in consultation with others, identify maintenance needs and opportunities for improvement

19. Seek the advice and support of competent professionals when necessary

20. Plan and arrange for the maintenance and improvements to resources to be carried out in line with your organisation’s needs, procedures and the recommendations of manufacturers and suppliers

21. Make sure that work meets organisational, legal and regulatory requirements and is done according to schedule and budget

22. Ensure others are informed of maintenance and improvements and arrangements are put in place to keep service disruption to a minimum

23. Ensure all maintenance and improvement activities are monitored and evaluated on a regular basis and that accurate records are maintained
KNOWLEDGE AND UNDERSTANDING

YOU SHOULD KNOW AND UNDERSTAND:

K1. The range of resources used in sport, their features and uses
K2. Legal and regulatory requirements for the use and maintenance of sport resources
K3. Legal and regulatory requirements covering environmental issues
K4. Legal requirements covering contracts and other types of agreements to supply, deliver and install resources
K5. Legal and organisational requirements covering procurement and tendering
K6. Sources of professional expertise, information and advice on sport resources and their procurement, use, maintenance and improvement
K7. Organisational requirements covering the quality, cost and efficiency of sport resources
K8. People you should consult with and involve in the management of resources
K9. How to analyse your operational plans to identify the type and quantity of resources that you need
K10. Criteria - including cost and budget - for the resources that you need
K11. Evaluation of available resources and suppliers using agreed criteria
K12. Principles of working effectively with suppliers and external contractors
K13. The importance of keeping accurate and complete records regarding the resources you are responsible for and their use
K14. Why it is important to carry out regular inspections of the resources you are responsible for and how to do so
K15. Principles of monitoring the use of the resources you are responsible for and evaluate their efficiency, effectiveness and quality
K16. Principles of collecting information from customers, colleagues and others on how resources could be improved
K17. Maintenance and improvement activities and how to take corrective action when required
K18. How to keep work within schedule and budget

PERFORMANCE CRITERIA

YOU SHOULD BE ABLE TO:

1. Make sure staff in your area of responsibility understand and support agreed standards for the condition of equipment and facilities
2. Make sure staff have the necessary resources and skills to monitor and maintain the condition of facilities and equipment
3. Make sure the checking and maintenance of facilities and equipment follows the agreed schedule and health and safety requirements
4. Carry out spot checks to make sure that facilities and equipment are up to agreed standards
5. Encourage staff to report any problems with facilities and equipment when they occur
6. Deal with identified problems according to agreed procedures
7. Maintain records to do with checking and maintenance and store them in the correct location
8. Make sure there is a specification and plan for the work and these are agreed with the people carrying out the work and relevant colleagues
9. Make arrangements which minimise disruption to normal and emergency operating plans and take account of possible contingencies
10. Give relevant staff and users information about the work being carried out and any arrangements that affect them
11. Put procedures in place to maintain the health and safety of staff and users when work is underway
12. Monitor the work and provide support to make sure it meets the agreed specification and schedule
13. Refer any problems beyond your level of responsibility to an appropriate colleague
14. Check that work when completed meets the agreed specification
15. Complete records of the work which has been done and store them in the correct location
KNOWLEDGE AND UNDERSTANDING

YOU SHOULD KNOW AND UNDERSTAND:

K1. Why it is important for facilities and equipment to be properly maintained
K2. Your organisation’s standards for the condition of facilities and equipment in your area of responsibility
K3. Principles of the duty of care and legal requirements for the maintenance of facilities and equipment
K4. Why it is important for staff to understand and support agreed standards
K5. Equipment manufacturers’ maintenance guidelines, as appropriate to your work
K6. National guidelines relating to equipment and facilities, where appropriate
K7. The resources and training that staff need to maintain equipment and facilities to the agreed standards
K8. The agreed maintenance schedule for equipment and facilities in your area of responsibility and why it is important to follow this
K9. Why it is important to carry out spot checks
K10. The types of problems that could occur with facilities and equipment in your area of responsibility and how to deal with these according to your level of responsibility
K11. The maintenance records that need to be completed and why they are important
K12. The different procedures you should follow when dealing with your own staff and with contractor staff
K13. The procedures you should follow when removing equipment from use and why they are important
K14. What should be in a specification and plan for work being undertaken and why these are important
K15. Why it is important to minimise disruption to normal and emergency operating plans and what factors you should consider
K16. Why it is important to identify and plan for possible contingencies
K17. Why it is important to communicate with staff and users about work being carried out and the most effective ways of doing so
K18. Health and safety implications that you must consider when work is being done and how to minimise risks to staff and users
K19. Why it is important to monitor the work that is being done and how to do so without causing further problems
K20. How to check that work is meeting the agreed specification and schedule
K21. Types of support that people carrying out the work may need and how to provide this
K22. The types of problems that may occur when work is taking place, which types of problems you can deal with yourself and which you would need to report to someone else and who that person should be
K23. Why it is important to keep records of work and how to do so
K24. Why it is important to inform staff and users when work is complete and most effective ways of doing so
Once your organisation’s overall strategy is agreed, operational plans need to be developed and implemented to put the strategy into action. This involves four main stages of leading the development of your operational plans, gaining support for them, implementing them and evaluating outputs and continuously improving your operational plans.

**SUMMARY**

1. Involve relevant people in the development of your operational plans
2. Identify and agree which strategic goals are relevant to you and your area of responsibility
3. Develop “SMART” objectives that will help you and your team achieve these goals
4. Identify and agree roles and responsibilities in the delivery of the operational plan
5. Select, prioritise and schedule tasks to achieve specific objectives
6. Identify quality standards for your operational plans
7. Identify, assess and budget for the type and quantity of resources needed for each task
8. Assess the obstacles, risks and implications associated with your operational plans
9. Identify how you will manage these obstacles and risks
10. Record your operational plans in a way that will be clear to others and in an agreed format
11. Identify key performance indicators and timescales consistent with your operational plans
12. Put in place monitoring and evaluation methods which will provide the information you need for your performance indicators
13. Develop a persuasive case for your operational plans highlighting benefits, obstacles, risks and resource implications
14. Present your case to colleagues, stakeholders and key decision makers
15. Implement changes to your operational plans as a result of their feedback
16. Record your plans in a way that will assist their implementation
17. Delegate objectives, resources and targets to people on a fair basis taking account of their skills, knowledge, experience and opportunities for development
18. Communicate clearly to colleagues: their contribution to the operational plans and how these support the organisation’s strategic aims and the work of others; the values and policies that underpin the operational plans; the targets and quality standards associated with their work; how they should deal with obstacles and risks
19. Establish benchmarks to support evaluation of projects
20. Monitor the progress of operational plans and provide support to colleagues when required
21. Make sure that targets and standards are being achieved
22. Communicate clearly with staff involved about progress and changes
YOU SHOULD KNOW AND UNDERSTAND:

23. Collect information within agreed timescales
24. Analyse information against key performance indicators
25. Evaluate the effectiveness and efficiency of your operational plans
26. Develop and record conclusions and recommendations to improve your operational plans
27. Share your conclusions and recommendations with colleagues, decision makers and stakeholders and take account of their feedback
28. Update your operational plans and communicate changes to all those affected

KNOWLEDGE AND UNDERSTANDING

YOU SHOULD KNOW AND UNDERSTAND:

K1. Principles and theories of management and how these apply to developing, implementing and reviewing operational plans
K2. The main functions of managing in sport and their importance to operational planning including: managing facilities, equipment and supplies; financial planning and control and sources of funding, marketing and sales; quality management; event management; management information and management information systems; recruitment and retention; leading and developing staff; customer care; health and safety
K3. Why it is important to have detailed operational plans for your area of responsibility
K4. The difference between strategic and operational plans and how they relate to each other
K5. The main components of an operational or business plan and how they should be recorded
K6. The difference between short- medium- and long-term planning and how to fit these different timescales into a coherent operational plan
K7. The values and ethics of sport that should inform the development of operational plans
K8. What SMART objectives are and how to develop these
K9. Identification of targets that are appropriate to SMART objectives
K10. The importance of target setting to performance management
K11. The types of quality standards that apply in sport generally and in your area of work
K12. How to identify and measure and cost the quantity and quality of resources needed to achieve an operational plan
K13. The types of people you should involve in developing your plans
K14. Selection of resources for efficiency and effectiveness
K15. The types of obstacles and risks that are associated with operational plans
K16. The development of performance indicators and monitoring/evaluation methods
K17. The importance of gaining the support of colleagues and key decision makers for your plans
K18. Presentation of operational plans in a way that is likely to win support
K19. Influencing and negotiating techniques
K20. Why it is important to ensure colleagues have the necessary skills, knowledge and experience whilst making sure that their work offers opportunities for further development
K21. The main obstacles to change you may encounter when implementing operational plans
K22. The types of support your colleagues may need during periods of change
K23. How to monitor the implementation of plans directly and indirectly
K24. How to evaluate progress and make adjustments to your operational plans when necessary
K25. Who else you should involve in evaluating operational plans, including where appropriate, members of your local community
K26. How to analyse information on key performance indicators and identify performance improvements
K27. Develop and record conclusions and recommendations to improve your operational plans
K28. Update your operational plans and communicate changes to all those affected

EVALUATE OUTPUTS AND CONTINUOUSLY IMPROVE OPERATIONAL PLANS

25. Analyse information against key performance indicators
26. Collect information within agreed timescales
27. Share your conclusions and recommendations with colleagues, decision makers and stakeholders and take account of their feedback
28. Update your operational plans and communicate changes to all those affected

SUMMARY

This standard is about managing a project for which you have been given responsibility. This involves developing and agreeing a plan for the project and monitoring and controlling implementation of and changes to the plan. It also involves ensuring that the project achieves its key objectives and is completed to the satisfaction of the project sponsor and any key stakeholder.

PERFORMANCE CRITERIA

YOU SHOULD BE ABLE TO:

1. Discuss and agree on the key objectives and scope of the proposed project and the available resources with the project sponsor and any key stakeholders
2. Identify how the proposed project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken
3. Develop, in consultation with relevant people, a realistic and thorough project plan for undertaking the project and achieving the key objectives, including specific tasks, responsibilities and timescales
4. Ensure the project plan fully supports the initial project proposal
5. Discuss and agree on the project plan with the project sponsor and any key stakeholders, making changes where necessary
6. Brief any project team members on the project plan and their roles and responsibilities and provide on-going support, encouragement and information
7. Put sustainable processes and resources in place to manage potential risks arising from the project and deal with contingencies
8. Implement the project plan, selecting and applying a range of basic project management tools and techniques to monitor, control and review progress
9. Communicate progress to the project sponsor, any key stakeholders and any key project team members on a regular basis
10. Identify, in light of progress and problems encountered and any wider developments, any required changes to the project plan, obtaining agreement from project sponsors and any key stakeholders where necessary
11. Communicate externally and disseminate information through relevant channels about milestones, outputs, events and results
12. Achieve project objectives using the agreed level of resources
13. Confirm satisfactory completion of the project with the project sponsor(s) and any key stakeholders
14. Evaluate the success of the project, identifying what lessons can be learned and recognising the contributions of any project team members
KNOWLEDGE AND UNDERSTANDING

YOU SHOULD KNOW AND UNDERSTAND:

K1. Characteristics of projects as opposed to routine management functions/activities

K2. The role and key responsibilities of a project manager

K3. Key stages in the project’s life cycle

K4. Why it is important to discuss and agree on the key objectives and scope of a proposed project with the project sponsor and any key stakeholders

K5. The type of information needed for effective project planning

K6. Mechanisms for consulting on the development of the project plan and the views/thoughts received from relevant people in relation to proposals

K7. What should be included in a project plan, particularly activities, required resources and timescales

K8. Why it is important that any project team members are briefed on the project plan, their roles and responsibilities and how to do so effectively

K9. Ways of providing on-going support, encouragement and information to any project team members

K10. Ways of identifying and managing potential risks in relation to the project

K11. The importance of contingency planning and how to do so effectively

K12. Specific project management tools and techniques used to monitor, control and review progress

K13. Effective ways of communicating with project sponsor and any key stakeholders during a project

K14. The importance of agreeing on changes to the project plan with the project sponsor and any key stakeholders

K15. The type of changes that might need to be made to a project plan during implementation

K16. Why it is important to confirm satisfactory completion of the project with the project sponsor and any key stakeholders and how to do so effectively

K17. Methods used for recognising the contributions of any project team members to successful projects

K18. The importance of recognising the contributions of project team members to the success of projects and different ways of doing so

K19. Methods used for briefing, supporting, encouraging and providing information to any project team members

K20. Methods for external communication, dissemination and promotion of the project

K21. Sustainable processes and resources put in place to manage potential risks and deal with contingencies

KNOWLEDGE AND UNDERSTANDING

YOU SHOULD KNOW AND UNDERSTAND:

K1. Procedures for agreeing on appropriate meeting costs

K2. The purpose and benefits of planning and organising meetings and conferences effectively and efficiently

K3. The role of the person organising the meeting or conference and of staff or volunteers contributing to it

K4. Types of meetings and conferences and their main features

K5. The types of information that attendees will need

K6. How to identify suitable locations

K7. The types of resources that will be needed

K8. Special requirements that attendees may have

K9. Health, safety and security requirements

K10. The purpose and benefits of taking notes for circulation

K11. The purpose of recording any feedback

K12. Principles of planning and preparing a meeting or conference

K13. Principles of marketing a conference

SUMMARY

This standard is about planning and organising meetings and conferences. It covers your role in planning procedures, the running of the meeting or conference and evaluation that may be required.

PERFORMANCE CRITERIA

YOU SHOULD BE ABLE TO:

1. Identify the requirements of the meeting or conference and confirm them with all the relevant people before commencement

2. Choose and organise appropriate location, equipment and catering requirements

3. Check costs associated with the meeting or conference

4. Recruit staff or volunteers to assist with the logistics of the meeting or conference

5. Work collaboratively where necessary with other organisers

6. Invite people to the meeting or conference asking for any special requirements

7. Send out a meeting or conference agenda and any other related documents in good time

8. Arrange equipment, resources and layout of room

9. Communicate health, safety and security procedures to attendees

10. Communicate directions, venue details and accommodation details to attendees

11. Make sure attendees needs are met

12. Make sure notes or action points are recorded for circulation

13. Record any comments on all aspects of the meeting or conference for future reference

14. Where required, ensure there is a photographic or video record of the meeting or conference

15. Preview feedback and identify learning points to improve future meetings and conferences

16. Evaluate the meeting or conference

17. Make recommendations on future events

18. Keep accurate records of information relating to the evaluation
**SUMMARY**

This standard covers the knowledge and skills to develop and implement plans to coordinate the administration and management of a sport club. It includes setting objectives and managing resources, finance, people, and communication.

**PERFORMANCE CRITERIA**

**YOU SHOULD BE ABLE TO:**

| CLUB OBJECTIVES | 1. Assess strengths and weaknesses for your club with respect to performance |
|                 | 2. Identify opportunities and threats external to your club |
|                 | 3. Develop club objectives with the participation of team managers, coaches/instructors, and all stakeholders according to identified needs |

| CLUB OBJECTIVES | 4. Document club objectives and communicate in writing to all members |
|                 | 5. Continually review objectives against performance |

| BUDGETING | 6. Assess resource requirements |
|           | 7. Develop and document a resource management plan, communicate to club personnel |
|           | 8. Assess existing resources for their suitability for continued use |

| ORGANISATIONAL PROCESSES | 9. Ensure acquisition of additional resources complies with resource management plan |
|                         | 10. Make resources available for use according to the requirements |
|                         | 11. Ensure care and maintenance of resources |

| ORGANISATIONAL PROCESSES | 12. Implement plans to secure income through fundraising |
|                         | 13. Prepare and document a budget according to the requirements of your club |
|                         | 14. Document items of income and expenditure according to the requirements of your club |
|                         | 15. Manage income and expenditure according to the documented budget |

**KNOWLEDGE AND UNDERSTANDING**

**YOU SHOULD KNOW AND UNDERSTAND:**

| KNOWLEDGE AND UNDERSTANDING | K1. Development of plans to coordinate the administration of your club |
|                            | K2. Strategic planning in order to plan the future administration of your club |
|                            | K3. The key components and how to perform a SWOT analysis |
|                            | K4. Principles of setting and documenting objectives with relevant stakeholders |
|                            | K5. The importance of continually reviewing objectives |
|                            | K6. Principles of assessing resource requirements |
|                            | K7. The components of a resource management plan |
|                            | K8. Care and maintenance of resources |
|                            | K9. How to identify financial objectives |
|                            | K10. Financial planning and basic principles of finance management |
|                            | K11. Components of a sponsorship proposal |
|                            | K12. Typical fundraising activities |

| COMMUNICATION LINKS WITH CLUB MEMBERS AND THE MEDIA | K13. Principles of budgeting and managing income and expenditure |
|                                                    | K14. Organisational processes for a sport club |
|                                                    | K15. Evaluation methods |
|                                                    | K16. Principles of communication |
|                                                    | K17. Communication systems for members and the media |
|                                                    | K18. Principles of human resource management and human resource plans including: person specifications; job descriptions; advertising |
|                                                    | K19. The role of volunteers in a sport club and how to motivate and involve volunteers |
|                                                    | K20. Rules and regulations governing public financing opportunities |
|                                                    | K21. Rules and regulations governing employment of people in sport (employed coaches might need to provide club with a Child Abuse History Clearance, etc.) |
SUMMARY

This standard covers the knowledge and skills to develop and implement plans to coordinate the administration and management of a sport club. It includes setting objectives and managing resources, finance, people and communication.

PERFORMANCE CRITERIA

YOU SHOULD BE ABLE TO:

1. Support and facilitate clubs to gather information related to the formation of a club, including:
   - Sport patterns and interests of the local community
   - The emerging sport participation trends
   - Existing sport clubs and facilities
   - The demographic trends of the community related to sport
   - The procedures to follow in the formation of a new sport club or organisation
2. Explain to club representatives the advantages of planning and the reasons why planning should be conducted in a sport environment, sports club or organisation
3. Identify who is responsible for planning in a sports club or organisation
4. Conduct a planning workshop for sports clubs
5. Explain the components of a SWOT analysis
6. Develop capability to manage resources in sports clubs
7. Convey information related to the characteristics of effective committees and committee members
8. Support the formation and operation of sport club committees, including:
   - Roles and responsibilities
   - Structure and processes
9. Support the formation and operation of sport club committees, including:
   - Identifying meeting types
   - Meeting procedures
   - Developing an agenda
10. Help to develop the role of the treasurer in a sport club
11. Support the obtaining and use of financial resources in a sport club
12. Support and develop sponsorship and fundraising activities in a sport club
13. Assist a sport club with identifying possible sources of grants and donations
14. The role of marketing and sport promotion
15. Support sport clubs with marketing activities including the development of a marketing plan
16. Develop the attitudes, knowledge and skills needed to undertake the marketing role in a sports club or organisation
17. Support a sport club to identify the main tasks associated with the running of a sport even
18. Identify the skills, attributes, processes and resources needed to conduct an event
19. Support sport clubs with basic legal and risk management issues
20. Types of Committees can include: standing committee; subcommittee; management committee
21. The purpose and procedures of meetings
22. The role of the club treasurer, to include: position on the management committee or board; report on financial operations; accounting of all financial transactions; responsible for financial position of the organisation at all times; prepare financial statements
23. The role of sponsorship and fundraising
24. The role of marketing and sport promotion
25. Principles of continuous improvement in club management

KNOWLEDGE AND UNDERSTANDING

YOU SHOULD KNOW AND UNDERSTAND:

K1. The role of clubs in sport and how they assist in its development
K2. Basic practices for effective management of administration activities within a club or organisation
K3. Procedures for creating a sports club or organisation
K4. How to collect information related to formation of a club
K5. Typical demographic trends including population size, age, income levels
K6. Relevant planning techniques
K7. The advantages of planning, including clarifying organisation purpose and direction; proactive rather than reactive decision making; initiate and influence outcomes in favour of club or organisation; more control over destiny; systematic approach to change; improve financial performance and use resources effectively; increase awareness of operating environment; better control and coordination of activities; better teamwork off the field
K8. Components of a SWOT analysis of a club or organisation: internal strengths; internal weaknesses; external opportunities; external threats
K9. The role and structures of a committee
K10. Types of Committees can include: standing committee; subcommittee; management committee
K11. The purpose and procedures of meetings
K12. The role of the club treasurer, to include: position on the management committee or board; report on financial operations; accounting of all financial transactions; responsible for financial position of the organisation at all times; prepare financial statements
K13. The role of sponsorship and fundraising
K14. The role of marketing and sport promotion
K15. The requirements of personnel in event management
K16. Basic legal and risk management issues in sport
K17. Legal issues to include: incorporation; constitution; negligence; insurance; child protection legislation; contracts; copyright
K18. Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunities
K19. Principles of continuous improvement in club management

FROM BUSINESS PROCESSES

D1

TO MARKETING, CUSTOMER SERVICE & COMMUNICATION

D2
**SUMMARY**

This standard is about developing and implementing marketing plans for your area of responsibility. This standard describes the classic model of marketing planning, implementation, and control, which can be adopted by managers who do not have specialist marketing expertise.

**PERFORMANCE CRITERIA**

**YOU SHOULD BE ABLE TO:**

1. Identify and prioritise marketing objectives for your area of responsibility that are consistent with your organisation’s overall business plan, culture, vision and values.
2. Obtain advice and support from marketing specialists and those providing marketing services, as required.
3. Identify the target markets for your products and services and develop appropriate marketing objectives.
4. Evaluate traditional and online marketing channels and choose those which can have the greatest impact.
5. Develop and agree on marketing plans and budgets to achieve your objectives, setting out clear actions, risks, contingencies, accountabilities, and milestones.
6. Ensure plans include traditional and online approaches to marketing.
7. Ensure plans identify methods to obtain designed material as needed, e.g., logo, infographics.
8. Identify and access the resources and capabilities required for your plans.
9. Ensure the development of content to fit the marketing plan, in-house or with an agency.
10. Ensure that those implementing the marketing plan understand their individual responsibilities and are committed to achieving its objectives.
11. Exercise flexibility while implementing the plan as agreed and within budget.
12. Monitor and report on the implementation and performance of the plan against milestones and budgets.
13. Take timely and appropriate action to address any significant variances in performance against the plan.
14. Evaluate the implementation of the marketing plan and use the information to improve future marketing planning.

**KNOWLEDGE AND UNDERSTANDING**

**YOU SHOULD KNOW AND UNDERSTAND:**

K1. Principles of identifying, developing and prioritising marketing objectives for your area of responsibility that are consistent with your organisation’s overall business plan.
K2. The importance of obtaining advice and support from marketing specialists and those providing services, as required.
K3. How to identify and target markets, including surveys.
K4. How to develop marketing plans and budgets to achieve objectives, setting out clear actions, accountabilities and milestones, and the importance of agreeing these.
K5. How to identify and access the resources and capabilities required for your plans.
K6. Digital marketing approaches and tools, including social media, SEO, and inbound marketing.
K7. Sustainable resources and their effective use to support your plans.
K8. The importance of communicating the plan to people and ensuring understanding and commitment, and how to do so effectively.
K9. The importance of implementing the plan as agreed and within budget.
K10. Principles of monitoring and reporting on the implementation and performance of the plan against milestones and budgets.
K11. The importance of taking timely and appropriate action to address any significant variances in performance against the plan and how to do so effectively.
K12. The importance of identifying ways in which future marketing planning can be improved.
K13. Measures and methods for evaluating the implementation of the marketing plan.
K14. Industry/sector requirements for developing and implementing marketing plans for your area of responsibility.
K15. Your organisation’s overall business plan relevant to your area of responsibility.
K16. Sources of advice and support from marketing specialists and those providing marketing services.
SUMMARY

This standard covers activities and approaches that play a vital part in customer service, including seeking and implementing improvements and developments. Customers include everyone you provide a service to, they may be external to your organisation or they may be internal customers. Teamwork is a key component of delivering and achieving excellent customer service, as doing so depends on your skills and those of others. It involves communicating with each other and agreeing on how you can work together to be as efficient as possible. You must also monitor your own and the team’s performance and change the way you do things if that improves your customer service.

PERFORMANCE CRITERIA

YOU SHOULD BE ABLE TO:

1. Contribute constructive ideas for improving customer service
2. Identify what you have to do to improve customer service and confirm this with relevant colleagues, taking account of their contribution
3. Agree with relevant colleagues what they have to do to improve customer service
4. Co-operate with relevant colleagues to improve customer service
5. Make relevant colleagues aware of anything that may affect plans to improve customer service
6. Discuss with relevant colleagues how what you do affects customer service performance
7. Identify how the way you work with relevant colleagues contributes towards improving customer service
8. Discuss with relevant colleagues how teamwork affects customer service performance
9. Work with relevant colleagues to collect information on team customer service performance
10. Identify with relevant colleagues how customer service teamwork could be improved
11. Take action with relevant colleagues to improve customer service performance

KNOWLEDGE AND UNDERSTANDING

YOU SHOULD KNOW AND UNDERSTAND:

K1. Principles and theories of customer services
K2. The importance of customer service in the sport sector
K3. Who else is involved either directly or indirectly in the delivery of customer service
K4. The roles of others outside your organisation who have an impact on your services or products
K5. How to identify the customers of your organisation and which members of staff are responsible for dealing with them
K6. Opportunities for training or informal learning in customer service, for self or others
K7. Identify how important customer service is to your organisation
K8. What the goals or targets of your organisation are in relation to customer service and how these are set
K9. How to identify improvements in customer service

MARKETING, CUSTOMER SERVICE & COMMUNICATION

D2.3 Communicate with stakeholders and customers

SUMMARY

This standard covers the skills and knowledge involved in developing, implementing, reviewing and evaluating communication plans and promoting effective communication techniques in the workplace. It also covers performing key communication functions in the workplace. Communication can refer to publicly available information about the organisation, published and online information, member updates where relevant and direct communication with stakeholders.

PERFORMANCE CRITERIA

YOU SHOULD BE ABLE TO:

1. Develop plans for effective internal and external dissemination of information to meet the organisation’s requirements
2. Ensure communication plans align with the overall organisational strategy
3. Analyse, evaluate and revise communication plans where necessary to make sure they are effective
4. Establish pathways of communication to meet requirements of your organisation
5. Identify target groups for communication and what you want to communicate to them
6. Maintain and review pathways to ensure colleagues in your area of responsibility are informed of relevant information
7. Provide information to all areas of the organisation to facilitate implementation of the strategy
8. Give guidance about adapting communication plans to suit a range of contexts
9. Use effective communication techniques
10. Respond to telephone, oral, electronic and written requests for information
11. Draft routine correspondence in response to a need or request
12. Receive and process a request for information in your area of responsibility
13. Compose and deliver verbal responses to stakeholders and customers requesting information
14. Compose written responses to requests for information
15. Prepare reports for stakeholders in your area of responsibility
16. Compose and deliver verbal presentations
KNOWLEDGE AND UNDERSTANDING

YOU SHOULD KNOW AND UNDERSTAND:

K1. The importance of communication in the workplace and the application of principles to facilitate effective communication
K2. Principles of customer service
K3. A range of communication plans
K4. How to avoid discrimination in communications
K5. Organisational requirements for communication
K6. Methods for communicating in a crisis
K7. Special communication needs
K8. Techniques for enhancing public relations (PR) and specialist assistance that can assist with this
K9. Possible communication difficulties
K10. Techniques for improving communication
K11. Negotiation strategies and techniques
K12. Conflict resolution strategies and techniques
K13. Organisational policies and procedures for communication
K14. How to deal with requests for information
K15. Sources of information to use when dealing with requests
K16. How to present researched information gathered within your organisation both orally and in writing
E1.1 Develop, maintain and implement policies for inclusion in sport

SUMMARY

Social inclusion is a key outcome for many sport organisations, and widening participation is a key objective in the delivery of sport. It is important that everyone has an equal opportunity to take part in sport and discriminatory practices are removed in the delivery of sport. This standard covers how to research, develop and implement policies for inclusion in sport.

PERFORMANCE CRITERIA

YOU SHOULD BE ABLE TO:

HELP TO DEVELOP ETHICS, REGULATIONS AND REQUIREMENTS FOR SPORT

1. Research and keep up-to-date with requirements, standards and good practice from relevant organisations, including authorities and international bodies
2. Research and identify legal requirements
3. Identify and prioritise the implications of these requirements and good practice for your own sport or organisation
4. Organise and process the information you have collected so that you can help to develop inclusion policies and procedures
5. Clarify any uncertainties you may have concerning inclusion in sport with the relevant organisations

HELP YOUR ORGANISATION TO DEVELOP POLICIES AND PROCEDURES FOR INCLUSION IN SPORT

6. Examine any existing policies and procedures to check these are compliant with the requirements and standards of relevant organisations
7. Draft new policies and procedures in line with your analysis of requirements and recommendations for good practice
8. Ensure that these draft policies and procedures are compatible with requirements and good practice in your own organisation
9. Consult on your draft policies and procedures with appropriate stakeholders and decision makers
10. Analyse feedback and make any necessary amendments
11. Manage conflicting views in relation to policies and procedures
12. Ensure that your policies and procedures are supported by your organisation’s constitution
13. Ensure there is clear information on your policies and procedures for your all relevant members of your organisation

IMPLEMENT POLICIES AND PROCEDURES FOR INCLUSION IN SPORT

14. Consult best practices with other clubs, federations, organisations
15. Develop and resource plans to implement your policies and procedures working with appropriate people within your organisation and, where appropriate with other stakeholders
16. Ensure that these plans include clear targets that meet the requirements of relevant organisations
17. Ensure that your plans are fully understood and agreed to by relevant staff
18. Manage relevant data correctly
19. Liaise with and report to relevant organisations as required
20. Monitor the implementation of plans on a regular basis, ensure that plans are being implemented as agreed, or make adjustments as necessary
KNOWLEDGE AND UNDERSTANDING

YOU SHOULD KNOW AND UNDERSTAND:

K1. Sources of information on current legal, professional and organisational requirements for inclusion in sport

K2. The effects of not promoting opportunities for inclusion

K3. Policies in relation to widening participation

K4. Legal requirements related to non-discrimination policies

K5. The diversity of people in the community and in your own organisation

K6. Appropriate people in your own organisation with whom you should work on issues to do with inclusion

K7. Other organisations and stakeholders with whom you should work on issues to do with inclusion

K8. The importance of collaborative working and trying, wherever possible, to align agendas

K9. Sources of information on case studies and models of good practice in addressing issues of inclusion that are relevant to your work

K10. The importance of being innovative and trying new approaches to overcoming barriers to participation

K11. Where to find standards of good practice

K12. The importance of benchmarking against good practice in other sports

K13. Why it is important to clarify any uncertainties about requirements and good practice concerning inclusion with the relevant organisations and who you should approach

K14. Your organisation’s current policies and procedures for inclusion and how to measure these against up-to-date requirements and recommendations for good practice

K15. Why it may be important to share resources with other organisations and what other organisations may be appropriate

K16. Principles of drafting policies and procedures for inclusion

K17. The importance of ensuring that policies and procedures are compatible with your organisation’s values and working practices

K18. Who you should consult with regarding your draft policies and procedures for and how you should consult

K19. Why it is important to ensure your policies and procedures are supported by your organisation and its constitution

K20. The specific job roles of people in your organisation who need information, what types of information each needs and how to present this information clearly for them

K21. The importance of planning for the implementation of your policies and procedures

K22. Who you should work with to develop your plans

K23. Principles of developing targets for inclusion and what these are likely to cover

K24. Who should be involved in the implementation of your policies and procedures and how to gain the understanding and support

K25. Which organisations you should liaise with and report to during implementation

K26. The types of problems with policies and procedures that may occur and how to deal with these

K27. Why it is important to be able to adjust your implementation plans and how to do so

K28. What information you will need to collect to evaluate your policies and procedures

K29. Principles for collection and analysis of information

K30. Techniques to keep up to date with national and local developments concerning safeguarding

K31. The importance of continuous improvement in inclusion in sport

EVALUATE AND IMPROVE POLICIES AND PROCEDURES FOR INCLUSION IN SPORT

21. Collect and analyse information about the implementation of policies and procedures

22. Collect and analyse the latest information on requirements and standards from relevant organisations

23. Compare your organisation’s performance with your new plans, targets and any new requirements and recommendations

24. Identify areas where improvements and updates could be made

25. Consult on your conclusions and recommendations with relevant organisations and stakeholders and decision makers in your organisation

26. Update your policies and procedures accordingly

SUMMARY

Sport depends on a number of important principles of ethical conduct and on the development of regulations and requirements that support these. This unit is about helping to develop ethics, regulations and requirements and also covers investigating and acting on the evidence of possible infringements.

PERFORMANCE CRITERIA

YOU SHOULD BE ABLE TO:

HELP TO DEVELOP ETHICS, REGULATIONS AND REQUIREMENTS FOR SPORT

1. Keep up-to-date with developments in ethics, regulations and requirements for your sport and related sports

2. Actively seek feedback on ethics, regulations and requirements from those involved in the sport

3. Clearly establish the nature and context of the feedback

4. Record feedback promptly and accurately with full details passed on to the responsible authority

5. Collect and analyse information on new internal and external factors relevant to ethics, regulations and requirements

INVESTIGATE POSSIBLE INFRINGEMENTS OF THE ETHICS, REGULATIONS AND REQUIREMENTS FOR SPORT

6. Present recommendations for the ethics, regulations and requirements for sport to appropriate groups

7. Share knowledge with sportspeople, coaches and other people engaged in the sport, about latest developments in the area of ethics, integrity, regulations and requirements for your sport and related sports

8. Take account of feedback from appropriate stakeholders

9. Notify the appropriate people/bodies of the investigation procedures

10. Verify the accuracy of supplied information and documents

11. Seek reports from officials and other relevant people

12. Review investigation procedures for clarity, fairness, flexibility, reasonableness and effectiveness

13. Investigate and record the circumstances surrounding possible infringements

14. Maintain required confidentiality

MAKE DECISIONS ON THE EVIDENCE OF POSSIBLE INFRINGEMENTS OF ETHICS, REGULATIONS AND REQUIREMENTS

15. Ensure that decisions are consistent with an objective evaluation of the available evidence

16. Assess the significance of infringements and take action consistent with the framework of regulations

17. Clearly communicate decisions to all those involved

18. Inform relevant parties of the available appeals procedures

19. Maintain required confidentiality

20. Follow the correct procedures for considering disciplinary matters and appeals
KNOWLEDGE AND UNDERSTANDING

YOU SHOULD KNOW AND UNDERSTAND:

K1. Regulations and requirements for sport including: rules of the sport; eligibility and entry of people; clothing and appearance; equipment and facilities; accessibility of opportunities; participant responsibility; meeting deadlines; safety; competition rules; disciplinary procedures; appeals procedures

K2. The underlying principles of sport, equality and ethical conduct

K3. The role and importance of ethics in sport and what ethics mean in the context of sport

K4. The role and importance of regulations and requirements in sport and the regulations and requirements for your sport

K5. The role of your organisation in developing regulations and requirements and the role of international federations

K6. Principles of data collection and evaluation

K7. Principles of review and the reporting of evaluation results

K8. The process of determining and modifying the regulations and requirements for your sport

K9. Principles of consultation and responding to consultation results

K10. The strategic aims and objectives of your organisation

K11. The roles and responsibilities of other staff in your organisation in relation to regulations and requirements

K12. The principles of fair and unbiased investigations and the procedures you should follow

K13. Collection and evaluation of evidence of possible infringements

K14. Investigation procedures

K15. The principles of confidentiality, why it is important and the procedures you should follow

K16. Principles of reaching fair decisions based on the information available

K17. The importance of ensuring action taken is consistent with the significance of the infringement and the framework of regulations

K18. The importance of communicating decisions to all those involved, who you should communicate with and the methods you should use

K19. Relationships with the media in relation to infringements

K20. Procedures for disciplinary and appeals proceedings

SUMMARY

Government policy and the policies and decisions of key national and international sport organisations can have a significant impact on the delivery and operation of sport. These policies may relate to legislation, funding, health or the hosting of events. It is important that you are constantly alert to these policy initiatives, are able to assess likely impact and develop effective but ethical plans to influence these initiatives.

PERFORMANCE CRITERIA

YOU SHOULD BE ABLE TO:

IDENTIFY POLICY ISSUES RELEVANT TO YOUR SPORT OR SPORT ORGANISATION

1. Develop a professional network of contacts appropriate to policy issues relevant to your sport or sport organisation and establish your own credibility

2. Identify and utilise effective sources of information on policy initiatives

3. Constantly scan policy initiatives that may have an impact on your sport or sport organisation

4. Identify the implications of policy initiatives for your sport or sport organisation

5. Develop an understanding of the overall context in which policy initiatives are being taken and their aims and objectives

DEVELOP A PLAN TO INFLUENCE POLICY DEVELOPMENT AND DECISION MAKING

10. Identify decision makers and influencers in relation to the policy initiatives you are seeking to influence

11. Identify and forge alliances with individuals and organisations who have a common interest

12. Include online methods of engagement in your plan

13. Identify and agree respective roles and responsibilities

14. Develop and negotiate plans and objectives to address the opportunities and threats you have identified

15. Where appropriate, try to align your plan with the overall aims and objectives of the policy initiatives

16. Identify the risks associated with your plan and develop contingency plans to address these risks

17. Develop and agree a schedule of activities that are likely to maximise your influence over policy initiatives and minimise negative impact

18. Ensure your plan is consistent with policy and ethical considerations within your sport

19. Negotiate the necessary support for your plan and the required resources


IMPLEMENT AND EVALUATE YOUR PLAN TO INFLUENCE POLICIES

20. Carry out agreed activities to influence policy initiatives
21. Monitor the impact of your plan and adjust activities accordingly, whilst maintaining a focus on your overall aims and objectives
22. Manage alliances with organisations and individuals at the national and international level
23. Where appropriate, seek to ‘buy time’ in negotiations and use this time to reflect on your plan and new opportunities and threats
24. Manage alliances with organisations and individuals
25. Continue to build effective working relationships with decision makers and influencers
26. Seek to achieve ‘win-win’ situations with decision makers and influencers
27. Evaluate the outcomes of your plan and identify key lessons for the future

YOU SHOULD KNOW AND UNDERSTAND:

K1. The relationship between your sport or sport organisation and governing sport organisations including international federations
K2. Other sources of policy initiatives and decisions that may impact on your sport
K3. Ethical considerations in relation to influencing policy initiatives and decisions and why an ethical approach is necessary
K4. Who are the key decision makers and influencers within key national and international organisations
K5. Contacts and other sources of information that you can use to identify policy thinking and initiatives that may impact on your sport
K6. How to develop your credibility and influence with these contacts and sources of information
K7. Ethical and effective methods to gain information on policy developments
K8. The types of policy initiatives that could influence your sport and how to assess their likely impact
K9. Principles of a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis of a policy initiative
K10. Why it is important to understand the overall context of a policy initiative and the overall aims and objectives that policy makers are seeking to achieve
K11. Why it is important to share your findings and overall understanding of a policy initiative with key stakeholders in your sport and reach agreement on the need to influence policy initiatives
K12. How to identify the real and significant decision makers and influencers in relation to a policy initiative
K13. Why alliances with other organisations and individuals who may have a common interest is important when seeking to influence policy
K14. Organisations and individuals who may have a common interest in relation to the policy initiative
K15. How to develop a plan to maximise the influence you can have on decision makers and influencers
K16. Why it is important to align your plan with the overall aims and objectives of decision makers and influencers and how to do so
K17. How to identify, assess and manage risks associated with your plan to influence policy
K18. How to choose a schedule of activities which are likely to have the most desired impact on decision makers and influencers and minimise negative impacts
K19. How to identify and quantify the resources needed to influence decision makers
K20. External sources of support you can draw on to influence decision makers and influencers
K21. How to monitor the impact of your plan and make adjustments
K22. Principles of effective negotiation and what is meant by a ‘win-win’ situation
K23. How to manage alliances with other organisations during a process of policy influencing

PERFORMANCE CRITERIA

DEVELOPING

1. Identify and agree how the event fits with your organisation’s overall strategy
2. Identify and agree what you want to achieve from the event, its critical success factors, the type and level of participants, dates and potential location
3. Develop and agree project plans for the event which address objectives and risks
4. Develop plans with clear benchmarks, so you can evaluate progress regularly
5. Identify and gain the support of colleagues and stakeholders
6. Negotiate and obtain agreement to stage the event
7. Develop plans related to communication with media
8. Plan to ensure safety and security at the event
9. Plan for online and social media engagement for the event

SUMMARY

Sport events are critical to competition and to the profile and development of a sport. Events are vital to the delivery of sport. They are complex projects, requiring careful and thorough planning with the involvement of many stakeholders in order to meet the expectations of athletes, coaches, officials, sponsors and spectators. This standard covers the basic stages of planning and running a sporting event.
**OBTAIN AND ORGANISE THE RESOURCES AND SUPPORT YOU NEED FOR THE EVENT**

10. Identify and specify the resources and support you need for the event
11. Where appropriate seek sponsorship for the event
12. Negotiate and obtain the resources and support you need for the event
13. Ensure relevant procedures and guidelines are developed for the event

**DEVELOP A PROGRAMME FOR THE EVENT AND SECURE THE INVOLVEMENT OF PARTICIPANTS**

14. Ensure that all legal and contractual requirements are correctly addressed
15. Ensure that all those involved are properly briefed and trained as appropriate
16. Put in place arrangements for internal and external communications for the event

17. Develop a programme that is consistent with the aims and objectives of the event
18. Ensure the programme is consistent with the requirements of the sport(s) involved in the event
19. Consult, negotiate and reach agreement with all key stakeholders involved in the event

**MANAGE THE RUNNING OF THE EVENT**

20. Ensure that there is adequate publicity and other required information about the programme
21. Obtain the involvement of planned participants, ensuring they are eligible and able to take part and have all the information they need about the event
22. Ensure that all resources and support are in place and ready for the event
23. Ensure that all staff, volunteers and participants are fully briefed
24. Manage the running of the event following agreed plans
25. Oversee the work of key staff throughout the event

**EVALUATE THE EVENT**

26. Monitor the running of the event and deal effectively with any problems that arise using your risk management plan
27. Keep all those involved in the event informed of relevant developments
28. Ensure that the rules and regulations of the sport(s) involved are followed
29. Seek and collect feedback from those involved in the event
30. Seek and collect information and data about the event
31. Analyse the feedback, information and data you have collected
32. Share your analysis and recommendations with stakeholders and agree key learning points

**KNOWLEDGE AND UNDERSTANDING**

**YOU SHOULD KNOW AND UNDERSTAND:**

K1. Components of a project plan: aims and objectives; event requirements and facilities; sport development; ethics and good practice; structure and management; event support; communications and marketing; financial considerations; risk factors and management; performance monitoring; implications for a successful event
K2. Types of resources and support: facilities and equipment; insurance; media; marketing and sponsorship; provision for health and safety; provision for public safety and security; catering and comfort; ticketing; merchandising; risk management; staffing including volunteers
K3. Key stakeholders: sports organisations; officials and administrators; medical personnel; policing and security; sponsors; media; staffing
K4. Sources of guidance on planning and managing sports events
K5. What an organisation’s events strategy is and why it is important to have one
K6. The importance of having clear objectives for an event; how to develop such objectives and determine critical success factors
K7. The importance of clear and effective communication
K8. The importance of risk assessment when planning an event
K9. Why it is important to have agreement for the programme from key stakeholders
K10. The link between events and the development of a sport
K11. How to target and attract participants consistent with your vision for the event
K12. Social media engagement strategies
K13. Eligibility requirements that may be important to your event
K14. The types of resources and support you will need to stage an event and how to obtain each of these
K15. The key legal requirements for organising an event, including health and safety, public safety and contract law
K16. The importance of clear and effective communication in events management and how to ensure you have the required communications resources and skills
K17. Why high standards of training and briefing are required for staff involved in events and how to source and organise such training and briefing
K18. Principles of developing programmes for events which are consistent with the aims, objectives and critical success factors for an event
K19. The types of negotiating skills and strategies you may need to adopt
K20. Principles of developing and distributing publicity for an event
K21. Effective methods for monitoring the running of an event
K22. Methods you can use to collect and analyse feedback from those involved and who you should collect feedback from
K23. Sources of data and information about the event that you can use to inform your evaluation
K24. The types of of a project plan: aims and objectives; event requirements and facilities; sport development; ethics and good practice; structure and management; event support; communications and marketing; financial considerations; risk factors and management; performance monitoring; implications for a successful event
K25. Why project planning and management are important to event organisation and the principles of project planning
**Summary**

Sports competitions are vital to promote participation and progression in sport at local, regional, national and international level. They are also capable of generating spectator and media interest. Developing competitive programmes is a complex task which requires careful planning, organising and evaluation to ensure each programme meets the needs and requirements of a variety of key stakeholders.

**Performance Criteria**

**You should be able to:**

**Develop a Programme of Sports Competitions**

1. Review your organisation’s aims and objectives in relation to the competitive structure
2. Identify and explore the opportunities and threats relevant to the competitive structure
3. Identify and analyse the needs and potential of stakeholders
4. Develop clear aims and objectives for the competitive structure based on the research you have carried out and win support for these from key stakeholders
5. Develop plans and ensure you have the agreement of key stakeholders
6. Identify and assess any risks and put in place adequate measures to manage these risks

**Organise a Programme of Sports Competitions**

7. Identify the necessary resources and how these resources will be obtained
8. Develop an effective promotional campaign
9. Establish and agree roles and responsibilities
10. Ensure all aspects of the competitive structure conform to organisational, ethical and legal requirements
11. Develop clear information relevant to the needs of stakeholders
12. Ensure that planned resources are available and ready and that these conform to requirements
13. Ensure that all personnel involved in the competitive structure are briefed and understand their responsibilities
14. Monitor the competitive structure, identify any problems and take action according to agreed contingency plans

**Evaluate a Programme of Sports Competitions**

15. Maintain effective communication with all those involved in the competitive structure
16. Ensure the competitive structure is brought to its planned conclusion
17. Collect and analyse information and feedback relevant to the successes and failures of the competitive structure and the processes involved
18. Compare the information and feedback with your original aims and objectives
19. Identify learning points and consider changes for future competitions
20. Prepare appropriate information and make it available to relevant stakeholders and decision makers

**Knowledge and Understanding**

**You should know and understand:**

**K1.** The different types of competitive structure: to maximise participation at the appropriate level in the sport; to optimise competitive potential of athletes and teams; to facilitate competition

**K2.** Different types of stakeholders: athletes/teams; colleagues; scouts and selectors; coaches; wider competitive structure; facility owners; officials; volunteers; sponsors; other commercial interests; spectators and audiences

**K3.** Resources required to manage sport competitions: finance; facilities; equipment; personnel; support services; publicity

**K4.** Different types of sports programmes and the role they play in sport

**K5.** Your organisation’s aims and objectives and how these help to inform the types of programmes you may be involved in developing

**K6.** How to analyse your sport’s operating environment and the types of opportunities and threats that might assist your programme planning

**K7.** Who are the key stakeholders relevant to organising competition programmes

**K8.** How to identify and analyse the needs and potential contributions of stakeholders

**K9.** How to develop a concept for a competition programme and win support for this

**K10.** The principles and methods of programme planning

**K11.** The principles of risk assessment and management and contingency planning

**K12.** The types of resources needed for programmes and how to access and cost these

**K13.** How to promote your programme to different audiences

**K14.** The organisational, legal and ethical requirements you need to take account of when planning and running programmes

**K15.** Roles and responsibilities of different staff in sports programmes

**K16.** The information that staff and other stakeholders will need

**K17.** How to brief staff on the programme and what is expected of them

**K18.** Methods you can use to monitor the programme

**K19.** The types of problems you may encounter when running programmes and how to respond to these

**K20.** Communication techniques you can use when running programmes

**K21.** The importance of evaluation and continuous programme improvement

**K22.** Methods of collecting information and feedback on the programme

**K23.** How to evaluate a competition programme and develop lessons for future programmes
SUMMARY

Sport organisations rely on their membership to develop and sustain their sport or their role in the sport sector. It is important that organisations have clear and effective plans for attracting and keeping members and that the membership is regulated in line with organisational and legal requirements. This standard mostly refers to organisational membership.

PERFORMANCE CRITERIA

YOU SHOULD BE ABLE TO:

DEVELOP A PLAN FOR ATTRACTING AND KEEPING MEMBERS

1. Identify strategic objectives for attracting and keeping members that are consistent with your organisation's goals and policies
2. Identify the reasons why members are important to your organisation
3. Prioritise the target groups for your plan
4. Assess strengths, weaknesses, opportunities and threats that affect the development and implementation of your plan
5. Develop and assess a range of strategic options to achieve your objectives
6. Select and agree a preferred strategy and develop specific objectives

PROMOTE THE BENEFITS OF BEING INVOLVED IN YOUR SPORT OR SPORT ORGANISATION

13. Identify key messages and benefits of membership for the target groups you have identified
14. Ensure these messages effectively promote the benefits of joining your sport or sport organisation
15. Ensure the development of resources that convey these key messages in a way that is likely to motivate potential members
16. Involve key stakeholders in the development of resources
17. Ensure that your resources provide information on how to contact and join local organisations, where relevant
18. Ensure members have the opportunity to contribute to the organisation
19. Identify and implement the most effective methods of using your resources to attract identified target groups
20. Monitor, adjust and evaluate the effectiveness of your resources
21. Plan for financial aspects of membership fees; differentiation of members
22. Plan for membership revenue and how it is included in the budget of your organisation
23. Identify key performance measures, and methods of monitoring and evaluating your plan
24. Ensure the plan aligns with the overall strategy of the organisation
25. Identify the actions and resources needed to implement your plan
26. Make sure you have the agreement of all key stakeholders for your plan

ESTABLISH AND MONITOR MEMBERSHIP SYSTEMS

21. Ensure there are systems in place for recruitment of members and the recording of membership
22. If appropriate, develop different levels/categories of membership
23. Review membership levels/categories, including membership fees and different concessions depending on individual or organisation's capacity to pay for membership
24. Develop systems for checking candidature from potential members before acceptance
25. Ensure these systems conform with legal and organisational requirements
26. Collect membership fees in line with membership policies and rules
27. Ensure that membership information is checked regularly, recorded and summarised
28. Regularly review status of members as active, passive and inactive (including orgs that don't exist anymore), and taking relevant action to boost engagement
29. Ensure that membership conforms to legal and organisational requirements
30. Regularly monitor patterns of recruitment and leaving, identify patterns and trends
31. Ensure membership systems support transparency and good governance
32. Report on patterns and trends to key decision makers in your organisation

KNOWLEDGE AND UNDERSTANDING

YOU SHOULD KNOW AND UNDERSTAND:

K1. The importance of sport organisations maintaining and developing their membership
K2. Typical benefits of membership of a sport organisation: Expanding their networks, advocacy, networking, etc.
K3. Typical objectives that members can help the organisation to achieve
K4. Policies and procedures relating to the recruitment and retention of members
K5. Legal requirements relating to the recruitment and retention of members
K6. Principles of developing a plan for recruitment and retention
K7. How to select target groups for your recruitment and retention plan
K8. How to carry out a strengths, weaknesses, opportunities and threats analysis to develop your plan
K9. How to analyse trends and developments in your sector or community
K10. Principles of identifying key performance measures for your plan and why evaluation is important
K11. How to identify the objectives, actions and resources needed for your plan
K12. How to set differentiated membership fees for different categories of membership
K13. The importance of having stakeholder buy-in for your plan and how to obtain this
K14. How to identify and check key messages which will be attractive to the target groups you have identified
K15. How to develop resources to support your promotional plan and sources of expert advice and support you can draw on
K16. How to develop systems for attracting and keeping members
K17. Systems and processes for member satisfaction analysis
K18. Legal requirements relating to information about members
K19. Why it is important to regularly check your membership
K20. Analyse the demographics of the members, changes in the membership, and competing activities and organisations for the same groups
K21. The best channels to use to communicate with members
K22. Your organisation’s policies which are relevant to membership
K23. How to monitor, identify and respond to patterns of recruitment and leaving
Increasing participation in sport is vital if we are to realise the potential of sport in having a positive impact on public health, wellbeing and social inclusion. Having a clear plan for how your organisation will increase participation in sport is key to the successful development of sport and its profile. This standard is about taking a planned approach to raising participation levels in sport.

**SUMMARY**

**PERFORMANCE CRITERIA**

**YOU SHOULD BE ABLE TO:**

1. Collect, analyse and take account of the views and needs of all those affected by your plan for increasing participation
2. Identify your target groups for increasing participation in sport and the most relevant activities to engage them
3. Ensure your plan is consistent with rules and regulations in sport
4. Research and analyse existing plans and activities for increasing participation in your own and in other organisations
5. Ensure your plan will encourage and enable participation according to the policies of your organisation and external agencies
6. Ensure appropriate human resources are in place to deliver the plan
7. Ensure your plan reaches the identified target groups
8. Ensure your plan aligns with the overall strategy of the organisation
9. Ensure your plan provides for equality, fair play and an ethical approach
10. Estimate the current situation and potential for participation
11. Set targets that are realistic but challenging
12. Ensure that targets are reasonably precise and objective
13. Regularly review targets and update them after discussion with key stakeholders
14. Identify the competences and attributes of people involved in your plan and make sure they are deployed
15. Ensure that personnel requirements take account of work objectives, known constraints and requirements
16. Provide training and development opportunities for staff
17. Obtain the physical and financial resources you need for your plan
18. Take account of the views and advice of people involved in the plan
19. Establish the plan for participation within required timescales and costs
20. Identify significant changes in resources as early as possible and make proposals to modify structures and targets accordingly
21. Provide the necessary information to people involved in the plan and make sure this information is clear, accurate, up-to-date and in an appropriate form and style
22. Collect and analyse feedback from people involved in the plan and other relevant data and information
23. Present the evaluation in a form and style which will assist decision making
24. Develop and present conclusions and recommendations to decision makers
25. Negotiate and agree next actions arising from the evaluation
26. Ensure decisions resulting from the evaluation are acted upon promptly
27. Feedback the results of evaluation and review to people involved in the plan as quickly as possible

**KNOWLEDGE AND UNDERSTANDING**

**YOU SHOULD KNOW AND UNDERSTAND:**

**K1.** The underlying principles of sport, equality and ethical conduct
**K2.** Typical barriers to taking part in sport
**K3.** Principles and theories of behaviour change relating to sport participation
**K4.** The motivations of people participating in sport and how to capitalise on their aspirations
**K5.** Current trends in sport participation for different segments of society
**K6.** The importance of providing opportunities for participation and progression in sport
**K7.** How to collect and evaluate information about needs of those involved in your sport
**K8.** How to select and appoint people to assist in the development and implementation of your plan
**K9.** How to generate income to support sporting activities and organisation
**K10.** Other organisations with similar plans for participation
**K11.** Roles of national and international federations of sport
**K12.** The policies and wider aims and objectives of your organisation in relation to your plan for participation
**K13.** How to ensure that targets are both realistic and challenging
**K14.** How to measure the success of your aims and objectives for participation
**K15.** How to identify and define the competences and attributes of the people you need to help you implement your plan for participation
**K16.** Techniques to identify and define personnel requirements
**K17.** How to gather the views and advice from those involved in delivering your plan
**K18.** How to identify the resource requirements to implement your plan and match these against what is available and what might be gained from new sources of income
**K19.** How to disseminate information about your plan
**K20.** The work objectives, constraints and requirements within your organisation
**K21.** Work schedules for your organisation and allocated budgets
**K22.** Principles of collecting and analysing feedback
**K23.** Other types of information and data you can use to evaluate your plan for participation and progression and how to collect and analyse this
**K24.** How to write reports, drawing conclusions and making recommendations
**K25.** The importance of sharing results of reviews with colleagues and disseminating decisions taken to all those involved
This output of the S2A Sport project contains both the functional map (Step 4) as well as the occupational standards (Step 5) for sport administration. The S2A Sport Partnership decided to present them together because they are two steps related to the same process, the functional map and occupational standards being both produced using the methodology of functional analysis presented in the document.

The first part of the document explains the overall concept of functional analysis and presents a description of the main functions that were identified by the partnership and from consultation in the area of sport administration. By functions, we mean the work activities a sport administrator is expected to carry out to perform his or her roles and responsibilities. A graphical representation of these work functions was developed and is titled the functional map for sport administration.

From this innovative functional map for sport administration and more particularly the list of key functions, a total of 29 occupational standards structured around the 5 main key areas (Strategic direction, People, Resources, Operations, and Sport processes and activities) were produced and can be found within the second part of the document. These occupational standards for sport administration describe the standards of performance that sport administrators are expected to achieve in their work, and the knowledge and skills they need to perform effectively. The overall methodology for occupational standards development is also included.

The content of the functional map and occupational standards was directly used to develop the next output of the project “The Training Programme Handbook and Curriculum for Sport Administration” (Document 6).

Indeed, this next step can be seen as the point at which there is a switch from labour market and workforce issues to the education sector as the training programme handbook was developed to provide initial guidance in respect to the development of education and training opportunities in sport administration aligned with the needs of the workforce.
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