SPORT ADMINISTRATION MANUAL

OLYMPIC
SOLIDARITY

INTERNATIONAL OLYMPIC COMMITTEE

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All over the world, sport has become an integral part of society. Sport is a unique and indispensable tool for sustainable development as well as a means to promote peace, culture and education, providing young people in particular with opportunities and hope.

As well as organising the Olympic Games, the Olympic Movement aims to develop sport and its practice worldwide from grassroots to elite level. This is possible through our vast network of 205 National Olympic Committees (NOCs) across the five continents. Billions of people around the world practise sport as a healthy pastime or for the sheer fun of it, and some in high-level competitions. To make this possible, millions of coaches, administrators and technicians, many of whom are volunteers, give their time to support athletes and thus make sport a reality in our everyday lives.

To help the NOCs fulfil these objectives in the best possible way, Olympic Solidarity organises multiple, diverse programmes, such as the Sport Administrators Programme. This programme seeks to enhance knowledge of the Olympic Movement, its values, the issues facing sport and the management of sport. It also seeks to develop the capabilities, tools and practices needed for sport to thrive in the 21st century, thus helping all our member organisations to professionalise their administrative capabilities.

At the heart of this programme is the Sport Administration Manual, which has been the basis of the course work since 1986. As a result of thorough re-editing, this new version fully lives up to its title – in it you can find information on everything that a sport administrator should know: from the history of the Olympic Movement to its structure; from the Olympic Games to the values and ethics of sport; from the constitution of a national sport organisation to its management; and from organising a sport event to leading an Olympic delegation.

I am grateful to all the contributors, all lifelong advocates of the Olympic Movement, for their invaluable contribution to the development of the Manual - a true example of the transfer of knowledge. We are particularly grateful to Dr. Roger Jackson for his fine work in revising and publishing the Manual since its inception, and to Richard Palmer for his contribution to the writing of the Manual and his continuous support of the Sport Administrators Programme.

Through this Manual, the International Olympic Committee wishes to express its appreciation of all those who contribute to the process of learning, thereby making the conditions for our sportsmen and -women even more conducive to the true values that derive from sport.

Dr. Jacques Rogge, President
International Olympic Committee

OLYMPIC SOLIDARITY

As ANOC and Olympic Solidarity President, I encourage the National Olympic Committees and their affiliated sport organisations to constantly provide the best support for their athletes, improve their organisational structures, raise their management level, make rational and efficient use of their resources, including the funding provided by Olympic Solidarity, and defend the noble values which underpin the Olympic ideal. I feel it particularly important to promote a genuine Olympic spirit based on solidarity within the Olympic Movement.

An in-depth knowledge of the structures of the Olympic Movement, appropriate planning of activities and efficient management are the key elements which enable a sport organisation to develop, prosper and successfully meet the new challenges facing the Olympic Movement. The Olympic Solidarity Sport Administrators Courses play a highly relevant role in this necessary endeavour.

I am certain that the Sport Administration Manual will serve as a constant guide for the numerous sport leaders in all countries, and can help them in the daily management of the organisation they serve and in the promotion of their activities, so that they will be active partners and a source of strong support in achieving the objectives fixed by their organisation.

My wish is that those attending the courses will derive maximum benefit from these encounters and that this training will encourage exchanges of ideas and useful experience. I call upon the participants to continue the noble and committed endeavour of organising and developing sport throughout the world, reaffirming the conviction that, by teaching young people the values and principles of the Olympic ideal, we are making an important contribution to improving their lives.

This revised version of the Sport Administration Manual makes available the knowledge and information needed to constantly improve management skills and spread the values of Olympism around the world. I express my sincere gratitude to the NOCs and the Course Directors, as well as those who have contributed to this new version of the Manual.

I wish you an enjoyable reading experience and every success in your sport organisations.

Mario Vázquez Raña, President
Association of National Olympic Committees (ANOC) and Olympic Solidarity

SPORT ADMINISTRATION MANUAL

INTRODUCTION

The Sport Administration Manual serves as the basic textbook for the Sport Administrators Courses organised by National Olympic Committees under the auspices of Olympic Solidarity. Olympic Solidarity is proud to provide all the course participants with a copy of the manual.

Since it was first published in 1986, the Sport Administration Manual has been revised on four occasions, the latest revision being completed in 2009. It therefore reflects up-to-date knowledge, issues and practices current within the Olympic Movement and provides information on the most important matters related to sport administration and management.

The manual begins by providing information on the Olympic Movement and by defining the values, attitudes and philosophy of Olympic sport. It includes some theory and requisite skills for administration and management, and discusses possible solutions to various needs, problems and concerns. Finally, information is provided on technical aspects related to athlete development and the leading of an Olympic Games mission.

The Sport Administrators Courses are designed to assist those who work in the Olympic and sport movement throughout the world, so that they may operate more effectively – and more happily. Above all, the courses centre on improving interpersonal relationships, communication between individuals and commitment by many to advancing sport opportunities for people, both young and old.

The courses are designed:

- to be relevant to National Olympic Committees and their stakeholders around the world;
- to cover the most common needs and skills of volunteer administrators or elected executives of a National Olympic Committee or any other sport organisation;
- to be an "open" programme: all comments and feedback will be welcome so that we can improve the material; and
- to provide knowledge which may be passed on to others.

The Sport Administrators Courses form a key part of Olympic Solidarity's management training programmes. Since the beginning of the programme up to the end of 2009, 2,230 courses have been organised by 100 NOCs and more than 60,000 participants have taken part in the courses.

Additionally, Olympic Solidarity has developed the Advanced Sport Management Courses, based on the Managing Olympic Sport Organisations manual, which focuses on six key management areas: organising an Olympic sport organisation, managing strategically, managing human resources, managing finance, managing marketing and organising a major sport event.

At the apex of the training opportunities is the Masters degree in sport management, MEMOS (*Master Exécutif en Management des Organisations Sportives*), which is supported by Olympic Solidarity through its International Executive Training Courses in Sport Management programme, awarding scholarships on a world-wide basis to NOC-supported participants. The MEMOS programme is offered in English, French and Spanish.

The Sport Administrators Courses are therefore an essential part of Olympic Solidarity's management training strategy and are characterised by the breadth and range of the content of the Sport Administration Manual. They form an essential tool for anyone involved in managing, administering and organising sport and sport organisations, particularly in the Olympic Movement.

It is hoped that the Sport Administration Manual will prove to be an essential aid to Sport Administrators Course participants and will subsequently be a constant companion and guide throughout their involvement in the sport movement.

The International Olympic Committee (IOC) acts as a catalyst for collaboration among all members of the Olympic Movement - from the National Olympic Committees (NOCs), International Sport Federations (IFs), athletes and Organising Committees for the Olympic Games (OCOGs) to the Worldwide TOP Partners, broadcast partners and recognised organisations.

This first section provides information on the development of the IOC and the foundations of Olympism. It gives an overview of the structure of the Olympic Movement, including the IOC, NOCs, IFs and other constituents, as well as how the IOC functions and governs itself and the Olympic Movement. Key elements of the Olympic Games are also presented, as well as the Youth Olympic Games, an initiative which is at the heart of the IOC's commitment to reach young people.
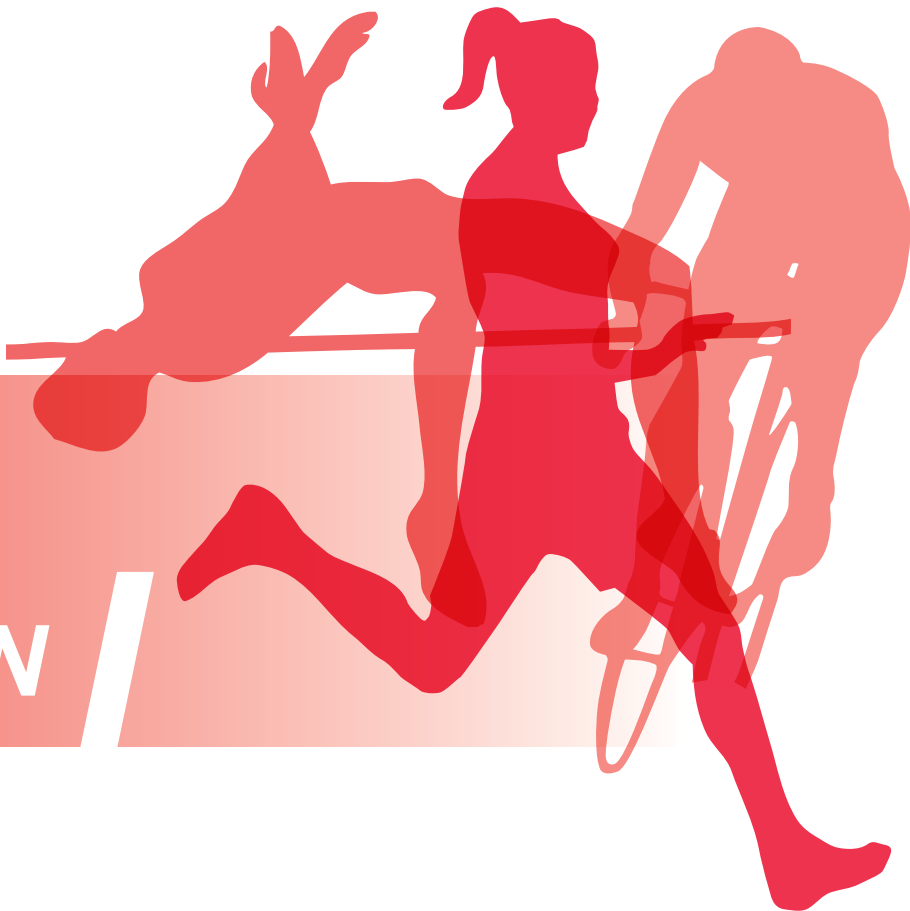
SECTION

OLYMPIC BACKGROUND

UNIT 1

FOUNDATIONS OF THE OLYMPIC MOVEMENT AND THE MODERN OLYMPIC GAMES

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A. PIERRE DE COUBERTIN

Pierre de Frédy, Baron de Coubertin was born in Paris on 1 January 1863. Very early in life, he showed an interest in literature, history, sociology and the problems of education. After studying at a Jesuit college, de Coubertin attended the French Military Academy as well as law school, but abandoned both to concentrate on his vision of educational reform and his dream to revive the Olympic Games in a modern form.

It is to de Coubertin that we are indebted for his commitment to ensuring the early development of the Olympic Movement, the International Olympic Committee (IOC) and the Olympic Games. The Olympic Charter, the protocol for Opening and Closing Ceremonies, the athletes' oath and the Olympic rings and flag were his creations. From 1896 until 1925, he personally presided over the IOC and, when he stepped down as President, the title of Honorary President of the Olympic Games was bestowed on him.

The revival of the Olympic Games represents only a small part of de Coubertin's work. Apart from numerous publications devoted to the technique and teaching of sport, he was the author of important historical, political and sociological studies. His works total over 60,000 pages.

Pierre de Coubertin died in Geneva on 2 September 1937. He was buried in Lausanne, Switzerland. In accordance with his last wishes, his heart is buried at Olympia, Greece in a marble stele that was erected to commemorate his dedication to the Olympic ideal and spirit.

Pierre de Coubertin
IOC President, 1896–1925
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B. SOURCES OF INSPIRATION FOR PIERRE DE COUBERTIN

Pierre de Coubertin's ideas on educational reform and his dream to revive the Olympic Games clearly demonstrate that he was very much a man of his time. In the development of his vision of the Olympic Games, it is evident that he was influenced by the world and events that were taking place around him.

Writing about why he had decided to restore the Olympic Games, de Coubertin explained that he did so *"to enable and strengthen sports, to ensure their independence and duration and thus enable them better to fulfil the educational role incumbent upon them in the modern world; for the glorification of the individual athlete whose muscular activity is necessary for the maintenance of the general spirit of competition."*

He also wrote, *"When reviving the Olympics, I did not look near myself but far into the distance. I wanted to give back to today's world in a sustainable way, an ancient institution, the principles of which were becoming relevant again."*

Sport and the role it could play in education was therefore just as relevant for de Coubertin as the outcome of the Franco-Prussian war and the exciting discoveries that were being made at the site of the ancient Olympic Games in Olympia, Greece.

The physical fitness of the Frenchman

One of the early influences on Pierre de Coubertin's passionate pursuit of educational reform through sport was his view that his fellow countrymen were particularly unfit. He felt this had directly contributed to France's humiliating defeat in the Franco-Prussian War of 1871 and that steps needed to be taken to remedy the situation.

Sport in the English public schools

Over the years, de Coubertin journeyed to the United States, Canada, Ireland and England in order to study the educational systems of those countries' schools and universities first-hand. Of all the examples that he saw, it was the English one of Rugby College and the work he attributed to its headmaster, Dr. Thomas Arnold, that had the most profound effect on him. The structured athletic programmes at British boys' schools impressed him. He saw that sports were a fundamental part of the curriculum and the boys excelled in athletic proficiency.

Equally important to de Coubertin was the English educators' concept of the "Christian gentleman". It was a concept which imbued sport with moral and social values as well as the obvious physical ones.

The ancient Olympic Games

It was only natural that de Coubertin, like so many others in Europe, would become caught up in the excitement generated by the archaeological discoveries that were being made at Olympia, the site where the ancient Olympic Games had been held for roughly 1,000 years. These ancient Games had been part religious celebration in honour of the Greek god Zeus, and part sport competition. In them, Pierre de Coubertin saw the potential for a revival, but one to which he would add the educational values of 19th century sport.

For de Coubertin, it was clear that the sport programme of the ancient Olympic Games would need to be adapted. In 776 BC, the ancient Olympic Games lasted one day and included only one sport event, a foot race over a distance of one stade. By 600 BC, the Games lasted five days and included equestrian events, a pentathlon (long jump, javelin, discus, a foot race and wrestling), boxing, wrestling and pankration (a combination of boxing and wrestling) as well as foot races over several distances.

It was not only sport that de Coubertin drew inspiration from when he looked to the ancient Olympic Games. The ceremony and protocol also resonated with him. He would, for example, take the ritual of the oath sworn by athletes at those Games to create and introduce a modern version of the athletes' oath at the Games of the VII Olympiad in 1920.

Other elements of de Coubertin's Olympic Games would be purely modern. Unlike the ancient Olympic Games, for example, where only the winner of an event was feted and received a crown of olive leaves, at the modern Games the winner received a medal. By the third edition of the modern Games, the top three finishers all received medals.

The lighting of the Olympic flame in Olympia

Another important distinction between the ancient and modern Olympic Games concerned the question of who could compete. In contrast to the ancient celebration, where originally only men and boys who were both free and Greek could take part, de Coubertin wanted the modern Olympic Games to be an international sport festival. Additionally, at the ancient Olympic Games in Olympia, women had been excluded from competing with the exception of equestrian events where a woman, as the owner of a horse, could be declared a winner. In comparison, by the second edition of the modern Olympic Games in 1900, women were included in the competitions, even if their inclusion was not something that de Coubertin had envisioned.

Other "Olympic" Games

Pierre de Coubertin was not alone in his vision to revive the Olympic Games. Nor was he the first to use the term "Olympic" in association with a sports festival. Long before the rediscovery and excavations of the site in ancient Olympia captured de Coubertin's interest, there were already other nationally focused examples, such as Robert Dover's Olympick Games held in the Cotswolds, the Ramlösa Olympic Games in Sweden and the Montreal Olympic Games, for him to examine. De Coubertin also attended and drew inspiration from the Zappian Olympic Games in Greece and the Much Wenlock Olympian Games in England, founded by Dr William Penny Brookes.

With all these examples, the mood was obviously right for a revival of the Olympic Games. It was de Coubertin who was destined to lead the way and turn his vision of an international sports festival into the re-establishment of the Olympic Games in a modern form.

C. THE 1894 CONGRESS FOR THE REVIVAL OF THE OLYMPIC GAMES

The decision to re-establish the Olympic Games

Originally planned by de Coubertin as a meeting to study amateurism, by the time the delegates gathered at the Sorbonne in Paris in June 1894, he had modified the programme and renamed the meeting. Under the new name "The Congress for the Revival of the Olympic Games", the event was reshaped into one that would serve principally as a stage for the Baron to propose his idea for the launch of the modern Olympic Games and the creation of the International Olympic Committee (IOC). In all, 79 delegates from 12 countries assembled for the 1894 Congress at the Sorbonne, which included music, songs, poems and the hymn to Apollo that had been discovered at Delphi in 1893.

It was not the first time that de Coubertin had presented the idea of reviving the Olympic Games. In contrast to his first attempt, which had been made at a conference on English education and failed to capture the interest of his audience, those who came to listen at the Sorbonne gave their support and enthusiastically adopted the proposal.

Therefore, on 23 June 1894, the proposal to revive the Olympic Games was passed, the proposal that the Games be ambulatory and take place every four years was accepted, and Athens was selected to host the first edition of the modern Games in 1896.

The birth of the IOC and the Olympic Movement

In addition to the decision to re-establish the Olympic Games in a modern form, the delegates at the 1894 Congress gave their approval for the establishment of an International Committee of the Olympic Games, which would later be called the International Olympic Committee. As de Coubertin later wrote in his Olympic Memoirs, he was given a free hand concerning the choice of Committee members. As a result of these decisions, Pierre de Coubertin's dream became reality and the Olympic Movement was born.

D. THE OLYMPIC CHARTER

The introduction to the Olympic Charter states:

"The Olympic Charter is the codification of the Fundamental Principles of Olympism, Rules and Bye-Laws adopted by the International Olympic Committee. It governs the organisation, action and operation of the Olympic Movement and sets forth the conditions for the celebration of the Olympic Games."

It was not until 1908 that the first edition of a "Charter" was published by the IOC and not until 1978 that the title "Olympic Charter" was actually used for the document. In comparison to today's version, the first edition was simple in its content. Along with basic rules on recruitment of members, the holding of meetings and the administration of the IOC, it included the four points on the mission of the IOC that had originally been put down on paper by Pierre de Coubertin as early as 1899. Over the years, the rules have been expanded and modified a number of times in order to deal with the growth and evolving complexity of the Olympic Movement and the Olympic Games.

Today, the Olympic Charter includes rules which define the relationship of the International Federations and the NOCs to the Olympic Movement, as well as addressing such essential elements as the Olympic Games host city selection process, the eligibility code for the Games, the make-up of the Olympic sports programme and rules for arbitration in case of disputes.

E. FUNDAMENTAL PRINCIPLES OF OLYMPISM

Modern Olympism, which was conceived by Pierre de Coubertin in the late 19th century, has evolved over time as the Olympic Movement has grown and developed. Olympism is now defined in the Fundamental Principles of the Olympic Charter (2010):

"1.   Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles.

2.   The goal of Olympism is to place sport at the service of the harmonious development of man, with a view to promoting a peaceful society concerned with the preservation of human dignity.

3.   The Olympic Movement is the concerted, organised, universal and permanent action, carried out under the supreme authority of the IOC, of all individuals and entities who are inspired by the values of Olympism. It covers the five continents. It reaches its peak with the bringing together of the world's athletes at the great sports festival, the Olympic Games. Its symbol is five interlaced rings.

4.   The practice of sport is a human right. Every individual must have the possibility of practising sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play. The organisation, administration and management of sport must be controlled by independent sport organisations.

5.   Any form of discrimination with regard to a country or a person on grounds of race, religion, politics, gender or otherwise is incompatible with belonging to the Olympic Movement.

6.   Belonging to the Olympic Movement requires compliance with the Olympic Charter and recognition by the IOC."

F. SYMBOLS OF THE OLYMPIC MOVEMENT

The Olympic Movement is recognised around the world by the Olympic rings and flag, the Olympic motto, the Olympic anthem and the Olympic flame and torch. As per Rule 7.2 of the Olympic Charter (2010), all rights to these Olympic properties *"belong exclusively to the IOC, including but not limited to their use for any profit-making, commercial or advertising purposes. The IOC may license all or part of its rights on terms and conditions set forth by the IOC Executive Board."*

The Olympic rings and Olympic flag

Officially called the Olympic symbol, but also referred to as the Olympic rings, the image of the five interlaced rings *"expresses the activity of the Olympic Movement and represents the union of the five continents and the meeting of athletes from all over the world at the Olympic Games."* The colours of the Olympic rings are blue, yellow, black, green and red.
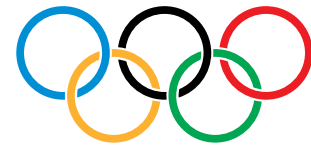
The Olympic flag with the Olympic symbol centred on its white background were designed by Pierre de Coubertin. The flag was made in Paris and first introduced at the 1914 Olympic Congress. It made its first appearance at the Olympic Games in Antwerp in 1920.

It is widely, but wrongly, believed that de Coubertin saw a link between the colours of the rings and the continents. Instead, the colours de Coubertin selected for the rings and the white background of the Olympic flag were merely the colours found in the different national flags at the time and were not chosen to correspond to specific continents.

The Olympic motto

The Olympic motto, introduced in 1894, is made up of the three Latin words "Citius, Altius, Fortius". Pierre de Coubertin proposed the motto after borrowing it from his friend Henri Didon, a Dominican priest and teacher. In English, the motto means "Faster, Higher, Stronger".

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The Olympic anthem

The anthem, with music by Spiros Samaras and words by Kostis Palamas, was originally composed for and played at the Games of the I Olympiad that took place in Athens in 1896. It was later replaced by anthems specially commissioned by Games organisers for subsequent Olympic ceremonies.

In 1954, the IOC held an international competition to select a permanent anthem for the Games. The winner was Michael Spisak, who had written music to the words of Pindar. This was played at the 1956 Olympic Games, but the composer demanded such a high fee that the IOC declined to use it again.

In 1958, at the IOC Session in Tokyo, the original anthem of Samaras and Palamas was performed. It proved so popular with the IOC members that the decision was unanimously made to adopt it as the official Olympic anthem. In 1960, the anthem was once again played at the Games, this time for the VIII Olympic Winter Games. It has been played at each edition of the Winter and Summer Games ever since.

"Immortal spirit of antiquity,
Father of the true, beautiful and good,
Descend, appear, shed over us thy light
Upon this ground and under this sky
Which has first witnessed thy unperishable fame.

Give life and animation to those noble games!
Throw wreaths of fadeless flowers to the victors
In the race and in the strife!
Create in our breasts, hearts of steel!

In thy light, plains, mountains and seas
Shine in a roseate hue and form a vast temple
To which all nations throng to adore thee,
Oh immortal spirit of antiquity!"

The Olympic flame and torch

The Olympic flame is kindled in Olympia, Greece under the authority of the IOC. Although a symbolic fire had already been used as early as the 1928 Games in Amsterdam, the Olympic flame's modern history begins with a proposal by Carl Diem, Secretary General of the Organising Committee of the Games of the XI Olympiad. Inspired by torch races that were held in ancient Greek times, Diem suggested that, for the 1936 Summer Games, a flame be lit in Olympia and transported to Berlin by what would be the first Olympic torch relay. It marked the start of what is now an Olympic tradition.

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In the case of the Olympic Winter Games, the Olympic flame has a slightly different historical timeline. Like at the Summer Games, a symbolic fire was first used, but not until 1936 in Garmisch-Partenkirchen. While the first winter torch relay was held for the 1952 Games in Oslo, it was not until 1964 that an Olympic flame was lit in Olympia for the Winter Games. Before that, for 1952 and 1960, a Nordic flame was lit in the Morgedal home of Telemark skiing pioneer Sondre Norheim. For the Rome Olympic Games in 1960, the flame was lit in Rome.

Over the years, torches used to carry the flame have been created for each edition of the Games and the torch relays that have brought it from Olympia to the Olympic host city have become one of the most symbolic events associated with the Games.

G. QUESTIONS

1. Which of the Fundamental Principles of Olympism is best known and which is least known in your sport?
2. Can the motto "Citius, Altius, Fortius" inspire athletes of any level in your country?
3. What can be done in your country to promote a better understanding of the Olympic Movement?
4. Do you think Pierre de Coubertin's vision is still relevant today?

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UNIT 2

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THE INTERNATIONAL OLYMPIC COMMITTEEE (IOC)

A. ROLE AND STRUCTURE OF THE IOC

The three main constituents of the Olympic Movement are the International Olympic Committee (IOC), National Olympic Committees (NOCs) and International Sport Federations (IFs).

The IOC is an international non-governmental, non-profit organisation and the supreme authority of the Olympic Movement. On 23 June 1894, delegates at Baron Pierre de Coubertin's "Congress for the Revival of the Olympic Games" voted not only to revive the Olympic Games in a modern form but also to create an international committee that would serve as the organising body for the newly born Olympic Movement. Originally called the International Committee of the Olympic Games, it was later renamed the International Olympic Committee. Its official languages are French and English.

The first members of the International Olympic Committee   ©IOC/Albert Meyer

According to Rule 2 of the Olympic Charter (2010), the mission of the IOC is to promote Olympism throughout the world and to lead the Olympic Movement. The role of the IOC is multi-faceted and extends beyond merely ensuring the regular celebration of the Olympic Games and taking action to strengthen the unity and to protect the independence of the Olympic Movement. The IOC's role also encompasses the development of competitive sport and sport for all, support for women's involvement in sport, encouragement of various measures that protect the athlete, and taking the lead in the fight against doping. Emphasis is also placed on the promotion of fair play, peace, non-discrimination, sustainable development, culture and education as well as on leaving behind positive legacies for Olympic host cities and countries.

Members

The first IOC members were enthusiastic pioneers as well as friends of Pierre de Coubertin. They were keen to spread the popularity of sports and Olympism everywhere in society. New IOC members were originally appointed by de Coubertin. Later, they were co-opted by the Session, since de Coubertin believed that a self-recruiting body would ensure independence.

Members of the IOC are its representatives in their respective countries and not delegates of their country to the IOC.

Today, before individuals can be considered for election as IOC members, their candidatures must be submitted to the IOC President, examined by a Nominations Commission and then selected by the Executive Board for submission to the Session. Members are elected for an eight-year term, renewable by re-election, but with an attached age limit fixed at 70. Only those members who were co-opted before the 1999 reforms have a different age limit, i.e. the one that was in force when they were co-opted.

From a handful of members co-opted by Pierre de Coubertin in 1896, the membership of the IOC has grown to a maximum of 115. This total includes a majority of no more than 70 individuals whose membership is not linked to any specific function or office, a maximum of 15 active athletes, a maximum of 15 presidents or persons holding an executive or senior leadership position within NOCs, and a maximum of 15 presidents or persons holding an executive or senior leadership position within IFs. This total does not include any honorary president, honorary members or honour members.

President

The President of the IOC is elected by an absolute majority of IOC members convened at a Session. Today, the term of office is eight years with the possibility of a subsequent four-year term if approved by the Session at the end of the first term.

The President represents the IOC and presides over all its activities. The President may take any action or decision on behalf of the IOC when circumstances prevent the action or decision being taken by the Session or the Executive Board. The action or decision, however, must be promptly submitted for ratification by the competent authority.

Executive Board (EB)

In 1921 the decision was taken to establish an Executive Board to help manage the affairs of the IOC.

Today, the Executive Board is composed of the IOC President, four vice-presidents and 10 additional members who are elected by the Session by secret ballot by a majority of votes cast. The vice-presidents and members are elected for four-year terms, beginning at the end of the Session during which they were elected. Members may serve on the Executive Board for a maximum of two successive terms, regardless of the capacity in which they have been elected.

The Executive Board meets when it is convened by the President or at the request of the majority of members, typically about four times per year. Its duties include ensuring the observance of the Olympic Charter, assuming ultimate responsibility for the IOC administration and approving the annual budget. In addition, it falls to the Executive Board to submit names of persons it recommends for election to the IOC, to supervise the procedures for the acceptance and selection of candidate cities to host the Games, and to appoint a Director General based on the proposal of the IOC President.

Reports presented by the Executive Board on such matters as finance and amendments to the Olympic Charter, as well as any major decisions which they may propose, must ultimately be approved by the Session.

Session

The Session is the general assembly of the IOC members, meeting at least once a year. An extraordinary session may be called either by the President or upon the written request of at least one third of the members. It is the supreme organ of the IOC and its powers include adopting Olympic Charter amendments, electing members to the IOC and the Executive Board, expelling members and selecting the host city for a Session as well as for each edition of the Olympic Games. Its decisions are final and the Session may decide to delegate its powers to the Executive Board.

Commissions

The IOC President may establish specialised commissions and working groups for the purpose of studying certain subjects and making recommendations to the Executive Board. While the composition of each Commission varies, their members are typically drawn from the IOC members, representatives of the NOCs, IFs, athletes, technical experts, advisers and sports specialists. In 2009, the IOC had the following Commissions:

The IOC Athletes' Commission members ©Said Chidmi

- *Athletes'* – Created on 27 October 1981, the Athletes' Commission is composed of active and retired athletes, the majority of whom are elected by their fellow athletes participating at the Games. The Commission serves as the link between the athletes and the IOC, bringing their ideas and recommendations before the IOC Executive Board. Additionally, it forms working groups that liaise with the OCOGs in order to ensure that the athletes' needs are met.

- *Culture and Olympic Education* – Created in 2000 through the merger of the existing Cultural Commission and the IOC Commission for the International Olympic Academy and Olympic Education, the Commission for Culture and Olympic Education is composed of IOC members, representatives of IFs, NOCs, athletes and the Paralympic Movement, as well as individual experts. Its role is to advise the IOC Executive Board on what policy the IOC and Olympic Movement should adopt in terms of the promotion of culture and Olympic education.

- *Olympic Games and Youth Olympic Games Coordination* – Formed shortly after the election of each Olympic or Youth Olympic Games host city, the Games Coordination Commission is composed of representatives of the IOC, IFs, NOCs, athletes and experts in Games-related fields. It is the role of a Coordination Commission to oversee and assist each Organising Committee with the planning, realisation and implementation of the Games. Additionally, each Commission serves as a liaison between the IOC, the Organising Committee, the International Federations and the NOCs.

- *Ethics* – The Ethics Commission was created by the IOC Executive Board in 1999. This independent Commission is made up of nine members, no more than four of whom are IOC members and including at least five prominent personalities known for their independence of spirit, competency and international reputation. Its mission is to be the guardian of the ethical principles of the Olympic Movement, as set out in the Olympic Charter and the Code of Ethics. It makes recommendations to the IOC Executive Board and Session on major breaches of the Code of Ethics.

- *Finance* – The Finance Commission, which is composed of IOC members, supports the Executive Board's efforts to safeguard the continuity of the IOC and the Olympic Movement's activities through efficient management of its financial resources. The Commission's mandate includes maintaining the accounting records of the IOC and its subsidiaries, ensuring that an annual external audit is performed by an independent accounting firm, and that the IOC has a transparent and efficient

budgeting and financial control system in place. It also makes recommendations to the IOC Executive Board on financial investment strategies and monitors those strategies in relationship to changing conditions in the financial market.

- *International Relations* – The International Relations Commission was established in 2002 with a mandate to facilitate and promote the relationship between the Olympic Movement and governments and public authorities. The Commission is composed of IOC members and influential sporting figures that have, in addition to their sports ties, all served, or are currently serving in a political function in their respective country or region at different levels. The Commission prepares position papers on specific political issues related to sport, advises the IOC President and Executive Board, and supports efforts to communicate the IOC's policies, actions and mandates.

- *Juridical* – Created in 1974, the IOC Juridical Commission is composed of IOC members. Its principal tasks are, upon request, to provide legal opinions to the IOC President, Executive Board and Session on issues relating to the exercise of their respective competencies and on draft amendments to the Olympic Charter. The Commission's other roles include carrying out legal studies on issues that may affect the interests of the IOC and performing any other tasks of a legal nature entrusted to it by the IOC President, Executive Board or Session.

- *Marketing* – The Marketing Commission is composed of IOC members as well as NOC, IF and athlete representatives. Its mandate includes making recommendations to the Executive Board on matters relating to marketing, monitoring and reporting on the implementation of the IOC's marketing-related programmes, and seeking means to maximise the potential benefits that could be available to the Olympic Movement via marketing partners. In addition, the Commission also reviews and studies possible sources of revenue and financing for the IOC and the Olympic Movement, while at the same time working to ensure that the control of sport rests with the sport authorities.

- *Medical* – Created in 1967 to deal with the increasing problem of doping in sport, the Medical Commission is composed of IOC members and experts in the medical and sport sciences fields. In addition to its main mission to fight against doping, the goals of the Commission have expanded over the years to also address issues relating to the protection of athletes' health, respect for medical and sport ethics, and the equality of all competing athletes. The Commission serves as the IOC's representative on World Anti-Doping Agency (WADA) committees and supervises the drug testing programme during the Games.

- *Nominations* – Created in 1999, the Nominations Commission is composed of IOC members. It is the task of the Commission, as stipulated in the Bye-law to Rule 16 of the Olympic Charter (2010), to examine the candidature of each individual being considered for IOC membership. The Nominations Commission is responsible for gathering and verifying all the necessary information on the professional and material situation, career, sports background, eligibility, origin, status and admissibility of the candidates and preparing a report with the Commission's assessment of whether or not each individual possesses the qualities required for election as an IOC member. The Commission is then also responsible for submitting the report to the IOC Executive Board for its consideration.

- *Olympic Congress* – Established in the lead-up to an Olympic Congress, this Commission is responsible for overseeing the entire coordination of the Congress. Its tasks include establishing the general framework of the Congress, determining the themes and sub-themes to be covered, validating publication content proposed by the Congress Editorial Committee, approving the speaker list, drafting recommendations and producing the draft of the final document.

- *Olympic Philately, Numismatic and Memorabilia* – Originally established as the Olympic Collectors Commission in 1994, the Commission is composed of a small number of IOC members and independent experts. The Commission's role is to advise the IOC on policies and practices related to Olympic philately, numismatics and memorabilia.

- *Olympic Programme* – The Olympic Programme Commission is composed of IOC members as well as NOC, IF and athlete representatives. The Commission is responsible for reviewing and analysing the programme of sports, disciplines, events and athlete numbers for each sport at the Games of

the Olympiad and the Olympic Winter Games. It is also responsible for developing recommendations on the principles and structure of the Olympic summer and winter sports programmes and then presenting its recommendations to the IOC Executive Board and Session.

- **Olympic Solidarity** – Olympic Solidarity's aim is to organise assistance for the NOCs, particularly those with the greatest needs, so that they can fulfil their responsibilities towards the Olympic Movement. The Olympic Solidarity Commission is composed of members representing the NOCs, IOC and athletes. See section C of this unit for more information.

- **Press** – The Press Commission is composed of IOC members as well as NOC, IF, athlete and International Paralympic Committee (IPC) representatives and other independent members who are experts in the field of sport and Olympic journalism. The Commission advises OCOGs on how they can provide the best possible working conditions for the written and photographic press covering the Games. In addition, it makes recommendations to the IOC Executive Board on matters relating to press operations and services within the framework of the Olympic Games.

- **Radio and Television** – The Radio and Television Commission is composed of experts in the field of Olympic broadcasting. The Commission advises the OCOGs and Olympic Broadcasting Service on how to provide the best possible working conditions for the media during the Games. It also makes recommendations to the IOC Executive Board and plays a key role in the worldwide dissemination and promotion of the Olympic Games and Olympic values.

- **Sport and Environment** – Created in 1995, the Sport and Environment Commission is composed of IOC members as well as NOC, IF, OCOG, athlete and IPC representatives and other individual experts. In conjunction with the IOC's recognition of the environment as the third pillar of Olympism, the Commission advises the IOC Executive Board on what environmental protection and sustainable development policies the IOC and Olympic Movement should adopt.

- **Sport and Law** – Created in 1996, the Sport and Law Commission is comprised of members of the Olympic Movement, including IOC members and IF and NOC representatives. The Commission provides a forum for the discussion of current legal issues generally affecting the different constituents of the Olympic Movement.

- **Sport For All** – Originally established as a working group in 1983, the group became the Sport for All Commission in 1985. The Commission is composed of IOC members as well as NOC, IF, athlete and IPC representatives and experts in the field of sport for all. Its principal mission is to support the efforts and development of organisations involved in sport for all initiatives, as well as to encourage the practice of sport for all, particularly in the developing world.

- **TV Rights and New Media** – Chaired by the IOC President, the TV Rights and New Media Commission's members also include the Chairpersons of several other IOC Commissions, such as the Finance, Juridical, Marketing and Radio and Television Commissions, as well as other key personalities. The TV Rights and New Media Commission is responsible for preparing the overall IOC strategy for future broadcast rights negotiations and dealing with issues pertaining to current broadcast rights agreements. It also collects marketing intelligence, consults experts, determines the rights and benefits packages to be sold and implements the tender and negotiation process.

- **Women and Sport** – Originally established as a working group in 1995, the group became the Women and Sport Commission in 2004. The Commission is composed of IOC members as well as NOC, IF, athlete and IPC representatives and other independent members. Its primary role is to advise the Executive Board on the implementation of suitable policies relating to the subject of women and sport, as well as to make recommendations from which an action plan is developed and implemented via the IOC International Cooperation and Development Department.

IOC administration

The administration of the IOC is placed under the responsibility of the Director General who, under the authority of the President, runs it with the assistance of the directors of various departments - Olympic Games, International Cooperation and Development, Finance and Administration, Sports, NOC Relations, Technology, Communications, Information Management, Television and Marketing, Legal Affairs and Medical.

The main tasks of the administration are varied. The staff prepare, implement and follow up on the decisions taken by the Session, the Executive Board and the President. They prepare and follow up on the work of the various IOC Commissions and liaise regularly with the IFs, NOCs and OCOGs. Additionally, the staff coordinate the preparation of all Olympic Games as well as organising and preparing for other Olympic events.

The administration must also circulate information within the Olympic Movement and give advice to candidate cities wishing to stage the Games. Other tasks carried out by the staff include liaising with Olympic Solidarity and intergovernmental organisations dealing with sport, education and culture, and implementing other tasks of an ongoing or ad hoc nature that are assigned to the administration by the President and Executive Board.

Château de Vidy   ©IOC/Jean-Philippe Daulte

IOC headquarters

In 1915, after 21 years in Paris, Baron de Coubertin moved the IOC's headquarters to Lausanne, Switzerland, first at the Casino de Montbenon and, from 1922, at the Villa Mon Repos.

In 1968, the administration moved from the Villa Mon Repos to the Château de Vidy, which was offered by the city authorities of Lausanne. The Château still houses the office of the President and remains the property of the city of Lausanne, with the IOC using it under a contractual arrangement.

In 1986, the IOC opened the "Olympic House", which constitutes the administrative centre at Vidy. For the first time in its history, the IOC possessed its own building. A new annex was added in June 1998 and a new multifunctional pavilion connecting the Château to the "Olympic House" was inaugurated on 23 June 2008.

In addition to the Vidy site, the IOC uses several other buildings in different areas of Lausanne. For example, Olympic Solidarity and the NOC Relations Department have their offices at the Villa Mon Repos.

B. OLYMPIC FINANCING

Revenue generation

One of the IOC's primary responsibilities is to ensure the ongoing financial stability of the Olympic Movement. It does so not only by securing Olympic revenue, but also by distributing that revenue equitably among member organisations of the Olympic Movement so that they can effectively carry out their efforts to stage the Olympic Games and promote sport development and Olympism around the world. The primary sources of Olympic revenue are the sale of Olympic Games broadcast rights and The Olympic Partners (TOP) programme. Increases in broadcast and sponsorship revenue over the past two decades have provided the Olympic Movement and sport with a strong financial base. The IOC also manages the IOC official supplier and licensing programmes.

Olympic Revenue Sources:

Licensing 6%

Sponsorship 27%

Broadcasting 67%
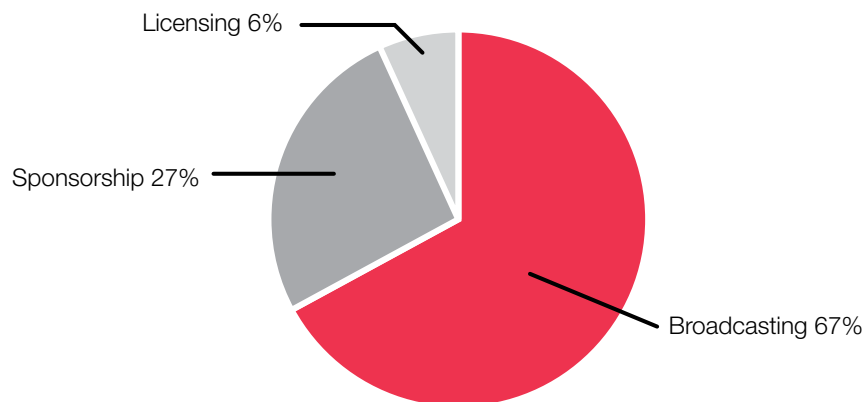
Revenue distribution

The IOC keeps less than 10% of all revenue collected to cover the operational and administrative costs associated with governing the Olympic Movement. The remainder is shared with member organisations of the Olympic Movement, under the direction and approval of the IOC Finance Commission.

Olympic Revenue Distribution:

IOC (<10%)

NOCs/IFs/OCOGs (>90%)
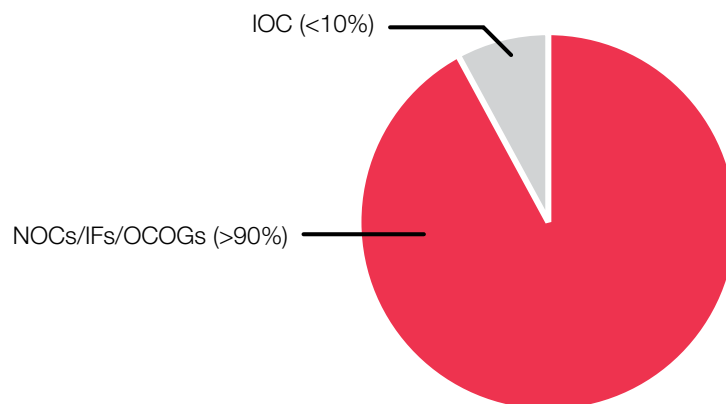
The main recipients include:

- ***The Organising Committees for the Olympic Games (OCOGs)*** – The IOC provides TOP programme contributions as well as Olympic broadcast revenue to support the staging of the Olympic Games and Olympic Winter Games. Organising Committees raise additional revenues through domestic marketing activities, which include sponsorship, ticketing and licensing programmes.

- ***National Olympic Committees*** – The IOC distributes TOP programme revenue to each of the 205 NOCs around the world. In addition, the IOC supports NOCs through Olympic Solidarity, which is responsible for managing and distributing the NOCs' share of broadcast revenues.

- ***International Olympic Sport Federations*** – The IOC provides financial support from Olympic broadcast revenue to the International Federations. These funds, which are used to support the development of sport worldwide, are distributed after the completion of the Games in which the Federation is active. The IOC also contributes Olympic revenue to the programmes of various recognised international sport organisations, including the International Paralympic Committee, the World Anti-Doping Agency and the Court of Arbitration for Sport.

Broadcast rights

The IOC is the owner of the global broadcast rights for the Olympic Games – including broadcasts on television, radio, mobile and internet platforms – and is responsible for allocating Olympic broadcast rights to media companies throughout the world through the negotiation of rights agreements. The fundamental IOC broadcast policy, as set forth in the Olympic Charter, is to ensure the widest possible audience for the Olympic Games.

Olympic broadcast partnerships have been the greatest source of revenue for the Olympic Movement for more than three decades and television coverage has been the single largest factor in the growth of the Olympic Games worldwide. Broadcast revenues hit new heights with the Beijing and Turin Games generating USD 2.6 billion.

Beijing 2008 saw the Olympic Games – and Olympic broadcasting – come of age, as superb sports action was delivered to the world via television, the internet and mobile phones, offering fans unprecedented choice of when and where to watch the Games. Beijing Olympic Broadcasting Company, a joint venture of Olympic Broadcasting Services and BOCOG, provided more than 5,000 hours of high definition coverage to the rights-holding broadcast partners. Coverage of the 2008 Olympic Games — the first Games covered entirely in high definition — exceeded 61,700 hours globally, making it the largest broadcast event in history.

Digital media coverage of the Beijing Games was also freely available, making the 2008 Olympic Games the first truly digital Games. Fans were able to access live action and highlights videos streamed to their mobile phones, live video streams via dedicated internet sites and High Definition Television (HDTV) coverage. In addition to the activities of its rights-holding broadcast partners, the IOC launched its own internet channel, "Beijing 2008", available on the YouTube platform, to broadcast video highlights from the Games to territories where digital video-on-demand rights had not been sold.

TOP sponsorship programme

The Olympic Partners (TOP) programme is the worldwide sponsorship programme managed by the IOC. Created in 1985, TOP provides each Worldwide Olympic Partner with exclusive global marketing rights to the Olympic Games within a designated product or service category, generating revenue and support to benefit the Olympic Movement.

TOP partners provide the resources, products and expertise to stage the biggest sports event in the world. During the Games, partner technology and operational support – without which the Games could not take place – includes timing and scoring systems, IT infrastructure, audiovisual infrastructure, security equipment and venue infrastructure, to name but a few.

Commercial partners also provide vital funding, technical services and product support to the IOC, OCOGs and NOCs.

The Olympic Games provide sponsors with an unparalleled opportunity to develop innovative ways to build their brands, increase sales, connect with the public, build customer relationships, motivate their employees, enhance their corporate reputation and leave a lasting company legacy in the communities where they do business. Sponsors are also able to develop marketing programmes with various members of the Olympic Movement, including the IOC, NOCs and Organising Committees.

Operating on a four-year basis in line with the Olympic quadrennium, TOP VI (covering the Turin 2006 and Beijing 2008 Olympic Games) generated USD 866 million of financial support and goods and services for the Olympic Movement. As of December 2009, the following companies are TOP VII partners for the Vancouver 2010 and London 2012 Olympic Games:

Acer – Exclusive category: computer hardware

Atos Origin – Exclusive category: information technology solutions

Coca-Cola – Exclusive category: non-alcoholic beverages

General Electric – Exclusive category: select industrial equipment, residential equipment and appliances

McDonald's – Exclusive category: retail food services

Omega – Exclusive category: timing, scoring and venue results services

Panasonic – Exclusive category: audio / TV equipment

Samsung – Exclusive category: wireless communications equipment

Visa – Exclusive category: payment services

Revenue generation by OCOGs

Domestic sponsors – In addition to the global TOP programme, the Olympic Games are supported by a domestic sponsorship programme which grants marketing rights within the host country. The domestic programme, which includes sponsors, suppliers and licensees, is managed by the OCOG under the direction of the IOC. Domestic sponsorship programmes are primarily focused on fulfilling the many specific operational needs of the OCOG during the planning and staging of the Games. In addition, domestic sponsors often support the host country's NOC and Olympic team.

Olympic Games ticketing – The Olympic Games ticketing programme is managed by the OCOG with the approval of the IOC. The primary goal is to enable as many people as possible to experience Olympic Games ceremonies and competitions. The secondary goal is to generate necessary financial revenue to support the staging of the Games. The OCOGs and the IOC work to ensure that tickets are priced to accommodate the wide-ranging economic circumstances of the public and to establish ticket prices in accordance with domestic market prices for major sports events.

Licensing – Programmes to create Olympic Games-related products, merchandise and souvenirs for consumers are created through licensing agreements which grant the use of Olympic marks, imagery or themes to third-party companies that market and manufacture the products. Olympic Games licensing includes the numismatic and philatelic programmes that create Olympic Games commemorative coins and stamps, two longstanding traditions within the Olympic Movement.

The OCOG ensures that licensing programmes provide consumers with high-quality merchandise that suitably reflects the Olympic image and the Olympic Movement, and properly commemorates the Olympic Games and Olympic teams. The OCOG also establishes a programme of trademark legislation, education, monitoring and enforcement. These efforts protect consumers from unauthorised or counterfeit goods, protect official Olympic licensees from rights infringements and protect the Olympic brand from the potential negative impact of low-quality unauthorised merchandise.

NOC marketing

Many NOCs manage local sponsorship, licensing and supplier programmes in non-competing categories to the TOP sponsors, which support their sport development activities and Olympic teams. These sponsorship programmes grant Olympic marketing rights within the NOC country or territory only.

Brand protection

The Olympic rings represent the Olympic brand and, as such, symbolise the many principles and traditions that are associated with the Olympic Games. It is vital that the Olympic Movement and its partners work to protect and uphold their intrinsic value. The IOC therefore implements a number of strategies and programmes to maintain the value of the rings, preserve and enhance the Olympic brand, and protect the exclusive marketing rights that are granted to the Olympic partners.

Ambush marketing refers to any attempt by non-Olympic sponsors to create an unauthorised association with the Games. Only official sponsors, licensees and government partners of the Olympic Movement are allowed to suggest such an affiliation.

The IOC does not allow any commercial branding to appear on the field of play, in order that the emphasis is placed on sport, strengthening and protecting the value of the Olympic brand even further.

C. OLYMPIC SOLIDARITY

Mission

Olympic Solidarity provides support to the NOCs in order to help them fulfil their mission and responsibility towards the Olympic Movement. According to Rule 5 of the Olympic Charter (2010), the mission of Olympic Solidarity is *"to organise assistance to NOCs, in particular those which have the greatest need of it. This assistance takes the form of programmes elaborated jointly by the IOC and the NOCs, with the technical assistance of the IFs, if necessary."*

The objectives of these programmes are to help promote the Fundamental Principles of the Olympic Movement. This is achieved through providing support for athlete preparation, improving the technical level of coaches, strengthening NOCs' administrative structures and helping them to promote the Olympic values.

Numerous athletes have benefited from Olympic Solidarity's programmes to prepare and qualify for the Olympic Games. For example, 1,088 individual scholarships were awarded for the Games of the XXIX Olympiad in Beijing in 2008. Of these, 591 scholarship-holders (289 men and 202 women) from 151 NOCs qualified for the Games, where they won a total of 81 medals (19 gold, 33 silver and 29 bronze).

Structure

Olympic Solidarity is governed by the Olympic Solidarity Commission, chaired by ANOC President and IOC member Mario Vázquez Raña. Composed of members representing the NOCs, the IOC and the athletes, the Commission is responsible for establishing the orientations for the work performed by Olympic Solidarity, including approval of the programmes and the related budgets, as well as for controlling the activities carried out.

The Olympic Solidarity Commission is autonomous in financial, technical and administrative terms and works closely with the IOC President and Executive Board.

The Olympic Solidarity administration reports to the Olympic Solidarity Commission, is responsible for implementing and executing the decisions adopted by the Commission, and acts upon its instructions. Olympic Solidarity is composed of six offices. The international office in Lausanne manages the World Programmes and ensures overall coordination, while the continental offices of the five Continental Associations manage the Continental Programmes.

History

In 1962, with a view to providing support to the countries of Asia and Africa that had just obtained their independence, Count Jean de Beaumont created the Committee for International Olympic Aid. This initiative was approved by the IOC Session. In 1971, this Committee merged with a similar body set up by the Permanent General Assembly of National Olympic Committees (predecessor of ANOC) to form an IOC / NOCs joint organisation named the Committee for Olympic Solidarity.

In 1981, in accordance with the decision of then IOC President, Juan Antonio Samaranch, and the ANOC President, Mario Vázquez Raña, the Olympic Solidarity Commission assumed its current form and established a permanent office in Lausanne, with the task of meeting the needs and interests of the NOCs. Although funding became available in 1972, the amount was still limited. From the Los Angeles Olympic Games in 1984 onwards, the increasing level of income generated by television rights made it possible to take further steps forward, progressing from a general subsidy to a structure administering this income according to distribution parameters established by the IOC.

In 2001, IOC President Jacques Rogge decided to strengthen the work of the Olympic Solidarity Commission. The political and administrative decentralisation of Olympic Solidarity towards the Continental Associations involved the transfer of budgets to the five Olympic Solidarity continental offices. This gave the Continental Associations the freedom to decide on the use of financial resources according to their particular needs. The decentralisation process was subsequently reinforced in 2005 and, for the 2009-2012 quadrennial plan, 37% of the overall Olympic Solidarity budget is managed by the continental offices.

The decentralised Olympic Solidarity offices are located in Abuja (Nigeria), Kuwait City, Rome (Italy), Suva (Fiji) and Mexico City. They work in close coordination with the international office in Lausanne to offer programmes that address the specific needs and priorities of NOCs on their respective continents.

Funding

The total Olympic Solidarity budget for the 2009-2012 quadrennial plan stands at USD 311 million, a 27% increase compared to the 2005–2008 plan. The sole source of funding for Olympic Solidarity's operations and the activities of each programme is the NOCs' share of the revenue from the sale of Olympic Games broadcast rights.

World Programmes

Since 2001, Olympic Solidarity has been offering NOCs two types of programme at world and continental levels. Assistance is also provided in the form of Olympic Games subsidies.

For 2009-2012, the 19 World Programmes managed for NOCs by the Olympic Solidarity international office in Lausanne fall within four main areas of sport development:

- *Athletes* – Programmes for athletes offer the NOCs assistance adapted to the level of their athletes and the type of competitions for which they are preparing. Olympic Solidarity wants to ensure that all the NOCs are able to send qualified athletes to the Olympic Games, therefore seeking to continue to guarantee the universality of the Olympic Games. These programmes also aim to offer equal training conditions to all athletes, regardless of the country or region they come from. Emphasis is placed on scholarship programmes, whether for the Olympic Games, Olympic Winter Games or Youth Olympic Games, as well as on those involving preparation for regional and continental Games.

- *Coaches* – High-quality supervision plays a vital role in athletes' preparation and, for this reason, the role of the coach is a decisive factor. The programmes offered in this area enable the NOCs to provide their coaches with training adapted to their level of competence, and also provide support in order to reinforce the whole national structure of a particular sport.

- *NOC management* – The objective of the NOC management programmes is to help NOCs fulfil their mission in the best possible way. This is achieved through direct financial assistance and support for projects aimed at strengthening their management. The programmes also offer several training opportunities to sport administrators, as well as facilitating exchanges of information and experiences between NOCs.

- *Promotion of Olympic values* – In line with the IOC's general policies and the NOCs' mission to promote the fundamental principles and values of Olympism, Olympic Solidarity offers programmes that enable NOCs to play an essential role within local communities by building on the educational and cultural aspect of sport and engaging with their communities.

Continental Programmes

The Continental Programmes offer the NOCs access to technical, financial and administrative assistance which addresses their specific needs and priorities. These programmes, managed by the Olympic Solidarity office of each Continental Association in coordination with the Olympic Solidarity international office in Lausanne, complement those offered at world level. The Continental Associations can choose which Continental Programmes to implement and how to distribute the relevant funds. However, certain basic elements should be covered, such as the organisation of the Association's statutory meetings (if not covered by other sources) and the payment of individual subsidies to NOCs for the development of their own programme of national activities. Each Continental Association is fully responsible for the technical and financial control of its programmes.

Olympic Games subsidies

One of Olympic Solidarity's earliest roles was to guarantee the NOCs' participation in the Olympic Games. For each edition of the Summer and Winter Games, Olympic Solidarity assists all the participating NOCs by funding, among other things, a certain number of air tickets for athletes and officials.

A global partnership

A global network of partners is involved in setting up, implementing and monitoring Olympic Solidarity programmes, as well as providing technical expertise. Thanks to the contribution and support of the Continental Associations, IFs, the Association of National Olympic Committees (ANOC), NOCs and IOC Commissions, as well as the high-level training centres, universities and experts in various fields, Olympic Solidarity is able to continue its mission of assisting the NOCs in the best possible conditions.

D. THE OLYMPIC MUSEUM

The idea of an Olympic Museum in Lausanne was the brainchild of Pierre de Coubertin. Established in 1915, the Museum was, at first, a single room in the Casino de Montbenon. When the IOC headquarters moved to the Villa Mon Repos, an exhibition room was set up there. Over time, as the collection expanded, so too did the space allocated to it. This small museum remained at Mon Repos until 1969.

When Juan Antonio Samaranch became IOC President in 1980, he made it a priority to create a first-rate Olympic Museum in Lausanne which would genuinely correspond

The Olympic Museum in Lausanne

©IOC/Claude Bornand

to Pierre de Coubertin's wishes to promote Olympism. The first step towards achieving this was taken on 23 June 1982, when a "provisional" museum was opened in the centre of Lausanne.

Construction of a permanent museum began in 1988 following the acquisition of properties located at Ouchy, in Lausanne, on the slopes overlooking Lake Geneva. On 23 June 1993, The Olympic Museum was officially inaugurated. Since that time, its collections have continued to grow and more than 2.6 million people have visited it.

E. QUESTIONS

1. How do you see the IOC's role?
2. Does your country / region have one or several IOC members?
3. Does your sport organisation / NOC have commissions? Which ones? What is their role and how do they function?
4. Does your sport organisation / NOC benefit from Olympic Solidarity programmes? In which ways?
5. Is there a sport museum in your country?

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UNIT 3

THE NATIONAL OLYMPIC COMMITTEES (NOCs)

©IOC/Yo Nagaya

A. ROLE OF THE NATIONAL OLYMPIC COMMITTEES

The first NOCs were established in France, Greece and the United States in 1894. Over the years, as the Olympic Movement has expanded, so too has the number of NOCs recognised by the IOC. As of 2009, there are 205 NOCs.

Any NOC seeking IOC recognition must ensure that its statutes are in conformity with the Olympic Charter and approved by the IOC. In their composition, NOCs are required to include the IOC members in their country, all national federations affiliated to IFs representing sports included in the Olympic programme, and either active or retired athletes. The NOC's members may also include certain other categories of organisations or individuals.

Under Rules 28 and 29 of the Olympic Charter (2010) and their Bye-laws, an NOC has a defined mission, role and tasks. The mission is the same for all NOCs - that of developing, promoting and protecting the Olympic Movement in its country or territory. The role of the NOC includes promoting the fundamental principles and values of Olympism, in particular in the fields of sport and education, ensuring the observance of the Olympic Charter, encouraging the development of both high-performance sport and sport for all, assisting in the training of sport administrators, taking action against discrimination and violence in sport, and adopting the World Anti-Doping Code.

In 1914, at the 17th IOC Session, it was decided that only NOCs recognised by the IOC would be entitled to register competitors for participation in the Olympic Games. As a result, each NOC also now has the crucial task of selecting, organising and leading its respective delegation at the Olympic and other Games patronised by the IOC.

B. ASSOCIATION OF NATIONAL OLYMPIC COMMITTEES (ANOC)

The Association of National Olympic Committees (ANOC) is composed of all the NOCs recognised by the IOC. The main mission of ANOC is to consider all matters of general interest to the NOCs, to recognise and support the Continental Associations of NOCs, to make recommendations concerning the development of the NOCs, and to collaborate with other constituents of the Olympic Movement on matters relating to sport and physical education. For more information, please visit www.acnolympic.org.

C. CONTINENTAL ASSOCIATIONS OF NOCs

There are five Continental Associations of NOCs. Each Association is recognised by the IOC and its membership is comprised of the recognised NOCs from its continent. They work on behalf of their members to consolidate and strengthen their role within the Olympic Movement as well as to facilitate the exchange of information and experiences between them.

Association of National Olympic Committees of Africa (ANOCA)

ANOCA affiliates the following 53 NOCs and its headquarters are in Abuja, Nigeria. For more information, please visit www.anoca.info.

ALG	Algeria	ETH	Ethiopia	NAM	Namibia
ANG	Angola	GAB	Gabon	NGR	Nigeria
BDI	Burundi	GAM	Gambia	NIG	Niger
BEN	Benin	GBS	Guinea-Bissau	RSA	South Africa
BOT	Botswana	GEQ	Equatorial Guinea	RWA	Rwanda
BUR	Burkina Faso	GHA	Ghana	SEN	Senegal
CAF	Central African Republic	GUI	Guinea	SEY	Seychelles
CGO	Republic of Congo	KEN	Kenya	SLE	Sierra Leone
CHA	Chad	LBA	Libyan Jamahiriya	SOM	Somalia
CIV	République de Côte d'Ivoire	LBR	Liberia	STP	Sao Tome and Principe
CMR	Cameroon	LES	Lesotho	SUD	Sudan
COD	Democratic Republic of the Congo	MAD	Madagascar	SWZ	Swaziland
		MAR	Morocco	TAN	United Republic of Tanzania
COM	Comoros	MAW	Malawi	TOG	Togo
CPV	Cape Verde	MLI	Mali	TUN	Tunisia
DJI	Djibouti	MOZ	Mozambique	UGA	Uganda
EGY	Egypt	MRI	Mauritius	ZAM	Zambia
ERI	Eritrea	MTN	Mauritania	ZIM	Zimbabwe

Pan American Sport Organisation (PASO)

PASO affiliates the following 42 NOCs and its headquarters are in Mexico City.

AHO	Netherlands Antilles	CUB	Cuba	NCA	Nicaragua
ANT	Antigua and Barbuda	DMA	Dominica	PAN	Republic of Panama
ARG	Argentina	DOM	Dominican Republic	PAR	Paraguay
ARU	Aruba	ECU	Ecuador	PER	Peru
BAH	Bahamas	ESA	El Salvador	PUR	Puerto Rico
BAR	Barbados	GRN	Grenada	SKN	Saint Kitts and Nevis
BER	Bermuda	GUA	Guatemala	SUR	Suriname
BIZ	Belize	GUY	Guyana	TRI	Trinidad and Tobago
BOL	Bolivia	HAI	Haiti	URU	Uruguay
BRA	Brazil	HON	Honduras	USA	United States of America
CAN	Canada	ISV	Virgin Islands, US	VEN	Venezuela
CAY	Cayman Islands	IVB	Virgin Islands, British	VIN	St Vincent and the Grenadines
CHI	Chile	JAM	Jamaica		
COL	Colombia	LCA	Saint Lucia		
CRC	Costa Rica	MEX	Mexico		

Olympic Council of Asia (OCA)

The OCA affiliates the following 44 NOCs and its headquarters are in Kuwait. For more information, please visit www.ocasia.org.

AFG	Afghanistan	KGZ	Kyrgyzstan	PRK	Democratic People's Republic of Korea
BAN	Bangladesh	KOR	Republic of Korea		
BHU	Bhutan	KSA	Saudi Arabia	QAT	Qatar
BRN	Bahrain	KUW	Kuwait	SIN	Singapore
BRU	Brunei Darussalam	LAO	Lao People's Democratic Republic	SRI	Sri Lanka
CAM	Cambodia			SYR	Syrian Arab Republic
CHN	People's Republic of China	LIB	Lebanon	THA	Thailand
HKG	Hong Kong, China	MAS	Malaysia	TJK	Tajikistan
INA	Indonesia	MDV	Maldives	TKM	Turkmenistan
IND	India	MGL	Mongolia	TLS	Democratic Republic of Timor-Leste
IRI	Islamic Republic of Iran	MYA	Myanmar		
IRQ	Iraq	NEP	Nepal	TPE	Chinese Taipei
JOR	Jordan	OMA	Oman	UAE	United Arab Emirates
JPN	Japan	PAK	Pakistan	UZB	Uzbekistan
KAZ	Kazakhstan	PHI	Philippines	VIE	Vietnam
		PLE	Palestine	YEM	Yemen

The European Olympic Committees (EOC)

The EOC affiliate the following 49 NOCs and their headquarters are in Rome, Italy. For more information, please visit www.eurolympic.org.

ALB	Albania	GBR	Great Britain	MNE	Republic of Montenegro
AND	Andorra	GEO	Georgia	MON	Monaco
ARM	Armenia	GER	Germany	NED	Netherlands
AUT	Austria	GRE	Greece	NOR	Norway
AZE	Azerbaijan	HUN	Hungary	POL	Poland
BEL	Belgium	IRL	Ireland	POR	Portugal
BIH	Bosnia and Herzegovina	ISL	Iceland	ROU	Romania
BLR	Belarus	ISR	Israel	RUS	Russian Federation
BUL	Republic of Bulgaria	ITA	Italy	SLO	Slovenia
CRO	Croatia	LAT	Latvia	SMR	San Marino
CYP	Cyprus	LIE	Liechtenstein	SRB	Republic of Serbia
CZE	Czech Republic	LTU	Lithuania	SUI	Switzerland
DEN	Denmark	LUX	Luxembourg	SVK	Slovakia
ESP	Spain	MDA	Republic of Moldova	SWE	Sweden
EST	Estonia	MKD	The Former Yugoslav Republic of Macedonia	TUR	Turkey
FIN	Finland			UKR	Ukraine
FRA	France	MLT	Malta		

Oceania National Olympic Committees (ONOC)

ONOC affiliates the following 17 NOCs and its headquarters are in Guam, with an office in Fiji. For more information, please visit www.oceaniasport.com/onoc.

ASA	American Samoa	KIR	Kiribati	SOL	Solomon Islands
AUS	Australia	MHL	Marshall Islands	TGA	Tonga
COK	Cook Islands	NRU	Nauru	TUV	Tuvalu
FIJ	Fiji	NZL	New Zealand	VAN	Vanuatu
FSM	Federated States of Micronesia	PLW	Palau		
		PNG	Papua New Guinea		
GUM	Guam	SAM	Samoa		

D. QUESTIONS

1. When was your NOC established?
2. To which continental, regional or other association(s) is your NOC affiliated?
3. What are your NOC's mission and areas of activity?
4. What are the basic conditions an NOC must fulfil in order to be recognised by the IOC?
5. Where does your sport organisation fit in relation to your NOC?

REFERENCES

Olympic Charter

www.olympic.org

www.acnolympic.org

UNIT 4

THE INTERNATIONAL FEDERATIONS (IFs)

©Kishimoto

A. ROLE OF THE INTERNATIONAL FEDERATIONS

The IFs are international non-governmental organisations that administer one or more sports at the global level and have as their affiliates the national sport federations. While conserving their independence and autonomy in the administration of their sports, IFs seeking IOC recognition must ensure that their statutes, practice and activities are in conformity with the Olympic Charter. Among the IFs recognised by the IOC, only those representing sports included in the programme for an edition of the Games are categorised as "Olympic".

Within the Olympic Movement, the mission and role of the IFs includes establishing, applying and enforcing the rules concerning the practice of their respective sports, furthering the global development of their sports, contributing towards the spread of Olympism and Olympic education and providing technical assistance in the practical implementation of the Olympic Solidarity programmes.

For the Olympic Games, the IFs are specifically responsible for establishing and submitting eligibility criteria for the competitions of the Olympic Games to the IOC for its approval. The IFs also assume responsibility for the technical control and supervision of their sports at the Olympic and other Games held under the patronage of the IOC and express their sport-specific opinions on Olympic Games candidate cities' proposals concerning technical aspects at the venues.

Additionally, the IFs have the right to formulate proposals addressed to the IOC concerning the Olympic Charter and the Olympic Movement, collaborate in the preparation of the Olympic Congress and, at the IOC's request, participate in the activities of various IOC Commissions.

B. SPORTACCORD

Previously called the General Association of International Sports Federations (GAISF), Sportaccord is a non-profit association whose membership is composed of the IFs and various other organisations contributing to sport.

The objectives of Sportaccord include maintaining the authority and autonomy of its members, promoting closer links between its members and any other sport organisation, coordinating and protecting common interests, and gathering, verifying and disseminating information to its members.

Sportaccord also works to promote sport world-wide and increase the recognition of its members within the Olympic Movement. At least once a year, the organisation brings together its members to exchange views on subjects of common interest. It also provides them with assistance, training and support. For more information, please visit www.sportaccord.com.

C. ASSOCIATIONS OF INTERNATIONAL SPORT FEDERATIONS

The Association of Summer Olympic International Federations (ASOIF)

The Association of Summer Olympic International Federations is a non-profit association whose membership is composed of IFs governing the summer sports that are included in the Olympic programme.

The mission of ASOIF is to unite, promote and support the summer Olympic IFs while at the same time defending their common interests and preserving their autonomy, independence and authority. In addition, ASOIF serves and represents its member IFs regarding issues related to the Olympic Games and Olympic Movement, and ensures close cooperation between its members and members of the Olympic Movement and other organisations. For more information, please visit www.asoif.com.

Olympic Summer Sports Federations (28)

International Association of Athletics Federations (IAAF)	International Rowing Federation (FISA)
International Archery Federation (FITA)	International Shooting Sport Federation (ISSF)
Badminton World Federation (BWF)	Fédération Internationale de Natation (FINA) (Aquatics)
International Basketball Federation (FIBA)	The International Table Tennis Federation (ITTF)
International Boxing Association (AIBA)	World Taekwondo Federation (WTF)
International Canoe Federation (ICF)	International Tennis Federation (ITF)
International Cycling Union (UCI)	International Triathlon Union (ITU)
Fédération Équestre Internationale (FEI) (Equestrian)	International Volleyball Federation (FIVB)
Fédération Internationale d'Escrime (FIE) (Fencing)	International Weightlifting Federation (IWF)
Fédération Internationale de Football Association (FIFA)	International Federation of Associated Wrestling Styles (FILA)
International Gymnastics Federation (FIG)	International Sailing Federation (ISAF)
International Handball Federation (IHF)	
International Hockey Federation (FIH)	International Golf Federation (IGF) *
International Judo Federation (IJF)	International Rugby Board (IRB) *
Union Internationale de Pentathlon Moderne (UIPM)	

* Included in the programme of the 2016 Olympic Games.

The Association of International Olympic Winter Sports Federations (AIOWF)

The AIOWF serves as the spokesperson for its members, which are the Olympic winter sport federations. The roles of the AIOWF include addressing specific questions relating to winter sports and the Olympic Winter Games, choosing the joint delegation and / or appointments of the winter sports representatives for IOC Commissions and other international organisations, coordinating the competitions calendar and submitting proposals to the IOC regarding the distribution of the share of television rights revenues.

Olympic Winter Sports Federations (7)

Fédération Internationale de Bobsleigh et de Tobogganing (FIBT)	International Luge Federation (FIL)
	International Biathlon Union (IBU)
World Curling Federation (WCF)	International Skating Union (ISU)
International Ice Hockey Federation (IIHF)	International Ski Federation (FIS)

The Association of IOC Recognised International Sports Federations (ARISF)

The ARISF is a non-governmental, non-profit, non-discriminatory organisation whose membership is composed of IOC Recognised International Sports Federations whose sports are not included in the Olympic programme. The main objectives of the ARISF include acting as a spokesperson on behalf of its members as well as defending and coordinating their common interests while maintaining their authority, independence and autonomy. For more information, please visit www.arisf.org.

IOC Recognised International Sports Federations (32)
(whose sports are not in the Olympic programme)

Fédération Aéronautique Internationale (FAI)	International Racquetball Federation (IRF)
The International Mountaineering and Climbing Federation (UIAA)	Fédération Internationale de Roller Sports (FIRS)
Federation of International Bandy (FIB)	International Union of Powerboating (UIM)
World Confederation of Billiard Sports (WCBS)	International Waterski and Wakeboard Federation (IWSF)
International Bowling Federation (FIQ)	World Squash Federation (WSF)
Confédération Mondiale des Sports de Boules (CMSB) (Bowls)	World Underwater Federation (CMAS)
International DanceSport Federation (IDSF)	International Surfing Association (ISA)
World Karate Federation (WKF)	International Sumo Federation (IFS)
International Korfball Federation (IKF)	Tug of War International Federation (TWIF)
International Life Saving Federation (ILS)	World Bridge Federation (WBF)
Fédération Internationale de Motocyclisme (FIM)	World Chess Federation (FIDE)
International Federation of Netball Associations (IFNA)	International Cricket Council (ICC)
International Orienteering Federation (IOF)	International Floorball Federation (IFF)
Federación Internacional de Pelota Vasca (FIPV) (Basque Pelote)	International Federation of Sport Climbing (IFSC)
Federation of International Polo (FIP)	International Wushu Federation (IWUF)
	International Baseball Federation (IBAF)
	International Softball Federation (ISF)

D. THE NATIONAL SPORT FEDERATIONS (NFs)

Rule 30 of the Olympic Charter (2010) states as follows:

"To be recognised by an NOC and accepted as a member of such NOC, a national federation must exercise a specific, real and on-going sports activity, be affiliated to an IF recognised by the IOC and be governed by and comply in all aspects with both the Olympic Charter *and the rules of its IF."*

The national federations affiliated to the IFs governing sports included in the programme of the Olympic Games form the voting majority of each NOC under Rule 29.3 of the Olympic Charter. The NOCs may also include as members the national federations affiliated to IFs that are not included in the programme of the Olympic Games, as well as multi-sport groups and other sport-oriented organisations.

In many countries, national federations ("associations" or "governing bodies" – their name may vary) have clubs in their membership that include athletes. It is therefore the clubs and their athletes that form the basis of the national federations. Regional, provincial or other organisational structures may also exist under the national federations.

E. QUESTIONS

1. How many Olympic sport national federations are affiliated to your NOC?
2. How many non-Olympic sport national federations (recognised and other) are there in your country? Are they affiliated to your NOC?
3. What are the basic conditions your national sport federation must fulfil in order to be recognised by its International Federation?

REFERENCES

Olympic Charter

www.olympic.org

www.sportaccord.com

www.asoif.com

www.arisf.org

UNIT 5

©IOC/John Huet

OTHER CONSTITUENTS OF THE OLYMPIC MOVEMENT

A. OLYMPIC GAMES ORGANISING COMMITTEES (OCOGs)

Each Olympic Games Organising Committee (OCOG) plays an essential role in the perpetuation of the Olympic Games. Formed shortly after the election of the host city, the executive body of the OCOG includes the IOC member(s) in the country, the President and Secretary General of the NOC and at least one member designated by the host city to be its representative. In addition, representatives of the public authorities and other leading figures are generally included.

B. COURT OF ARBITRATION FOR SPORT (CAS)

In 1981, IOC President Juan Antonio Samaranch had the idea to create a sport-specific arbitral jurisdiction to deal with legal problems that an athlete could face. A working group was assigned to prepare the statutes for a Court of Arbitration for Sport (CAS). Following their ratification by the IOC in 1983, they came into force on 30 June 1984. The CAS became entirely independent in 1993, when a new administration and financing body, the International Council of Arbitration for Sport (ICAS), was created and a new judgement structure was adopted.

The purpose of the CAS is to resolve sport-related disputes which are submitted to it through ordinary arbitration or through appeal against decisions of sport bodies or organisations. It does this by pronouncing arbitral awards that have the same enforceability as judgements of ordinary courts. It can also help parties solve their disputes on an amicable basis through mediation when this procedure is allowed, and give advisory opinions concerning legal questions related to sport. In addition, the CAS sets up non-permanent tribunals, with special procedural rules for events such as the Olympic Games.

The CAS appoints a minimum of 150 arbitrators who are chosen based on their specialist knowledge of arbitration and sport law. Its head office is located in Lausanne, Switzerland but there are also two decentralised offices: one in Sydney, Australia, and the other in New York, United States. For more information, please visit www.tas-cas.org.

C. INTERNATIONAL COMMITTEE FOR FAIR PLAY (CIFP)

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The International Committee for Fair Play (CIFP) is a non-profit organisation which was established in 1963 to promote the practice of fair play principles. The main objective of the CIFP is to oversee the selection of recipients for its annual fair play awards and ensure their distribution.

In 1964, the Committee awarded just one trophy - the Pierre de Coubertin Trophy - to the Italian bobsledder Eugenio Monti. This trophy or, in more recent years, this medal, is awarded to either an athlete or team who sacrificed a possible victory by undertaking an act of fair play. Over time, the number of awards has been expanded to also include letters of congratulations, diplomas and two other trophies - the Jean Borotra and Willi Daume Trophies. The Jean Borotra Trophy recognises an athlete's career in sport and general attitude to sportsmanship and fair play. The Willi Daume Trophy is awarded in recognition of activities aimed at promoting fair play and may therefore be presented to an institution or individual other than an athlete. Any organisation or individual is entitled to nominate someone for a CIFP fair play award.

The Committee also strives to play a role in fair play education, the prevention of adverse behaviour and the fostering of a fair play ideal. It also works in close cooperation with various national bodies to encourage the establishment of national fair play committees. For more information, please visit www.fairplayinternational.org.

D. INTERNATIONAL PARALYMPIC COMMITTEE (IPC)

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In 1948, Sir William Guttman launched the Stoke Mandeville Games for World War II veterans with spinal cord injuries. Those Games, as well as other multi-disability sports competitions that were subsequently introduced, led in turn to the establishment of the Paralympic Games and the foundation of the International Coordination Committee of World Sport Organisations for the Disabled (ICC). In 1989, the ICC was replaced by the International Paralympic Committee. The IPC is an international, non-profit organisation formed and run by National Paralympic Committees (NPCs) and four disability-specific international sports federations (IOSDs).

Today, it is the vision of the IPC "*to enable Paralympic athletes to achieve sporting excellence and inspire and excite the world*". Paralympic athletes are the primary focus of the Committee's activities and its main role is to enable those athletes by creating conditions for their empowerment. One way in which the IPC achieves this is by supervising and coordinating both the Summer and Winter Paralympic Games as well as other global multi-disability events such as world and regional championships.

Since the 1988 Olympic Games in Seoul and the 1992 Olympic Winter Games in Albertville, the Paralympic Games have been held in the same place as the Olympic Games. In June 2001, an agreement aimed at securing and protecting the organisation of the Paralympic Games was signed between the IOC and the IPC. The agreement reaffirmed that the Paralympic Games would take place shortly after the Olympic Games and that the same sport venues and facilities would be used for both Games. Additionally, from 2008 onwards, the host city chosen for the Olympic Games is also obliged to host the Paralympic Games. For more information, please visit www.paralympic.org.

E. WORLD ANTI-DOPING AGENCY (WADA)

WADA was established on 10 November 1999 by the IOC with the support and participation of sport bodies, governments and other organisations, to promote and coordinate the fight against doping in sport at international level. WADA is composed of a Foundation Board, an Executive Committee and several specialist committees. The Foundation Board is composed equally of representatives from the Olympic Movement and governments. It delegates the actual management and running of the Agency, including the performance of activities and the administration of assets, to the Executive Committee, WADA's ultimate policy-making body. The 12-member Executive Committee is also composed equally of representatives from the Olympic Movement and governments. WADA's committees act as advisory committees and provide guidance for WADA's programmes. For more information, please visit www.wada-ama.org.

F. WORLD OLYMPIANS ASSOCIATION (WOA)

The creation of the World Olympians Association was initiated by then IOC President Samaranch following the Centennial Olympic Congress, which was held in Paris in 1994. It was not, however, until November 1995 that the WOA was formally established by its 25 founding members at a meeting held at the Olympic Museum in Lausanne.

The WOA is an independent global organisation representing one affiliated National Olympians Association (NOA) per nation whose NOC is recognised by the IOC, as well as the Olympians who are members of those NOAs. For the World Olympians Association, an Olympian is defined as an athlete who has been accredited to compete at the Games of the Olympiad or the Olympic Winter Games in a full medal sport.

The Association's activities reflect its objectives and include disseminating the Olympic ideals, promoting fair play, educating against doping, working against violence and intolerance, advancing environmental protection and supporting diversity and equality. The WOA also contributes to sport-related charities, hosts special hospitality centres and involves Olympians in serving as positive role models and providing social support. For more information, please visit www.woaolympians.com.

G. QUESTIONS

1. How is fair play promoted in your country?
2. Does your country participate in the Paralympic Games?
3. Is there a National Paralympic Committee in your country? What are its mission and activities? Is there any other organisation promoting sport for the disabled?
4. Who are the Olympians in your country? Is there a National Olympians Association?

REFERENCES

www.olympic.org

www.tas-cas.org

www.fairplayinternational.org

www.paralympic.org

www.wada-ama.org

www.woaolympians.com

UNIT 6

©Getty/Mark Dadswell

THE OLYMPIC GAMES

A. TERMINOLOGY AND BEGINNINGS

The Olympic Games officially consist of the Games of the Olympiad and the Olympic Winter Games. They were designed by Pierre de Coubertin to be a celebration that would be held in different countries, take place every four years and bring together athletes from around the world to take part in sports competitions.

The Games of the Olympiad are sometimes more commonly referred to as the Olympic Summer Games or the Summer Games. They are comprised of those sports that are defined as Olympic and that may be included in the programme for the Games of the Olympiad. The editions are numbered consecutively from the first Games of the Olympiad that were held in Athens in 1896, and their numbering is not affected by any instances of non-celebration. The term Olympiad refers to a period of four consecutive years and is used only in conjunction with the Summer Games.

The programme of the Olympic Winter Games, which are sometimes commonly referred to as the Winter Games, comprises only those sports that are contested on snow or ice and defined as Olympic. The editions are numbered according to the order in which they are actually held. The first edition, organised by the French NOC in Chamonix in 1924, was originally entitled "Winter Sports Week". In 1925, the IOC decided to establish a separate cycle of Olympic Winter Games, but it was not until 1926 that it decided to retroactively recognise the Chamonix event as the first edition of the Winter Games.

The Winter Games took place in the same year as the Summer Games for the last time in 1992. Since then, starting with the XVII Olympic Winter Games in 1994, the Winter Games have been held in the third year of the Olympiad, with the Summer Games in the first.

B. THE INTERNATIONAL BID PROCESS TO SELECT A HOST CITY

The process of bidding to host the Games has been subjected to a number of major as well as minor changes since it was initiated back in 1894, when Athens was selected to host the first edition of the modern Olympic Games. The structure of today's process for designating an Olympic Games host city was revised by the 110th IOC Session in 1999. It can be found under Rule 34 and its Bye-law in the Olympic Charter (2010). The revised process includes two distinct phases - 1) application and 2) candidature.

Although some cities and NOCs start the bid process as early as 15 years in advance of the Games they are applying for, the general timeline of today's host city bidding process is as follows:

- 9 years before the Games, the IOC sends out a circular to NOCs, inviting them to submit applications.
- 8½ years: NOCs submit the name of an applicant city.
- 8 years: the IOC Executive Board accepts candidate cities.
- 7½ years: candidate cities submit their candidature file and shortly thereafter, the IOC Evaluation Commission evaluates candidate cities, spending four or more days in each.
- 7 years before the Games, the IOC Session elects the host city for the Olympic Games.

From applicant city to candidate city

Any city wishing to stage the Games of the Olympiad or the Olympic Winter Games must be proposed to the IOC by its NOC, with a letter from the city concerned. During this phase, which lasts approximately 10 months, all such cities are defined as "applicant cities". Applicant cities are required to submit a written application file, based on a series of questions which are designed to provide the IOC with an overview of each city's project to host the Games. The application files are assessed by a working group comprising IOC staff and experts, under the authority of the IOC Executive Board, who examine each city's potential to organise successful Olympic Games in the year in question. This technical assessment includes a

number of criteria such as government support, public opinion, general infrastructure, security, venues, accommodation and transport. In concluding this phase, the IOC Executive Board determines which cities are to be accepted as candidate cities, based on the working group's report.

From candidate city to host city

Following the IOC Executive Board's decision, the cities which have been accepted as candidate cities move on to a second phase in the bid process. In this phase, they are required to submit to the IOC a more detailed candidature file that contains answers to another series of questions.

The candidature files are analysed by an Evaluation Commission made up of IOC members, representatives of the IFs, NOCs, IOC Athletes' Commission and International Paralympic Committee, as well as other experts. The Commission carries out a site inspection of each candidate city and issues a report of its findings to the IOC Executive Board and IOC members.

At the IOC Session, each candidate city makes a final presentation prior to the voting. In the voting, the first candidate city to receive a majority is elected as the host city. If no city obtains a majority in a round of voting, the candidate city with the fewest votes is eliminated and another round of voting takes place.

Only active IOC members have a vote. Members who are nationals of the countries which have a candidate city taking part in the election are not permitted to vote for as long as the respective candidate remains in contention. IOC honorary and honour members, as well as any suspended members, are not allowed to vote.

Following the announcement of the elected host city, the IOC enters into a written agreement with the host city and the NOC of its country. This agreement, which is commonly referred to as the Host City Contract (HCC), sets out the legal, commercial and financial rights and obligations of the three parties. The contract is specific to each edition of the Games.

C. OLYMPIC GAMES ORGANISING COMMITTEE (OCOG)

The organisation of the Olympic Games is entrusted by the IOC to the NOC of the country of the host city as well as to the host city itself. The NOC is responsible for establishing an Organising Committee which, from the time it is constituted, reports directly to the IOC Executive Board.

The OCOG is the main entity responsible for coordinating all matters relating to the Olympic Games. It goes through a seven-year planning cycle, establishing functions and services for all aspects of the Games such as sports, venues, finance, technology, accommodation, catering, medical service, transportation and media services. Along with paid OCOG staff, volunteers play an essential role in carrying out the many tasks associated with the organisation of the Games.

From the time of its constitution until the end of its liquidation, the Organising Committee must comply with the Olympic Charter, the Host City Contract and the instructions of the IOC Executive Board. In addition to its direct collaboration with the IOC, it is essential that the Organising Committee liaises with a number of other parties who also play a vital role in the Olympic Games.

D. OTHER PARTIES AND THEIR ROLE IN THE OLYMPIC GAMES

The IOC, Olympic Games Coordination Commission and OGKM

The honour and responsibility of hosting the Olympic Games are entrusted by the IOC to a city that is chosen to host the Games. In doing so, the IOC remains the guardian of the Olympic Games and has the role of supervisor and supporter.

Today, as part of its supporting role, the IOC forms an Olympic Games Coordination Commission shortly after the election of the host city. This body is made up of representatives of the IOC, IFs, NOCs and athletes, as well as experts in various Games-related fields.

In the seven years leading up to the Games, the Coordination Commission oversees and assists the OCOG with its planning and implementation of the Games. It validates the level of services and facilities proposed by an OCOG through plenary sessions and technical working groups. There are regular visits to the host city, interspersed with frequent reports to the Commission on the progress of such items as the building of facilities and infrastructure. The Commission also aims to ensure respect of the Olympic Charter and the Host City Contract.

The IOC Olympic Games Department supports the Coordination Commission, with the aim of ensuring that the Games are staged in the most efficient, effective and harmonious manner possible. One way in which this is done is via the Olympic Games Knowledge Management (OGKM) programme. This programme, which evolved out of the Transfer of Knowledge (TOK) initiative for the 2000 Olympic Games in Sydney, now provides applicant, candidate and host cities with services such as workshops and access to a network of experts with Games experience, as well as to a wide range of useful documentary and video resources such as the Official Reports, technical manuals and knowledge reports that are focused on Games preparations and requirements. Additionally, OCOGs are able to gain personal experience on Games-related preparations and operations through the Games-time observers' programme, the official Games debriefing and a secondment programme which allows staff members of future OCOGs to work on the current edition of the Games.

Athletes

As stipulated in Rule 6 of the Olympic Charter (2010), the Olympic Games are competitions between athletes in individual or team events and not between countries. To be eligible to participate in the Olympic Games, an athlete must:

- comply with the Olympic Charter as well as with the rules of the IFs concerned as approved by the IOC;
- be entered by their respective NOC;
- respect the spirit of fair play and non-violence and behave accordingly; and
- respect and comply with all aspects of the World Anti-Doping Code.

National Olympic Committees

As stated in the Bye-law to Rules 28 and 29 of the Olympic Charter (2010), the tasks that NOCs must perform include ensuring that athletes from their respective countries are not only entered to participate but that all the logistical elements such as travel and accommodation for athletes, team officials and personnel are taken into account. Only an NOC is able to decide upon the entry of athletes proposed by their respective national federations. It is the NOCs' responsibility to ensure that those entries comply in all respects with the provisions of the Olympic Charter.

The NOC also supervises the preliminary selection of potential bid cities. Before a city can be submitted to the IOC as an applicant city, it must first receive the endorsement of the NOC in its own country. If the city is selected to host the Olympic Games, then the NOC is also a signing party to the Host City Contract and is responsible for establishing the OCOG.

International Federations

Each IF is responsible for the technical control and direction of its sport at the Olympic Games. More specifically, this means that all the elements of the competitions, including the schedule, field of play, training venues and all equipment, must comply with the IFs' rules. It is the role of the IFs to select the judges, referees and other technical officials for the competitions as well as to establish the final results and rankings of the competitions.

The IFs can also offer suggestions and express their opinions about candidate cites seeking to host the Olympic Games.

Sponsors, suppliers and licensees

In addition to the benefits that an OCOG receives from the IOC's TOP programme partners, the OCOG also seeks out its own specific sponsors, suppliers and licensees to cover elements such as transportation, technology and catering needs.

Media

The media have become so important for the Olympic Games that the Olympic Charter lays down the provisions which must be made for them. The aim is to ensure the fullest possible news coverage and the widest possible audience. The media render two essential services to the Olympic Movement and the Olympic Games. Firstly, they provide a source of income through the purchase of television rights. Secondly, they present the Games and other aspects of the Olympic Movement to a vast unseen audience. The image which most people in the world have of Olympism is the image presented by the media.

The Organising Committee has to provide sophisticated facilities for radio and television transmission at its own expense, but it also receives a portion of the sale of television rights negotiated by the IOC with radio and television networks.

E. ELEMENTS OF THE OLYMPIC GAMES

Olympic programme

The "Olympic programme" is the programme of sports, disciplines and events decided upon by the IOC for the Games of the Olympiad and the Olympic Winter Games. For a sport to be an Olympic sport, it must be governed by an IF recognised by the IOC. A discipline is a branch of a sport comprising one or several events. For example, road cycling, track cycling, mountain bike and BMX are all disciplines of the sport of cycling. An event is a competition in a sport or in one of its disciplines, resulting in a ranking and giving rise to the award of medals and diplomas. For example, the women's individual road race or men's individual time trial are events in the discipline of road cycling.

Over the history of the Games, the number of sports and disciplines in the Olympic programme has gradually increased. In the case of the Games of the Olympiad, the number of sports on the programme has increased, rising from seven at the 1896 Games in Athens to today's programme of no more than 28 sports, at least 25 of which must be "core sports", as stipulated in the Olympic Charter.

Date of First Inclusion for Sports and Disciplines Included in the Programme of the Games of the XXX Olympiad

Sport / *Discipline*	Men	Women
Athletics	1896	1928
Aquatics		
Diving	1904	1912
Swimming	1896	1912
Synchronised Swimming	-	1984
Water-polo	1900	2000
Archery¹	1900	1904
Badminton	1992	1992
Basketball	1936	1976
Boxing	1904	2012
Canoe / Kayak		
Flatwater	1936	1948
Slalom²	1972	1972
Cycling		
BMX	2008	2008
Mountain Bike	1996	1996
Road	1896	1984
Track	1896	1988
Equestrian³		
Dressage	1912	1952
Eventing	1912	1952
Jumping	1900	1952
Fencing	1896	1924
Football	1900	1996

Sport / *Discipline*	Men	Women
Gymnastics		
Artistic	1896	1928
Rhythmic	-	1984
Trampoline	2000	2000
Handball⁴	1936	1976
Hockey	1908	1980
Judo	1964	1992
Modern Pentathlon	1912	2000
Rowing⁵	1896	1976
Sailing⁶	1900	1900
Shooting⁷	1896	1968
Table Tennis	1988	1988
Taekwondo	2000	2000
Tennis⁸	1896	1900
Triathlon	2000	2000
Volleyball		
Indoor	1964	1964
Beach	1996	1996
Weightlifting	1896	2000
Wrestling		
Freestyle⁹	1904	2004
Greco-Roman	1896	-

[1] Archery was an Olympic sport several times between 1900 and 1920 before disappearing from the Olympic programme for more than 50 years. It was reintroduced at the Munich Games in 1972.

[2] This discipline was included for the first time at the Munich Games in 1972. It was excluded from the Olympic programme between 1976 and 1988, but returned in 1992.

[3] Before 1952, only men participated in equestrian events at the Olympic Games. All riders had to be military officers. These restrictions were lifted in 1952, since which time men and women have competed against each other in the same events.

[4] Handball was introduced (on grass) at the Berlin Games in 1936. It was then removed from the programme before reappearing in its current form (indoors) in Munich in 1972.

[5] Rowing was on the programme of the 1896 Games, but the events were cancelled because of adverse weather conditions.

[6] Women have always competed in the mixed Olympic sailing events, but separate women's events were introduced in 1988.

[7] Women participated in shooting events for the first time in 1968, in mixed events. It is only since the Atlanta Games in 1996 that the programme has included separate men's and women's events.

[8] Tennis was included in the Olympic programme from 1896 to 1924. It was reintroduced in 1988

[9] Since 1920, freestyle and Greco-Roman wrestling have been two separate competitions. Prior to that date (apart from 1908), only one style was included, usually Greco-Roman.

Date of First Inclusion for Sports and Disciplines Included in the Programme of the XXI Olympic Winter Games

Sport / *Discipline*	Men	Women
Biathlon	1960	1992
Bobsleigh		
Bobsleigh	1924	2002
Skeleton[1]	1928	2002
Curling[2]	1924	1998
Ice Hockey	1924	1998
Luge	1964	1964
Skating		
Figure Skating	1924	1924
Short-track Speed Skating	1992	1992
Speed Skating	1924	1960

Sport / *Discipline*	Men	Women
Skiing		
Alpine Skiing	1936	1936
Cross-country Skiing	1924	1952
Freestyle Skiing	1992	1992
Nordic Combined	1924	-
Ski Jumping	1924	-
Snowboard	1998	1998

[1] The discipline of skeleton was included in the Olympic programme in 1928 and 1948. It was reintroduced in 2002.

[2] Curling was included in the Olympic programme in 1924. It was then removed from the programme before reappearing in 1998.

The Olympic programme is still not permanently fixed and the discussion, rules and decisions relating to it have evolved over time. Today, after each edition of the Games, the IOC Olympic Programme Commission uses a set of 33 criteria to review the programme in order to ensure that it remains exciting and relevant. Sports have to show merit to join and to remain in the programme. The eligibility criteria and the number of athletes per sport are also evaluated. The Commission's recommendations on the principles and structure of the Summer and Winter Games programme are first made to the IOC Executive Board and then reported to the IOC Session. The IOC Session decides which sports are in the programme and the IOC Executive Board decides the disciplines and events.

Cultural programme

When Pierre de Coubertin looked to the ancient Olympic Games and Greek culture for inspiration, his imagination was captured as much by the cultural elements as the sports-related ones. Sport would come first, but after just a few editions of the modern Olympic Games, de Coubertin was campaigning to have a cultural and artistic component added. Therefore, at the Games of the V Olympiad in Stockholm in 1912, a separate programme of arts competitions was introduced. These competitions in architecture, sculpture, painting, literature and music continued to be a part of the programme until 1948.

Following the 1948 Games, a decision was made to eliminate the art competitions but not to remove art and culture entirely. Instead of competitions, exhibitions became a part of the Games celebration and today, in accordance with Rule 40 of the Olympic Charter, the OCOG organises a programme of cultural events which must be approved by the IOC Executive Board and cover at least the entire period during which the Olympic Village is open. The cultural programme is distinct from the sports programme and usually consists of such events as plays, concerts, dance, and art exhibitions, but has even included cinema and literature. The events are held in the athletes' village, the city, region and even other parts of the country in which the Games are taking place.

Ceremonies

Today, with their protocol and pageantry, the Opening and Closing Ceremonies of the Olympic Games are not just events marking the official beginning and end of each edition. They are as much a highlight of the Games as the sports competitions themselves. The elements of protocol, such as the athletes' oath, the parade of athletes, the Olympic flag, the official declarations opening and closing the Games and the always eagerly anticipated answer to the question of who will light the Olympic cauldron are now longstanding traditions. It was not, however, until 1920 that most of these elements, some of which were introduced by Pierre de Coubertin, were incorporated into the Games.

The medal ceremony has also evolved over time. At early editions, the medals were often all given out together at the end of the Games. It was not until the 1904 Olympic Games that gold, silver and bronze medals were given to the first, second and third place finishers respectively. The medal podium was not introduced until the 1932 Olympic Winter Games. Today, the Organising Committee must follow set protocol guidelines for all of these ceremonies.

Olympic Village

Sometimes also referred to as the athletes' village, the first Olympic Village was organised at the 1924 Olympic Games in Paris. The first official Olympic Village, only for men, was introduced at the Games of the X Olympiad in Los Angeles in 1932.

Although not all athletes choose to live in the Olympic Village, Rule 39 of the Olympic Charter requires OCOGs to provide an Olympic Village, covering all board and lodging expenses. The objective of a Village is to bring together all competitors, team officials and other team personnel in one place. Where this is impossible due to the location of competition venues, the OCOG is still responsible for providing accommodation.

F. UNIVERSALITY OF THE OLYMPIC GAMES

In contrast to the ancient Olympic Games, one of Pierre de Coubertin's visions for the modern Olympic Games was that they be an international rather than national celebration. Athletes from around the world would not only have an opportunity to come together to compete in sport but also to interact and learn from each other.

Over time, de Coubertin's concept has been described using words such as "internationalism", "universal understanding", "global" and "universality" as well as through certain indicators. The growth of Games participation, Olympic results, the Olympic programme and media coverage of the Games are just some of the indicators that can be used to historically demonstrate the universality of the Games.

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Athlete participation at the Games

At the first celebration of the Games of the Olympiad in 1896 in Athens, 241 athletes from 14 countries on three continents competed in the events. By 1912 in Stockholm, 2,407 athletes from the five continents took part and today's figures speak for themselves.

Games of the Olympiad

No.	Year	City	NOCs	Events	Athletes
I	1896	ATHENS	14	43	241
II	1900	PARIS	24	95	997
III	1904	ST. LOUIS	12	91	651
IV	1908	LONDON	22	110	2,008
V	1912	STOCKHOLM	28	102	2,407
VI	1916	Not Celebrated	-	-	-
VII	1920	ANTWERP	29	154	2,626
VIII	1924	PARIS	44	126	3,089
IX	1928	AMSTERDAM	46	109	2,883
X	1932	LOS ANGELES	37	117	1,332
XI	1936	BERLIN	49	129	3,963
XII	1940	Not Celebrated	-	-	-
XIII	1944	Not Celebrated	-	-	-

No.	Year	City	NOCs	Events	Athletes
XIV	1948	LONDON	59	136	4,104
XV	1952	HELSINKI	69	149	4,955
XVI	1956	MELBOURNE/	67	145	3,155
		STOCKHOLM	29	6	159
XVII	1960	ROME	83	150	5,338
XVIII	1964	TOKYO	93	163	5151
XIX	1968	MEXICO	112	172	5,516
XX	1972	MUNICH	121	195	7,134
XXI	1976	MONTREAL	92	198	6,084
XXII	1980	MOSCOW	80	203	5,179
XXIII	1984	LOS ANGELES	140	221	6,829
XXIV	1988	SEOUL	159	237	8391
XXV	1992	BARCELONA	169	257	9,356
XXVI	1996	ATLANTA	197	271	10,318
XXVII	2000	SYDNEY	199	300	10,651
XXVIII	2004	ATHENS	201	301	10,625
XXIX	2008	BEIJING	204	302	10,942
XXX	2010	LONDON			
XXXI	2016	RIO DE JANEIRO			

The same can be said of the Olympic Winter Games, which have expanded from 258 athletes from 16 countries on two continents participating in 1924 to a total of 2,508 athletes from the five continents competing in Turin in 2006.

Olympic Winter Games

No.	Year	City	NOCs	Events	Athletes
I	1924	CHAMONIX	16	16	258
II	1928	ST. MORITZ	25	14	464
III	1932	LAKE PLACID	17	14	252
IV	1936	GARMISCH-PARTENKIRCHEN	28	17	646
	1940	Not Celebrated	-	-	-
	1944	Not Celebrated	-	-	-
V	1948	ST. MORITZ	28	22	669
VI	1952	OSLO	30	22	694
VII	1956	CORTINA D'AMPEZZO	32	24	821
VIII	1960	SQUAW VALLEY	30	27	665
IX	1964	INNSBRUCK	36	34	1,091
X	1968	GRENOBLE	37	35	1,158
XI	1972	SAPPORO	35	35	1,006
XII	1976	INNSBRUCK	37	37	1,123
XIII	1980	LAKE PLACID	37	38	1,072
XIV	1984	SARAJEVO	49	39	1,272
XV	1988	CALGARY	57	46	1,423
XVI	1992	ALBERTVILLE	64	57	1,801
XVII	1994	LILLEHAMMER	67	61	1,737
XVIII	1998	NAGANO	72	68	2,176
XIX	2002	SALT LAKE CITY	77	78	2,399
XX	2006	TURIN	80	84	2,508
XXI	2010	VANCOUVER	82	86	2,566
XXII	2014	SOCHI			

The increase in participant numbers over the years has occurred for a number of different reasons. Increased interest in the Games is one reason. Other changes, such as the increase in the number of events at the Games and more opportunities for women's participation, as well as world events, such as the break-up of the Soviet Union, have led to more NOCs and athletes taking part. In addition, programmes such as the Olympic Solidarity Olympic Scholarships for Athletes have made it possible for many athletes who might not otherwise have had the opportunity to train for, qualify for, participate in and even win medals at the Games.

Olympic results

Olympic results also demonstrate the evolving universality of the Games. In 1896, at the first edition of the modern Olympic Games in Athens, athletes from 11 countries on four continents won medals. At the Games of the XXIX Olympiad in Beijing in 2008, medals were won by athletes from 87 countries on five continents, many of whom won their country's first ever medal. Even at the Olympic Winter Games, it is no longer only athletes from countries typically associated with winter sports that are taking part and achieving impressive results. Whereas athletes from only 10 countries on two continents took home medals from Chamonix in 1924, athletes from 26 countries on four continents won medals at the XX Olympic Winter Games in Turin in 2006.

Olympic programme

Universality is one of the 33 criteria that are used today to review the Olympic programme. In this case, universality is defined by statistics relating to the number of recognised national federations and their participation at certain levels of competition. Attention is also paid to the "global spread of excellence", as defined by the continental distribution of medals within a sport at the Olympic Games.

Broadcasting the Games

Today, according to Rule 49, paragraph 1 of the Olympic Charter (2010), "*The IOC takes all necessary steps in order to ensure the fullest coverage by the different media and the widest possible audience in the world for the Olympic Games.*"

From 2009, the IOC's Olympic Broadcast Services (OBS) oversees the host broadcaster function for the Games. Under this new initiative, each Olympic broadcaster will be able to select which events from the full range of available material that they will include in their schedule of Olympic programming. Increased host broadcast coverage will afford Olympic broadcast partners greater programming opportunities in more sports and enable the broadcast partners to deliver more complete Olympic coverage to their audiences around the world. The IOC is also working in partnership with its broadcasters to ensure that an increasing amount of live coverage is available, and that the latest technologies, including HDTV, live internet coverage and coverage on mobile phones is available in as many territories as possible.

G. QUESTIONS

1. When did your NOC participate in the Olympic Summer Games or Olympic Winter Games for the first time?
2. Who are the Olympic heroes in your country? Why?
3. What are the conditions for an athlete to be eligible to participate in the Olympic Games?
4. What are the most important elements that should be taken into account when selecting the Olympic Games host city?
5. Why is it important for the IOC and OCOGs to have an Olympic Games Knowledge Management programme in place?
6. Do you think that the Olympic Games are truly universal?

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UNIT 7

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THE YOUTH OLYMPIC GAMES

A. THE BIRTH OF THE YOUTH OLYMPIC GAMES

The Youth Olympic Games (YOG) have been developed as an exciting new project to reach out to young people around the world. It is an important milestone for the IOC and for the Olympic Movement, which demonstrates the IOC's decision to continue engaging with young people and introduce them to the Olympic values. Inspired by IOC President Jacques Rogge, the YOG took the first step towards becoming reality when the IOC Executive Board unanimously welcomed the President's idea in April 2007. The IOC members approved the project at the 119th Session in Guatemala City (July 2007). The first edition of the Summer YOG will take place in Singapore in 2010, and the first Winter YOG in Innsbruck in 2012.

B. THE VISION AND KEY ELEMENTS

The vision of the YOG is to inspire young people around the world to participate in sport and adopt and live by the Olympic values. This is why the event, created by the IOC for young athletes between the ages of 14 to 18, balances sport, culture and education. The YOG are designed to work as a catalyst in these fields throughout the Olympic Movement and to encourage young people to play an active role in their communities.

The main objectives of the YOG are the following:

- to bring together and celebrate the world's best young athletes;
- to offer a unique and powerful introduction to Olympism;
- to innovate in educating and debating Olympic values and challenges of society;
- to share and celebrate the cultures of the world in a festive atmosphere;
- to reach youth communities throughout the world in order to promote Olympic values;
- to raise sports awareness and participation among young people;
- to act as a platform for initiatives within the Olympic Movement; and
- to be an event of the highest international sporting standard.

The Summer and Winter Youth Olympic Games alternate every four years, with the Summer YOG staged in the year of the Olympic Winter Games and vice versa.

The organisational requirements to host the YOG are significantly lower than for the Olympic Games. The first edition of the Summer YOG will gather around 3,600 athletes and 1,450 officials compared to the 10,500 athletes at the Olympic Summer Games. About 1,000 athletes will participate at their winter counterpart. The Summer and Winter YOG last a maximum of 12 and 10 days respectively.

The participation of all 205 NOCs is the key factor in ensuring the universality of the YOG. As such, "Universality Places" for NOCs are reserved to ensure that at least four athletes from each NOC are able to participate in the YOG.

As with the Olympic Games, the World Anti-Doping Code is applied during the YOG, which are held in accordance with the Fundamental Principles of Olympism and the rules of the Olympic Charter.

Focus on education through sport

In addition to the sport competitions programme, the YOG will feature an extensive culture and education programme, which aims to introduce young athletes to Olympism and the Olympic values in a fun and festive spirit, and to raise awareness of important issues such as the benefits of a healthy lifestyle, the fight against doping and the athletes' role as sports ambassadors in their communities.

C. APPLICATION AND ELECTION PROCEDURE OF HOST CITIES

Candidate cities need to submit a candidature file to the IOC in response to a detailed questionnaire covering the following 15 topics: concept and legacy; political and economic climate and structure; legal aspects; customs and immigration formalities; finance; marketing; sport; culture, education and ceremonies; Youth Olympic Village; medical services and doping control; security; accommodation; transport; technology; and media operations.

Candidature files are studied by a panel of experts. They are analysed in order to draw up a shortlist of candidate cities to be evaluated by the IOC Evaluation Commission, which is appointed by the IOC President and comprises representatives of the Olympic Movement. At the end of this process, the Evaluation Commission issues a report for the IOC Executive Board, which draws up the list of final candidate cities to be submitted to the vote by the IOC Session for election as host city.

The respective roles and responsibilities of all parties involved in the organisation of the Youth Olympic Games are formalised through the signing of the Host City Contract by representatives of the IOC, the elected city and the NOC concerned.

D. INFRASTRUCTURE

Venues – The infrastructure and service levels have to fit the purpose of the YOG, ensuring conditions adapted to suit young elite athletes. Sports venues will be located in the same city, and no new venues will be built. The use of existing multi-sport venues (e.g. one venue for different sports / disciplines) is encouraged. Other venues include a small Main Media Centre and a number of amphitheatre facilities for the workshops and forums of the YOG culture and education programme.

Youth Olympic Village – A Youth Olympic Village with a capacity of 5,000 beds (2,000 for Winter YOG) will be provided. Design can include existing, refurbished or new urban development, a residential housing project, campus style villages or a block of hotels. The Village is the heart of the YOG and a privileged place for participants to gather and share their experiences and cultures among themselves and with their relatives and youth communities through digital means of communication located in an internet centre.

Transport – There are no requirements to upgrade road and railway infrastructures as the transport system of the YOG will be based on a single and common shuttle service for all accredited persons.

E. THE 1ST SUMMER YOUTH OLYMPIC GAMES IN 2010

The city of Singapore will host the first Youth Olympic Games from 14 to 26 August 2010.

Sport programme – Around 3,600 athletes will compete in 26 sports comprising 201 events. The sports in the programme are identical to those in the London 2012 Olympic Games programme. The events, however, differ significantly from the Olympic Games in order to match the age groups and interests of the young athletes. Basketball, for example, is played on a three-a-side basis, with teams of three playing against each other on one half-court. An interesting element of the YOG is the numerous mixed-gender or mixed-NOC team events in archery, athletics (medley relay), cycling (combined BMX-mountain bike-road event), equestrian, fencing, judo, modern pentathlon (relay), swimming (relay), table tennis, tennis and triathlon (relay).

Age group and limit – Depending on the sport / discipline they compete in and their gender, athletes participating in the YOG must be 15, 16, 17 or 18 years old on 31 December in the year of the YOG. The age groups eligible for participation in a sport or discipline were defined together with the relevant International Federation. For example, in the modern pentathlon, athletes born between 1 January 1992 and 31 December 1993 are eligible.

Qualification process – The qualification system for each sport and discipline, prepared in close collaboration with each IF, strives to guarantee the participation of the best athletes in each age category and to respect the principle of universality. For all disciplines, competitions such as junior world championships, continental championships or official junior ranking lists will be used to enable athletes to qualify for the YOG.

The four team sport tournaments (football, handball, hockey and volleyball) consist of one national team per continent as well as a sixth team which either represents the NOC of the host country or is proposed by the relevant IF for IOC approval. An NOC is limited to two teams (one boys' and one girls' team) competing across all four team sports. For qualification purposes, basketball is considered as an individual sport for which "Universality Places" apply. In addition, and irrespective of the number of athletes qualified, an NOC delegation may include no more than 70 athletes in individual sports.

The IFs are in charge of the technical aspects of their sport. They are also responsible for defining the age categories and qualification criteria.

F. THE 1ST WINTER YOUTH OLYMPIC GAMES IN 2012

Innsbruck was elected as the host city of the 1st Winter Youth Olympic Games in 2012. A Coordination Commission has been designated by the IOC President to assist Innsbruck throughout the three years of preparation.

Sport programme – The programme of the 1st Winter Youth Olympic Games will be established on the basis of the seven sports included in the Vancouver 2010 programme (biathlon, bobsleigh, curling, ice hockey, luge, skating and skiing), provided that the venues allow for it. The number of disciplines and events will, however, be limited.

Age group and limit – As for the Summer YOG, depending on the sport / discipline they will compete in and their gender, athletes participating in the Winter YOG sport competitions must be 15, 16, 17 or 18 years old on 31 December in the year of the YOG. Approximately 1,000 athletes and 500 officials will attend the Winter YOG.

G. QUESTIONS

1. What will be the specific benefits of your athletes' participation in the YOG in your country?
2. What disciplines / events would you recommend for inclusion in the programme of the next YOG?
3. Is the YOG educational aspect important? How can this aspect be strengthened in sport competitions for young people?

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UNIT 8

CONTINENTAL AND OTHER GAMES

As well as the Olympic Summer and Winter Games, numerous continental, regional or thematic Games are organised worldwide under the leadership of several different sport organisations. These include Games such as the following.

A. AFRICA

All Africa Games

In the early 1960s, the Friendship Games were held among the French-speaking countries in Africa. The first host countries were Madagascar in 1960 and Ivory Coast in 1961. In 1962, a conference of African Ministers of Youth and Sport was held, during which it was decided that the Games would henceforth become the Pan African Games, as a few English-speaking countries were already participating. The first All Africa Games were held in Brazzaville, Congo in 1965. Algiers hosted the 2007 Games, which involved 52 countries and 27 sports. The 10th All Africa Games will take place in Maputo, Mozambique in 2011.

B. AMERICA

Pan American Games

The Pan American Games, the regional Games of the Americas, are held every four years during the summer preceding the Olympic Games. At least 80% of the Pan American Games programme consists of sports in the official programme of the Olympic Games. The first Pan American Games opened in Buenos Aires on 25 February 1951, with 2,513 athletes from 22 countries. The organisation governing the Games was renamed the Pan American Sport Organisation (PASO) in 1955. The last Games were held in Rio de Janeiro, Brazil in 2007, with 5,634 athletes from 42 countries participating in 38 sports. The next Games will be in Guadalajara, Mexico in 2011.

In addition to the Pan American Games, there are also a number of regional Games in the Americas, such as the South American Games, Central American Games, Central American and Caribbean Games and Bolivarian Games, each placed under the responsibility of their respective regional organisation.

C. ASIA

Asian Games

The Olympic Council of Asia (OCA) was established in December 1982 as successor to the Asian Games Federation. The OCA coordinates the Asian Games, which are held for the purpose of developing intercultural knowledge and friendship within Asia. They are held every four years. The 2010 Asian Games will be held in Guangzhou (China) and will have 42 sports. Starting with the 2014 Asian Games in Incheon, South Korea, there will be a maximum of 35 sports: the 28 sports in the Olympic Games, plus seven non-Olympic sports.

The Asian Winter Games is a multi-sport event established by the OCA and held every four years. The next Asian Winter Games will be held in Astana-Almaty, Kazakhstan in 2011 and will host 45 NOCs and 2,500 athletes participating in 12 sports with 59 events.

The OCA also organises the Asian Beach Games, the Asian Youth Games and several regional Games. From 2009, the Asian Indoor Games and Martial Arts Games have been merged into one multi-sport event.

D. EUROPE

European Youth Olympic Festival and the Games of the Small States of Europe

In 1990, the European Olympic Committees (EOC) launched the European Youth Olympic Days, now called the European Youth Olympic Festival (EYOF). The EYOF is a biennial multi-sport event for young athletes from the 48 member countries of the Association of European Olympic Committees. It has a summer edition, held for the first time in Brussels in 1991, and a winter edition, which began two years later in Aosta, Italy. EYOF is the only all-European multi-sport event.

In 1985, the EOC launched the Games of the Small States of Europe (GSSE). The first edition of the Games was organised in San Marino. The Games are held every two years in one of the eight Small States of Europe.

E. OCEANIA

Pacific Games

The Pacific Games (formerly called the South Pacific Games) is a multi-sport event exclusively for countries of the South Pacific, governed by the Pacific Games Council. The first South Pacific Games were held in Suva, Fiji in 1963. The next edition of the Pacific Games will be held in Noumea in 2011. In addition to the Pacific Games, the Pacific Mini-Games are organised to allow athletes from smaller countries to compete against each other.

F. OTHER GAMES

Commonwealth Games

The tradition of Games in the Commonwealth began in 1930, when the first Games, called the British Empire Games, were staged in Hamilton, Canada. The 2010 Commonwealth Games will be held in Delhi, India and the 2014 Games in Glasgow, Scotland. The Glasgow Games will include 17 sports: aquatics (swimming and diving), athletics, badminton, boxing, cycling (road, mountain bike and track), gymnastics, hockey, judo, lawn bowls, netball, rugby sevens, shooting, squash, table tennis, triathlon, weightlifting and wrestling.

The Commonwealth Youth Games, held for the first time in Edinburgh in 2000, are held every four years. The fourth Games will be held on the Isle of Man in 2011. The 2015 Commonwealth Youth Games will be held in Samoa.

Paralympic Games

The fundamental philosophy guiding the Paralympic movement is that elite level athletes with physical disabilities should have opportunities and experiences equivalent to those enjoyed by elite athletes without disabilities.

The Paralympic Games are sanctioned by the International Paralympic Committee (IPC). International organisations affiliated to the IPC represent five disability groups and provide technical guidelines for the classification of athletes. Starting with wheelchair events, through the years the Games were expanded to include amputees, persons with cerebral palsy, persons with vision impairments and other athletes, including dwarfs.

On 19 June 2001, an agreement was signed between the IOC and the IPC, stating that, from 2008, the Paralympic Games would always shortly follow the Olympic Games, using the same sporting venues and facilities. Since 2002, a single Organising Committee has been responsible for hosting both the Olympic and Paralympic Games. Athletes from both Games live in the same village and have the same catering, transport, ticketing, technology and other systems. Beijing had 18 competition venues and 17 training venues for the 19 sports. Except for sailing, which was held in Quindao, the other 18 sports were held in Beijing. The Games lasted 12 days and participants included 4,000 athletes, 2,000 team officials and nearly 1,000 technical officials.

The Paralympic Winter Games have seen a dramatic change since the first Games in Örnsköldsvik, Sweden in 1976. At the 2010 Vancouver Paralympic Winter Games, approximately 1,350 athletes will compete in five sports and 64 separate medal events.

World University Games

The World University Games or Universiade, which include both summer and winter versions, are held every two years for student athletes between the ages of 17 and 28. Eligible athletes must be registered in a full course of study at a university or have obtained their degrees within a year of the Games. The Games are sponsored by the International University Sports Federation (FISU).

The word "Universiade" comes from "university" and "Olympiad" and means Olympic Games for students. The first Summer Universiade held under the auspices of FISU took place in Turin, Italy in 1959 with 45 countries and 985 participants. The 25th anniversary summer Universiade was held in Belgrade in July 2009, with some 9,000 athletes from around 145 countries competing in 15 sports and 208 disciplines, including athletics, judo, football, basketball, fencing, volleyball, swimming, rhythmic gymnastics, diving, artistic gymnastics, table tennis, archery, tennis, taekwondo and water polo.

The Winter Universiade dates back to 1960 in Chamonix, France. The 2011 edition will be held in Erzurum, Turkey, the 2013 edition in Maribor, Slovenia, and the 2015 edition in Granada, Spain.

The World Games

Several non-Olympic International Federations, which were members of the General Association of International Sports Federations, wanted to create their own multi-sport competition and did so in 1980 under the auspices of their International World Games Association. The World Games, to be held every four years, were first held in Santa Clara, California in 1981. The most recent editions took place in Duisberg, Germany (2005) and Kaohsiung, Chinese Taipei (2009).

Other Games

There are dozens of other multi-sport international Games based on sub-regions, language and culture and other considerations. A few of these include the Mediterranean Games, Francophone Games, Lusophony Games, Maccabiah Games, Arafura Games, Micronesian Games, Carifta Games, Special Olympic Games and Deaf Olympic Games, to mention but a few.

G. QUESTIONS

1. In which continental / regional or other Games does your NOC participate?
2. How are continental / regional or other Games promoted to the public in your country?
3. Has your country ever staged a continental / regional or other Games? If yes, how do you evaluate its success? If no, would this be desirable and possible? How?

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Websites of respective Games Organising Committees

This Section discusses the soul of the Olympic Movement, and defines the "sport we want" – the desired values and the ethical behaviours in implementing these values. It discusses the codes or rules that have been developed to emphasise these values and types of behaviour so as to guide our actions. This Section also discusses the challenges to these values and types of behaviour - whether doping, abuse, harassment, lack of inclusion or others – and describes a large number of initiatives and partnerships that the IOC has undertaken to resolve these matters.

2009 was a special year of reflection for the IOC. Taking the pulse of the Olympic Movement, analysing its strengths and weaknesses, evaluating the opportunities and the risks it faces: these were the challenges which IOC President Jacques Rogge laid down by convening the Olympic Congress held in Copenhagen from 3 to 5 October 2009, in accordance with Rule 4 of the Olympic Charter. Discussions of the Copenhagen Congress centred around issues related to the athletes, the Olympic Games, the structure of the Olympic Movement, Olympism and youth and the digital revolution. We encourage you to consult the recommendations of the 2009 Olympic Congress, which are available on the IOC website.

SECTION II

VALUES AND ISSUES

UNIT 9

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THE OLYMPIC VALUES

A. INTRODUCTION

Most people would probably say that sport can and should make a positive contribution to the development of youth and to the quality of life in our communities. But few would agree that sport is actually living up to its potential.

Sport is never neutral. It can teach values and ethical behaviour – or not. It can help people develop a positive self-image and respect for others – or not. It can strengthen community life – or not. Sport can bring people together, foster friendships, reinforce healthy lifestyles, build civic pride and community participation. Or it can be about violence, drugs, cheating and winning at any cost.

It is an essential and ongoing requirement, therefore, to actively support positive values in sport in simple and powerful ways. This responsibility must be undertaken by everyone, especially those associated with youth in communities, such as schools, community groups and sport clubs, in order to build a strong and positive sport culture.

B. OLYMPISM AND THE OLYMPIC VALUES

Olympism is a philosophy and a way of life based on the joy found in effort, the educational value of good example and respect for fundamental ethical principles. For the individual, Olympism blends sport, culture and education to promote the proper and well-balanced development of the body, will and mind. For society, Olympism places sport at the service of mankind by encouraging the establishment of a peaceful society that preserves and nurtures human dignity.

Values, as intellectual concepts, are difficult to define. They are thought of as universally accepted or absolute. Yet they may vary in importance from one person to another. They may mean different things to different people, depending on the social or cultural context in which they reside. And they are interpreted through the unique lens with which each human being views the world. The Olympic Movement, since it belongs to everyone, is obliged to encourage discussion, debate and questioning about the relevance of its values in the contemporary world.

To articulate its vision more effectively, the IOC set out to clarify the meaning of the Olympic values and place them within a comprehensive framework. The goal was to show how the Olympic values are linked to the Movement's mission, activities, guidelines and principles, and to find ways of communicating what the IOC stands for more clearly.

The three core values of the Olympic Movement, which inspire us on individual and organisational levels, are excellence, friendship and respect.

Excellence – In the Olympic ideal, this value refers to giving one's best, either on the field of play or in life. It is not only about winning, but also participating, making progress against personal goals, striving to do our best in our daily lives and benefiting from the healthy combination of a strong body, mind and will.

Friendship – The Olympic Movement encourages links and mutual understanding between people. "Friendship" refers to building a peaceful and better world through solidarity, team spirit, joy and optimism in sport. The Olympic Games inspire people to overcome political, economic, gender, racial or religious differences and to forge friendships in spite of those differences. For athletes, this means forming life-long bonds with their team-mates as well as their opponents.

Respect – This value represents a principle which should inspire all those who take part in Olympic programmes. Respect for oneself and one's body, respect for one another, for the rules as well as for the environment. It refers to the fair play attitude that athletes should have, and to their commitment to avoid doping.

The principles of Olympism

The principles of Olympism, described below, amplify the Olympic values and allow them to be expressed in a way that drives far-reaching social change.

- *Non-discrimination* – The Olympic Movement strives to ensure that sport is practised without any form of discrimination whatsoever.

- *Sustainability* – The Olympic Movement organises and delivers programmes in a way that promotes sustainable economic, social and environmental development.

- *Humanism* – The Olympic Movement's activities place human beings at the centre of its attention, ensuring that the practice of sport remains a human right.

- *Universality* – Sport belongs to everyone. In all its decisions and actions, the Olympic Movement takes into account the universal impact sport can have on individuals and society.

- *Solidarity* – The Olympic Movement is committed to developing programmes that, together, create a meaningful and comprehensive social response to issues within its sphere of influence.

- *Alliance between sport, education and culture* – The Olympic Movement is committed to promoting the spirit of Olympism, which emerges at the convergence of sport, culture and education.

C. THE SPORT WE WANT

Creating a healthy and vibrant environment for participation in sport in communities is the theme of the Canadian Centre for Ethics in Sport report - The Sport We Want (2003).

Individual values

What are the most important individual values to encourage and support participation among young people? Here are the answers, in priority order, from the Canadian study, although these may vary in different societies.

1. fun
2. respect
3. access for all
4. fair play
5. inclusion
6. personal development
7. health and well-being
8. positive role models
9. self-esteem
10. self-confidence

Fun – Children and adults primarily participate in sport – whether organised or not – in order to have fun and enjoy time with their friends. Children are generally not motivated by the "adult" value of winning. Parents and coaches often forget this and focus on winning (the "end") rather than on the process of playing (the "means"). This can place huge pressure on children to perform well at any cost.

Tolerance and mutual respect – There are two equally important aspects of respect that should be taught to children through sport – self-respect and respect for others. Respect can help "humanise" sport as well as provide children and young people with a critical social value that will guide their decisions and actions throughout their lives. Tolerance is essential for us to learn to live together harmoniously.

Access – The benefits of sport cannot be fully realised unless everyone has access to it. Sport is a right, not a privilege, and its benefits should be maximised for all, regardless of their economic status, ethnic background, skill or gender. We need to ensure that sport is inclusive at its introductory levels, to give children a solid foundation from which to continue participating in sport throughout their lives. Often, a sport system is inaccessible because it focuses on developing elite athletes to the detriment of the others involved. Access for all can also build a sense of community by providing common experiences for people.

Fair play – Fair play promotes and supports the ideal of "true sport" that we want in our communities. The value of fair play makes a unique contribution to society because it encompasses other values such as respect, tolerance and inclusion, and it promotes fairness and honesty.

We will know we have fair play if children continue to be involved in community sport throughout their lives and show respectful behaviour to parents, coaches and officials, who also need to be respectful to children. To build fair play values into community sport, athletes should be continually recognised for effort and participation and not just for winning and losing (e.g. fair play awards).

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Community values

From the same Canadian study, it appears that the most important community values for sport are:

1. equality of access
2. tolerance and mutual respect
3. safe and welcoming environment
4. healthy citizens
5. leadership development
6. skilled volunteer base
7. inclusion of citizens
8. developing positive social behaviour
9. shared values
10. community unity and cohesion

D. QUESTIONS

1. List, in priority order, the values that you believe are important for sport in your society.
2. Are these being fully expressed in the sport programmes that you operate?
3. If not, what can you do about the situation?
4. Through which means or programmes do you communicate and apply the Olympic values in your sport movement?

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UNIT 10

THE IMPORTANCE OF SPORT TO SOCIETY

A. INTRODUCTION

Although sport development cannot be a panacea to solve all the issues of society, nor a priority compared to life-subsistence needs of disadvantaged communities, it can generate many positive effects and be a valuable tool for development. It is both a means and an end in itself.

Sport is able to unite where differing national passions, politics, religion and culture often divide. It can foster social integration and identity-building of minorities and marginalised groups such as street children, minority ethnic groups or people such as those living with HIV and the AIDS virus. Sport can also support local economic development and create jobs through the numerous income-generating activities that are linked to its practice.

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Sport can fight discrimination and raise awareness of women's rights and issues, as well as enable communities at odds with each other to build bridges between each other. It helps the healing process in populations overcoming trauma, and brings joy and fun to brighten up people's lives.

As an integral part of basic education, sport supports mental and physical health and instils in people the discipline of physical activity. It can be a useful platform for preventive and peer education against major illnesses affecting populations and high-risk health groups. It reaches out to young people of all social groups.

Be it in a more formal or informal manner, community development through sport has gained recognition and a place on the agenda of the international community. This has led to numerous projects being implemented at all levels with the sport community.

B. THE IOC AND ITS SOCIAL RESPONSIBILITY

"The IOC and the sports movement in general have a social responsibility - to provide access to sports practice, and in so doing to spread the values of sport to all sections of society.(…) While one cannot expect the sports movement to succeed to address on its own the socio-economic problems that continually threaten world peace, where social and political movements have failed, however, where sport can contribute, it shall strive to do so." Jacques Rogge, IOC President.

The Olympic Games themselves leave an increasingly positive legacy in terms of sustainable social and economic development for the host city and the country at large. But beyond the Games, the IOC and the Olympic Movement are committed to promoting the values of solidarity, peace and human dignity. This finds its roots in the fundamental principles of Olympism as expressed in the Olympic Charter (2010): *"The goal of Olympism is to place sport at the service of the harmonious development of man, with a view to promoting a peaceful society concerned with the preservation of human dignity."*

Based on its commitment as a socially responsible organisation, the IOC is engaged in sport development at grassroots level, aiming to both increase access to physical activity worldwide and to improve human well-being through the promotion of Olympic values.

The IOC cooperates with numerous United Nations agencies, as well as with other international governmental and non-governmental institutions, to develop and implement a range of projects using sport as a tool for development. NOCs are also important partners which support these activities locally through their

sport expertise and network. Several International Federations have also developed initiatives in this field.

Through sport, the IOC and its partners are working to help promote Olympic education, culture, healthy lifestyles, human rights, sustainability and gender equality in disadvantaged communities or among populations at risk. The IOC also assists several humanitarian organisations by providing funds and other type of support, such as food, clothing and educational material, as well as sport equipment, to war victims, refugees and victims of natural disasters.

"Giving is Winning" campaign

C. IOC PROGRAMME EXAMPLE - SPORT AND HEALTH

Over 40 million people around the world are living with HIV and many of them are involved in sport, either as spectators or as participants. The sport community has not been spared. As part of civil society, the Olympic Movement has a responsibility to make a contribution.

HIV and AIDS are threatening to destroy our collective sporting future and everyone must play their part in this fight. This is why all of us - whether teacher or coach, administrator or community leader, athlete or spectator - are being called on to play a part in the response to the HIV and AIDS pandemic and in the fight against discrimination.

It is in this framework that the IOC has developed a policy and related programmes of activities to contribute to this global fight. The programme is implemented in close cooperation with the joint United Nations programme against HIV and AIDS (UNAIDS) and the International Federation of the Red Cross and Red Crescent Societies.

The IOC actively urges NOCs to place their networks and organisational and other resources at the disposal of national efforts that are aimed at reducing and eventually reversing the HIV / AIDS pandemic. In particular, NOCs are urged to encourage high-profile sport personalities to be involved as role models in anti-HIV / AIDS campaigns. The NOCs can build capacity to give them the necessary confidence and tools to fight against the pandemic, and they can participate in activities marking World AIDS Day and other such symbolic public occasions.

The IOC and UNAIDS have published the first toolkit for HIV and AIDS prevention through sport. Specifically designed for members of the sport community, it offers:

- information about HIV and AIDS, how prevention can be effective, how sport can be beneficial for people with HIV, testing and counselling, and much more;
- numerous activities and programmes that can be developed, such as communications campaigns during sport events or comprehensive policies for sport organisations themselves;
- specific suggestions for activities for young people aged 10 and over, as they are a crucial target group for prevention; and
- information on who can assist and what organisations can provide expertise and support.

D. WHAT YOUR NOC / SPORT ORGANISATION CAN DO

In addition to the aforementioned suggestions about how an NOC can assist in the fight against the AIDS / HIV pandemic, your NOC or sport organisation can support community development through sport-related activities such as:

- educational activities on social issues (gender equality, inclusion, peace-building, etc.) in the framework of sport tournaments;
- talks by sportsmen / women to the youth community about these issues;
- information campaigns on social issues faced by your community; and
- assistance for deprived communities to access sport and recreation activities and basic infrastructures.

Fruitful partnerships for the NOC can be sought with the IOC and local branches of international organisations specialised in socio-economic development and humanitarian assistance or with local non-governmental organisations (NGOs).

E. QUESTIONS

1. Is your sport organisation contributing to the social development of your community in some meaningful way? How?
2. If not, is this a worthwhile initiative?
3. What could your sport organisation do to enhance the importance of sport and the Olympic Movement to your society?
4. With which social agencies in your community could you form partnerships? How would you do this?
5. What specific goals could you set for your sport organisation in order to support social causes in your community?

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UNIT 11

THE BENEFITS OF SPORT TO INDIVIDUALS

A. INTRODUCTION

There is evidence that sport's benefits go far beyond the positive health effects of physical activity that have long been understood. A growing body of international research suggests that community sport also contributes to social goals including education, child and youth development, social inclusion, crime prevention, economic development and environmental sustainability.

Perhaps most significantly, no other domain of community life has demonstrated sport's capacity to connect so many young people to positive adult role models and mentors, and thus to opportunities for positive development and the acquisition of critical life skills.

The following is based on the report *What Sport Can Do – The True Sport Report (September 2008)*, from the True Sport Foundation in Canada.

B. BENEFITS OF SPORT

The following sets out the broad spectrum of public benefits that are available if we build a comprehensive, accessible and inclusive community sport system that delivers the sport we truly want – True Sport.

1. Improving health and well-being

Good health is fundamental to an individual's well-being and their ability to realise their full human potential. It is also a crucially important economic asset. Sport can help make people healthier by:

- *Keeping children and young people active and healthy* – Regular participation in physical activity during childhood and adolescence can help to build and maintain healthy bones, muscles and joints; control weight, build lean muscle and reduce fat; prevent or delay development of high blood pressure; lower the risk of cardiovascular disease; and reduce feelings of anxiety and depression.

- *Using sport to reduce youth health risk behaviour* – Young athletes are more likely than non-athletes to eat appropriately and weigh less, and less likely to smoke cigarettes, use drugs, engage in premature sexual activity, or be bored or hopeless.

- *Enhancing mental health* – Physical activity through sport helps to enhance self-esteem, reduce stress and anxiety, and alleviate depression. In patients with psychiatric disorders, physical exercise has been shown to diminish clinical symptoms, especially depression. Sport offers opportunities for positive relationships, friendship and support that fosters emotional health.

- *Promoting healthy aging* – Physical activity through sport can help prevent chronic disease, improve balance and coordination as people age (significantly reducing their risk of falls and hospitalisation), improve memory and learning, and reduce the risk of cognitive loss through Alzheimer's and minor strokes. Sport also provides opportunities for social connection for older people at risk of social isolation.

2. Putting children and young people on a positive life course

Sport can help to give children a healthy start in life, help those with a poor start to get back on track, and equip young people with the information, skills, personal resources and social support they need to make key life transitions successfully. However, sport can also expose children and young people to negative experiences, discourage their participation and impede their positive development.

In organised youth sports, the primary factors that determine whether young people will have a positive or negative experience are the adults involved – parents, coaches, officials and administrators – and the quality of coaching and mentoring. The values and practices employed by parents, coaches and volunteers can be powerfully enabling and enriching for young people, or they can drive them out of sport for a lifetime.

Sport can lead to excessive focus on winning and competition, violence, under- and over-involvement of parents, poor coaching and leadership, harassment, intolerance, racism, lack of fair play, and injuries. These pressures can contribute to decreasing sport participation rates as children grow older.

However, the main reasons for young people dropping out of sport are that they are no longer having fun, they do not have the time and they do not believe they are good enough to play.

The positive social developmental aspects of sport include the following:

- *Helping children learn and develop through play* – Play is one of the primary ways that young children explore the world and develop their physical, cognitive and social-emotional capacities. Age-appropriate games and physical activity can help young children acquire mobility, coordination, knowledge about the world and themselves, self-confidence and initial social skills.

- *Building physical capacity and motor skills* – Early to mid-childhood is when children acquire the strength, coordination and motor skills necessary to move with efficiency and confidence. Sport and physical activity can help children to build this general base of motor abilities and a basic understanding of how their body moves.

- *The particular benefits of sport for girls* – Girls benefit particularly from sport's potential protective effects against osteoporosis, anxiety, depression, suicide and adolescent pregnancy. Girls' participation is also strongly linked to educational outcomes, a greater sense of control over their own bodies and more generalised feelings of empowerment, identity and self-direction that can help them to overcome restrictive gender norms and participate more fully in society.

- *Fostering positive youth development* – Sport can also contribute positively to adolescent identity formation, a critical step in the transition from adolescence to adulthood. Sport also facilitates friendships and positive social relations, which also play an important role in youth identity formation.

- *Enhancing academic achievement* – Sport and physical education can help improve young people's school attendance, behaviour and academic achievement. Participation in school-based sport and physical activity has been shown to result in considerably healthier social and academic confidence, while research has shown that sport can contribute to identification with, and commitment to, school and school values.

- *Teaching positive values and life skills* – Sport offers young people a means to gain and enhance a range of life skills that can improve their chances of finding employment, raise their level of income, and make them more optimistic and willing to volunteer in the community.

- *Preventing youth crime and gang involvement* – Young people who participate in sport are less likely to engage in delinquent behaviour and have lower rates of criminal arrest. Sport programmes can also offer youngsters a positive alternative to membership of criminal gangs. Sport programmes to prevent youth crime and gang involvement work best when they are holistic, values-based, empowering and delivered as part of a wider series of activities, in partnership with local renewal agencies and other groups.

3. Building stronger and more inclusive communities

Sport's benefits are not limited to individuals. Sport can also help to strengthen communities by building social capital and fostering greater inclusion of marginalised or excluded groups. Many believe that sport is a key contributor to quality of life in their communities.

- *Building social capital* – A nation's level of sport participation is closely linked to its level of social trust and well-being. People who participate in sport are more likely to vote and show interest in political and public affairs. They also show higher levels of social trust in institutions and life satisfaction. Sport also helps to keep small rural communities together and, in declining rural towns, may even provide the last remaining social infrastructure.

- *Helping newcomers to integrate more quickly into society* – Sport can help to break down barriers between newcomers and local host populations.

- *Fostering greater inclusion of people with disabilities* – Sport helps people with disabilities to build their self-confidence. It also helps change negative community perceptions by focusing attention on athletes' abilities, rather than their disability.

- *Strengthening cultural pride and identity* – Sport offers particular benefits to minority cultural communities that have serious social issues, in terms of building cultural pride, social cohesion and self-esteem. In such communities, sport can help reduce drug and alcohol use, with related reductions in family violence.

- *Promoting environmental sustainability* – Sport can instil appreciation of, and a desire to protect, the environment and provide a platform for social mobilisation on behalf of environmental sustainability.

- *Fostering environmental awareness and stewardship* – Many investments in community sport are investments in green space, with users often becoming advocates for their protection, proper maintenance and expansion, just as those who pursue wilderness sports are often advocates for the protection and sustainable use of remote environments.

- *Providing a platform for social mobilisation* – Elite international sport events such as the Olympic or regional Games provide powerful platforms for promoting environmental protection because of their large audiences and global reach. High-profile athletes possess this same potential. Many international sport and environment bodies are using this capacity to raise environmental awareness and to advocate for greater sustainability at local as well as global levels.

- *Making sport facilities more sustainable* – New greener standards for sport and recreation facilities, combined with efforts to improve the sustainability of existing facilities, ensure that community sport is doing its part to make our communities more sustainable and to leave a positive environmental legacy for the future.

C. CONCLUSION

Sport is a powerful means of promoting health, but an even more powerful means of building social capital, and perhaps the most effective system we have, outside of the family, for providing young people with positive adult role models and mentors and opportunities for positive development.

In order to provide these benefits, however, we need to build an inclusive community sport system that delivers the sport the community wants – sport that is fun, fair, inclusive and promotes excellence. This is not the job of sport alone. Local communities have a leading role to play, together with their sport organisations and governments, who can help ensure that all communities have the sport infrastructure they need.

The quality and ultimate impact of community sport finally comes down to individuals – the athletes, parents, coaches, administrators and volunteers - whose ideas, attitudes and behaviour determine whether we will close the gap between the sport we have and the sport we want – True Sport.

D. QUESTIONS

1. Given all the suggested benefits that sport can offer, how are these being promoted to leaders in your community?
2. Is "the sport we want" – the sport that can deliver many benefits - being delivered through your programmes? If not, how can you improve?
3. As "the sport we want" requires many in your community to embrace positive sport values, who will help you achieve this?

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UNIT 12

SPORT FOR ALL

A. INTRODUCTION

Sport for All is a movement promoting the Olympic ideal that sport is a human right for all individuals, regardless of race, social class and sex. The movement encourages sport activities that can be undertaken by people of all ages, both sexes and under different social and economic conditions.

In 1983, prompted by the booming health and fitness trend, the IOC set up a Sport for All Working Group. The group was asked to establish how the Olympic Movement could promote such activities. Seeing strong international interest in such an initiative, an IOC Sport for All Commission was created, whose most important aim is to encourage the practice of Sport for All via IFs, NOCs and national sport organisations.

B. IOC POLICY AND PROGRAMMES

Sport For All Congress

The IOC granted its patronage to the World Sport for All Congress in 1986 and the World Health Organisation and the General Association of International Sports Federations have since added their support for this initiative.

The 12th World Sport for All Congress was held in Malaysia in November 2008. Under the motto "Sport for All – for Life", more than 500 participants from around 100 countries worked together to share knowledge, discuss best practice and find progressive solutions to counteract trends of physical inactivity and the increasing incidence of obesity. The Congress called on governments and public authorities at all levels to:

- focus on the importance of sport and physical activity as a key element of health policy;
- when formulating policies, take into account the public health, social and economic benefits of increased participation in sport and physical activity;
- recognise the importance of community sport and physical activity; and
- consider Sport for All as an investment, not a cost and burden.

Olympic Day – 23 June

At its 42nd Session (1948) in St Moritz, Switzerland, the IOC approved the idea of an Olympic Day. This celebration would be used to commemorate the creation of the IOC on 23 June 1894 in Paris. In an effort to encourage all NOCs to commemorate and celebrate Olympic Day, in 1987 the IOC Sport for All Commission launched the Olympic Day Run concept with the objective of promoting participation in sport by men, women and children from all corners of the world, regardless of athletic ability.

In 2009, the IOC decided to consolidate and perpetuate the success of the Olympic Day Run. Under the theme "Move, Learn, Discover", the new Olympic Day concept encourages NOCs to launch various sporting, cultural and educational initiatives which go beyond the run itself. Some NOCs have incorporated the event into the school curriculum, while others organise cultural exhibitions and various activities centred on the Olympic values. Some organise sport activities customised for different age groups, educational sessions for children and youngsters with top athletes, websites that direct visitors to sport programmes in their neighbourhood, or a discovery tour of sports never previously tried.

Olympic Day start-up kit

In order to support NOCs in the organisation of their Olympic Day, the IOC produces an Olympic Day start-up kit, which is sent to each NOC. This includes background history, ideas and tips for activities that can be organised, and guidelines for promoting and communicating events.

Sport For All Patronage Programme

Each year, the IOC Sport for All Commission awards IOC patronage and financial assistance to 15 Sport for All events. These sport events can be drawn from a wide range of activities, the main selection criterion being that the event concerned must truly be open to all.

C. QUESTIONS

1. What is your NOC or sport organisation doing to promote Sport for All?
2. What partnerships could be developed between your sport organisation and other agencies to promote Sport for All? Are schools and other local organisations involved?
3. What Olympic Day celebrations occur in your country? What more could be done?

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UNIT 13

INCLUSION AND EQUITY

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A. INTRODUCTION

Sport is a fundamental right and all should have the opportunity to participate, and to do so under conditions that treat them fairly.

Lack of inclusion and equity occur because of:

- favouritism and coach preference;

- cliques among the players themselves;

- denial of barriers such as poverty, racism and gender inequality;

- lack of recognition of diversity (e.g. gender, economic);

- inappropriate allocation of resources, inadequate resources;

- a lack of promotion of sport in general;

- a lack of awareness of opportunities for sport as a lifelong experience;

- a lack of appropriate representatives to lead participants;

- the complacency of some parents; and

- the high cost of sport.

The following examples show how sport can help to foster a more inclusive society.

The inclusion of refugees can help to break down barriers between newcomers and local host populations, improve relationships among asylum-seekers of diverse backgrounds, and build their self-esteem and self-confidence. Sport is also being used successfully to link newcomers to key community services and supports.

Sport helps people with disabilities to improve their health and mobility by making them stronger, more flexible and more coordinated. At the same time, it provides opportunities for them to build their self-confidence and self-esteem, enhance their social skills and networks, and become more motivated and independent. Sport also helps change negative community perceptions by focusing attention on athletes' abilities rather than on their disability.

B. INCLUSION OF WOMEN IN THE OLYMPIC MOVEMENT

For the IOC, one primary focus of inclusion has been the attempt to increase the number of female Games participants and sport leaders. Following the recommendations of a study commission of the IOC Centennial Olympic Congress in 1994, a Women and Sport Working Group was established in 1995 by the IOC President to advise the Executive Board on suitable policies to be implemented in this field. It became the Women and Sport Commission in 2004.

It is true that the first Olympic Games of the modern era in 1896 were not open to women. Baron Pierre de Coubertin, who revived the Games, was very much a man of his time and believed that the Games should traditionally remain a "eulogy to male sport". Women did take part in the tennis and golf events at the 1900 Olympic Games and their participation has grown steadily over the years. In 1991, the IOC, in cooperation with the IFs, decided that any new sport included on the Olympic programme should have both men's and women's events. More than 42% of the athletes at the 2008 Games in Beijing were women, participating in 26 of the 28 Olympic sports, after the number of women was boosted by the addition of a number of new events and modification of some others.

Female Athletes' Participation in the Olympic Summer Games

Year	Sports	Events	NOCs	Female Participants	%	Year	Sports	Events	NOCs	Female Participants	%
1896	-	-	-	-		1960	6	29	45	610	11.4
1900	2	3	5	22	1.6	1964	7	33	53	683	13.3
1904	1	2	1	6	0.9	1968	7	39	54	781	14.2
1908	2	3	4	36	1.8	1972	8	43	65	1,058	14.8
1912	2	6	11	57	2.2	1976	11	49	66	1,247	20.7
1920	2	6	13	77	2.9	1980	12	50	54	1,125	21.5
1924	3	11	20	136	4.4	1984	14	62	94	1,567	23
1928	4	14	25	290	9.6	1988	17	86	117	2,186	25.8
1932	3	14	18	127	9	1992	19	98	136	2,708	28.8
1936	4	15	26	328	8.1	1996	21	108	169	3,626	34.2
1948	5	19	33	385	9.4	2000	25	132	199	4,069	38.2
1952	6	25	41	518	10.5	2004	26	135	201	4,306	40.7
1956	6	26	39	384	16.1	2008	26	137	203	4,639	42.37

Female Athletes' Participation in the Olympic Winter Games

Year	Sports	Events	NOCs	Female Participants	%	Year	Sports	Events	NOCs	Female Participants	%
1924	1	2	7	13	5	1972	3	13	27	206	20.5
1928	1	2	10	26	5.6	1976	3	14	30	231	20.6
1932	1	2	7	21	8.3	1980	3	14	31	233	21.7
1936	2	3	15	80	12	1984	3	15	35	274	21.5
1948	2	5	12	77	11.5	1988	3	18	39	313	22
1952	2	6	17	109	15.7	1992	4	25	44	488	27.1
1956	2	7	18	132	17	1994	4	27	44	523	30
1960	2	11	22	143	21.5	1998	6	31	54	788	36.2
1964	3	13	28	200	18.3	2002	7	37	77	886	36.9
1968	3	13	29	211	18.2	2006	7	40	80	960	38.2

(NB: mixed events included)

Women's participation in administrative structures of the Olympic Movement

While the participation of women in physical activities and the Olympic Games had steadily increased, the percentage of women in governing and administrative bodies of the Olympic Movement had not. In order to remedy this situation, in 1996 the IOC adopted the following proposals regarding women's involvement in decision-making structures:

- The NOCs, IFs, NFs and the sport organisations belonging to the Olympic Movement should try to increase the number of women participating in decision-making structures (in particular all legislative or executive agencies) to at least 20% by December 2005. At present (2009), nearly 30% of NOCs and IFs have reached this goal.

- The Olympic Charter was also amended to reflect the need to attain equality for men and women.

Representation of women within the IOC

In 1981, at the initiative of President Samaranch, two women were elected to the IOC. Since then, a total of 23 women have served as IOC members. At present (2009), there are 16 women out of 107 active members. Similarly, IOC Commissions and working groups are including more women than before, enabling them to contribute directly to all issues and policies which the IOC is working on.

Both Anita DeFrantz and Gunilla Lindberg have served as Vice-Presidents and Olympic champion Nawal El Moutawakel from Morocco was elected as a member of the IOC Executive Board in 2008. She was the first woman ever to chair an IOC Evaluation Commission, and has done so for the 2012 and 2016 Olympic Games candidature procedure.

IOC World Conferences on Women and Sport

Since 1996, the IOC has organised a quadrennial World Conference on Women and Sport. The purpose of these Conferences is to assess the progress made in this area within the Olympic Movement and to define future priority actions to improve and increase the involvement of women in this framework.

IOC Continental Seminars on Women and Sport

In 1996, the IOC established a programme of regional seminars for female administrators, coaches, technical officials and journalists, which were held on the five continents for over 10 years. A second generation of continental seminars started in Cairo, Egypt in 2006 for African NOCs, with subsequent forums organised on the other continents.

Olympic Solidarity

Particular efforts are made to ensure that a growing number of women benefit from Olympic Solidarity programmes. In addition, a specific Women and Sport programme has been established to support NOC projects such as gender equality activities, targeted communications campaigns, national research programmes, and national seminars. This programme also serves to finance participation of certain NOCs' delegates in the IOC continental seminars and the IOC World Conferences on Women and Sport.

IOC Women and Sport Trophy

The IOC Women and Sport Trophy is part of the IOC's aim of raising awareness. Every year, six trophies (one per continent and one at world level) are awarded to a former athlete, coach, administrator or journalist, or to an organisation that has worked to develop, encourage and strengthen the participation of women and girls in physical and sport activities. Each NOC, Olympic IF or Continental Association may propose one candidate, whose file is studied by an IOC jury composed of members of the Women and Sport Commission.

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C. QUESTIONS

1. Identify any special efforts your sport organisation is making, or could make, to ensure inclusion in your programmes.
2. Identify any special efforts your sport organisation is making, or could make, to ensure equity between men and women in your programmes.
3. Looking at the list of opportunities that should be made equally available, what are the actual opportunities for women in sport leadership in your country?
4. How could women be encouraged to become more involved at all levels of sport in your country?

REFERENCES

4th IOC World Conference on Women and Sport, Dead Sea, Jordan, Conference Resolution and Action Plan, 2008, www.olympic.org

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UNIT 14

ATHLETE SUPPORT

A. INTRODUCTION

Athletes are the heart and soul of the Olympic Movement, the focus of attention. They are universally seen as role models and heroes by the youth of the world.

They have rights, which include the right to fairness and due process, good coaches, clear rules, fair competition, health, privacy, safety, confidentiality and education.

Their ambition to contribute to sport development centres on a desire to be heard by the leaders of sport, to make their suggestions count so as to orientate sport for the better.

The 2009 Olympic Congress included in its recommendations:

"As role models in society, athletes are able to make a major contribution to the Olympic Movement both by raising the profile of sport and recreation across communities and by becoming standard bearers for future generations. Athletes should be encouraged to play an integral part in the organisation and development of sport throughout the twenty first century."

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B. IOC INTEREST IN PROTECTING ATHLETES

The IOC devotes a great deal of attention to protecting athletes and has undertaken the following activities:

- The IOC created the IOC Athletes' Commission in 1981. This Commission appoints athlete representatives to all the other IOC Commissions and meets with the IOC Executive Board at least once a year to submit its recommendations.
- During the Olympic Games, the IOC Medical Commission and the IFs conduct studies of traumatology, injury prevention and optimisation of performance.
- In 1983, the IOC created the Court of Arbitration for Sport (CAS), which became fully independent in 1993. This international court considers the legal problems encountered by athletes. Its procedure is universally applicable, simple, quick, flexible and inexpensive.
- The World Anti-Doping Agency (WADA) was created in 1999 to combat the scourge of doping in sport and to protect the health of the athletes. It is now an independent body.

The IOC Athletes' Commission

The Athletes' Commission is the link between athletes and the IOC. It is composed of active and retired athletes, holds at least one meeting each year and offers recommendations to the IOC Executive Board.

As representatives on most IOC Commissions, the members of the Athletes' Commission participate in the entire organisational process of the Olympic Games. Furthermore, they form working groups to ensure that the competition, training and living conditions for the athletes during the Games are satisfactory. During the period of the Games, Commission members are available to listen to their peers in the Olympic Village or at the competition venues.

At each edition of the Olympic Games (summer and winter), the participating athletes are invited to vote to elect the majority of the members of the Athletes' Commission, which has 19 members:

- eight summer sport athletes elected during the Games of the Olympiad (four at each edition of the Games);

- four winter sport athletes elected during the Olympic Winter Games (two at each edition of the Games);

- up to seven athletes appointed by the IOC President, to ensure a fair balance in terms of gender, sport and region.

The 12 athletes elected by their peers serve an eight-year term and become IOC members for the duration of their term with the Athletes' Commission.

In order to be eligible for the Commission, athletes must have participated in the previous Olympic Games or in the Games during which the elections occur and never have been found guilty of a doping offence during their sport career. Only NOCs that have their own Athletes' Commission may propose a candidate upon the recommendation of that Commission.

International Athletes' Forum

The aim of this two-yearly Forum is to offer the athletes an opportunity for discussion on topics of direct concern to them. Today, being an athlete does not stop at an athletics track, a pool or a court. Like any other citizen, athletes have the right and the duty to voice their concerns and recommendations on the position they occupy within the sport movement and society in general.

The 4th Athletes' Forum, held in Marrakech, Morocco in May 2009, centred around the following three key concerns for today's and tomorrow's athletes:

- relations between athletes, clubs, federations and NOCs;

- health protection during training and competition; and

- the social and professional life of athletes during and after high-level sport.

The full report of the Forum can be obtained from the IOC website.

C. IOC ATHLETE CAREER PROGRAMME

For most athletes, competing at the Olympic Games is the pinnacle of their career. To reach the Games, athletes commit both time and energy, and often sacrifice many facets of what can be referred to as a "normal" life. While these athletes have elected to pursue an alternate career path, their dedication to their sport, competition and training demonstrates they are just as capable of achieving success well beyond their sporting career. As athletes' experiences are not typical, they require personalised support to achieve this success. The increasing professionalism and globalisation of elite sport means athletes are required to organise the amount of time dedicated to educational and professional development pursuits. Many athletes finish their careers in elite sport without acquiring an education, training or life skills. This typically leaves them unprepared to make the transition to work from their sporting careers. Whilst the majority of their non-sporting peers have already established themselves in careers, retired athletes may find themselves beginners in the professional world, with no tangible means of entry into an alternative job or occupation.

Therefore, it is widely accepted that the sports world needs to better support athletes to enable them to have a balanced life throughout their sports career, and to provide them with the tools and resources that will better prepare them for their transition into life after sport. Athletes' dedication to their sport, competition and training demonstrates they are just as capable of achieving success well beyond their sporting career.

The IOC has implemented a programme to address these needs by providing athletes with the support they require during and after their sports career. The IOC Athlete Career Programme (IOC ACP) provides guidance as well as the necessary tools to help athletes successfully manage training, competition and the challenges and opportunities of everyday life. It focuses on three pillars: education, life skills and employment.

The programme has been developed and delivered by the Olympic Movement, including NOCs, IFs and national federations.

Direct actions (e.g. the implementing of programmes) should remain the primary responsibility of national bodies (NOCs, NFs, government, etc.). However, there may be significant areas where the IOC can provide support and influence, particularly to NOCs. Therefore the main position of the IOC is that of a thought leader.

IOC President Jacques Rogge summarises the position of the IOC:

"Life after a sports career and an athlete's reintegration into society are important for the IOC. The IOC alone cannot do everything, as there are hundreds of millions of athletes throughout the world. However, the IOC will create a network to give a stimulus to what has to be done on a national level. We must work on a local basis, and we have a huge network of NOCs. In many countries, either the government or the NOC offers access to education to an athlete during their sporting career. But the important thing is that the athletes should bear in mind that they have a responsibility during their career to prepare for later life."(International Athletes Forum, Lausanne, 19-20 October 2002)

It is therefore crucial to make athletes aware of the skills and qualities they possess which can be applied in a non-sporting context. The athlete who possesses effective life skills will be better able to cope with the challenges of a career outside sport than the athlete who lacks those skills. Research suggests that providing education and vocational counselling in preparation for a post-sport career is an integral part of the athletes' developmental process and contributes to their ultimate success. It is argued that helping athletes prepare for a post-sport career has the ability to broaden an athlete's self-identity, and develop their life skills. Furthermore, career development assists athletes to develop work and social skills, enabling them to deal more effectively with the pressures of being elite athletes, and suffer less anxiety about being a late starter in a career outside sport.

Education – Advice on how to assist athletes to successfully combine sport and studies, including academic counselling. Information and tips regarding successful pathways within education at all levels are presented.

Life skills – Information, practical tools and guides to share with athletes on subjects such as health, budgeting and financial matters, time management, media training, public speaking and goal setting are presented.

Employment – Support and advice to assist you in working with athletes on their "other" career, including information on drafting a CV, job hunting and interview preparation, are presented.

The IOC, in collaboration with Adecco, provides NOCs with the support and tools necessary to help athletes make the transition from competitive sport to a new career. Adecco, in the countries in which it is represented, also helps athletes with job placement. To the end of 2009, Adecco had supported more than 5,000 athletes from 40 countries, including those where Adecco has agreements with the respective NOCs.

The major platform for the IOC Athlete Career Programme's information and tools is www.olympic.org/iocacp. It is designed with athletes in mind, based on advice from elite athletes and experts around the world, and provides a career toolkit for athletes. Please also refer to Section 4, Unit 57 on Developing Athletes for more in-depth information, as well as practical guidance.

D. ATHLETES AND MONEY

Amateurism and professionalism

Nobody seriously believes that athletes can be competitive in high-performance sport without some form of financial support. The word "amateurism", so prevalent in sport in the last century, has now essentially disappeared. Since the IOC decided in 1981 to stop trying to define "amateur" and to use the concept of "eligibility" instead, rapid changes have taken place in the opposite direction.

There is now a trend towards professionalism, as defined both in monetary and full-time training terms. Coaches, administrators and athletes at the highest levels of competition are essentially full-time, receiving various types of support from governments, their association, sponsors and employment as athletes. Some can receive prize money for appearances and performance. The IOC and IFs have permitted fully professional athletes to compete in the Games (e.g. basketball, tennis, ice hockey) because they are the best in the world; television and other sponsors of the Games believe there will be massive viewer interest in these famous athletes at the Games.

The "commercial athlete"

Elite sportsmen and women must be professional in their approach to sport. Today's standards demand this. Some train full-time, while many take extended leave from work in order to prepare for major competitions. It could be argued that we have progressed from the true amateur through to the professional and that a new version of the professional, the "commercial athlete", is now emerging.

Commercial athletes tend to be talented, successful entertainers with public appeal, who receive extensive media coverage and are able to generate significant income both within and outside their sport. Commercial athletes are created by events and good management. This new breed of athlete is currently restricted to a few sports but, with increasing television exposure for many "minor" sports, commercial influences will soon become a reality for many more.

Commercial athletes are subject to additional stresses in the already stressful atmosphere of the Olympic Games. They may bring with them many problems for their coaches, organisation and Olympic Games mission to solve. These problems are linked to the media, their promoters and agents, who all want a large part of the athlete's time and energy. Some athletes, as media stars, may seek extra attention. Some are given hotel rooms as part of their sponsorship deals and they may therefore wish to live outside the Olympic Village. They may be given cars to use and want vehicle accreditation. Most have an entourage, such as a manager, coach, masseur, physiotherapist, lawyers and accountants, all with requests for accreditation and tickets.

Sponsors place serious demands on athletes. They insist that the athletes fulfil their contractual obligations and duties, such as attending functions and entertaining corporate clients. The contract would include a code of conduct demanding a high standard of behaviour, with termination of the contract if a doping offence was committed and penalties for wearing a rival company's product.

The bottom line for the sponsors is a return on their often substantial investment. That return comes in the form of sales and maximum exposure of their logo, name and products. At the Olympic Games, the opportunities are multiplied many times over. The IOC has its own world-wide Olympic Sponsors, who pay for exclusive rights to the Games emblems. Each NOC has its own sponsors who pay for the exclusive rights for their product to be the Olympic team product. Athletes also now have their own sponsors, who pay for the exclusive rights to the athlete. There is a potential for conflict between these competing sponsors, certainly as far as the athlete and their sponsor are concerned. If the NOC has a contract with one clothing company and an athlete has a contract with another, this inevitably leads to difficulties.

Para. 2.3 of the Bye-law to Rules 28 and 29 of the Olympic Charter (2010) indicates that:

"They (the NOCs) have the sole and exclusive authority to prescribe and determine the clothing and uniforms to be worn, and the equipment to be used, by the members of their delegations on the occasion of the Olympic Games and in connection with all sports competitions and ceremonies related thereto."

"This exclusive authority does not extend to specialised equipment used by athletes of their delegations during the actual sports competitions. For the purposes of this rule, specialised equipment shall be limited to such equipment acknowledged by the NOC concerned as having a material effect on the performance of athletes, due to the specialised characteristics of the equipment. Any publicity in respect of any such specialised equipment must be submitted to the NOC concerned for approval if there is any reference, express or implied, to the Olympic Games."

There is always pressure for athletes under contract to wear their sponsors' clothing rather than their NOC's clothing at medal ceremonies, press conferences or other public events during the Games. Such problems arise from many products, such as sunglasses, hats with sponsors' labels, equipment labels and others. Ambush marketing is now very much an issue for the NOCs' Games mission, as it is with Organising Committees and the IOC.

Each sport team manager has a crucial role to play. They must be aware of all the issues and pressures and exercise fairness and consistency for all the team, not just the "commercial" members. Above all else, communication is the key. Many NOCs now require each potential Olympic team member to sign a contract relating to several issues, such as being drug-free, abiding by the team code of conduct and wearing team-issued clothing on appropriate occasions.

E. QUESTIONS

1. How do you support your athletes? How can you improve your level of services?
2. In particular, how can we better help athletes to combine sport, education, life skills and employment?

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The Athletes within the Olympic Movement, IOC Athletes' Commission, www.olympic.org

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IOC Athlete Career Programme, www.olympic.org/iocacp

Adecco, http://athlete.adecco.com

UNIT 15

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PROTECTING YOUNG ATHLETES

A. INTRODUCTION

What could be more important in sport than ensuring athletes, in particular young athletes, are protected from harm so that they enjoy their sport experiences? To live in a values-based sport system, we must help create a safe and welcoming environment because it will help ensure that all are encouraged to participate in sport. Valuing a safe and welcoming environment means that we must be aware of the stages of child development and adapt sport experiences to the abilities of children.

We fail to meet expectations for a safe and welcoming environment when:

- there is a massive drop-out from sport, in particular around the age of 11 or 12 (this is often the first step into competitive sport);
- our streets and playgrounds are not safe and children cannot play outside;
- adequate training / education for coaches / volunteers is not provided;
- coaches expect too much from children and ask them to undertake unsafe routines or practices;
- rigour is not applied in selecting appropriately skilled volunteers for coaching positions;
- appropriate equipment is not always available;
- we are missing some policies, rules and sanctions that would encourage a safe and welcoming environment;
- sport officials do not address abuse when it is observed; and
- there are no educational programmes or discussions in a sport organisation to identify appropriate values, ethical behaviour and safe practices in sport, and to ensure implementation of these.

The main contributing factors to our failure to provide a safe and welcoming environment is that sport, by its nature, is competitive and not necessarily conducive to a safe and welcoming environment. In addition, current media portrayal of professional sport often provides examples of abuse, doping and winning at any cost.

B. TRAINING THE ELITE YOUNG ATHLETE

Protecting athletes' health is the primary goal of the IOC Medical Commission, specifically through the promotion of safe practices in training.

An elite young athlete is one who has superior athletic talent, undergoes specialised training, receives expert coaching and is exposed to early competition. This unique athlete population has distinct social, emotional and physical needs which vary depending on the athlete's particular stage of maturation. These athletes require appropriate training, coaching and competition that ensures a safe and healthy athletic career and that promotes future well-being.

Scientific basis of training

Aerobic and anaerobic fitness and muscle strength increase with age, growth and maturation. Improvement in these variables is asynchronous. Children experience more marked improvements in anaerobic and strength performance than in aerobic performance during pubescence. Boys' aerobic and anaerobic fitness and muscle strength are higher than those of girls in late pre-pubescence, and the gender difference becomes more pronounced with advancing maturity. Evidence shows that muscle strength and aerobic and anaerobic fitness can be further enhanced with appropriately prescribed training. Regardless of the level of maturity, the relative responses of boys and girls to training are similar after adjusting for initial fitness.
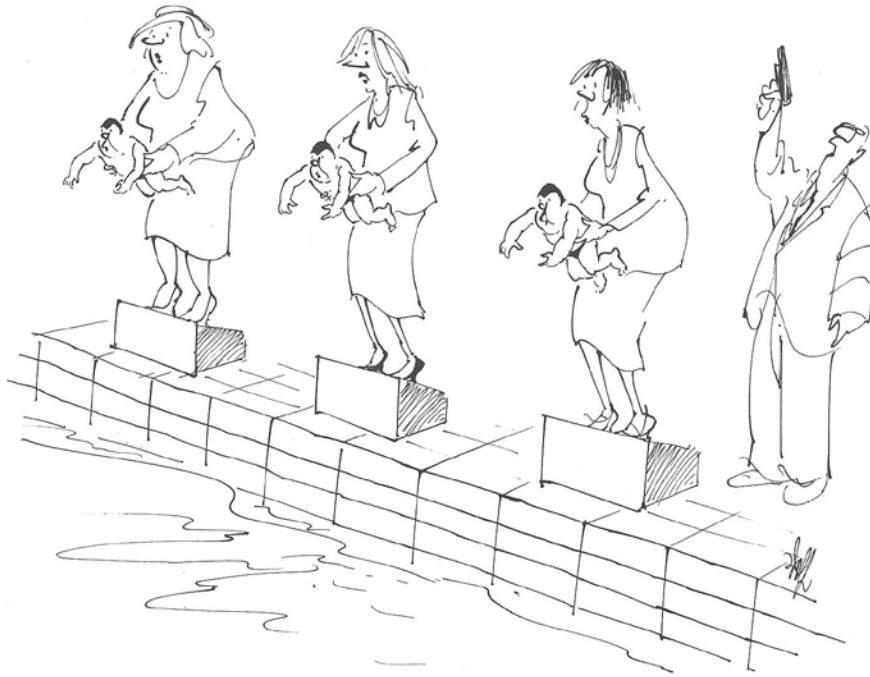
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Special issues in the elite child athlete

The disparity in the rate of growth between bone and soft tissue places the child athlete at an enhanced risk of overuse injuries. Prolonged, focal pain may signal damage and must always be evaluated in a child. Overtraining or "burnout" is the result of excessive training loads, psychological stress, poor periodisation or inadequate recovery. It may occur in the elite child athlete when the limits of optimal adaptation and performance are exceeded. Clearly, excessive pain should not be a component of the training regimen.

In girls, the pressure to meet unrealistic weight goals often leads to the spectrum of disordered eating, including anorexia and / or bulimia nervosa. These disorders may affect the growth process, influence hormonal function, cause amenorrhoea, low bone mineral density and other serious illnesses which can be life-threatening.

Elite child athletes deserve to train and compete in a suitable environment supported by a variety of age-appropriate technical and tactical training methods, rules, equipment, facilities and competitive formats. They deserve to train and compete in a pleasurable environment, free from drug misuse and negative influences, including harassment and inappropriate pressure from parents, peers, health care providers, coaches, media or agents.

Recognition that an elite young athlete has very different training requirements form those of a teenager or young adult is critical, both in protecting the health of the child, and in ensuring training progress. Expertise in child development is required in setting up such training programmes.

Sport training and education

Sport training should not be conducted at the expense of quality school education. Education is a priority that prepares one for meeting life's needs; sport can provide pleasure throughout life as a hobby and interest. Indeed, in many cases, sport and education can co-exist, and indeed, high-level sport may sometimes take precedence for a particular period. However, in the longer term, a sport career is short and a good education pays dividends for a much longer time. It is therefore necessary to provide children and junior athletes with guidance so that they may carefully combine their training requirements with educational aspects.

With regard to training of junior athletes, the 2009 Olympic Congress in Copenhagen made the following recommendation (no. 5):

"5. All constituents and other stakeholders of the Olympic Movement should take into account the current trends of overloading training and competition schedules and calendar, which can be detrimental to athletes, in particular junior athletes, from the perspective of performance, health and commitment; and should take appropriate measures to prevent this escalation where necessary."

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C. QUESTIONS

1. How safe is the environment for children and young athletes in your sport system, club or school?
2. What are the most important safety issues for children and young athletes in your sport environment?
3. Can conditions be improved and, if so, how?
4. Whose responsibility is it to assess the safety conditions for children and young athletes?
5. Whose responsibility is it to rectify safety or harassment problems when there is need to do so?

REFERENCES

Consensus Statement on Training the Elite Child Athlete, IOC, 2005, www.olympic.org

UNIT 16

ETHICAL ISSUES OF DOPING

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A. INTRODUCTION

What is doping?

Doping is the deliberate or inadvertent use by an athlete of a prohibited substance or method as defined by the World Anti-Doping Code. Doping is strictly prohibited. Encouraging or assisting athletes to use such substances or methods is unethical and also considered a doping-related offence.

Why is doping prohibited?

Doping is prohibited because its presence undermines the fundamental joy of sport and our collective pursuit of human and sporting excellence. It is also prohibited in order to protect athletes from the unfair advantage which may be gained by athletes who dope to enhance performance, and from the possible harmful side effects which some substances or methods can produce. Doping also has potential legal implications. The distribution of many prohibited substances (e.g. anabolic agents), if not for a medically justified reason, may be illegal in many countries.

B. ETHICAL ISSUES

What drugs to use or not to use, and what drugs should be allowed or forbidden, is both a moral and a medical problem. However, when all the facts are known, or at least when as many as possible have been discovered, a decision still has to be made whether or not to have medical treatment, whether or not to use a particular drug and, where sport governing bodies are concerned, which medical and pharmacological aids to performance should be allowed and which forbidden. At this point, the question is no longer a medical one but a moral one. The question is which drugs, devices and therapies are fair and which are unfair? This is not an easy question. The list of forbidden drugs is under constant review and is available through the World Anti-Doping Agency (WADA) website.

Principles applied to formulating doping regulations

Three principles could be applied when drafting regulations about medical and pharmacological means of improving performance.

1. ***Athlete's welfare*** - The first principle is the welfare of the athlete. If the effect of using a drug or a medical technique seriously impairs the health or physique of an athlete - for instance, by causing disease, increasing the risk of disease or even distorting normal growth and development - then a ban on use has been considered justified.

2. ***Equity*** - The second principle is that of equity. If certain sophisticated scientific techniques or products enhance performance, they obviously give an advantage to those who have access to them and penalise those who do not. This principle underlies the banning of certain medical techniques, even those which are not known to have any health hazards if properly carried out, such as auto-transfusion of one's own blood (blood doping).

3. ***The Games are for the athletes*** - The third principle underlies the second. In dramatic terms, it is expressed in this way: "The Olympic Games are contests between athletes, not between medical scientists and manufacturing chemists." The use of some techniques and drugs by some athletes could and does lead to a situation in which other athletes feel they cannot succeed, however hard they train and however skilful they become, unless they use the technique or drug. This is contrary to the glorification of physical prowess which de Coubertin set as an aim of the Olympic Movement.

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Human rights

The purpose of a doping control programme is to monitor the status of athletes with respect to the use of prohibited substances and methods in sport, thereby serving as a deterrent against the use of such substances or methods. The detection of a prohibited substance or prohibited method leads to the establishment of a doping offence.

A doping offence results in national and / or international sport penalties which are normally limited to eligibility. For example, athletes are faced with the loss of eligibility to participate in sport for certain periods of time up to and including ineligibility for life, as well as the loss of financial support. It is essential that an athlete testing positive be protected from additional actions or inactions by others which are considered unacceptable according to standards of natural justice and fundamental human rights. Given that the responsibility for the application of sanctions and disclosure of offences is primarily that of national and International Federations, those conducting the testing should discharge their obligations in a manner which respects the jurisdiction of such federations.

Should a situation arise where a positive case creates a concern for human rights, each case should be assessed on its own merit, which may require action or measures outside the normal national and / or International Federation doping control procedures, or a review that is considered more fair and appropriate.

C. QUESTIONS

1. Does your NOC or sport organisation educate your athletes about doping and why it is prohibited?
2. If not, should you, and what would you do?
3. Are you familiar with the educational materials developed by WADA which are available on the WADA website?

REFERENCES

WADA, www.wada-ama.org

WADA List of prohibited substances and methods, www.wada-ama.org

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UNIT 17

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FAIR PLAY

A. INTRODUCTION

At the Opening Ceremony of the Olympic Games, one of the athletes takes an oath on behalf of all the athletes. One of the officials takes a similar oath on behalf of all judges and officials. These oaths bind athletes and officials to abide by the rules which govern the Games "in the true spirit of sportsmanship". There are thus two parts to the Olympic oaths - observing the rules and behaving in a sporting spirit. The term "fair play" covers both of them.

Fair play demonstrates attitudes and behaviour in sport consistent with the belief that sport is an ethical pursuit. It does not include acts of violence, cheating, drug abuse or any form of exploitation in an effort to win. When elements such as these are introduced, the true competitive spirit is lost and there remains no purpose for sport.

Fair play does not only mean adherence to written rules; rather it describes the right attitudes of sportsmen and sportswomen and the right spirit in which they conduct themselves; showing respect for others and care for their freedom from bodily or psychological harm. Fairness is trying to put oneself in the place of the other and acting accordingly. Fair play is, first of all, a matter of personal commitment of the individual.

Sport federations at regional, national and international levels contribute significantly to the fair play environment through rules and regulations and the training of coaches, referees, judges, medical officers and other officials. Governments and public and private educational institutions in particular are also responsible for fair play education and attitude formation. The educational process should not only address active participants in sport but also consumers, i.e. spectators. Parents play a vital role in instilling a spirit of fair play in children. Spectators and the mass media have a role to promote fair play. It should not be forgotten that not only good but also bad examples in sport have a major impact on the socialisation process of human beings.

The International Committee for Fair Play (CIFP) is concerned about developments in sport all over the world which undermine fair play. Its primary objective is to promote fair play worldwide and to create conditions in which fair play can prosper. More information on the CIFP can be found on www.fairplayinternational.org.

B. THE RULES

Sport without rules is impossible and a sport in which the rules are frequently broken disintegrates and will be abandoned. It is therefore in the interests of every athlete that rules should be kept and that they should be enforced with penalties when they are broken.

In the Olympic Games, a serious and intentional breach of a rule would result in disqualification, as was the case when a fencer adapted his weapon to give him an illegal advantage. There were few instances of cheating in the ancient Games and there have been very few in the modern Games. Efficient judging and officiating can and does prevent most cheating during competition.

The oaths, however, are not just administrative devices; they are solemn promises and they place personal responsibility for keeping the rules upon athletes and officials because, throughout human history, keeping a promise has been accepted as a duty even if and when there might be an immediate advantage in breaking it. This personal responsibility for observing the rules is at the centre of Olympism.

Breaking the rules

Some players deliberately break a rule and accept the penalty because it would be more advantageous. In certain circumstances, for instance, it is better to handle the ball in a game of soccer and have a free kick given against your team than to allow play to go on. Some players might argue that this is provided for in the rule and that it is therefore an approved feature of the game. However, a deliberate intention to break certain rules, even if the penalty is readily accepted, is contrary to the Olympic oath.

Unfair judging

Sometimes mistakes are made in judging, especially in style events such as diving, skating and gymnastics, where a judge may make an unintentional error of judgment. Occasionally, a judge may depart from impartiality to favour competitors from a particular country, group of countries, continent or ethnic group. Such favouritism, if confirmed, would quickly destroy an event as an Olympic contest. Impartial administration of the rules is the primary duty of all officials and is included in the oath for all judges and officials. It is also an elementary principle of justice.

C. THE SPORTING SPIRIT

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In 1936, at the Olympic Games in Berlin, in the broad (long) jump competition, the American Jesse Owens and the German Luz Long were tied at 7.87m after four jumps. Luz Long gave Jesse Owens some advice about his approach run. Jesse Owens won the competition with his final jump of 8.06m. The two athletes walked together around the infield to thunderous applause from 80,000 spectators. They remained friends until World War II came between them. It did not break their friendship.

In 1956, Christopher Brasher crossed the line first in the 3,000m steeplechase but was immediately disqualified because, it was said, he had impeded another competitor, Larsen, at the water jump. Rozsnoi (Hungary), Larsen (Norway) and Laufer (Germany) were placed 1st, 2nd and 3rd. Brasher appealed and his appeal was supported by the three athletes, who were downgraded when the appeal was upheld.

In 1964, at the Winter Games, the British team at the start of the bobsleigh race found that a vital part of their sleigh was broken. The Italian pair, who at that stage had the fastest time, offered their own part to the British pair, who then won the gold medal.

These three incidents have nothing to do with keeping or breaking the rules but they exemplify the second part of the Olympic oath, "the true spirit of sportsmanship". They show competitors treating each other not as hated enemies but as friendly rivals. Striving to win must go with respect for opponents and friendship with them.

D. THEORY INTO PRACTICE

Throughout life, we recognise what we ought to do but sometimes we do not do it. Sport, in this respect, is no different from the rest of life.

For some athletes and coaches, even Olympic athletes, the values of Olympism are "posted", that is to say they are known, talked about and discussed, but they are not "operative" because they are not acted upon. "Non-retaliation" to fouls or personal violence may be a posted value, but if the player does retaliate or even "gets his retaliation in first", the value of non-retaliation is not operative.

One of the most powerful forces against the operation of values is the poor example of others. If athletes believe that most of their fellow athletes retaliate, take drugs, intimidate opponents or officials, or accept illegal rewards, it is difficult to put contrary values into practice. They may even abandon their value because "everyone does it" or "you have to do it to win" or "nice guys finish last". Such a lack of morality can be very powerful but it does not determine what is truly right and wrong, or good and bad, in sport.

E. PROMOTING FAIR PLAY

Fair play needs to be promoted to all people in a comprehensive manner. Changing behaviour starts with education. Advertising what fair play means will encourage all those who enjoy competitive sport to practise the principles of fair play.
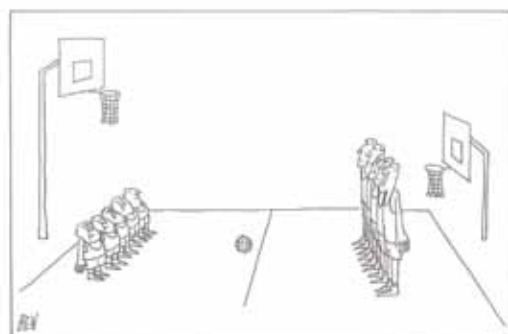
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Participants:

- cooperate with team-mates, coaches, officials and opponents and treat them with respect;
- realise that without opponents, there would not be a game;
- strive for excellence, have fun and develop your skills while accepting your limitations;
- do not try to gain an unfair advantage over opponents;
- know the rules of the game, and play by the letter and the spirit of the rules;
- officials are there to interpret the rules for you; accept their decisions;
- do not use coarse language or insult opponents, coaches or spectators.

Educators:

- teach children to have pride in their achievements and efforts, and in those of others;
- encourage participation from everyone, regardless of skill level;
- help children to understand the meaning of sportsmanship;
- remember that not all children have the same desire for athletic activities - never force a child to participate;
- ensure safety of playing areas and equipment;
- set a good example in your own activities;
- teach that the use of violence is not acceptable;
- make students aware that the style of play they witness from some professional athletes is not necessarily fair or sportsmanlike.

Coaches:

- set an example for players and spectators;
- teach the values of sportsmanship, practise them and expect players to respect those values;
- be knowledgeable about your sport by attending clinics to keep up to date with new developments;
- never argue with officials and coaches in front of players or spectators;
- maintain and follow the letter and spirit of the rules, and reprimand offenders;
- respect and treat participants as individuals, recognising their different levels of ability;
- use only constructive criticism and encourage players to be disciplined and honest;
- discourage a "win at all costs" attitude.

Officials:

- maintain good relations with players and coaches;

- be knowledgeable about the rules of the game;

- match officiating to players' level;

- enforce penalties against players and coaches;

- maintain a fitness level necessary to properly officiate the sport.

Parents:

- never force children to participate in sport;

- never publicly challenge the official's judgment;

- do not try to achieve your dreams by pressuring your child;

- inquire about who is coaching your child. Is the coach properly qualified in skill, injury prevention and the psychological development of youngsters?

- attend one of your child's practices. Does the coach treat the children fairly?

- talk to your child. Do they enjoy their team and sport? Are they learning that having fun, doing their best and sportsmanship are important?

- if you see a problem, address it immediately and notify other parents;

- if a sport becomes violent on television, turn it off. Explain to your children that fighting and abuse are not an acceptable part of sport;

- accept and promote fair play initiatives sponsored by your government at local, provincial or national level.

Media:

- report fair play issues and fair play situations;

- condemn problems in sport such as violence, unethical strategies, "good fouls", abusive language and the use of drugs that make it possible to gain an unfair advantage over competitors;

- support officials' rulings and emphasise the calibre of play rather than sensationalising the violence.

Spectators:

- do not ridicule players;

- encourage fair and skilful play;

- show respect for the officials;

- condemn the use of violence;

- maintain dignified behaviour;

- if fighting breaks out when you are watching a game on television, turn off your set.

Administrators:

- develop programmes to emphasise fun and skill development;
- ensure that there are programmes providing equitable opportunities for all players, regardless of age, sex, physical size or skill level;
- ensure that proper equipment and safe facilities are available;
- include education on sportsmanship and fair play in coaching courses;
- make it clear that violence on the playing surface and unsportsmanlike conduct are unacceptable;
- establish a fair play award;
- condemn all violence by advertising your facility as a fair play area.

Others:

- as a sponsor of a sport event, team or athlete - at any level - request that the principles of fair play be respected;
- as an advertiser, resist the temptation to resort to themes or images based on sport violence to promote products;
- as a medical practitioner, inform patients about the serious consequences of sport violence and express your concerns publicly;
- as a team owner or manager, take a public stand against sport violence;
- as a government elected representative, express your concern about violent outbreaks at sport events and speak publicly about fair play;
- as a public speaker, incorporate fair play themes in your presentation.

F. QUESTIONS

1. How does your sport organisation promote fair play values and behaviour to your coaches and athletes?
2. What could you do to really be sure that these values and types of behaviour are understood by everyone associated with your sport organisation?
3. What could you do to promote fair play around Olympic Day celebrations?

REFERENCES

International Committee for Fair Play (CIFP), www.fairplayinternational.org

UNIT 18

VIOLENCE AND HARASSMENT

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A. INTRODUCTION

In its role of promoting and protecting athletes' health, the IOC Medical Commission recognises all the rights of athletes, including the right to enjoy a safe and supportive sport environment.

Harassment and abuse are violations of human rights that damage both individual and organisational health. Harassment and abuse occur worldwide. In sport, they give rise to suffering for athletes and others, and to legal, financial and moral liabilities for sport organisations. No sport is immune to these problems, which occur at every performance level.

Everyone in sport shares the responsibility to identify and prevent harassment and abuse and to develop a culture of dignity, respect and safety in sport. Sport organisations in particular are gatekeepers to safety and should demonstrate strong leadership in identifying and eradicating these practices. A healthy sport system that empowers athletes can contribute to the prevention of harassment and abuse inside and outside sport.

B. VIOLENCE IN SPORT

Most sport is non-violent. Every day in every country in the world, thousands of athletic contests take place and thousands of games are played without a hint of violence. However, violence, when it does occur, is a threat to sport and to the Olympic Movement. Of course, violence has news value. The occurrence of violence must be treated seriously.

Violence among athletes

The risk of injury is always present in any physical activity. It is increased when athletes push themselves to the limits of skill, strength and endurance. Generally speaking, performers have been left to make their own decisions on what risks to take. Some have died as a result of their decisions, while others have suffered long term disability, but the hazards of self-inflicted injury have generally been accepted as reasonable. What is unreasonable is for coaches and teachers, anxious to enhance their own reputations, to encourage athletes to risk life or limb against their own inclinations and better judgment.

In games and sports where physical contact is not supposed to occur, violent contact may nevertheless happen. Judges then have to decide who was responsible and whether it was deliberate and intentional. Judging intent is perhaps the most difficult task which an official has to perform. In the end, it is impossible. Only athletes can know whether they are competing in a sporting spirit.

Some sports allow vigorous physical contact and it is part of the game. Shoulder charges in soccer and body checking in ice hockey are recognised in the rules. In boxing, violent contact is not only permitted, but it determines the outcome of the contest. Head guards may reduce superficial injuries, but they do not prevent knock-out blows, nor do they prevent internal and permanent injury, however slight, to the central nervous system.

If vigorous physical contact is allowed in the rules, how vigorous can it be without being too violent? Who is to decide where this borderline is? Athletes themselves play a big part in determining the general climate of opinion on what is fair and not fair. Sport governing bodies must, in their rules and public statements, bear in mind the Olympic aim of promoting friendship. There must be a limit to what you can do to a friend even in sport, even if he or she is a willing recipient of your violence. Friendship is the ultimate criterion.

Probably those who can do most to curb violence are coaches, the mass media and teachers. They themselves are not directly involved in acts of violence and sometimes too readily encourage athletes to commit such acts. Their athletes value obedience and will tend to do as their coach tells them, even when they have moral doubts about what they are instructed to do. Coaches and teachers, therefore, have a heavy responsibility for eliminating violence from the Olympic and Sport Movement.

Violence among spectators in stadiums

The issue of spectator violence in stadiums has been with us for several decades, and has arisen in many sports and in many countries. Many academic papers have discussed the socio-cultural basis for such hooliganism and theories include the following concepts:

- Violence and struggle on the field precipitates violence by team fans in the stands.

- Referee decisions precipitate violence in crowds.

- Fans associate with their home team and create their own "competition" against fans of the opposing team in the stands.

- Fans, hidden in large crowds and fuelled by alcohol, relish creating a riot and acts they would not commit when alone.

- Individuals become more aggressive in groups and are influenced by group norms and acceptance of violence. Examples of group violence stimulate other acts.

Whatever the socio-cultural reasons for fan violence, it has a significant effect on people's attitudes towards involvement in sport attendance at games, or even community support for sport. Thus, it is very important that appropriate ethical values are instilled in youngsters in particular, to reject such unethical behaviour.

It is an important responsibility of the sport movement, together with political authorities, to address this issue and define policies and ways to remedy such situations of violence.
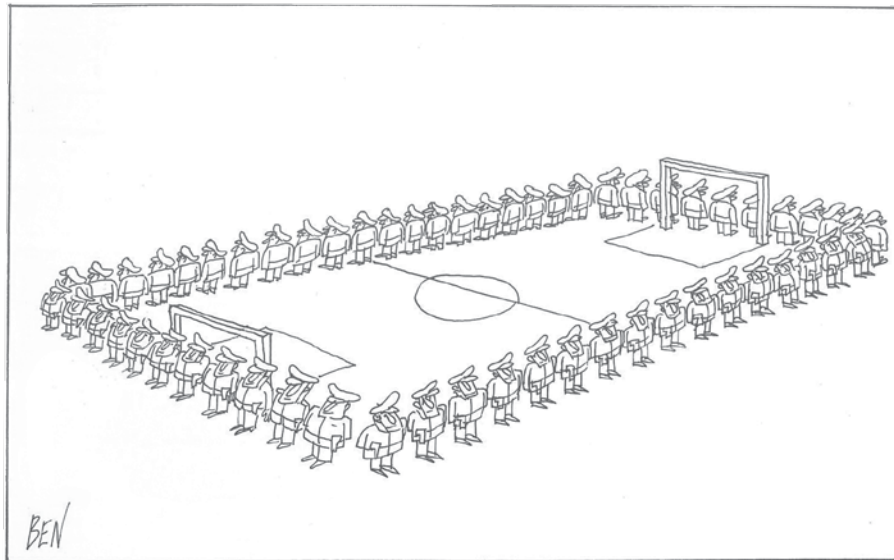
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C. HARASSMENT IN SPORT

There are many forms of harassment – verbal, physical, sexual – all of which can be present in sport. However, in this Unit, we will use the example of sexual harassment and sexual abuse.

Sexual harassment and abuse in sport stem from power relations and abuses of power. They occur within an organisational culture that facilitates such opportunities. Indeed, they are symptoms of failed leadership in sport. Gender harassment, hazing and homophobia are all aspects of the sexual harassment and abuse continuum in sport.

Sexual harassment – Refers to behaviour towards an individual or group that involves sexualised verbal, non-verbal or physical behaviour, whether intended or unintended, legal or illegal, that is based upon an abuse of power and trust, and that is considered by the victim or a bystander to be unwanted or coerced.

Sexual abuse – Involves any sexual activity where consent is not or cannot be given. In sport, it often involves manipulation and entrapment of the athlete.

Gender harassment – Consists of derogatory treatment of one gender or another which is systematic and repeated but not necessarily sexual.

Hazing – Involves abusive initiation rituals that often have sexual components and in which newcomers are targeted.

Homophobia – Is a form of prejudice and discrimination ranging from passive resentment to active victimisation of lesbian, gay, bisexual and transgendered people.

Prevalence, risks and consequences

Sexual harassment and abuse happen in all sports and at all levels. Prevalence appears to be higher in elite sport. Members of the athlete's entourage who are in positions of power and authority appear to be the primary perpetrators.

The risk of sexual harassment and abuse is greater when there is a lack of protection, high perpetrator motivation and high athlete vulnerability (especially in relation to age and maturation).

Sexual harassment and abuse in sport have a serious and negative impact on athletes' physical and psychological health. They can result in impaired performance and lead to athlete drop-out. Clinical data indicate that psychosomatic illnesses, anxiety, depression, substance abuse, self-harm and suicide are some of the serious health consequences.

Passive attitudes / non-intervention, denial and / or silence by people in positions of power in sport (particularly bystanders) increase the psychological harm of sexual harassment and abuse. Lack of bystander action also creates the impression for victims that sexually harassing and abusive behaviour is legally and socially acceptable and / or that those in sport are powerless to speak out against it.

D. STRATEGIES TO PREVENT VIOLENCE AND HARASSMENT

Effective prevention of violence and harassment is enormously helped by having in place policies with associated codes of practice, education and training of all involved with sport, complaint and support mechanisms for those who feel abused, and monitoring and evaluation systems to ensure best practices are being employed. Regardless of cultural differences, every sport organisation should have these provisions in place.

The policy is a statement of intent that demonstrates a commitment to create a safe and mutually respectful environment. The policy should state what is required in relation to the promotion of rights, well-being and protection. It allows the organisation to take prompt, impartial and fair action when a complaint or allegation is made. It also allows the organisation to take disciplinary, penal and other measures, as appropriate.

Codes of practice describe acceptable standards of behaviour that, when followed, serve to implement the policy. Standards of behaviour set a clear benchmark for what is acceptable and unacceptable. They can help to minimise opportunities for sexual harassment and abuse and unfounded allegations.

All sport organisations should:

- develop policies and procedures for the prevention of harassment and abuse;
- monitor the implementation of these policies and procedures;
- evaluate the impact of these policies in identifying and reducing harassment and abuse;
- develop an education and training programme on harassment and abuse in their sport(s);
- promote and exemplify equitable, respectful and ethical leadership; and
- foster strong partnerships with parents in the prevention of harassment and abuse.

The policy should:

- identify and address these issues;
- be clear and easily understood;
- involve consultation with athletes;
- be approved by the relevant management body (e.g. Executive Board) and incorporated into its constitution and / or regulations;
- be widely communicated through publication and a comprehensive education and training strategy;
- apply to all involved in the organisation;
- state that all members have a right to respect, safety and protection;
- state that the welfare of members is paramount;
- identify who has responsibility for implementing and upholding it;
- specify what constitutes a violation;
- specify the range of consequences for such violations;
- specify procedures for reporting and handling complaints;
- provide details of where to seek advice and support for all parties involved in a complaint;
- specify procedures for maintaining records;
- provide guidance for third-party reporting ("whistleblowing"); and
- be reviewed and updated on a regular basis, particularly when there is a major change in the constitutional regulations of the organisation or in the law.

Sport organisations should adopt codes of practice on violence and harassment for specific member roles, which should:

- provide guidance on appropriate / expected standards of behaviour from all members; and
- set out clear processes for dealing with unacceptable behaviour, including guidance on disciplinary measures and sanctions.

E. QUESTIONS

1. Do you believe there are instances of either violence or harassment in your sport organisation?
2. Does your organisation have appropriate written policies in place for these matters, and are the policies implemented?
3. How could your organisation improve its approach in order to prevent such misbehaviour?

REFERENCES

IOC Consensus Statement on Sexual Harassment and Abuse in Sport, 2007, www.olympic.org

UNIT 19

ETHICS IN SPORT

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A. INTRODUCTION

The first Fundamental Principle of Olympism set out in the Olympic Charter states that *"…Olympism seeks to create a way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles."*

Ethics is a branch of philosophy which seeks to address questions about morality, how moral values should be determined, how a moral outcome can be achieved in specific situations and what moral values people actually abide by. Ethics in sport refers to the behaviour of all those participating in sport, including athletes, coaches, judges and referees, sport physicians as well as officers and staff of sport organisations. Consequently, to observe the First Principle of Olympism, all the participants of the sport movement must respect ethical principles.

In order to understand and implement basic ethical principles, codes of ethics and rules are created to guide behaviour. They provide standards or benchmarks against which conduct is evaluated in relation to values.

B. THE IOC ETHICS COMMISSION

Created in 1999, the IOC Ethics Commission is a permanent structure to help the Olympic Movement respect the Olympic ethical principles. The Commission's activities are the following:

- It draws up and updates the ethical principles, in particular the IOC Code of Ethics, based on the values and principles enshrined in the Olympic Charter. It disseminates these texts.

- It conducts investigations into breaches of ethics submitted by the IOC President and, where necessary, makes recommendations for measures or sanctions to the IOC Executive Board and / or the IOC Session; these recommendations remain confidential until the IOC Executive Board makes a decision.

- It helps those in the Olympic Movement to understand and apply the ethical principles and rules. In all cases, this advice remains confidential.

Who can refer a case?

The Ethics Commission cannot refer cases to itself, but it can inform the IOC President of the existence of a situation. It receives complaints from either members of the Olympic family (particularly members of the IOC, NOCs, International or National Federations, and participants in the Olympic Games) or from any person concerned by an alleged breach of the rules. The complaint is automatically forwarded to the IOC President for analysis and possible submission of the case back to the Commission with a view to issuing a recommendation.

Procedures and possible sanctions

When a case is referred to the Ethics Commission, it prepares the file, possibly under the responsibility of a rapporteur. It can hear any person necessary to understand the situation. The person or organisation implicated has the right to be heard. The Ethics Commission can propose any useful measure, such as a reminder of the rules. It can also recommend a sanction - those defined by Rule 22 of the Olympic Charter - from a warning to expulsion or the withdrawal of an Olympic Games accreditation.

C. THE IOC CODE OF ETHICS

The IOC Code of Ethics and regulations, set up by the IOC Ethics Commission, have become necessary in order to help people understand the major "red line" which must not be breached. The IOC Code of Ethics is based on the principles enshrined in the Olympic Charter and is applicable to the whole Olympic Movement worldwide.

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The basic principles of the IOC Code of Ethics are the following:

Dignity

1. Safeguarding the dignity of the individual is a fundamental requirement of Olympism.

2. There shall be no discrimination between the participants on the basis of race, gender, ethnic origin, religion, philosophical or political opinion, marital status or other grounds.

3. All doping practices at all levels are strictly prohibited. The provisions against doping in the World Anti-Doping Code shall be scrupulously observed.

4. All forms of harassment of participants, be it physical, professional or sexual, and any physical or mental injuries to participants are prohibited.

5. All forms of participation in, or support for betting related to the Olympic Games, and all forms of promotion of betting related to the Olympic Games are prohibited.

6. The athletes' conditions of safety, well-being and medical care favourable to their physical and mental equilibrium must be guaranteed.

Integrity

1. The Olympic parties[1] or their representatives shall not, directly or indirectly, solicit, accept or offer any form of remuneration or commission, nor any concealed benefit or service of any nature, connected with the organisation of the Olympic Games.

2. Only gifts of nominal value, in accordance with prevailing local customs, may be given or accepted by the Olympic parties, as a mark of respect or friendship. Any other gift must be passed on to the organisation of which the beneficiary is a member.

3. Any form of conflicts of interests must be avoided.

4. The Olympic parties shall use due care and diligence in fulfilling their mission. They must not act in a manner likely to tarnish the reputation of the Olympic Movement.

5. The Olympic parties, their agents or their representatives must not be involved with firms or persons whose activity or reputation is inconsistent with the principles set out in the Olympic Charter and the IOC Code of Ethics.

Resources

1. The Olympic resources of the Olympic parties may be used only for Olympic purposes.

2. The income and expenditure of the Olympic parties shall be recorded in their accounts, which must be maintained in accordance with generally accepted accounting principles. An independent auditor will check these accounts.

[1] In the IOC Code of Ethics, the Olympic parties are the IOC and each of its members, the cities wishing to organise the Olympic Games, the Organising Committees of the Olympic Games and the NOCs.
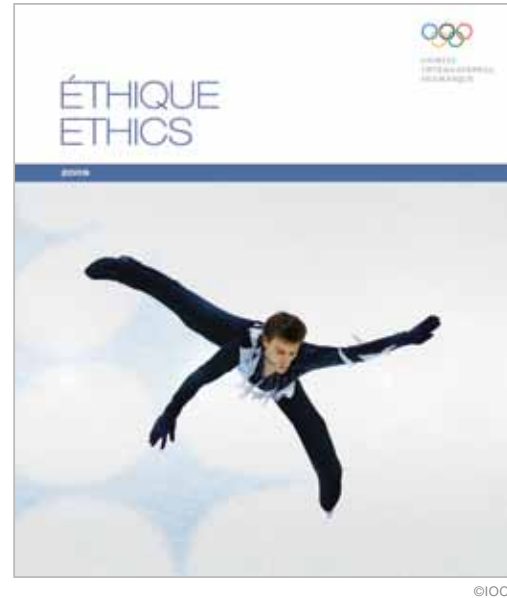
3. In cases where the IOC gives financial support to Olympic parties:

   a) the use of these Olympic resources for Olympic purposes must be clearly demonstrated in the accounts;

   b) the accounts of the Olympic parties may be subjected to auditing by an expert designated by the IOC Executive Board.

4. The Olympic parties recognise the significant contribution that broadcasters, sponsors, partners and other supporters of sport events make to the development and prestige of the Olympic Games throughout the world. However, such support must be in a form consistent with the rules of sport and the principles defined in the Olympic Charter. They must not interfere in the running of sport institutions.

Relations with states

1. The Olympic parties shall work to maintain harmonious relations with state authorities, in accordance with the principle of universality and political neutrality of the Olympic Movement.

2. The Olympic parties shall endeavour to protect the environment on the occasion of any events they organise.

D. THE BASIS FOR ETHICAL BEHAVIOUR IN SPORT

- *Codes of Ethics* – Sport organisations can have their own code of ethics to help their people respect the Olympic ethical principles. This is especially recommended for NOCs. For sport clubs, regional organisations and sport associations, the need to have their own code and rules will depend on the importance of the organisation; it could be inappropriate to set up rules when the umbrella organisation, already has its own which could be applied.

- *Ethics Commission* – It is not always necessary to have a permanent organ to apply the code of ethics or rules. What is important is to provide the organisation with the possibility to set up an ad hoc organ in case of need. In any case, the independence and competence of this organ must be respected.

- *Education* – Sport organisations are responsible for educating all their members about ethics and good governance. People must be regularly informed and the rules must clearly been explained. The importance of Olympic values must be emphasised.

- *Role models* – While sport organisations will be required to comment on and provide some services in all matters relating to ethics and sport, it is vital that they and their members set a good example through the way they behave. Their conduct must be clear and all their actions beyond reproach.

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- **Expertise** – Sport organisations require expertise and staff knowledge in the areas of drug use in sport, the promotion of fair play and matters of ethics. This could involve recruiting expert advisors, hiring an appropriately trained ethicist or contracting for such services, and could require a certain amount of staff education / training (e.g. material designed to give staff the necessary background information for understanding the language and concepts of moral reasoning and judgment, and processes for reflecting on moral issues).

- **Business practices** – Ethical business practice is essential. Examples of unethical behaviour include: false or misleading information, misrepresentation (e.g. qualifications), misappropriation of property (including such things as membership lists, sponsorship proposals), inappropriate marketing practices, unfair athlete contracts or coaching employment agreements, fraudulent solicitations, or confidential material disclosure.

- **Area-specific policies and practices** – These are needed in areas such as:

  · gender equity;

  · multiculturalism;

  · racism;

  · discrimination;

  · integration of athletes with disabilities;

  · harassment;

  · safety; and

  · drug-free sport.

- **Quality control system** – Internal quality control of ethical actions could include the following:

  · policy review: what policies / procedures exist; their clarity, thoroughness, specific steps to address problems, specific targets and monitoring systems;

  · process review: how policies and programmes are developed and implemented;

  · programme review: are values / ethics incorporated into decision-making and programme delivery?

External quality control would require feedback from those affected by the policies / programmes. This might be obtained from:

  · focus group research;

  · surveys; and

  · audits (value audits, ethical audits).

E. QUESTIONS

1. Why is ethics important to sport?
2. Does your organisation have a code of ethics or related policies? If not, what can be done to amend this situation?
3. How can athletes serve as role models of ethical behaviour to youngsters?

REFERENCES

IOC Code of Ethics, www.olympic.org

UNIT 20

GOVERNMENT AND SPORT

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A. THE RELATIONSHIP BETWEEN GOVERNMENT AND SPORT

In most countries, sport is an important area for governments and is often linked to youth. Indeed, it may be a means of encouraging young people to become involved in healthy social activities; promoting health; fostering the educational progress and personal development of athletes and sport players of all ages; focusing on cultural and social values; achieving prestige nationally and internationally; highlighting the concepts of excellence and fair play; and stimulating international exchanges.

Government is important to sport because it can:

- finance sport and provide facilities and services;
- train sport leaders, coaches and teachers;
- help ensure adequate training systems and services for athletes;
- help organise competitions, courses, fund raising;
- help promote sport and healthy lifestyles through the media;
- help promote spectator involvement;
- provide support, both administrative and financial, for sport medicine, science and safety;
- develop school sport programmes; and
- provide access to its infrastructure and thus make available opportunities for sport development trough government agencies or departments, such as the Military, Health and Welfare, Tourism, Sport, Education and Youth.

The support given by the public authorities and the technical and financial resources provided for sport development can vary widely depending on the political choices, level of development and priorities in different countries. However, since governments often play a key role in the development of sport, this requires good cooperation between public authorities and sport organisations. This is why the Olympic Movement hopes for and encourages harmonious collaboration between sport organisations and public authorities.

A healthy relationship between government and sport organisations include:

- frequent communication between officials;
- mutual respect;
- cooperation;
- clarification of roles and responsibilities of each in the development of sport;
- financial support from government;
- sport organisations financially and technically responsible and accountable;
- needs of both government and sport organisations mutually respected and met.

B. PRINCIPLES OF AUTONOMY OF THE OLYMPIC AND SPORT MOVEMENT

Collaboration between governments and sport organisations must follow an approach based on partnership rather than subordination, with total and mutual respect for the autonomy of these organisations and their respective powers, prerogatives and remits. It is precisely this balance which, if respected, will best foster the development of sport and Olympism in each country in a concerted and complementary manner.

This means that public authorities must respect the autonomy of sport organisations (in particular NOCs and national sport federations) and must in no way intervene in or interfere with the internal affairs of these

organisations. The internal operating procedures, decision-making mechanisms, running of meetings, election methods, etc. fall within the remit of these organisations themselves and must be defined in their own statutes (adopted by the general assembly of each organisation) in accordance with the rules applicable in each country and the rules of the international sport bodies to which they are affiliated.

This in no way prevents the sport organisations from deciding (at their own discretion) to invite government representatives to their meetings or communicating to them their activity reports and / or accounts for information purposes and in the interest of transparency, in order to have a good working relationship with the public authorities. Moreover, if the sport organisation receives public funding, it is logical and legitimate that it should report to the relevant public authorities on how these public subsidies are used. This must not, however, be used by these public authorities to justify interference in the internal functioning of these organisations; rather they should work complementarily and jointly on developing these organisations and hence sport activity in general.

By way of illustration of the above, the Olympic Charter (2010) includes the following provisions on this subject:

Rule 28.5: *"In order to fulfil their mission, the NOCs may cooperate with governmental bodies, with which they shall achieve harmonious relations. However, they shall not associate themselves with any activity which would be in contradiction with the Olympic Charter. […]"*

Rule 28.6: *"The NOCs must preserve their autonomy and resist all pressures of any kind, including but not limited to political, legal, religious or economic pressures which may prevent them from complying with the Olympic Charter."*

Rule 28.9: *"Apart from the measures and sanctions provided in the case of infringement of the Olympic Charter, the IOC Executive Board may take any appropriate decisions for the protection of the Olympic Movement in the country of an NOC, including suspension of or withdrawal of recognition from such NOC if the constitution, law or other regulations in force in the country concerned, or any act by any governmental or other body causes the activity of the NOC or the making or expression of its will to be hampered.[…]"*

C. GOOD GOVERNANCE OF ORGANISATIONS WITHIN THE OLYMPIC AND SPORT MOVEMENT

The autonomy of the organisations within the Olympic and sport movement is not an entitlement; rather it has to be earned. In this respect, good governance within these organisations is both a need and a duty in order for this autonomy to be credible and respected by the various partners. During a seminar on the autonomy of the Olympic and sport movement organised at the IOC's initiative in 2008, which brought together the Olympic Movement constituents, the universal principles of good governance for the Olympic and sport movement were defined, and these were fully endorsed at the 2009 Olympic Congress in Copenhagen, which issued two specific recommendations (nos. 41 and 42) in this regard:

"41. The legitimacy and autonomy of the Olympic Movement depends on upholding the highest standards of ethical behaviour and good governance. All members of the Olympic Movement should adopt, as their minimum standard, the Basic Universal Principles of Good Governance of the Olympic Movement, as proposed by the IOC. All members of the Olympic Movement must always demonstrate integrity, accountability and transparency, as well as the highest level of management skills; and they must ensure that at all times their legal status is both fully consistent with their activities and responsibilities and wholly compliant with the laws of the land (applicable laws).

42. All members of the Olympic Movement should keep annual accounts in accordance with acknowledged standards of accounting; ensure they have an independent audit or verification of their accounts; adopt rules, norms and practices under which those who cannot comply with good governance may lose financial

support or be sanctioned; adopt and implement a code of ethics based on the principles and rules of the IOC Code of Ethics; and always seek to protect and promote the interests of the athletes they represent."

The full text of the Basic Universal Principles of Good Governance of the Olympic and Sport Movement can be found in Section 3, Theme 2, Unit 34 on Governance of sport organisations, point C.

D. QUESTIONS

1. How does the government help your sport organisation and vice versa?
2. Is there a national sport plan? If so who is responsible for drawing it up? And who is responsible for monitoring its implementation?
3. Does your country have a sport law? What does it say?
4. What are your government's policy and priorities for sport?
5. How do you apply for government money? How could you improve your grant application?
6. What course of action could your sport organisation take when it has a major disagreement with government?

REFERENCES

Basic Universal Principles of Good Governance, IOC, 2008, www.olympic.org and Section 3 of the Manual, Theme 2, Unit 34, point C

UNIT 21

ARBITRATION AND DISPUTE RESOLUTION

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A. SETTLING SPORT-RELATED DISPUTES

The problems posed by the application of law within the world of sport are becoming increasingly complex. Today, sport influences ever larger areas of our society through its commercialisation, media impact and internationalisation. This evolution has unavoidably brought with it an increase in the number of disputes connected with sport activities.

Generally speaking, it is highly recommended that sport organisations handle and resolve any sport-related conflicts in a friendly way, outside traditional ordinary courts, whenever possible and if the parties involved are willing to do so, with the possibility of appealing to specialised institutions in the area of sport, such as the Court of Arbitration for Sport (CAS).

To do so, sport organisations can establish, on their respective levels, conflict resolution mechanisms through mediation, conciliation or arbitration by creating, for example, specific bodies which can – as far as possible – resolve conflicts at local level (with, if needed, the possibility of appeal to the Court of Arbitration for Sport). The competence, composition or functioning of these bodies should be defined in a statutory way, respecting basic principles such as the independence and neutrality of their functioning, procedures and decisions.

The 2009 Olympic Congress issued the following recommendation in this respect:

"43. Transparent and enhanced dispute resolution mechanisms must be in place in all sport organisations, at all levels. All disputes which cannot be settled amicably or though local arbitration or mediation should be submitted to the Court of Arbitration for Sport (CAS)."

Arbitration in general

The state legal system does not give state courts a monopoly over settling disputes. It is accepted that, within certain limits, the parties to a dispute may, by means of a contract, entrust the task of settling private-law disputes to non-state bodies, "arbitral tribunals", created for this purpose. If their independence is guaranteed, these tribunals may intervene instead of ordinary jurisdictions within the limits of their competence, thereby excluding recourse by the parties to state courts. Arbitral awards have the same binding force as the judgements of state courts in civil matters.

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B. THE COURT OF ARBITRATION FOR SPORT (CAS)

The Court of Arbitration for Sport is independent of any sport organisation and provides services to facilitate the settlement of sport-related disputes through arbitration or mediation by means of procedural rules adapted to the specific needs of the world of sport. Its arbitral awards have the same enforceability as judgements of ordinary courts. The CAS also gives advisory opinions concerning legal questions related to sport. Lastly, it sets up non-permanent tribunals for the Olympic Games and other major events. In order to take into account the circumstances of such events, special procedural rules are established on each occasion.

The CAS, which is overseen by the International Council of Arbitration for Sport (ICAS), is split into two divisions:

- an ordinary arbitration division, which has the task of resolving disputes submitted to the ordinary procedure; and
- an appeals arbitration division, responsible for resolving disputes concerning the decisions of disciplinary tribunals or similar bodies of federations, associations or other sport bodies.

The CAS has more than 150 arbitrators from 55 countries, chosen for their specialist knowledge of arbitration and sport law. Around 300 cases are registered by the CAS every year. The CAS head office is in Lausanne, Switzerland. Two decentralised offices are also available to the parties, one in Sydney, Australia, the other in New York, United States.

What kinds of dispute can be submitted to the CAS?

Any disputes directly or indirectly linked to sport may be submitted to the CAS. These may be disputes of a commercial nature (e.g. a sponsorship contract) or of a disciplinary nature following a decision by a sport organisation (e.g. a doping case).

Who can refer a case to the CAS?

Any individual or legal entity with capacity to act may have recourse to the services of the CAS. These include athletes, clubs, sport federations, organisers of sport events, sponsors or television companies.

Under what conditions will the CAS intervene?

For a dispute to be submitted to arbitration by the CAS, the parties must agree to this in writing. Such agreement may be on a one-off basis or appear in a contract or the statutes or regulations of a sport organisation. Parties may agree in advance to submit any future dispute to arbitration by the CAS, or they can agree to have recourse to the CAS after a dispute has arisen.

How is the arbitration set in motion?

The party wishing to submit a dispute to the CAS must send the CAS Court Office a request for arbitration (ordinary procedure) or a statement of appeal (appeals procedure), the contents of which are specified by the Code of Sports-related Arbitration. In the case of the appeals procedure, a party may lodge an appeal only if it has exhausted all the internal remedies of the sport organisation concerned.

Can parties be represented during the proceedings?

The parties may appear alone. They may also be represented or assisted at CAS hearings by a person of their choice, not necessarily a lawyer.

How are the arbitrators chosen?

Generally speaking, the arbitration is submitted to a panel of three arbitrators. Under the ordinary procedure, each party chooses one arbitrator from the CAS list, then the two designated arbitrators agree on who will be the president of the panel. Failing such agreement, the President of the Ordinary Arbitration Division makes this selection instead of the two arbitrators. Under the appeals procedure, each party chooses an arbitrator, and the president of the panel is selected by the President of the Appeals Arbitration Division. If the parties agree, or if the CAS deems this appropriate, a sole arbitrator may be appointed, depending on the nature and importance of the case. The arbitrators must be independent, that is to say have no particular connection with any of the parties, and must not have played any role in the case in question.

How does the CAS arbitration procedure work?

Once the arbitration request or statement of appeal is filed, the respondent submits a reply to the CAS. After any additional exchange of statements of case, the parties are summoned to a hearing to be heard, produce evidence and argue their case. The final award is communicated to the parties some weeks later, unless it is pronounced the same day (under the appeals procedure).

What law do the arbitrators apply?

In the context of ordinary arbitration, the parties are free to agree on the law applicable to the merits of the dispute. Failing such agreement, Swiss law applies. In the context of the appeals procedure, the arbitrators

rule on the basis of the regulations of the body concerned by the appeal and, subsidiarily, the law of the country in which the body is domiciled. The procedure itself is governed by the Code of Sports-related Arbitration.

How much does the arbitration cost?

The ordinary procedure involves paying the relatively modest costs and fees of the arbitrators, calculated on the basis of a fixed scale of charges, plus a share of the costs of the CAS. The appeals procedure is free, except for an initial Court Office fee of CHF 500.

How long does CAS arbitration last?

The ordinary procedure lasts between 6 and 12 months. For the appeals procedure, an award must be pronounced within four months of filing the statement of appeal. In urgent cases and upon request, the CAS may, within a very short time, order interim measures or suspend the execution of a decision appealed against.

What is the scope of an award pronounced by the CAS?

An award pronounced by the CAS is final and binding on the parties from the moment it is communicated. It may, in particular, be enforced in accordance with the New York Convention on the recognition and enforcement of arbitral awards, which more than 125 countries have signed.

Is it possible to appeal against a CAS award?

Judicial recourse to the Swiss Federal Tribunal is allowed on a very limited number of grounds, such as lack of jurisdiction, violation of elementary procedural rules (e.g. violation of the right to a fair hearing) or incompatibility with public policy.

What is CAS mediation?

Mediation is a non-binding and informal procedure, based on a mediation agreement in which each party undertakes to attempt in good faith to negotiate with the other party, and with the assistance of a CAS mediator, with a view to settling a sport-related dispute.

How does CAS mediation work?

The party wishing to institute mediation proceedings addresses a request in writing to the CAS Court Office. Then, a mediator is appointed by the parties from among the list of CAS mediators or, in the absence of any agreement, by the CAS President after consultation with the parties. The mediation procedure is conducted in the manner agreed by the parties. Failing such agreement, the mediator determines the manner in which the mediation will be conducted. The mediator promotes the settlement of the issues in dispute in any way that he believes to be appropriate. To achieve this, he will propose solutions. However, the mediator may not impose a solution of the dispute on either party. If successful, the mediation is terminated by the signing of a settlement by the parties.

C. QUESTIONS

1. How do you resolve sport-related conflicts within your organisation?
2. How can your sport organisation improve its conflict resolution mechanisms?

REFERENCES

CAS website, www.tas-cas.org

Code of Sports-related Arbitration and Mediation Rules, www.tas-cas.org/statutes

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UNIT 22

SPORT AND PEACE –
OLYMPIC TRUCE

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A. THE OLYMPIC TRUCE

Rule 2 of the Olympic Charter (2010) identifies the mission and role of the IOC and states under paragraph 4 that: *"The IOC's role is to cooperate with the competent public or private organisations and authorities in the endeavour to place sport at the service of humanity and thereby to promote peace".*

The tradition of the "Truce" or "*Ekecheiria*" was established in ancient Greece in the 9th century BC by the signature of a treaty between three kings. During the Truce period, the athletes, artists and their families as well as ordinary pilgrims could travel in total safety to participate in or attend the Olympic Games and return afterwards to their respective countries. As the opening of the Games approached, the sacred Truce was proclaimed and announced by citizens of Elis (ancient Greek district) who travelled throughout Greece to pass on the message.

The Olympic Truce is symbolised by the dove of peace, with the traditional Olympic flame in the background. The Olympic flame represents the warmth of friendship to all the people of the world. In the symbol, the flame is made up of colourful effervescent elements, reminiscent of festivities experienced in the celebration of the human spirit. These elements represent people of all origins coming together for the observance of the Truce.

Taking into account the global context in which sport and the Olympic Games exist, in 1992, the IOC decided to revive the ancient concept of the Olympic Truce to encourage the search for peaceful and diplomatic solutions to conflicts around the world.

The IOC undertakings for the Olympic Truce extend beyond the period of the Olympic Games and have led to the implementation of a series of "sport for peace" activities.

B. IOC INITIATIVES

Cooperation with the United Nations

The first IOC peace initiative was launched in 1992 in collaboration with the United Nations (UN), allowing athletes of the former Republic of Yugoslavia to participate in the Barcelona Olympic Games. Since 1993, one year before each edition of the Olympic Games, the UN General Assembly has repeatedly expressed its support by unanimously adopting a resolution entitled *"Building a peaceful and better world through sport and the Olympic ideal"*. Through this symbolic resolution, the UN invites its member states to observe the Olympic Truce individually or collectively, and to seek, in conformity with the goals and principles of the United Nations Charter, the peaceful settling of all international conflicts through peaceful and diplomatic means.

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In addition, the IOC and the United Nations have committed to use the power of sport to promote dialogue and mutual understanding between communities, and as a way of resolving conflicts. In this regard, the IOC has initiated peace and sport activities in cooperation with United Nations peacekeeping missions in countries in conflict.

NOCs are also encouraged to collaborate with the United Nations and other international and national organisations to promote peace through sport.

International Olympic Truce Foundation (IOTF)

In order to promote peace through sport and the Olympic ideal, the IOC established an International Olympic Truce Foundation (IOTF) in July 2000. The IOTF is administered by a Board composed of personalities from the worlds of sport and politics, and meets once a year. As a non-governmental organisation belonging to the Olympic Movement, the IOTF undertakes:

- to promote the Olympic ideals to serve peace, friendship and understanding in the world, and in particular, to promote the ancient Greek tradition of the Olympic Truce; and

- to initiate conflict prevention and resolution through sport, culture and the Olympic ideals by cooperating with all inter- and non-governmental organisations specialised in this field, by developing educational and research programmes, and by launching communications campaigns to promote the Olympic Truce.

The International Olympic Truce Centre (IOTC)

The IOTF and the IOC wanted to search for peaceful and diplomatic solutions and spread the idea that sport and peace are a "winning pair". To meet these objectives, the IOTF established an International Olympic Truce Centre (IOTC), which is responsible for the implementation of projects related to the global promotion of peace through sport. The Centre's main headquarters are located in Athens, Greece, with a symbolic office in Olympia, Greece.

The Centre cooperates with all intergovernmental organisations and with national and international institutions specialised in peace and conflict prevention and resolution. It develops educational and research programmes related to the Olympic Truce and peace projects and disseminates studies and research results or any relevant material to promote the Olympic Truce.

Conferences, forums, meetings and congresses on sport and peace are organised, where NOCs of different countries present their projects using sport as a tool to promote peace between countries in conflict.

The International Forum on Sport for Peace and Development:

Under the auspices of the IOTF and the IOC International Relations Commission, the IOC organised the first International Forum on Sport for Peace and Development in May 2009. The forum was attended by a range of participants from the Olympic Movement, international organisations, governments, NGOs and academic institutions. The forum aimed to bring to the fore the potential of sport in the search for peace and development, to bring coherence to the various sport for peace initiatives and to exchange ideas and best practices on the application of sport to conflict prevention and resolution. The forum, which in particular served to study the situation, should be the first step towards future editions that are to be held periodically.

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C. QUESTIONS

1. Is your sport organisation interested in becoming involved in the sport and peace initiatives of the Olympic Movement?
2. If so, how might it do so and how could these ideas be implemented?
3. What benefits to your sport organisation and community would result from such involvement?

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Report on the First International Forum on Sport, Peace and Development, IOC, 2009, www.olympic.org

UNIT 23

OLYMPIC CULTURE AND EDUCATION

A. INTRODUCTION

Education and culture are at the heart of the Olympic Movement. The Olympic Charter (2010) clearly stipulates that *"The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practised in accordance with Olympism and its values."* The Olympic Charter (2010) refers to the cultural elements of Olympism and the Olympic Movement as follows in Rule 28 (2) - Mission and Role of the NOCs.

"The NOCs' role is:

2.1 to promote the fundamental principles and values of Olympism in their countries, in particular, in the fields of sport and education, by promoting Olympic educational programmes in all levels of schools, sports and physical education institutions and universities, as well as by encouraging the creation of institutions dedicated to Olympic education, such as National Olympic Academies, Olympic Museums and other programmes, including cultural, related to the Olympic Movement."

Paragraph 3 of the Bye-law to Rules 28 and 29 states as follows:

"It is recommended that NOCs:

3.1 regularly organise – if possible each year – an Olympic Day or Week intended to promote the Olympic Movement;

3.2 include in their activities the promotion of culture and arts in the fields of sport and Olympism."

B. IOC CULTURE AND EDUCATION PROGRAMMES

IOC World Forum on Education, Culture and Sport

A biennial World Forum on Education, Culture and Sport is organised by the IOC in partnership with the United Nations Educational, Scientific and Cultural Organisation (UNESCO) in accordance with the Memorandum of Understanding signed in January 2004. The World Forums bring together representatives and partners of the Olympic Movement as well as artists, academics and others concerned with these themes.

The aim of these Forums is to regularly assess the progress made in the field of education, culture and sport by the Olympic Movement, give an opportunity to provide new knowledge on these issues by sharing experiences and expertise from different sectors of society, and encourage cooperation and further development of policies in these matters.

Olympic Values Education Programme (OVEP)

The Olympic Values Education Programme (OVEP) is based on Olympic values and targeted at young people. OVEP forms part of the Olympic Movement's "education through sport" programme that aims to mentor young people, using sport to instil human values and attracting youngsters to physical activity at an early age. An Olympic Education Toolkit has been developed in order to help educators, coaches and youth group leaders teach the educational values of the Olympic Movement.

The IOC Department of International Cooperation and Development organises Train the Trainers workshops on a regular basis. The purpose of the workshops are to educate educators with respect to the contents and methodologies of the IOC's OVEP Toolkit.

IOC contests

The purpose of the IOC contests is to encourage cultural exchanges and promote the diversity of cultures between editions of the Olympic Games. Information on the contests and participation procedures are communicated to all the NOCs by the respective IOC departments.

Olympiart Award – Launched in 1991 and awarded every four years, the Olympiart Award was the first Culture and Education Commission contest aimed at strengthening the link between the arts and the celebration of the Olympiad. Since 2004, the award has been given to an artist from the host country of the Games of the Olympiad. Olympiart is a symbolic award that serves to remind the Olympic Movement of the place art has in its midst.

Sport and Art Contest – The IOC Sport and Art Contest is held every four years and considers graphic works and sculptures. It provides an opportunity for NOCs to organise a national contest in cooperation with art schools and to foster an active synergy between art and sport. The best works from the national competitions are entered in the international contest and the winning works are exhibited at the Olympic Museum in Lausanne and at the Olympic Games, as well as printed in a brochure.

Olympic Sport and Literature Competition – The IOC Sport and Literature Competition was created in 2001 and recognises the best works related to the Olympic spirit or Olympic values in three age categories (under 12, 12 to 18 and over 19). Competitions in some countries are held at a number of schools, thanks to cooperation with ministries of education. Creating works in their respective languages, contributors illustrate the Olympic values. The winners in each category, in the language of each country and region, are chosen by national juries. The winning texts from each NOC are published in a brochure in their original language.

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Sport and Photography Competition – The IOC Sport and Photography Competition is organised for amateur photographers. An international jury composed of IOC members, Culture and Education Commission members and professional photographers, with the assistance of the World Press Photo Foundation, selects three winners for each of the three categories, who are invited to an award ceremony held at the International Olympic Academy in Olympia. Their work is published in a brochure, which is the first time that many of these young photographers have their work in print.

Sport and Singing Competition – Launched in November 2007, the IOC Sport and Singing Competition is the most recently introduced contest. Although the contest is new, the association of art and music stretches back to the early modern Olympics, when competitions were held to find an Olympic anthem. All NOCs are invited to organise a national singing contest inspired by the idea of sport and to submit a song on DVD, composed of original lyrics, music and choreography, for the international competition. The winning singers are invited to perform their song at the Olympic Games.

Olympic Solidarity

Olympic Solidarity encourages NOCs and their National Olympic Academies to be actively involved in the field of Olympic culture and education. For example, it supports the participation of certain NOCs' delegates in the IOC World Forums on Education, Culture and Sport, and can assist NOCs with organisational costs to stage the national phase of the IOC contests. It also helps NOCs to set up and carry out initiatives nationally, by means of programmes and / or specific activities such as the creation of National Olympic Academies, establishment of Olympic education programmes in schools and universities, and assistance for exhibitions or other cultural activities linked to sport.

C. OTHERS INVOLVED IN OLYMPIC EDUCATION

International Olympic Academy (IOA)

In 1927, Pierre de Coubertin and his friend Ioannis Chrysafis, Head of the Department of Physical Education at Athens University, agreed to set up a centre to study the Olympic Movement and its evolution. For its part, the Hellenic Olympic Committee (HOC) wanted to create a study centre based on the Ancient Greek gymnasium. Their objectives were the same, but it was not possible to implement the project until 1961, through the determination of Jean Ketseas, the HOC Secretary, and Carl Diem, a colleague of de Coubertin.

The International Olympic Academy (IOA) has grown from just one annual session, with participants camping in tents and the site of ancient Olympia serving as the backdrop for lectures, to what is today a permanent site where a series of sessions, seminars and other activities are held each year. The Academy facilities now include two conference halls, one with 450 seats equipped with the latest technology, a library, accommodation for 250 people, sport facilities, a restaurant and administrative buildings.

IOA facilities and gardens

Today, the mission of the IOA is to:

- function as an international academic centre for Olympic studies, education and research and act as an international forum for free expression and the exchange of ideas;

- bring together members of the Olympic family, academics, athletes, sport administrators and young people from around the world in a spirit of friendship and cooperation;

- motivate the participants to use the experiences and knowledge gained at the IOA to productively promote the Olympic ideals in their respective countries;

- serve and promote the Olympic ideals and the fundamental principles of Olympism and further explore and enhance the contributions of Olympism to humanity; and

- cooperate with and assist the National Olympic Academies and any other institutions devoted to Olympic education.

The IOA meets its mission through its organisation of a series of sessions, seminars and other activities which include:

- an annual International Session for Young Participants;

- an International Seminar on Olympic Studies for Postgraduate Students;

- a variety of international sessions targeting specific participant groups such as educators and directors of higher institutes of physical education, directors of National Olympic Academies and National Olympic Committee staff, sport journalists and Olympic medallists;

- special sessions for institutions indirectly linked with Olympism, whose goal is to promote the Olympic values;

- conferences on sport science; and

- visits from researchers on Olympic subjects.

National Olympic Academies (NOAs)

In accordance with the Olympic Charter, the NOCs are required to encourage the creation of institutions dedicated to Olympic education. To this end, the National Olympic Academies act as a conduit and offshoot of the NOCs to fulfil this mission and role. Additionally, the International Olympic Academy (IOA) can act as a coordinator for National Olympic Academies. NOA programmes are created to encourage the active involvement of young people in sport and should enhance the curriculum and educational systems of all involved countries.

International Pierre de Coubertin Committee (CIPC)

The aim of the International Pierre de Coubertin Committee (CIPC) is to make known as widely as possible the work of the restorer of the Olympic Games and perpetuate his memory all over the world. The CIPC is an association of people who wish to pursue this aim and who have themselves often contributed directly to doing so through their writings or actions within the Olympic Movement. The CIPC and its members contributed to the publication of a de Coubertin bibliography in 1991, as well as his main texts.

Organising Committees for the Olympic Games (OCOGs)

In accordance with the Olympic Charter, OCOGs organise a programme of cultural events that serve to promote harmonious relations, mutual understanding and friendship among the participants and others attending the Olympic Games. The cultural programmes include events in the Olympic Village symbolising the universality and diversity of human culture as well as events in the host city. They become veritable cultural Olympiads with events that span the different arts over the four years leading up to the Games and culminate during the Games themselves.

D. OLYMPIC MUSEUMS

"The Olympic Museum is for everyone who is keen on sport and the Olympic Movement; all those who take an interest in history, culture and art; and all those who care about the future of our society." Juan Antonio Samaranch, IOC President, 1980 – 2001

Creating an Olympic Museum is responding to a need and a duty, as Olympism is clearly defined by the Olympic Charter (see Fundamental Principles 1 and 2) as an educational and cultural project through sport. The mission of an Olympic Museum is to preserve sport artefacts and to make its general audience (visitors, schools, Olympic family, cultural and educational institutions) aware of the breadth and importance of the Olympic ideals. By means of images, exhibitions, and educational and cultural programmes, it gives a dynamic image of Olympism and Olympic values to fulfill the educational role of the Olympic Movement.

With this in mind, a survey conducted through the NOCs by The Olympic Museum in Lausanne revealed the existence of 86 such institutions linked to NOCs throughout the world. For all these institutions, which share more or less the same subject matter, one objective would be to grow together towards more efficient management and thereby create a greater impact on the target public. The Olympic Museum is providing expertise on specific museological requests and is trying to define programmes of collaboration and know-how transfer with the different members of the Olympic family eager to contribute to projects such as collections, exhibitions, educational services and cultural development.

A group of 16 museums (12 members and four associated members) led by The Olympic Museum is already working together on synergies and joint projects with the idea of creating a future platform of cooperation under the name of the "Olympic Museums Network".

E. QUESTIONS

1. What are some of the cultural and educational programmes promoting the Olympic Movement in your country?
2. How could you use the Olympic Day to further promote Olympic cultural and educational programmes?
3. How would you organise Olympic cultural or education programmes? What partnerships would you need to develop to do so?
4. Do you take sufficient care of your Olympic legacy? If so, how?
5. How could the Olympic legacy be enhanced?
6. How do you make the Olympic legacy available to the public?

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International Pierre de Coubertin Committee website: www.coubertin.ch

UNIT 24

ENVIRONMENTAL SUSTAINABILITY

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A. INTRODUCTION

Recognising its responsibility to promote sustainable development, the IOC considers the environment as an integral dimension of Olympism, alongside sport and culture. In 1995, it created its Sport and Environment Commission to advise it on the promotion of sustainable development and environmental responsibility.

"Sustainable development satisfies the needs of the present generation without compromising the chance for future generations to satisfy theirs. Brundtland Report (1987)

The starting point of sustainable development is the idea that the long-term preservation of our environment, our habitat as well as its biodiversity and natural resources and the environment will only be possible if combined simultaneously with economic, social and political development particularly geared to the benefit of the poorest members of society. It finds expression in the integrated concept of environment and development." Olympic Movement's Agenda 21

The IOC has influenced the development of the sport and environment agenda at national, regional and international levels. It strives to promote Olympic Games which respect the environment and meet the standards of sustainable development. It also aims to promote awareness among the members of the Olympic family and sport practitioners of the importance of a healthy environment and sustainable development.

The Olympic Charter (2010) refers to environmental protection in Rule 2, paragraph 13.

"[The IOC's role with respect to environment is]: to encourage and support a responsible concern for environmental issues, to promote sustainable development in sport and to require that the Olympic Games are held accordingly."

B. IOC POLICY AND PROGRAMME INITIATIVES

In 1994, the IOC signed a Memorandum of Understanding with the United Nations Environment Programme (UNEP) to develop joint initiatives in this field. UNEP has participated in the IOC World Conferences on Sport and the Environment, as well as in the regional seminars organised by the IOC, and in the production of information materials on sport and environment such as the Agenda 21 for the Olympic Movement.

Agenda 21

Taking into consideration the decisions adopted in 1992 by the Earth Summit in Rio de Janeiro regarding Agenda 21, the Olympic Movement decided to establish its own Agenda 21. Adopted by the IOC Session in 1999, the aim of Agenda 21 is to encourage members to participate actively in sustainable development. It presents fundamental concepts and the general actions to be undertaken to attain this objective.

IOC World Conferences on Sport and the Environment

IOC World Conferences bring together representatives and partners of the Olympic Movement, as well as representatives of other entities, e.g. governments, international and non-governmental organisations, industry and business sectors, research institutes and media. Their aim is to regularly assess the progress made in the field of sustainable development by the Olympic Movement, give an opportunity to provide new knowledge on these issues by sharing experiences and expertise from different sectors of society, and encourage further development of environmental policies in relation to sport.

IOC Manual on Sport, Environment and Sustainable Development

This manual is a practical guide prepared for all members of the Olympic Movement, which provides an easy way to move from theory and concepts to practical initiatives and behavioural changes. It helps to explain the global challenges and needs for environmental protection while considering local specificities from diverse geographical, socio-economic, cultural and sport contexts.

The Manual is structured around five chapters:

1. current knowledge on environment and sustainable development
2. environmental and sustainable development issues related to the world of sport
3. application of these precepts in the organisation of a sport event
4. issues in relation to each individual Olympic sport
5. motivations to take action – "Think globally, act locally"

Olympic Solidarity

Olympic Solidarity assists in the promotion of sustainable development through its Sport and Environment programme, which encourages NOCs to undertake, implement and promote programmes and initiatives using sport as a tool for sustainable development.

For example, Olympic Solidarity helps NOCs to send delegates to the IOC World Conferences and Regional Seminars on Sport and Environment, and helps them to set up and carry out individual initiatives on a national basis. These might include national seminars, targeted awareness campaigns, educational activities and study projects.

IOC Environment Award

The very first winners of the IOC Award for Sport and the Environment were announced on the first day of the 8th IOC World Conference on Sport and Environment in Vancouver. The inaugural trophies were presented to five organisations representing the five continents that have made tremendous contributions to the implementation of outstanding practices in the field of sustainable sport and the environment.

The winners were chosen from among individuals, groups and organisations nominated by NOCs, IFs and Continental Associations, taking into account the following basic evaluation criteria: impact of the initiative on the promotion of sustainable sport; ability of the initiative to be carried on and to serve as a catalyst for sustainable sport practice worldwide; voluntary contributions and innovative approaches.

C. GAMES THAT RESPECT THE ENVIRONMENT

The IOC works to ensure that the Olympic Games are held in conditions that demonstrate responsible concern for the environment. To this end, it works with the Organising Committees and the relevant public or private authorities and organisations responsible for organising the Games.

The Applicant and Candidate City procedure and questionnaire documentation includes environmental and sustainable development guiding principles and requirements in many areas. Statements provided by Candidate Cities are verified by an Evaluation Commission, which includes an environmental advisor. Once elected, the host city is assisted and guided in its preparations by the IOC Coordination Commission, which also includes an environmental advisor.

The IOC's objective is that, during the staging of the Games, environmental risks are avoided and reduced where possible and that the positive impacts and opportunities of the event are maximised. The ultimate objective is to bequeath a positive Olympic Games legacy to the host city, its region and country.

Vancouver 2010

During the Vancouver bid for the 2010 Olympic and Paralympic Winter Games, the not-for-profit society "2010 Legacies Now" was created. The society's mission is to work in partnership with community organisations, non-governmental organisations, the private sector and all levels of government to develop sustainable legacies in sport and recreation, arts, literacy and volunteerism. The programme helps communities to discover and create unique and inclusive social and economic opportunities leading up to and beyond the Games.

As part of its environmental stewardship and impact reduction commitments, Vancouver 2010 is addressing the current pressing issues of climate change, environmental conservation, labour shortages, ethical sourcing, global economic uncertainty and the need to develop opportunities and benefits for people who might not typically benefit from a "mega-event" such as the Games.

London 2012

One example of an Organising Committee putting enormous energy into using the Games to enhance the environment and create sustainable communities is the multi-billion pound rehabilitation of east London between the River Thames and Stratford, all based on hosting the 2012 Games and the requirement to provide Olympic venues, green spaces and new infrastructure.

The London 2012 Sustainability Plan "Towards One Planet 2010" has been developed as a framework for how London 2012 and its partners intend to address the issues of environmental protection and sustainability. The five priority themes are climate change, waste, biodiversity, inclusion and healthy living.

Sochi 2014

The Russian Federation will host the 2014 Olympic Winter Games in Sochi. Its bid document promised specific environmental achievements, including carbon neutrality and ISO 14001 certification. In February 2008, the Russian Federation invited UNEP to discuss supporting efforts to green the 2014 Games. UNEP focused its attention on the sensitive environmental locations of some mountain venues which are to be built in areas of the Sochi National Park and close to the Caucasus Biosphere Nature Reserve.

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The Olympic Games Impact Study: OGI

The hosting of an Olympic Games has a significant impact on the host city and its community. From tangible infrastructure construction such as competition venues and transport improvements, through to the evolution of the image of a host city, the event acts as a vehicle and catalyst which leaves a lasting mark through its economic, urban, social or historic influence. To what extent, with what results, and with what benefits, has been a long-lasting debate.

To answer these questions, and to assist the needs of the OCOG in this area, the IOC created the Olympic Games Impact (OGI) study. The principal objectives of OGI are: to measure the overall impact of the Olympic Games; to assist bidding cities and future OCOGs through the transfer of strategic directions obtained from past and present Olympic Games; and to identify potential legacies, thereby maximising the benefits of their Olympic Games.

In order to measure the impact of the Olympic Games, concrete measurement tools were needed. More than 100 research indicators were created and grouped into the three internationally recognised spheres of sustainable development: economic, socio-cultural, and environmental. The OGI indicators cover a vast range of activities, from those that are a direct result of the staging of the Olympic Games such as the construction of competition venues or the Olympic Village, to others that are a more indirect consequence, such as the evolution of transport and accommodation infrastructure. Other indicators facilitate the monitoring of contextual data within a host city and its region, such as crime rates, sport participation and water quality.

At present, the Beijing, Vancouver, London and Sochi OCOGs are conducting the study.

Olympic sponsor environmental commitments

Since the Lillehammer Olympic Winter Games in 1994, Olympic sponsors have played a pivotal role in furthering the IOC's environmental agenda in a Games context. Sponsors focus on the areas where they have the most opportunities to make a difference through sustainable development and environment-friendly systems and technologies.

D. QUESTIONS

1. What environmental and sustainable development programmes does your sport organisation support or participate in?
2. What are some of the opportunities to do so?
3. Are there projects in which athletes can participate, such as Olympic Day activities or partnerships with schools?

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Management is a process that occurs within organisations in order to structure and direct resources to meet stated objectives. Management is an important concept in all sport organisations, no matter how small they are, or whether they are staffed by volunteers, paid employees or both. This section will refer to managers and management and has four main themes: management skills, management of the environment, management of resources, and management of activities. Key aspects of these four themes will be discussed in detail and tools that may assist you with the management of your organisation will also be provided where appropriate.

SECTION III

MANAGEMENT
THEME 1: MANAGEMENT SKILLS

A number of key management skills are required to manage and administer a sport organisation. Seven of these are discussed in this part of Section III.

UNIT 25

COMMUNICATION

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A. INTRODUCTION

Communication is basically the transmission of information by any means. We communicate in order to influence or affect the understanding, attitudes and behaviour of others. This allows us to manage people, make decisions, plan and solve problems.

Communication must be clear, frequent and involve everyone. In the world of sport, communication between athletes, coaches and administrators is essential if excellence is to be achieved.

The ability to communicate is arguably the most important skill we need in order to manage our organisations, as an organisation's growth and success depend to a large extent on how well its communication systems work. Fortunately, effective communication is a skill that everyone can learn.

There are a number of advantages to good communication:

- It increases efficiency as people make fewer mistakes because they know what to do and how to do it.
- Making fewer mistakes motivates people to continue to perform well.
- It reduces costs to the organisation as fewer errors are made.
- It facilitates the identification of what stakeholders want, which is particularly important for sponsors and funding agencies. See Unit 32 for information on stakeholders.

B. EFFECTIVE COMMUNICATION

There are several ways of communicating information. How best to communicate will depend on three main factors:

1. The target audience needs to be considered. For example, while it is appropriate to carry out staff briefings orally, communication to members should be written, such as in the form of a newsletter. In addition, information needs to be delivered in a style appropriate to the target audience. For example, this may mean using large print or even pictures in order to communicate with children.

2. The purpose of the communication will affect the way the information should be delivered. Written information tends to be more formal than oral communication. For example, a sponsorship contract will be written, while a team could be announced orally.

3. The length of the communication is important. Short messages can be communicated orally, while lengthy and complex information is better disseminated in writing so that people can return to it to assist with understanding.

Target audience

It is important to recognise whom you are communicating with in order to improve your ability to communicate well. You may need to communicate with the following broad categories of groups:

- *Sport colleagues* – athletes, coaches, officials, volunteers, teachers and spectators. It is likely that the majority of communication will be aimed at this group;
- *Community* – recreation departments, sport club administrators, community club supervisors and media should be advised of the ongoing activities of your organisation;
- *District* – district sport organisations, sponsors, universities or colleges, media. Effective communication with this group provides a wider support base for your programmes;
- *Regional (provincial)* – regional government ministries, provincial governing bodies, amateur sport bodies, coaching and officiating federations, departments of youth and recreation, media;

- **National** – national sport governing bodies, government departments, national coaching and officiating bodies, professional bodies; and

- **International** – International Federations, IOC, Olympic Solidarity and other international organisations.

The type and amount of communication varies from category to category.

C. TYPES OF COMMUNICATION

Communication can occur in a number of ways:

- **One-way communication** – This is the giving of information or direction. Immediate feedback is not requested or required. Communication in this category includes announcements, news releases and programme information. One-way communication must be phrased in simple, clear language, and be understandable, easily interpreted, of interest to the reader and pertinent. The disadvantage of one-way communication is that there is no way of knowing if the information was received or interpreted in the intended manner.

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- **Two-way communication** – In this instance, information is given and immediate feedback is requested or required. Communication in this category includes face-to-face contact, such as meetings and conferences, and written communiqués requesting opinions. One advantage of this type of communication is that misunderstood issues can be cleared up immediately. You can give as little or as much information as is required and can adjust this on an individual basis. Facial and body language may clarify and / or enhance the message. This same body language may serve to create misinterpretation and you must be careful and consistent with your body and oral / written communication.

- **Listening** – The ability to listen is also an essential communication tool, since it is important to hear and understand the information that is being passed on, rather than just focusing on the words that are being said. If you can show that you are interested in what is being said and have heard and understood the message, the people communicating with you will be more satisfied. There are a number of ways to do this:

  · maintaining appropriate eye contact with the person who is talking;

  · encouraging the person to continue talking by nodding or agreeing with what is being said;

  · showing that you understand what the person feels;

  · summarising what has been said before answering as this will allow you to check that you have understood;

  · not interrupting.

D. METHODS OF COMMUNICATION

There are a number of ways we can communicate with our target audience and a few of the main methods are set out below:

- *Written* – This form of communication is the most accessible and effective in terms of resources and the groups to be reached. Typical examples of written communication are:
  - · *Memos* – normally confined to the office or at least those intimately involved with the workings of the organisation;
  - · *Letters* – used to communicate on a more personal basis outside the office environment;
  - · *Bulletins and newsletters* – used to communicate information simultaneously to a large target group;
  - · *Media releases* – used to present information to the media; and
  - · *Electronic mail (e-mail) or fax* – used to distribute written and visual material quickly to a broad audience and with a sense of urgency.

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- *Visual presentation* – This is an effective means of communicating but requires a great deal more time or resources to implement. Types of visual presentation include:
  - · *Posters* – relatively inexpensive but effective;
  - · *Presentations* – require planning and personnel and are generally very effective but demanding in terms of time and personnel;
  - · *PowerPoint presentations* – take time to create but the impact of a slide show with text and images, sometimes with video, can be very useful; it is inexpensive to use and very portable on a laptop;
  - · *Overhead projectors* – inexpensive to use and materials can be created quickly;
  - · *TV, video or movie presentations* – require substantial human, technical and financial resources; and
  - · *CD / DVD / USB sticks* – very useful data storage devices for transporting or saving large quantities of text and visual material.

- *Oral* – This type of communication is often preferred to other methods because of the instant feedback and the ability to clarify or explain issues or procedures. Face-to-face communication can be broadly categorised into:
  - · *Meetings* – basically a gathering of two or more people to discuss or explain a variety of issues; and
  - · *Conferences, workshops, seminars* – there is usually an educational or instructional aspect to these types of gatherings.

E. BARRIERS TO EFFECTIVE COMMUNICATION

Unfortunately, there are a number of factors that hamper effective communication. Some of these include:

- *Physical* – such as noise distractions;
- *Language* – jargon, technical terms, clichés;
- *Anxiety, threat, fear, suspicion and uncertainty* – communication breaks down when these are present;
- *Status, power, authority and rank* – influence people's receptiveness to communications;
- *Personal hostilities and needs* – old feuds and habitual fixed positions on issues;
- *Nervousness* – shyness, feelings of inadequacy;
- *Style of participation* – too much, too loud, too little, irrelevant;
- *Condescension* – patronising manner, speaking from "a great height";
- *Defensiveness* – protectiveness, adamant about some ideas even though obsolete in light of new data; and
- *Arrogance, haughtiness* – presumptuousness, an overbearing manner.

It is necessary to be aware of these behaviours and find ways of overcoming them. Improving communication is the quickest and surest way to improve the success and effectiveness of your organisation. Therefore, an ongoing evaluation of communication methods should be a priority.

F. TOOLS TO HELP WITH COMMUNICATION

The material set out below will provide more detail and resources to supplement what has been presented above.

Media releases

A media release is, in essence, a news story written by a publicist rather than a journalist. It informs the media of what is about to happen, is happening or has happened.

Media releases are viewed by the media both positively and negatively. A real news story sent through a media release makes the media's job easier. Erroneous, misdirected or irrelevant material in a release creates a great deal of work for the journalist, a negative reaction towards the sender and a lot of wasted paper.

A successful media release must attract the media's attention to the event and give background information about it. It must be presented in a format that allows immediate use of the material and it must be a newsworthy item. The following guidelines will aid the creation of successful releases.

The most important part of the news story is the beginning or "lead", which should contain the essence of the story. It should involve the six elements of a news item, the five W's and the H.

- Who is involved?
- What is happening?
- When is the time of the event?
- Where does the action take place?
- Why - possible reasons for the action or event?
- How did it happen?

The lead should be as concise as possible. One sentence is preferable, two paragraphs are the maximum. Once the lead is written, clarify the relevant details in descending order of importance. This allows the editor to cut the story to fit any space limitations and the reader to absorb the essence of the story by reading as little as the first paragraph.

News-writing

Once the lead is written, the rest of the release should support and clarify it. The following guidelines should be followed:

- Identify the main objective; know the objective of the story from the start and keep the story focused on it.

- Use simple active sentences; this is best achieved through consistent use of the active voice.

- Avoid "dead" and "wasted" words - be simple and explicit.

- Avoid obscure jargon; any jargon specific to the sport should be explained and / or written out; jargon that is not understood gets in the way of communication.

- Lists, charts or tables should be used whenever there is a large block of similar data; statistics and results are almost always best presented in tabular form.

- Fewer sentences per paragraph make the text easier on the eye and easier to read.

Publication style

Publication style does not refer to writing style but to the particular publication's rules regarding spelling, punctuation, capitalisation, forms of address and so on. It is best to research the style of the intended publication and follow it.

Objectivity and attribution

The news story is supposed to be an objective report. Opinion in news-writing is the prerogative of editors, not reporters. A certain degree of subjectivity is inevitable. What to cover and what is reported is obviously subjective. Beyond that, however, the report must be as objective as possible. You should consider the following:

- *Opinion as fact* – Each statement in a news story, unless it is a fact, must be attributed to a source. If not, the reader can assume it is the opinion of the reporter.

- *Loaded words* – These tend to compromise a reporter's objectivity. Be aware of the connotations of words.

- *Opinionated modifiers* – Modifiers such as "worst possible", "beautiful" and "perfect" tend to diminish journalistic objectivity. Avoid them. Let readers draw their own conclusions from your objective observations.

G. THE MEDIA CONFERENCE

A media conference is a routine matter for the working media. Unless the story is newsworthy, a media conference is a waste of time for journalists. The general rule for media conferences is simple: use them sparingly. If you have any doubt about whether to call a media conference, do not call it. Media conferences should be called only for extraordinary events. Routine announcements are best handled using media releases.

There are two basic types of media conference: those called to announce a special news item and those that are used to give the media access to particularly newsworthy personalities. The publicist's job in both these cases is to facilitate communication between the primary source, i.e. the authority on the issue to be announced or the personality, and the media.

The size of the community determines to a great extent what is big news and worthy of a media conference. The media conference should be called the day before a light news day if your main target is newspapers or on a light news day if the main target is television. Determine media times and electronic media deadlines before setting a time for the conference. The best time is usually before noon.

Facilities – Consider the electrical requirements of television. Allow enough space for photographers, cameramen and radio equipment. Arrange a physical set-up that allows all media access to the authority or personality. A simple head table set before a seated audience is good.

Media kits – It is a good idea to provide media kits for any major announcement or event. The media folder or briefcase can be plain or branded with your organisation logo. What is really important is that the kit provides useful information. This information inside the kit should include:

- the text of prepared speeches that you wish to be distributed;
- a covering media release summarising the highlights of the speech;
- a fact sheet – biographical data on all featured persons or events;
- photographs of personalities or action shots;
- a schedule of events and locations;
- the identity and involvement of any sponsor; and
- general information.

Audiovisual aids – Make sure these are available and functioning properly. Audiovisual materials certainly help to promote a message but generally do not take the place of personalities.

Duration – Keep introductions and speeches to a minimum. Allow the media to ask questions. When questions begin to wane or become repetitive, bring the formal part of the media conference to a smart conclusion.

Show some flair – Be imaginative, catch the media's attention - give them something they want to report.

Dealing with difficult media – It is always important to try to work positively with all media, no matter how biased, opinionated or cynical. Providing information accurately, honestly and on time, and providing useful material for them will help. Keeping your key spokespersons well informed will also help to ensure that the media receive the information that your organisation wants to convey. Providing access to athletes and good stories will also strengthen trust and relationships. If a particular media source or reporter is unfairly critical, then speak directly to them about your concerns.

H. REPORT-WRITING

Reports are very important ways of recording information and presenting it at meetings. You can save a great deal of time by sending reports to committee members prior to meetings. Report-writing is a skill, and the golden rule is to write reports that are accurate and to the point.

To brief on a particular topic, include the following:

- *Introduction* – reasons for report, historical background, list of persons involved and their roles;
- *Methodology* – how you operated and what you did;
- *Results* – findings, what happened, what was observed;
- *Conclusions* – summary of the report and any recommendations.

In a report on a team visit, identify:

- the purpose, location, dates, those involved and your role;
- pre-visit arrangements;
- transportation to venue;
- accommodation;
- local arrangements and conditions and their effect on the team;
- how team and management reacted and related;
- full results and description of competition;
- medical report;
- media contacts and exposure; and
- conclusions and recommendations, if any.

I. QUESTIONS

1. What prevents good communication in your organisation?
2. How will you improve future communication?

UNIT 26
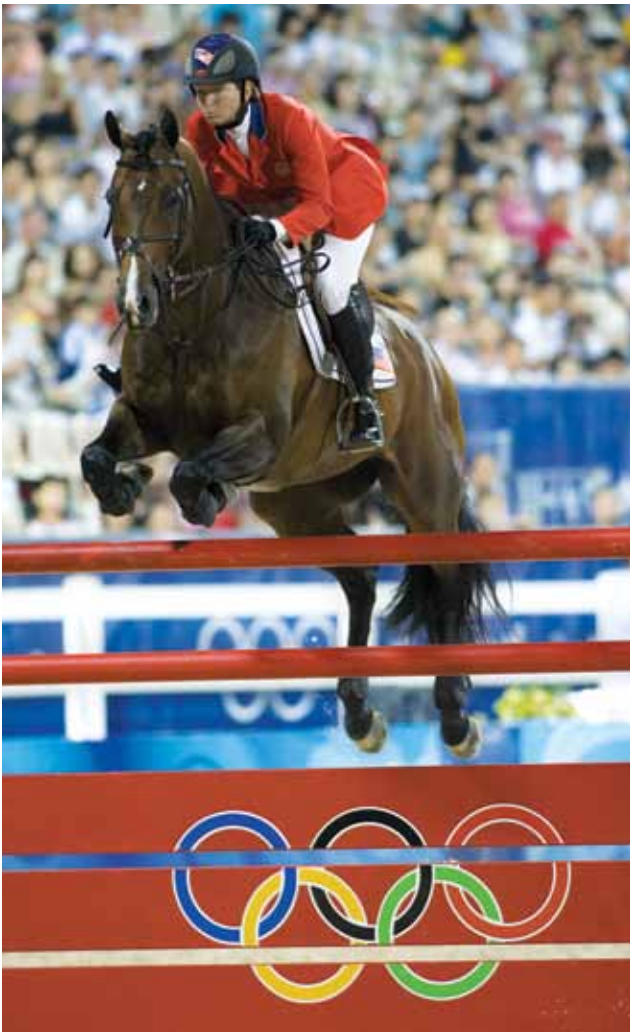
LEADERSHIP

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A. INTRODUCTION

Leadership must be provided in any situation in order to make things happen. Leaders provide direction and help everyone to move towards agreed goals. Although there are various explanations of the differences between management and leadership, there is a general consensus that leadership is about the ability to influence others in the pursuit of organisational goals. This means that, although all managers should be able to lead, not all leaders will be managers, as leadership is not necessarily related to a specific position in the organisation.

Experience, trial and error, personal growth and development all contribute to the process of becoming a leader; it does not just happen overnight. Sport provides countless opportunities to use and develop leadership abilities - as athletes, spectators, judges, technicians, organisers, health professionals, educators and coaches.

Effective leaders are those whose group members feel their needs are being met and who themselves feel their own needs are being met, i.e. there is an equitable exchange. In order to achieve this, you will need to develop the skills specific to your particular responsibilities in sport and to feel comfortable applying those skills in difficult as well as pleasant situations.

This means that, to be effective as a leader, you will need to be "task-oriented", i.e. able to get the job done, as well as "process-oriented", i.e. focused on creating healthy interpersonal relationships. Task-oriented leaders focus on what is required to do the task, such as the resources needed and the activities that have to be completed. Process-oriented leaders focus on how the task is done and how the group works together. You need to treat people decently while successfully motivating them to perform well in their work. One does not happen without the other.

B. THE NATURE OF LEADERSHIP

Leadership can be broadly defined as the ability to influence the behaviour of others. If you are a leader, you will motivate, provide direction and delegate responsibility and authority to the volunteers. You will challenge them to get the job done, to solve problems and to make decisions for the achievement of their goals and objectives. In return, you will be respected for your commitment, work, wisdom, personality, fairness and appropriate treatment of others.

Unfortunately, being a proven leader in one situation does not necessarily guarantee success in another. The situation itself has a direct relationship to the type of leader that will emerge and the success they will experience. Leadership effectiveness appears to be the result of at least three complex factors: the individual, the needs of those being led and the conditions of the immediate environment.

The individual
Individual qualities that have a direct impact on leader effectiveness are:

- *Age and experience* – Greater skill is often associated with age and experience and, in some cultures, simply being older will cause people to think you are a good leader.

- *Technical skills* – If the task requires technical skills, those with these skills will often be considered as leaders.

- *Style* – A good leader will be able to adapt their leadership style to the situation, moving between being task-oriented and process-oriented as appropriate.

- *Position of control within organisation* – People in powerful positions are often assumed to be leaders. It is certainly much easier to influence people if you are at the top of the organisation rather than the bottom.

- *Personal qualities* – Good leaders are consistent, patient, empathetic, fair and equitable and communicate well.

The needs of those being led

The ability to be a good leader will require you to understand the needs of those you are going to lead. The personalities, characteristics, dispositions and behaviours of those being led have a great impact on their leader's effectiveness. The following characteristics have an impact on leadership:

- *Need to affiliate* – People will differ in their need to be in a group. You will need to work differently with different people.

- *Need to achieve* – People will differ in how much they need to complete the required task, or how much they need to be successful. You may need to take this into account when allocating work.

- *Preferred rewards* – Individuals are motivated by different things and, as a leader, you will need to know what motivates each person you are leading.

- *Need for independence* – Some individuals will not need your assistance beyond regular feedback and perhaps some assurance. Others will want to check every detail with you.

- *Acceptance of authority* - Some individuals do not like being managed, while others will want you to keep a close eye on them and their work.

- *Tolerance of ambiguity* - You will need to give clear and concise instructions to some individuals, while others will work happily in a constantly changing situation.

The relationship between the characteristics of those being led and your effectiveness as a leader is partially determined by the fact that certain types of individuals will respond to certain leadership styles. For example, a person with the following characteristics would be better led by a task-oriented leader:

- low affiliation needs
- high achievement needs
- preference for material rewards
- high need for independence
- high acceptance of authority
- low tolerance of ambiguity

Meanwhile, someone with the following characteristics would be better led by a process-oriented leader:

- high affiliation needs
- low achievement needs
- preference for intrinsic rewards
- low need for independence
- low acceptance of authority
- high tolerance of ambiguity

In reality, most people require a mixture of both, depending on the task and the situation.

Conditions of the immediate environment

The situation that you face as a leader is the third factor that affects the emergence and effectiveness of a leader. Some environmental factors are:

- *Nature of task* – Is the task new, standard, complex or simple?

- *Degree of stress* – How important is the task to the organisation? What are the consequences of not completing it or making a mistake?

- *Clarity of role* – Does everyone have a clearly defined role or will people have to adopt roles depending on circumstance?

- *Size of group* – Are there enough or too many people in the group to work effectively?

- *Time constraints* – Is there enough or even too much time to complete the task (leading to time-wasting)?

- *Task dependence* – How much is the completion of this task dependent on other tasks and people outside the group?

A task-oriented leader will excel when the nature of the task is structured, the degree of stress is high, the role is clearly defined, the group is large and time constraints are tight. A process-oriented leader will excel as these characteristics approach the other end of the spectrum.

Your primary responsibility as leader is to manage the human resources of the group in light of the situational constraints. This requires sound communication and a climate of honesty and trust. You must also be aware of your personal qualities and those of the group. People are motivated because of the satisfaction and feelings of achievement they derive from the activity. Recognising which individuals will function best in each situation before delegating accordingly is the easiest way to successful leadership.

Leadership qualities

There is no checklist of leadership behaviours appropriate to defined situations. The following suggestions may help to enhance your leadership capabilities:

- Be aware of your own capabilities and motives which affect your leadership.
- Be aware of the characteristics and interests of the people you are leading.
- Be flexible; change your style to suit the situation.
- Step aside; allow others to emerge when the situation demands.
- Recognise that it is not necessarily your efforts but the acceptance of your group and the particular situation that has contributed to your success.
- Giving orders and having them carried out is not leadership. It ignores the important dimension called influence.
- Delegation is important for others' involvement and motivation is required to retain those you want to lead.
- Try to identify the key factors in any situation that will affect your attempts to influence people.
- Develop a master plan approach to leadership for consistency in achieving goals and objectives.
- Provide experience and training for future leaders.

C. TOOLS

When developing your leadership qualities, ask yourself the following:

- What are the privileges related to being in a leadership position in your organisation?
- What are the responsibilities that come with this position?
- What skills does a person need to be an effective leader in your organisation?
- What characteristics do you think are important for someone in this position?

D. QUESTIONS

1. Who do you consider to be a good leader in your organisation?
2. Why are they a good leader?

UNIT 27

SOLVING PROBLEMS

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A. INTRODUCTION

There is a saying that a problem or crisis is a dangerous opportunity: it is something that has its own tension, but it also produces the potential for a creative and helpful solution. Much of the work in an organisation is related to problem-solving and having a structured approach to this will help you to work more effectively.

The six steps

There are six basic steps in problem-solving:

1. ***Recognising and defining the problem*** – This is not always as easy as it sounds. People often hide the fact that they are struggling with their work. Sponsors may be disappointed with the publicity they are getting but may not tell you this. It is only when something goes wrong or when a sponsor withdraws support that you may become aware of the problem.

2. ***Analysing and clarifying the problem*** – Once you are aware of the problem, the problem can be clarified. However, it is often easy to confuse the symptoms of the problem with the problem itself. For example, trying to raise money to deal with a reduction in funding may be less important than establishing why the funding was reduced in the first place. You need to gather information on who perceives there to be a problem and on possible causes of the problem. This is best done in consultation with others, since other people may have a different perspective on a problem. When the problem is one of funding, you should speak to those responsible for obtaining funding and those who provide funds in order to identify why the latter have reduced their support.

3. ***Reviewing alternative solutions*** – Once you know what the problem is and have an idea of why it has arisen, you need to identify various ways to solve the problem. If the problem involves funding, alternative funding sources could be sought or you could attempt to negotiate with your current sources. You may choose to raise money from other sources, such as increased membership fees. The implications of these alternatives also need to be considered because some decisions may solve the problem but also cause greater problems. For example, raising membership fees is likely to be unpopular and could potentially lead to a decline in membership.

4. ***Choosing a solution*** – The next step is often the hardest. You have to make a decision and then communicate it to all of those affected, such as your funding sources, athletes, members and sponsors. The decision must be clear and communicated appropriately.

5. ***Implementing the solution*** – Where some problems are concerned, this may require the assistance of others or even a strategy to ensure that your decision is implemented.

6. ***Evaluating the decision*** – You should check to see that the problem has been solved. For example, have funds increased as a result of your decision? Occasionally, you may need to change the decision in order to achieve the best result. You may even have to admit that you made a mistake and start again.

This is clearly a lengthy process and is not likely to occur for all problem-solving; indeed, it is not appropriate to all problems. It is important, however, to take a structured approach when the problems are so significant that they can fundamentally affect the organisation or the people working within it.

B. TOOLS

The outline that follows provides an opportunity for you to analyse a problem in sport. Keep in mind that a positive attitude, which sees problem-solving as an opportunity, goes a long way to ensuring a successful solution.

Step one: recognising and defining the problem

- What are the symptoms?

- When did they first appear?

- What happened before that time?

- What events or incidents illustrate the problem?

- What exactly is the problem?

- How does this problem affect me or my organisation?

- How do I contribute to the continued presence of the problem?

- What have I not done to help eliminate this problem?

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Step two: analysing and clarifying the problem

- Who sees this as a problem?

- Why do they see this as a problem?

- Who is affected by the problem?

- How are they affected?

- Who else is involved with the problem and how?

- What other factors affect the problem? (e.g. budget, tradition, attitudes)

- How am I involved in the problem?

- What would I like to see changed?

- Who has the power to make these changes?

- What positive forces exist that will help me to solve the problem?

- What negative forces exist that may prevent me from solving the problem?

Step three: seeking alternative solutions

A good way to generate ideas for solutions is simply to brainstorm or think "off the top of your head". Be as outlandish as you want in listing the first things that come to mind. Sometimes ideas which seem "far-out" can trigger other useful approaches.

Rules for brainstorming:

- List every idea that comes to mind.

- Do not judge or evaluate the idea yet.

- It is OK to repeat ideas - include them in your list.

- Think of new solutions or ideas for a few minutes.

When you have completed the brainstorming session, spend a few minutes choosing your top three ideas from the list. Be specific.

Step four: choosing a solution

- Identify several reasonable alternative solutions to the problem.

- Identify the important criteria for evaluating each alternative.

- Test each alternative solution against the criteria. Decide if one alternative appears more reasonable than the others.

- If necessary, test your reasoning and preferred solution on others.

Step five: implementing a solution

List the major action steps that you are going to take. Describe these steps in the order you expect them to occur.

- What authority do you require to proceed with your solution?

- What key groups of individuals will you have to involve to provide resources and support?

- What are the major stumbling blocks or obstacles that need to be overcome?

- What are the first steps that need to be taken in the next few weeks?

- Who will initiate action?

- Who needs to be kept informed?

Step six: evaluating

- What changed?

- What ongoing feedback systems did you use?

- What quantifiable data can you measure to indicate change?

- What further areas for improvement do you see?

C. QUESTIONS

1. How do you solve problems at work?
2. How can this be improved?
3. How will the process outlined above help you?

UNIT 28

MAKING DECISIONS

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A. INTRODUCTION

Management is all about making decisions. To make rational decisions, we go through a process very similar to that suggested above for problem-solving. We need to:

- be clear about the choices available and the criteria against which the choice should be made;

- obtain sufficient information in order to assess the choices; and

- come to a decision.

B. MAKING DECISIONS

Decision-making rarely follows the process set out above as we tend to make decisions based on:

- past experience;

- knowledge of other organisations;

- recent training;

- judgement;

- creativity; and

- personal abilities.

We make decisions under time constraints and often without comprehensive information. Therefore, decision-making is rarely rational. In fact, we generally aim to make the best possible or most satisfactory decision under the circumstances. We try out solutions that have worked in the past or that have been successful for other organisations, colleagues or departments. Although this type of decision-making is arguably less effective than the decision-making process set out above, it does allow us to make the best of limited time and to deal with as many issues as possible.

However, in order to make your decision-making as effective as possible, be sure you know the following:

- What exactly are you trying to decide? e.g. Which stage of problem-solving are you in?

- Who needs to be involved? (What authority is required?)

- How should they be involved? (directly, consulted, informed)

- When must you decide?

C. DECISION-MAKING METHODS

There are a number of ways of making a decision. Here are some advantages and disadvantages of five decision-making methods that commonly occur in organisations.[1]

[1]Adapted from: Johnson, D.W. and Johnson, F. P., Joining Together. Group Theory and Group Skills. Prentice-Hall, Inc., Englewood Cliffs, New Jersey. 1975. pp. 80-81.

Decision by authority, without group discussion

This occurs when you make a decision without consulting anyone else. This might happen when you choose a stationery supplier, for example.

Advantages	Disadvantages
• Useful for simple, routine decisions or when little time is available to make a decision. • Useful when there is a lack of skills and information among group members to make decisions any other way. • Convenient for administration.	• One person is a limited resource for decision-making. • The advantages of group interaction are lost and the resources of other members are not used. • No commitment is developed for implementing the decision by other group members and resentment and disagreement may sabotage any action.

Decision by authority after group discussion

This occurs when you make a decision after some discussion and consultation with others. This might happen when deciding on the colour of team uniforms, for example.

Advantages	Disadvantages
• Some use is made of the resources of group members. • The benefits of group discussion are included.	• No commitment is developed for implementing the decision. • Conflicts and disagreements among members are not resolved. • Situations are created in which group members may compete to impress the leader.

Decision by minority rule

This can happen when one or two people use tactics that produce actions and are therefore considered decisions. The action is taken without majority consent, such as when the President and the Secretary decide who will be appointed to sub-committees, for example.

Advantages	Disadvantages
• This is useful when not everyone can meet to make a decision. • This can be appropriate when there is a lot of time pressure and a committee.	• People feel "rail-roaded" into going along with the decision. • Silence is often misinterpreted to mean consent and this causes problems later. • Does not use the resources of many group members and therefore does not encourage involvement in implementation.

Decision by majority vote

This is a common method used in meetings where a decision is made by asking members to vote.

Advantages	Disadvantages
• It resembles the democratic process used in many societies. • Useful when sufficient time is lacking to reach a decision by consensus or when the decision is not crucial or does not require complete member commitment. • Discussion of extraneous or relatively unimportant issues is reduced.	• An alienated minority is often left, which may damage future group effectiveness. • Relevant resources of many group members may be lost. • Commitment to implementing the decision is not totally present, although group members may just "go along with it".

Decision by consensus

When using this method, a decision is arrived at after discussion among interested parties. This may occur when discussing changing the format of your General Assembly or whether to hold a major event, for example.

Advantages	Disadvantages
• An innovative, creative and high-quality decision is usually produced. • The resources of all the members are used. • Future decision-making of the group is enhanced. Useful for making important and complex decisions where it is important to have all members committed to the outcome.	• A great deal of time and energy is required. • The leader requires interpersonal skills and must understand the dynamics of participation, communication and controversy in groups.

D. GUIDELINES FOR CONSENSUS IN A GROUP

- Listen in order to understand rather than simply to evaluate or refute what the other person is saying.

- Avoid argument for its own sake, but attempt to be persuasive when you think you are right.

- Rather than viewing differences of opinion as obstacles to be overcome, try to view them as opportunities for you to learn about the viewpoints of other people.

- Encourage broad participation by bringing others into the discussion and protecting minority points of view.

- Assume responsibility for accurate communication between yourself and other people.

- Summarise progress by pointing out where things stand in your judgement.

- Recommend compromises.

E. QUESTIONS

1. How good do you feel you are at making decisions? What makes you say this?
2. How could you improve your decision-making?

UNIT 29

MANAGING TIME

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A. MANAGING TIME

Managing time is one of the challenges of being a successful manager. If time is not managed properly, you run the risk of being unable to work as well as you would like. Alternatively, you may end up with so much work that you cannot complete all that you need to.

Time-wasting activities

In order to have the time to do the work required, you will need a time-management strategy. First, however, it is important to know what might lead you to waste time. These activities include:

- not spending enough time prioritising tasks or being clear about what has to be achieved;
- putting off tasks that have to be achieved because they are too difficult or boring;
- working on tasks that are simple rather than important;
- responding to the person who "shouts the loudest" rather than doing the most important task;
- trying to do everything, rather than getting someone to assist;
- giving out incorrect or poorly expressed information so that time is wasted by having to provide more information or correcting errors; and
- unnecessarily lengthy phone calls, meetings or conversations.

Time-management strategies

Once time-wasting activities have been identified, a time-management strategy should be formed, based on five principles:

1. You need to record all commitments, including meetings, tasks to be completed and deadlines, and carry out regular work planning.

2. You need to be clear about what it is you HAVE to achieve. This will allow you to prioritise your work. It is easy to get sidetracked and to waste time on things that are interesting but not essential.

3. You need to structure your time. Divide your time into blocks and allocate these blocks to certain activities. Tasks requiring concentration and research should be allocated to the time when you feel most alert. Alternatively, responding to phone calls, paperwork and email can be left for times when concentrated work is less possible.

4. You need to identify time periods when you can and cannot be disturbed by those who work with you.

5. You need to learn to say "no". Rather than making you appear lazy, the ability to turn down requests for work when overloaded will make you appear efficient and the work that you do will be better.

You may have, or will develop, different time-management strategies that work best for you. Different techniques, such as using a "to do" list or working from home, will suit different occupations, management styles and organisations. The key point is that, once time has been lost, it is impossible to make it up.

B. QUESTIONS

1. Do you have difficulty fitting in all that you have to do most days?
2. Which strategies listed above would be helpful?

UNIT 30

MANAGING MEETINGS

A. INTRODUCTION

All sport organisations hold meetings for one purpose or another, such as committee meetings or General Assemblies as well as informal, internal meetings with volunteers, coaches and athletes. How your meetings are run will depend on the purpose and to some extent, on the degree of formality. Formal meetings are likely to have an established structure and process, while informal meetings may be more of a conversation among the participants.

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B. TIPS FOR GOOD MEETINGS

There are a number of tips that can be followed to make sure that every meeting you hold is a good one:

- Have a definite reason for every meeting. Pointless meetings waste everybody's time.
- Question every item on the agenda before calling the meeting. Could the items be handled just as well without a meeting?
- Limit attendance at meetings to those concerned with the topics on the agenda. The larger the crowd, the more discussion and the longer the meeting.
- Be sure participants know the purpose of the meeting in time to prepare for it. Have them bring relevant material with them.
- Choose a meeting place that eliminates interruptions and provides a pleasant, comfortable atmosphere.
- Make everyone turn off their mobile phones, laptops and other electronic devices.
- Plan ahead for all equipment that will be needed in the meeting room and make sure it works.
- Arrange tables and chairs so that all participants can see each other.
- Pay attention to effective conduct of the meeting.
- Begin on time, regardless of late arrivals. Discourage lateness by having the minutes of the meeting show not only those present and absent, but also those arriving late.
- Set up a time limit for each topic on the agenda and stick to it.
- Have the minute-taker sit where the faces of all participants are visible.

C. MINUTES OF MEETINGS

It is important to have a good record of what has happened in the meeting. Minutes are important because:

- they are an authenticated record of the proceedings;
- they form the basis for any actions arising from decisions taken at the meeting;
- they are important points of reference for an organisation; and
- they form an important historical and archival record for the organisation.

Minutes of meetings should include:

- the heading, which includes the date, place and title of the organisation and committee;
- a list of those present;
- a list of those who have apologised for not being able to attend and a record of those who were late;
- ratification of previous minutes with any amendments properly recorded;
- matters arising;
- the items discussed in the order they were discussed;
- date of next meeting; and
- an action column.

The minutes should be checked and approved by the person who chaired the meeting prior to circulation. These should then be circulated to everyone who should have access to the information.

It is important to adequately file minutes and all documentation related to meetings, in order to be able to track any information when needed and to ensure continuity and adequate transfer of information.

D. QUESTIONS

1. How effective are the meetings that you have within your organisation?
2. How can these be improved?

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UNIT 31

MANAGING CONFLICT

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A. INTRODUCTION

Conflict between individuals and teams is a part of every organisation as we sometimes compete for financial resources, managers' time, equipment and even athletes. Conflict within organisations is not always a bad thing and constructive conflict can serve a variety of functions. It can:

- encourage people to work together to fight a common problem. For example, a reduction in funding may encourage all coaches to work together to convince funding bodies to increase resources;

- help define roles and increase understanding of others' feelings. For example, debate over who should be captain of a national team will highlight what is important to those having the debate and the skills of those under consideration; and

- help others understand the problem, since conflict usually arises when individuals are not aware of the concerns of all involved.

Thus, constructive conflict is to be welcomed. However, since destructive conflict tends to be based on personality differences or concerned with the preservation of power, you need to have a strategy for dealing with it.

B. DEALING WITH CONFLICT

There are several questions to consider before tackling conflict:

- Is it worth intervening? If the conflict is not affecting the work of those involved and looks like it will resolve itself, your intervention may make it worse.

- Do you have the personal characteristics and communication skills to be able to deal with the conflict in a calm, rational and fair manner? If you lack these skills, it is often better to have someone else deal with the situation.

- When is the best time to intervene? Intervention must come at a time when it can actually be of use, rather than too early or too late, when intervention may escalate the conflict or inflame it. For example, if you see an argument between a chief coach and an assistant coach and attempt to intervene, you may make it worse if you impose a solution they had begun to develop. Alternatively, if you ignore a number of arguments, team performance may be negatively affected. Once the decision has been made to intervene, a strategy to deal with the situation is required.

If you ignore conflict, there are likely to be negative consequences for the organisation. The best strategy is to be aware of where conflict may arise and prevent it from arising. This will be helped by the fair allocation of resources, and equitable and fair treatment of all involved with the organisation. Preventing conflict is not always possible, however, and once conflict is identified, it needs to be managed efficiently and effectively.

C. QUESTIONS

1. What causes conflict within your organisation?
2. How is it dealt with?
3. How could you improve the way conflict is dealt with?

SECTION III

THEME 2: MANAGING THE ENVIRONMENT

The internal and external environments in which an organisation operates will affect how successful your organisation can be.

UNIT 32

THE OPERATING ENVIRONMENT OF SPORT ORGANISATIONS

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A. YOUR SPORT SYSTEM

To manage your organisation effectively, you need to understand your operating environments, both internal and external. This includes having an understanding of where your organisation fits within the Olympic Movement. It is also important to know where your organisation fits into your country's sport system. This will tell you whom you need to work with in order to be successful.

The sport system of a country is made up of the various organisations that have an impact on sport, either through policy, funding or programme delivery. The system will consist of organisations that are directly related to sport, such as clubs and leagues, and organisations that are not directly related to sport, but have an impact on sport, such as sponsors and government departments.

Stakeholders

A stakeholder is anyone who has a stake or interest in your organisation. That interest may not be material or financial. It could be emotional, such as the interest that the general public has in the performance of athletes from their country at the Olympic Games. For example, the stakeholders of a sports club could be:

- members, athletes and officials
- parents
- schools
- the national federation
- sponsors
- volunteers
- Board members
- paid staff (if applicable)
- government

You need to know who your stakeholders are as these people will have expectations of your organisation. They may affect your strategy or provide opportunities for partnerships (Unit 33). You need to know which of your stakeholders are the most important so that you can focus on their expectations and needs.

Impact of government

Your country's government is a key player in your sport system, in developing policy, delivering programmes and providing funding. All of these will affect your organisation, no matter how small it is.

In particular, the attitude of politicians towards sport, the prominence of sport as a policy or political tool and the relationships amongst the organisations responsible for sport in your country will all have a major impact on your organisation. For example, if government policy values sport as a means of increasing health or reducing juvenile crime, it is likely to be easier to access funds where sport can help implement these services. If the relationship between sport organisations and government departments is poor, you may find it more difficult to promote and support your sport. The stability of governments and key politicians will also affect your ability to plan and fund activities. Perhaps most crucially, the value that government policies place on physical education for children will dictate whether the country values sport or not.

The impact of government can be significant for many sport organisations, since governments dictate which policies are important and this determines where funding goes. Therefore, you have a responsibility to understand your government's approach to sport, its impact on you and what you might do, if anything, to help shape policy.

B. UNDERSTANDING YOUR SPORT ENVIRONMENT

Evaluating the external environment

Although you are operating within your country's sport system, each organisation in this system operates in a unique environment. A number of factors within the external environment will offer opportunities, but will also pose challenges for your organisation. Therefore, you need to be aware that the following areas of the operating environment may influence your management:

- *Political factors* – include legislation and policies, such as those issued by the IOC or the World Anti-Doping Agency;

- *Socio-cultural factors* – the way that a society is structured and behaves, such as an aging population, and a trend towards watching sport rather than taking part;

- *Economic factors* – such as the strength of the economy and the allocation of resources to specific projects meeting government policy objectives; and

- *Legal factors* – sport organisations do not operate separately from the rest of society and therefore your organisation will be affected by the legal rules of your country. As a result, you should have some knowledge of laws that might have an impact on the organisation.

Evaluating the internal environment

Evaluation of the internal environment should focus on four basic areas:

1. *Physical resources* – the actual items at the disposal of your organisation, such as equipment or facilities, the age and condition of these items and the potential to use these items to enhance services or benefits;

2. *Human resources* – the volunteers and paid staff in terms of the roles required, the skills and experience available and the ability of people to adapt to potential changes;

3. *Financial resources* – how the organisation is financed, the management of income and expenditure and the relationship with key financial stakeholders; and

4. *Operational resources* – such as how your service operates, where it operates, the resources required by different services and how the services are perceived.

Within these areas, you need to examine and evaluate past performance in order to account for the reasons behind your organisation's past successes and failures. You must be able to explain these in order to learn from the past. Next, you should evaluate current practices within the organisation. This should focus on what is actually happening, not what policies or strategic documents say should happen. This will ensure that the evaluation actually reflects the existing internal environment.

C. TOOLS

You should regularly ask yourself the following questions to ensure that your organisation is being managed as effectively as possible. These questions will also provide you with information for strategy development:

- What importance does the government place on sport?
- How important is my organisation to sport in my country?
- How does the way that sport is structured in my country affect the delivery of sport? What would improve this?
- Do stakeholders value the work of my organisation?
- Is the policy regarding physical education in schools supportive of participation?
- Do people value sport in my country?
- In particular, do parents value the participation of children in sport?
- How is sport funded in my country?
- What do I have to do to get funding?
- Can I increase my funding or have it taken away?
- What do I have to do to prove that my organisation is effective?
- What activities draw people away from my organisation? Can I do anything about this?
- What sports are the major competitors of my sport? What can I do about these?
- What are the legal responsibilities of the organisation?
- What are the legal responsibilities of the Board?
- What risks are associated with my sport? How do I manage these?
- What is considered to be negligent activity in sport in my country's legal system?
- Are there health and safety concerns that affect my organisation?
- How easy is it to get volunteers? Will it continue to be this way?

D. QUESTIONS

1. How does your organisation fit into the country's sport system?
2. Who are your main stakeholders?
3. What impact do they have on your organisation?
4. How well do you work with them?

UNIT 33

WORKING IN PARTNERSHIP

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A. INTRODUCTION

Much of the work that you and your organisation do will require you to work in partnership with other organisations. Partnerships will allow you to offer services that you may not have the capacity to provide on your own. For example, by working in partnership with a university, you may be able to offer sports science support to your athletes that would not be possible from your own resources. The concept of synergy is important here. This is the idea that, by working in partnership, two organisations can deliver more than they could on their own.

B. CREATING EFFECTIVE PARTNERSHIPS

Partnerships can help with:

- the staging of an event;
- the provision of expertise and expert services;
- delivery of government objectives for sport, health and education;
- increasing access to funds and other resources;
- preparation of teams for major events; and
- training of staff and volunteers.

Establishing and maintaining partnerships is hard work. It requires you to identify a willing partner and then for both of you to commit to the partnership fully. Partnerships will work effectively if there are:

- clear objectives for the partnership. Without these, it may not be clear why the partnership is necessary. Indeed, if you cannot set clear objectives, you should question the rationale for the partnership;
- clearly allocated work roles. These will set out what has to be achieved and who is responsible for what;
- agreed performance indicators and targets. These will allow progress and performance to be monitored and will show whether the partnership is working effectively or not;
- agreed resources. The resources required to meet the partnership's objectives do not have to be shared equally, but they must be agreed. Whatever is agreed must then be made available;
- strong interpersonal relationships based on trust and honesty. These are often more important than the points above as, without them, the partnership will not work; and
- a method of dealing with disputes. Inevitably, there will be disagreement about the way the partnership operates, what it is to achieve and how it should be resourced. You need to anticipate this and have a mechanism for dealing with it.

When creating a partnership, you should consider the following:

- aims and objectives:
  - · What is the purpose of the partnership?
  - · What added value will it have?
  - · Does this added value exceed the "costs" of working collaboratively?
  - · How will success be determined?
- strategy and activities:
  - · How will the partnership achieve its objectives?

- membership:
  - Who should be part of the partnership?
  - Who should be the main partner?
- management of the partnership:
  - How will decisions be made?
  - What are the main issues to be addressed and how will they be handled?
  - What "ground rules" should the partnership have?
  - How will partnership responsibilities be shared?
  - How and when will performance be reviewed?
  - How will conflict be dealt with?
- resources:
  - How will the partnership be resourced?

As resourcing becomes more difficult and members' expectations of what you will provide become greater, the need to work in partnership with other organisations will increase. To make this easier, you might like to consider "non-traditional" partners such as health organisations, as well as more traditional partners such as schools. The key is to identify which organisations may help to add value to what your organisation offers.

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C. QUESTIONS

1. Are there areas for creating potential partnerships in the work that your organisation does?
2. What do you need to do to create these partnerships?
3. How effective are your existing partnerships?

UNIT 34

GOVERNANCE OF SPORT ORGANISATIONS

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A. WHAT IS GOVERNANCE?

"Because sport is based on ethics and fair competition, the governance of sport should fulfil the highest standards in terms of transparency, democracy and accountability" Jacques Rogge, IOC President

"[Governance is] the systems and processes concerned with ensuring the overall direction, effectiveness, supervision and accountability of an organisation" The National Hub of Expertise in Governance (UK).

As sport becomes increasingly dependent on government funding and on sponsorship by private companies and individuals, those responsible for running sport have a duty to ensure that sport is managed in an appropriate manner. This begs the questions: who in a sport organisation is ultimately responsible?

The Board and management of the organisation

Invariably, sport organisations have a set of statutes or a constitution that sets out their aims and objectives, and the manner in which they conduct their business. This includes the election of officers, such as the President and the Executive Board, which have the responsibility of carrying out the business of the organisation.

The day-to-day business of an organisation is carried out by volunteers or by a paid Executive Director or Chief Executive Officer. These people have overall responsibility for the management of the organisation, while the Board has overall responsibility for its governance.

Duties of the Executive Board

The Organisation for Economic Co-operation and Development has set out the manner in which an Executive Board should behave and lists some of its duties. With regard to the Board members' behaviour, it states that they should:

- be fully informed and act in good faith and in the best interests of the organisation;
- act fairly;
- comply with the law and act in the interests of the stakeholders;
- exercise objective judgement in corporate affairs, independently from management;
- devote sufficient time; and
- have access to accurate, relevant and timely information.

This therefore sets the tone for the Board's conduct, integrity, objectivity and responsibilities, and makes it clear that you, as a manager, have a critical role in ensuring that the Board can discharge its duties effectively by providing appropriate and timely information on which the Board bases its decisions.

The Board can discharge its duties by ensuring that the organisation makes use of modern management techniques and utilises those tools to understand and monitor the business of the organisation. These can be summarised as follows:

- *Values, mission, aims and objectives of the organisation* – You and your Board should periodically review the values, mission, aims and objectives of the organisation. For example, an NOC may do this at the beginning of the Olympiad. What is important is that these are communicated throughout the organisation and that everyone abides by them.

- *Developing strategy (Unit 39)* – All effective organisations have a clear strategic plan and the development and implementation of that plan is a role for the Board and management, working in partnership. In most organisations, the strategic plan will be initiated by the management and then placed before the Board for discussion, amendment if necessary and, finally, approval. The management will then develop appropriate operational plans, budgets and business plans. However,

the task of the Board is by no means over, for it needs to monitor progress of the operational plans, using performance indicators, and to ensure that budgets, having been set, are adhered to.

- **Managing and monitoring risk (Unit 48)** – The Board must also ensure that it carefully monitors the risks facing the organisation. This is achieved by ensuring that there is a robust risk management process in place so that all possible risks are anticipated.

- **Management structure** – The Board has a responsibility to ensure that there is an effective and efficient management structure in place and this entails appointing people to key positions, fixing appropriate remuneration for them and ensuring that their performance is kept under review.

- **Succession planning** – There should also be a policy in place to plan for succession – not only of key executives but also of the Board itself.

- **Compliance** – The Board must ensure the compliance of the organisation in areas where this is appropriate, such as compliance with:

  · local and national laws;

  · the Olympic Charter if the organisation is an NOC, or the statutes of an International Federation if a national federation;

  · the organisation's own constitution;

  · best practice, such as with regard to the conduct of the Board and management, or conflicts of interest.

- **Integrity of accounting systems** – The Board must ensure the integrity of the organisation's accounting system and regular, transparent reporting on the state of the organisation's accounts. This will include independent, annual auditing of the organisation's accounts, taking note of any recommendations by the auditors, tight budgetary control, ensuring value for money for expenditures, and establishing clear, transparent financial practices throughout the organisation. There should be regular, up-to-date and clearly presented financial reporting.

- **Monitoring and evaluating performance (Unit 45)** – The Board should monitor its own performance on a regular (annual or biannual basis), reviewing how it has handled the business over a period and setting standards for future performance.

B. KEY PRINCIPLES OF GOOD GOVERNANCE

Board leadership

Every organisation should be led and governed by an effective Board which collectively ensures the delivery of its objectives, sets its strategic direction and upholds its values. Every member of the Board should understand his or her individual responsibility of being a Board member, including the legal responsibilities. They should understand and buy into the Board's collective responsibilities and legal obligations.

As far as strategic direction is concerned, the Board should set its focus on this and avoid day-to-day operational aspects. There should be a clear distinction between the responsibilities of the Board and those of the managers. It should be noted, however, that in small organisations, it may be necessary for Board members to become involved operationally. In these cases, effort should be made to ensure clarity and distance between the Board's oversight and its operational responsibilities.

The Board in control

Your Board should be collectively responsible and accountable for ensuring that the organisation is performing well, is solvent and complies with its obligations. It must conduct its affairs so that it complies with its legal obligations and other requirements of its environment, e.g. Olympic Movement, governmental priorities, sponsor values, contractual obligations, etc.

As mentioned earlier, the management of risk is a responsibility of the Board and those who manage your organisation. A culture of good risk management should pervade the organisation, as should mechanisms to confront and mitigate those risks in a timely and appropriate manner.

The Board should have clear responsibilities and functions and should compose and organise itself to discharge them effectively. In addition, individual Board member duties and responsibilities should be clear. Members should receive appropriate induction, training and on-going support (if necessary from outside agencies) in order to carry out their duties.

Board review and renewal

The Board should periodically review its own and the organisation's effectiveness. Reviewing the performance of the organisation as a whole through performance indicators and external review is critical in effective organisations.

Renewing the composition of the Board is often a delicate and difficult issue, but a critical one. Discussions and the use of expert facilitators are methods used by many organisations. It is important that lessons which emerge are acted upon by all parties.

Many organisations have statutes which require election to the Board. Thus, the recruitment of new members to ensure a skill-based Board is often a matter of delicate discussion and decision. Furthermore, Board members may be reluctant to give up their position on the Board. However, where there is an awareness of the organisation's needs in terms of the skills of its Board members, there is often a willingness to recruit such persons onto the Board. Many organisations also have a clause in their statutes, allowing the Board to co-opt a certain number of members, thus circumventing the election process to some extent. If you do not have this in your constitution, you may wish to include it.

Board delegation

The Board should set out the role and function of sub-committees, the officers of the organisation (Chair, Secretary General, Vice-Presidents, Treasurer), the CEO and other staff and agents and should monitor their performance. This should entail:

- setting out clear and discrete roles;
- effective delegation and empowerment of responsibilities;
- setting out clear, unambiguous terms of reference wherever appropriate; and
- monitoring performance of the organisation as a whole, the Board, staff members and its sub-committees.

Board and Board member integrity

The Board and its members should act according to high ethical standards and ensure that conflicts of interest are properly dealt with. There should be no personal benefit from business transacted by the Board. There should be a regular procedure to deal with conflicts of interest which are often dealt with by the Chair asking members to declare if they have any conflicts of interest and, if they have, to ensure that they do not participate in or affect the outcome of the discussion on that particular item.

Board openness

Your Board should be open, responsive and accountable to stakeholders, beneficiaries, partners and others with an interest in its work. There should be a culture of communication and consultation not only by the Board members between meetings, but also by other means with other interested parties. Modern technology can play a major role in achieving this (Unit 44).

The organisation must be open, accountable, and wherever possible, involve stakeholders. For example, more and more organisations these days form athlete commissions to ensure that the views of these important stakeholders are taken into account by the decision-makers. This is encouraged by the IOC.

Adherence to statutes

The adage "You cannot get lost on a straight road" applies to the statutes of an organisation. If they are out of date, they should be reviewed. However, once agreed, they should be strictly observed.

Good management practice

The development of strategic plans, operational plans, performance indicators, risk and financial management, marketing practices, human resource management and many other modern management practices all ensure that effective and efficient organisations are appropriately led by the Board. Furthermore, linking operational and strategic objectives will significantly contribute to good organisational practice.

Good governance culture

While it is possible to tick the boxes on a "good governance" checklist, it is even more important that a culture of good governance pervades the organisation and that you and your Board buy into this principle.

This can be demonstrated in an organisation by:

- meeting agendas. Agendas are the window to the governance culture that pervades the organisation. Do they and supporting materials give the Board a true picture of the organisation which will enable them to make correct decisions in a timely manner?

- clear presentation of information at meetings which are held regularly;

- an ongoing awareness of the Board's governance responsibilities, which you also understand;

- a willingness to confront issues; and

- an awareness of risk.

Good partnership model

A well-run organisation depends on a wholesome partnership between the Board, led by the Chair / President, and the team that runs the organisation. Of key importance is the relationship between the Chair and the person responsible for managing the organisation, i.e. the Secretary General or CEO. It is critical that they communicate on a regular basis so that there is total transparency between the governance and management aspects of the organisation. Strong leadership occurs if both parties work hard to achieve this wholesome working relationship.

C. UNIVERSAL PRINCIPLES OF GOOD GOVERNANCE OF THE OLYMPIC AND SPORT MOVEMENT

In 2008, the IOC defined the universal principles of good governance for the Olympic and sport movement and these were fully endorsed at the 2009 Olympic Congress in Copenhagen. The following are the endorsed principles of good governance.

1. VISION, MISSION AND STRATEGY

1.1 Vision

- The vision and overall goals of the organisations have to be clearly defined and communicated.

1.2 Mission

- The mission should include:
  - development and promotion of sport through non-profit organisations;
  - promotion of the values of sport;
  - organisation of competitions;
  - ensuring a fair sporting contest at all times;
  - protection of the members and particularly the athletes;
  - solidarity; and
  - respect for the environment.

1.3 Strategy

- The strategy is to be aligned with the vision and regularly adapted to the environment.
- The strategy of sport organisations should be elaborated at the highest level of the organisation.

2. STRUCTURES, REGULATIONS AND DEMOCRATIC PROCESS

2.1 Structures

- All sport organisations in the Olympic and Sports Movement should be based on the concept of membership within entities established in accordance with applicable laws.
- The sport organisations should include as members legal or physical persons who constitute the organisation and contribute to form the will of the organisation.
- The stakeholders of the organisation encompass all members who make up the organisation as well as all external entities who are involved and have a link, relation with or interest in the organisation.

2.2 Clear regulations

- All regulations of each organisation and governing body, including but not limited to, statutes /constitutions and other procedural regulations, should be clear, transparent, disclosed, publicised and made readily available.
- Clear regulations allow understanding, predictability and facilitate good governance.
- The procedure to modify or amend the regulations should also be clear and transparent.

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2.3 Governing bodies

- The size of the governing bodies should be adequate and consistent with the size of the sport organisations.

- The tasks and responsibilities of the governing bodies should be clearly defined in the applicable regulations and should be adapted and reviewed as necessary.

- Governing bodies should be entitled to create standing or ad hoc committees with specific responsibilities, in order to help them in their tasks.

- The organisation should set out and adopt reliable and appropriate criteria for the election or appointment of members of the governing bodies so as to ensure a high level of competence, quality and good governance.

2.4 Representative governing bodies

- Members of the organisation should be represented within the governing bodies.

- Special care should be taken for protection and representation of minority groups.

2.5 Democratic processes

- Democratic processes, such as elections, should be governed by clear, transparent and fair rules.

2.6 Attributions of the respective bodies

- A clear allocation of responsibilities between the different bodies such as general assembly, executive body, committees or disciplinary bodies, should be determined.

- There should be a balance of power between the bodies responsible for the management, supervision and control of the sport organisations.

- Principle of checks and balances.

2.7 Decision-making

- All members of the sport organisations shall have the right to express their opinion on the issues on the agenda through appropriate channels.

- Members shall have the right to vote and be able to exercise that right in appropriate form as defined in the regulations of the governing body.

- Decision-making bodies should be fully aware of all relevant information before taking a decision.

- Bodies of the organisation should meet on a regular basis taking into consideration their specific duties and obligations (e.g. the holding of an annual General Assembly is recommended where possible).

2.8 Conflicts of interests

- As a general principle, members of any decision-making body should be independent in their decisions.

- No-one with a personal or business interest in the issue under discussion should be involved in the decision.

- Adequate procedures should be established in order to avoid any conflicts of interests.

2.9 Election or renewal of office-bearers on a regular basis

- The duration of the terms of office should be pre-determined in order to allow election / renewal of office-bearers on a regular basis (e.g. every four years).

- Access for new candidates should be encouraged.

2.10   Decisions and appeals

- Any member affected by a decision of a disciplinary nature taken by any sport organisation should be offered the possibility to submit an appeal to an independent body within the sport's jurisdictions.

- When decisions are taken against a member, special attention should be paid to the appropriate balance between transparency and protection of privacy.

3.   HIGHEST LEVEL OF COMPETENCE, INTEGRITY AND ETHICAL STANDARDS

3.1   Competence of the members of the executive body

- Members of the executive body should be chosen on the basis of their ability, competence, quality, leadership capacity, integrity and experience.

- The use of outside experts in specific fields should be considered when necessary.

3.2   Power of signature

- Good governance implies proper financial monitoring.

- In order to avoid any abuse of powers of representation (in particular signing), adequate rules should be set up, approved and monitored at the highest level.

- Precise, clear and transparent regulations should be established and applied, and effective controlling systems and checks and balances should be put in place.

- As a general rule, individual signature should be avoided for binding obligations of an organization.

3.3   Internal management, communication and coordination

- Good internal communication reinforces the efficiency of sport organisations.

- Good information flow inside sport organisations ensures good understanding by membership of activities undertaken and allows managers to make timely and informed decisions.

- Good working conditions and atmosphere as well as motivation and incentive policies are essential for the smooth functioning of the organisation.

3.4   Risk management

- A clear and adequate risk-management process should be put in place for the:
  - identification of potential risks for the sport organisations;
  - evaluation of risks;
  - control of risks;
  - monitoring of risks; and
  - disclosure / transparency.

3.5   Appointment of the members of the management

- Leadership is above management.

- The majority of the members of management should be professional.

- Candidates should have professional competency and an impeccable professional history.

- The selection process should be based on objective criteria and should be set out clearly.

3.6   Code of Ethics and ethical issues

- Develop, adapt and implement ethical principles and rules.

- Ethical rules should refer to and be inspired by the IOC Code of Ethics.

- Monitor the implementation of ethical principles and rules.

4. ACCOUNTABILITY, TRANSPARENCY AND CONTROL

4.1 Accountability

- All bodies, whether elected or appointed, shall be accountable to the members of the organisation and, in certain cases, to their stakeholders.

- In particular, the executive body shall be accountable to the General Assembly of the organisation.

- Management shall be accountable to the executive body.

- All employees shall be accountable to management.

4.2 Processes and mechanisms

- Adequate standards and processes for accountability should be in place and available to all organisations, and consistently applied and monitored.

- Clear and measurable objectives and targets must be set for the organisation, its boards, management and staff, including also appropriate tools for assessment.

4.3 Transparency and communication

- Financial information should be disclosed gradually and in appropriate form to members, stakeholders and the public.

- Disclosure of financial information should be done on an annual basis.

- The financial statements of sport organisations should be presented in a consistent way in order to be easily understood.

4.4 Financial matters – applicable laws, rules, procedures and standards

- Accounts should be established in accordance with the applicable laws and "True and fair view" principle.

- The application of internationally recognised standards should be strongly encouraged in all sport organisations, where possible, and required for an international body.

- For all organisations, annual financial statements are to be audited by independent and qualified auditors.

- Accountability and financial reports should be produced on a regular basis.

- Information about remuneration and financial arrangements of the governing bodies' members should be part of the annual accounts.

- Clear rules regarding remuneration of the members of governing bodies and managers should be enforced.

- Remuneration procedures should be transparent and predictable.

4.5 Internal control system

- Internal control of the financial processes and operations should be established within the sport organisations.

- The adoption of a compliance system, document retention system and information security system should be encouraged.

- The structure of the internal control system should depend on the size and importance of the organisation.

- Audit committees should be appointed for large sport organisations.

4.6 Education and training

- There should be an induction programme for all new members of staff, volunteer officers and all board members.

- Ongoing education and training of executives, volunteers and employees should be integral to operations.
- The promotion of self-education and regular training within the sport organisations should be encouraged.

5. SOLIDARITY AND DEVELOPMENT

5.1 Distribution of resources

- As a principle, financial resources which are proceeds of sport should be allocated to sport and in particular to its development after covering all necessary sports-related costs.
- Financial revenues should be distributed in a fair and efficient manner.
- A fair distribution of the financial revenues contributes to having balanced and attractive competitions.
- A clear and transparent policy for the allocation of the financial revenues is essential.

5.2 Equity

- Resources should be distributed equitably.
- The equity in sport should be reinforced.
- The right to participate in competitions should be encouraged and secured for those at an appropriate level for the athletes concerned.
- The opportunity to organise large sports events should be open.
- The criteria for choosing venues for events should be fair and transparent.

5.3 Development

- The development of partnership relations between different sport organisations in developing countries should be encouraged.
- The expansion of sports facilities in developing countries should be promoted.

6. ATHLETES' INVOLVEMENT, PARTICIPATION AND CARE

6.1 Right to participate and involvement of the athletes in the Olympic and Sports Movement and governing bodies

- The right of athletes to participate in sports competitions at an appropriate level should be protected.
- Sport organisations must refrain from any discrimination.
- The voice of the athletes should be heard in sport organisations.

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Athletes elect IOC Athletes' Commission members in Beijing

6.2 Protection of athletes

- Measures should be taken to prohibit exploitation of young athletes.
- Athletes should be protected from unscrupulous recruiters and agents.
- Cooperation with the government of the countries concerned should be developed.
- Codes of conduct should be signed by all sport organisations.

6.3 Health

- Sport organisation shall adopt rules for the protection of the athletes' health and to limit the risk of endangering the athletes' health (medical supervision, number of days of competition, pollution).

6.4 Fight against doping

- Sport organisations shall fight against doping and uphold anti-doping policy.
- Zero tolerance in the fight against doping should be encouraged in all sport organizations at all levels.
- Sport organisations shall protect the athletes from doping in particular through prevention and education.

6.5 Insurance

- Insurance in case of death or serious injury is to be recommended for all athletes and should be mandatory for young / junior athletes.
- Whenever and wherever possible, athletes should be provided with social security coverage.
- Special insurance policies should be available for professional athletes.
- The organisers of sports events should obtain adequate insurance coverage.

6.6 Fairness and fair play

- Fairness and fair play are central elements of the competition.
- Fair play is the spirit of sport.
- The values of sport and friendship shall be promoted.
- The undue influence of betting shall be avoided.

6.7 Athletes' education and career management

- Educational programmes, developing in particular "Sport and Studies" programmes, should be encouraged.
- Career management programmes should be promoted.
- Training professional athletes for new professional opportunities after their sports careers should be encouraged.

7. HARMONIOUS RELATIONS WITH GOVERNMENTS WHILE PRESERVING AUTONOMY

7.1 Cooperation, coordination and consultation

- Sport organisations should coordinate their actions with governments.
- Cooperation with governments is an essential element in the framework of sporting activities.
- Cooperation, coordination and consultation are the best way for sport organisations to preserve their autonomy.

7.2   Complementary missions

- Governments, constituents of the Olympic Movement, other sport organisations and stakeholders have a complementary mission and should work together towards the same goals.

7.3   Maintain and preserve the autonomy of sport

- The right balance between governments, the Olympic Movement and sport organisations should be ensured.

D. QUESTIONS

1. Is there a clear division of roles and responsibilities between governance and management in your organisation?
2. Does your Board carry out the roles set out above?
3. What aspects of governance do you need to improve?

UNIT 35

KEY ROLES IN SPORT ORGANISATIONS

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A. INTRODUCTION

Sport organisations have a number of key roles that must be carried out in order for them to be governed and to function effectively. Often these roles are referred to or set out in the constitution or statutes and therefore cannot be altered without the agreement of the members of the organisation. In addition, a number of committees (or commissions) are common to sport organisations. These usually address the main functions of the organisation, although not all are established in all sport organisations.

Most sport organisations are structured in a similar manner. They have a membership that creates the General Assembly, from which the Executive Board is elected. The General Assembly meets regularly – usually annually - under the Chair / President or Secretary General. The General Assembly is the ultimate decision-making body of most sport organisations and debates and ratifies the major decisions proposed by the Executive Board.

The Executive Board is usually made up of elected representatives from the General Assembly. It may also contain members appointed on the basis of skills that they have, such as financial or legal skills, as long as it is in accordance with the organisation's statutes. The Board may also contain "ex officio" members, i.e. members by virtue of another function, such as IOC members on NOC Boards. In addition, it is recommended that at least one athletes' representative (in this capacity) is elected to the Board. The Executive Board is responsible for setting and monitoring the strategic direction of the organisation (Unit 39).

Finally, an organisation usually has an administration or management group responsible for the day-to-day running of its operations. Organisations with paid staff usually have an Executive Director or Chief Executive Officer who, in turn, is answerable to the Executive Board. Alternatively, the administration may be simple and volunteer-led, consisting of few, if any, paid employees. In this instance, the administration is likely to be answerable to the Secretary General (a volunteer), who will report back to the Board. In small organisations, there may only be the Executive Board and no administration. In this case, the administrative roles will be assumed by the Board members.

B. KEY ROLES

Role of the President (or Chair)

The main responsibilities of the President may include:

- acting on behalf of the organisation between meetings;
- implementing decisions made in meetings;
- representing the organisation's views to outside groups, agencies and individuals;
- resolving conflicts or clarifying issues in preparation for meetings; and
- providing leadership, direction, planning strategy and thoughtfulness for the organisation.

In many organisations, the President chairs meetings and is thus responsible for:

- opening the meeting;
- managing the agenda;
- ensuring people have the opportunity to speak;
- seeing that decisions are made and agreed;
- conducting votes on resolutions; and
- upholding the rules and constitution.

It is worth noting that the Chair must remain neutral and is in charge. To control meetings, the Chair should be aware that:

- there should be a formality about procedure;

- there is a skill in selecting speakers;

- it is important to keep a good tone;

- speakers should be encouraged to be short and to the point; and

- the importance of extracting and recording decisions cannot be overestimated.

Role of the Secretary General

In general, the Secretary General is responsible for the administration of the organisation. He or she is a link between the governance, administration and management of the organisation. There will be significant differences in the responsibilities of the Secretary General, depending on whether the post is part-time or full-time, paid or unpaid.

Role of the Treasurer

The Treasurer is responsible for keeping the accounts and establishing appropriate financial procedures (Unit 42). The Treasurer should work with: the audit committee, which monitors the organisation's activities, to ensure good practice; the finance committee, which reviews and manages the finances; the auditors, who check the accounts; and others concerned with financial controls, procedures or reporting. In smaller organisations, the Treasurer will play the role of all of the above plus that of an accountant (if qualified). A Treasurer should be:

- honest;

- able to keep straight, clear records and accounts;

- familiar with money at the level at which the organisation deals;

- skilled in financial management; and

- committed to the aims and objectives of the organisation.

At meetings, the Treasurer is required to:

- present financial reports and accounts;

- submit estimates of expenditure for approval; and

- make comments on the financial viability of projects.

Annual requirements are to:

- present the annual accounts in draft to the Executive Board;

- forward the accounts from the Executive Board to the auditors; and

- present the audited accounts to the Annual General Meeting for approval.

C. COMMITTEES

Committees or commissions are appointed by the Executive Board in order to carry out key functions within the organisation. They are responsible for overseeing operations within their remit, setting and revising policy and procedure in this area and then reporting back to the Board. The structure and mandates of the Board and each of its committees should be documented in order to help ensure that Board members and management clearly understand the committees' roles.

The Audit and Finance Committee:

- works with the Treasurer to ensure that financial audits are conducted in an efficient and cost-effective manner;

- oversees the organisation's financial systems and internal controls;

- recommends to the Board approval of the organisation's annual financial statements;

- recommends the appointment of the external auditor, and the appropriate fee;

- assesses whether funds are or will be available to meet expenditure commitments;

- assesses the effectiveness of budgeting, financial control and financial reporting procedures;

- reviews and makes recommendations with respect to all proposed contracts of the organisation;

- approves, reviews and makes recommendations with respect to expenditures or commitments beyond the approval limits of the CEO and the Chair of this committee;

- reviews and monitors financial statements and budgets;

- recommends policies and procedures to avoid and deal with conflicts of interest; monitors compliance with conflict policies and procedures; investigates any specific cases involving an allegation or question of conflict of interest and reports the committee's findings to the Board; and

- reports at regular intervals to the Board on the organisation's financial situation and on the committee's deliberations.

The Athletes' Committee:

- represents the views of athletes to the Executive Board;

- provides advice, support and counsel to athletes;

- encourages the organisation to improve athlete development; and

- consults with athletes about key issues.

The Women and Sport Committee:

- provides leadership for women who participate in your sport;

- represents the views of women to the Executive Board;

- develops initiatives to increase participation of women and girls in the organisation; and

- helps women athletes, coaches and officials to achieve their ambitions in the sport.

The Marketing Committee:

- reviews and approves the organisation's marketing, advertising and promotional plans;

- reviews the performance of the organisation's marketing agent(s) on an ongoing basis;

- reviews all proposed marketing contracts and makes recommendations;

- reviews the organisation's non-commercial fundraising plans and activities and makes recommendations;

- assesses the effectiveness and adequacy of the organisation's marketing resources and makes recommendations regarding resources as required; and

- assists the organisation's marketing agent(s) as required, such as by helping with presentations, generating contacts and other activities.

The Team Selection Committee:

- proposes the principles upon which team selection will be based;

- recommends specific criteria for team selection;

- recommends the process and timelines for the selection process;

- establishes, with each national sport organisation, the specific selection criteria as they pertain to their sport and prepares written agreements with each at least two years before the Games;

- verifies the achievement of the criteria by athletes nominated by national sport organisations;

- considers applications on behalf of athletes not meeting the criteria;

- recommends to the Executive Board the athletes to be selected; and

- provides advice and information to the Board if a national sport organisation appeals against their recommendation.

The Environmental Committee:

- develops policies to reduce or eliminate environmental impacts that may negatively affect the health and safety of athletes, spectators or the community;

- enhances the environmental attractiveness of sports venues in the community;

- ensures that the organisation's environmental strategies are developed in consultation with community groups and communicated to the public; and

- monitors the organisation's activities to determine their compliance with environmental standards.

A sport organisation may have numerous other committees, covering areas such as nominations, culture and education, sport for all, legal matters, etc.

D. QUESTIONS

1. Is the committee structure of your organisation appropriate to the work it does?
2. How can your structures be more effective?
3. How often should you review committee structure and functioning within your organisation?

UNIT 36

CONSTITUTION OF AN ORGANISATION

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A. INTRODUCTION

Most sport organisations are based on a constitution, often referred to as the rules or statutes. The constitution sets out the aims and objectives of the organisation and lays down the manner in which it should conduct its business.

The Olympic Charter is the rulebook for the IOC and the Olympic Movement. There are many references to the NOCs in the Olympic Charter (specifically Chapter 4), including the notion that each NOC must have its own constitution and how that relates to the IOC.

Additionally, in countries where a sports law has been passed, allowing the government to support and recognise sport, it is important that NOCs and sport organisations understand the sports law and how it affects them.

By and large, the constitution sets out how the members of the organisation wish it to be organised. Once determined and enshrined in the constitution, the rules must be followed. They can only be changed in a predetermined manner which is also laid down in the constitution. The stability of the organisation depends on people "not being able to move the goal posts during the match".

Further advice should be obtained from a legal specialist(s) in your country. NOCs should ensure that their statutes comply with the Olympic Charter, while National Federations should refer to their respective NOC and IF, and clubs to their relevant national federations.

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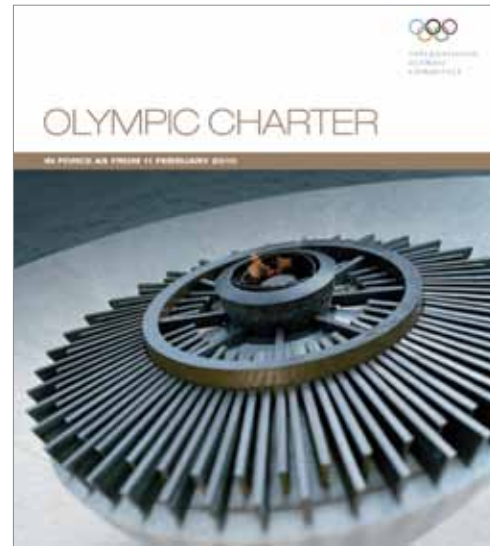
B. TOOLS

Sample constitution

The following is a sample constitution for a national sport governing body. The terms suggested can be changed or modified to better suit particular wishes or circumstances.

— (country) — (sport) — ORGANISATION CONSTITUTION

Title

The name of the organisation shall be the - (country) - (sport) - organisation - hereinafter called the (name).

Objectives

- to encourage the development of - (sport) - in - (country)
- to organise championships at national and regional levels
- to participate in such international events as shall from time to time be decided
- to organise national and regional teams

Membership

Membership shall comprise those clubs accepted into membership at a general meeting of the organisation and that are fully paid-up members of the organisation. Each member shall be entitled to one vote at the annual general meeting (AGM).

Finance

- All clubs shall pay an annual subscription which shall be determined from time to time by the AGM.
- The financial year shall start on (date) and end on the following (date).
- Subscriptions shall be due on (date) each year.

The officers

An Executive Board of the organisation shall be elected.

The officers of the organisation shall be:

- the President (chairperson)
- (number) Vice-presidents
- the Secretary
- the Treasurer
- other elected officers (list)

The officers may be ex-officio members of all committees with voting powers. They shall be elected by the membership at the AGM and shall be eligible for re-election. A vacancy caused by death, illness or resignation may be filled at the discretion of the Executive Board.

The annual general meeting

The annual general meeting shall be held each calendar year and shall at least:

- receive the balance sheet and accounts for the previous year;
- receive and adopt the annual report;
- appoint such sub-committees as it sees fit, from time to time, to appoint;
- elect the officers; and
- appoint the auditors.

Each club shall be entitled to attend the annual general meeting and may only have one vote. The officers shall be entitled to one vote. The President (chairperson) shall be entitled to vote and additionally, has a second and deciding vote in case of a tie.

Executive Board

The Executive Board shall consist of the officers (with voting powers) and one representative from each region.

The Executive Board shall meet at least once every (number) weeks / months and be responsible for the day-to-day running of the organisation. It shall establish policy and procedures to ensure the efficient management and continued development of the organisation in all its aspects.

Committees

Committees shall be established by the Executive Board when needed.

Conduct of meetings

- The place and date of the next meeting of all committees shall be decided at each meeting.

- The quorum for each meeting shall be 50% of the membership plus one.

- A special general meeting may be called at the written request of (number) clubs to consider such matters as are referred to on the letter of request. Such a meeting shall be called within (period) of the receipt of such a request.

- Items for the agenda must be received by the Secretary (number) weeks prior to the meeting.

- The agenda for a meeting shall be circulated at least (number) weeks prior to the meeting.

Alteration of the constitution

No rules of the organisation shall be altered or removed, nor any new ones added, unless (number) clear days' notice has been given to each constituent body and then only by a two-thirds majority of those present and entitled to vote. Voting at an AGM or a special general meeting must include full notice of the alterations proposed.

C. QUESTIONS

1. Do you need to review your constitution to make sure it reflects what members want?
2. Is your constitution adequate to allow the Board to run the organisation effectively?
3. Does your constitution cover the key aspects of the organisation in enough detail?

UNIT 37

HEALTH AND SAFETY

A. HEALTH AND SAFETY

Sport is inherently risky. Some sports are risky in themselves and some use equipment that could be dangerous. All involve physical activity which offers the potential for injury.

This means you have a responsibility to be concerned with the health and safety of your participants and members. This is often included in the laws of your country, in particular within tort law. Tort is "a breach of duty - other than under contract - leading to liability for damages". Neglect and breach of duty could have severe financial consequences for your organisation. It is here where legal experts can be most helpful.

Sport administrators are in the management business, which includes the management of risk. These legal considerations place a considerable responsibility on administrators to behave in a proper and prudent manner. In the matter of the health and safety of athletes, prudence is essential and this, of course, involves the avoidance of risk. Indeed, everyone involved in sport has this "duty of care", including coaches, officials, parents, managers and participants.

Other responsibilities in terms of health and safety are as follows:

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- It is your duty to provide a safe environment for participants - facilities and equipment should be safe.

- You have a responsibility to ensure that equipment is regularly inspected and that maintenance is carried out.

- There should be no mismatches in contact sports, in terms of difference sizes, weights, levels of skill and experience.

- Participants and officials should be safe from intentional injury caused by the opposition, spectators or poor procedures on your part.

- Officials have a responsibility for ensuring the safety of participants at all times.

- Spectators and bystanders have a right to safety.

To manage health and safety, you should carry out:

- a risk assessment on all new activities and then regular risk assessment throughout the year;

- a safety audit that evaluates the organisation's operations against current legislation;

- a regular review of your operations and policies to make sure they reflect current thinking in terms of health and safety;

- regular training of all staff and volunteers to make sure that they are safe in their work and the way they deliver services; and

- regular record-keeping to demonstrate good practice in this area.

It is essential that the people who deliver the services of your organisation are aware of their responsibilities in this area. Ignorance of the law is no excuse!

B. TOOLS

When auditing the health and safety of your organisation, ask yourself the following questions:

- Is the sport conducted in an ordered, structured manner. Is it properly supervised?

- Are instructors, educators, coaches and others who teach and supervise sport properly qualified for the task at hand?

- Are the equipment and facilities safe? What about ancillary facilities, such as changing rooms?

- Do we make people aware of dangers and of proper conduct?

- Do we obtain informed consent? Are participants clearly aware of the risks involved in a sports activity? This applies, for example, to parents allowing children to take part in certain sports, such as rock climbing, rugby football or skiing.

- Do we manage injuries properly? Do we take appropriate medical precautions at events?

- Are our transportation arrangements safe?

- What are our responsibilities in terms of fan violence against athletes, officials and each other?

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C. QUESTIONS

1. Who has overall responsibility for health and safety in the organisation?
2. How do you ensure that you stay up to date with legislative changes?
3. What changes do you need to make to your health and safety practices?

UNIT 38

PROTECTION

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A. INTRODUCTION

As suggested above, sport is risky and includes risks that vary from minor legal disputes to death. It is therefore good management to accept these risks and take prudent measures to control them.

B. INDEMNIFICATION AND WAIVERS

An indemnification clause releases a party from legal responsibility for the reckless or illegal behaviour of another party, such as members or contractors with whom you have a legal relationship. This type of clause is a good idea to minimise the risk to your organisation in the event of a lawsuit. Every contract you sign should indemnify your organisation from any illegal behaviour on the part of a contracted service provider.

Waivers of liability are often used to reduce the possibility of a lawsuit in the event of injury or death as a result of participation in an activity of the organisation. Typically, a waiver asks the member to acknowledge the risk of injury and death and release the organisation from any legal responsibility should such injury or death occur. Signing waivers of this nature is often a condition for an athlete's participation in an event.

C. INSURANCE

The following information is adapted from the work of the Australian Society of Sport Administrators, as prepared for their Sport Administration course.

Being incorporated and having a formal constitution in place are clearly recommended as prerequisites for a well-run club which offers protection to its members against internal complaints and external litigation. However, the club itself also needs protection against claims by other parties. It is therefore important that the club should put in place a portfolio of insurance cover.

All individuals involved in a club, whether as a supervisor, coach, player or organiser, should be protected with appropriate insurance. Many sport organisations provide insurance for public liability, professional indemnity and / or personal accident for all members. Members should check with their organisation to ensure that adequate cover is provided, and if it is not, take out insurance individually through their club.

There are a number of ways in which sport produces a need for insurance. First, there is the broad area of cover against physical injury to the insured, which extends to trainers, referees, coaches, officials and spectators.

Secondly, there is a need for cover against injury to someone else. The insured may be a player held liable for injury to another player or a spectator. The insured may be vicariously liable for the player's acts. Increasingly, the insured may have some responsibility for the safety of players, other participants or spectators through the provision of sports facilities, control of the venue or control of the game either generally or on a particular occasion.

Sport is business. Rain insurance may save the promoter of a sports event from disaster and any sport organisation exposed to business interruption from material damage would wish to be covered against it. Liability for economic loss may be incurred in connection with a sports activity.

Insurers today have a real interest in the way sports are played and managed because they have an interest:

- in seeing rules which reduce the risk of injury and the risk of liability;
- in seeing safer equipment used by the participants; and
- in sports facilities, wishing them to be constructed and controlled so as to reduce the risk of injury to players, participants and spectators.

The following types of insurance should be considered where appropriate.

Professional indemnity insurance

Professional indemnity insurance covers individuals against legal liability when there has been an error, omission or neglect by an employee or individual in the carrying out of their professional duties. Because the error or neglect can lead to the professional being sued for damages, professional indemnity cover insures them against claims for negligence. Policies can include damages for libel and slander. In sport, negligence or accidental error occurring during instruction by coaches, managers, physiotherapists and doctors are the important areas to cover.

It is recommended that a sport organisation take out professional indemnity insurance to cover coaches, medical officers and trainers, or any other persons giving professional advice or imparting skills.

Public liability insurance

Owners and occupiers of premises have a responsibility to keep premises in safe condition so that other persons entering the premises are not injured. Sport organisations also must use reasonable care and skill to ensure that people coming into or near a sport venue are not injured in any way as a result of the negligence of a proprietor or participant.

Public liability insurance is an important form of insurance, since it protects volunteers, employees and members of the organisation. This insurance provides indemnity to your organisation against its legal liability to pay damages arising from accidental injury (including death) and accidental damage to property. This covers claims arising from negligence of the organisation or one of its employees, or from the condition of the premises. It also provides for payment of legal costs related to such claims. The policy must be written specifically for the organisation which it is meant to protect against loss. It is prudent to define the insured as all the members of the organisation. It may also be extended to provide cover for goods sold or supplied to customers and claims by one member against another. Details of extended cover can be obtained from an insurance broker.

Player accident insurance

Insurance for sport participants is now recognised as a priority. There is both a moral and administrative obligation to provide protection against injury arising from participation, which may include training, and travel to and from functions. There are various types of cover, which may include:

- *Tragedy benefit* – based on a capital sum with a scale of benefits on a loss of use basis for permanent disabilities;
- *Loss of income* – designed to replace the income which participants will lose if injury prevents them from performing their normal occupation;
- *Student assistance benefit* – to reimburse costs incurred for tutorial expenses or home help;
- *Parent inconvenience allowance* - reimbursement of costs incurred to visit children who have suffered a tragedy; and
- *Other medical expenses* – reimbursing medical expenses which are not covered by standard insurance.

Directors' and officers' liability insurance

This form of insurance is designed for executive members and directors of clubs and organisations who can be sued by their own organisation for acts of negligence. In these cases, it is alleged that they have breached the duty of care owed to their organisation. Such insurance is of particular importance to organisations which have large financial turnovers or taxation liabilities.

Property insurance

The insurance plans set out above are designed to protect an organisation and its members against liability claims. However, insurance that protects the organisation's assets should also be taken out. These include:

- *Fire* – A fire insurance policy is advisable if the organisation owns buildings or flammable equipment.

- *Burglary* – This covers against the stealing of sports equipment and saleable goods.

- *Money* – Since large sums of money are not generally covered under a burglary (contents) policy, separate cover is often required.

- *Consequential loss* – This covers loss of income suffered by a commercially operating organisation as a result of fire damage to its premises. It also compensates for the increased operating costs following a fire.

- *Pluvius (rain)* – This generally relates to the cancellation of events as a result of adverse weather conditions.

- *Fidelity* – This relates to the risk of members stealing the organisation's funds.

- *Motor vehicle* – Any motor vehicle owned and operated by the organisation will require insurance to protect both its own value and that of vehicles owned by other drivers, in the case of an accident.

- *Cash-in-transit* – All gate receipts from events and functions organised by the organisation may need to be insured. There are many examples of situations where funds are collected at an event during the weekend and cannot be banked until the following Monday. In such cases, a cash-in-transit insurance policy can provide protection from theft or other causes of loss until the money reaches the bank.

Insurers may influence the way your sport can be played. Nobody would be concerned if an insurer said that it would not accept a risk unless the fire safety of the grandstand at a sport venue was upgraded or the goal posts padded. However, what about an insurer which refused to cover a school for liability in respect of pupils on a sport ground unless the school changed from rugby to soccer? In this way, insurers can affect the way our sport is played.

D. QUESTIONS

1. Is your organisation protected properly against risk and accidents?
2. Do you review your protection policies regularly?
3. Are you adequately insured for all of your activities?

SECTION III

THEME 3: MANAGEMENT OF RESOURCES

A resource is an aid or support that you can draw on to help you to achieve something.

UNIT 39

STRATEGIC PLANNING

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A. INTRODUCTION

In order to use your resources most effectively, you will need a relevant and current strategic plan to provide direction for your organisation.

"A plan is the core discipline of preparation which frees us to do what is necessary to create change and to adapt to change, with agility. Preparation equips us to manage the velocity, uncertainty, complexity and diversity of change to personal and collective advantage. Our plan takes us from where we are to where we want and need to be. In this respect, it is a route map to reach a destination. It has purpose, direction and a timetable – why, where and when. It must cover what is to be done, who is to do it, and in linking values to vision, how to do it." Frank Dick, former British national athletics coach

Developing a plan or strategy is, in theory, a relatively straightforward process. It is made up of five components:

1. Investigate the internal and external operating environments to decide what the organisation's strengths and weaknesses are, and what opportunities and threats exist that might affect your capacity to meet your objectives.

2. Decide what your organisation should achieve (its objectives).

3. Develop strategies that take account of your investigations and that allow you to meet your objectives.

4. Put these strategies into operation.

5. Evaluate strategies against the intended objectives and feed back into future strategy development.

There are a number of reasons for developing a strategy for your organisation:

- A strategy will provide a framework for decision-making as it will identify priorities for the organisation.

- The setting of objectives will force you to ask and answer important questions, such as what the future opportunities are for the organisation.

- The process of environmental auditing will make you aware of key issues, internal strengths and weaknesses and external opportunities and threats.

- A strategy will help clarify staff roles, allow the allocation of resources and encourage consultation with staff.

In many organisations, this process will lead to the development of two types of plans:

- *A strategic plan* – defines the mission, visions, values and objectives, and the strategies by which they will be achieved and evaluated. This is usually only developed every four years.

- *An operational or business plan* – sets out how to move the strategic plan forward, the risks, challenges, specific actions and programmes, the costs of various actions, timelines and responsibilities. The operational or business plan should be reviewed annually.

B. ELEMENTS OF A STRATEGIC PLAN

Vision and values - The vision and values statements describe your aspirations for the organisation. Vision corresponds to what you want the organisation to be in the long term, such as "Our club wants to be the most successful swimming club in the country". Values are the underpinning beliefs that the organisation wants to promote, such as respect, solidarity, equity and excellence.

Mission statement - The mission statement defines what you must do to achieve your vision, answering questions such as "Why does the organisation exist?", "What does it provide?" and "Whom does it serve?". For example, "Our NOC supports the development of sport in our country and the international Olympic Movement by creating sport development opportunities for coaches, athletes and national sport organisations".

Strategic objectives - The strategic objectives set out how the vision, values and mission can be achieved. They are what your organisation needs to achieve to be competitive and ensure long-term sustainability.

For example: "We will achieve our dominance as a swimming club by hiring the best coaches to operate an intensive daily training programme".

Action plans - These are the ways of making sure that your vision, values, mission and objectives are achieved. Action plans cover the organisation's major products and services, such as coaching development, athlete support, Games missions and Olympic Day. They describe how your organisation will use its resources to meet its objectives. Each action plan should describe:

- what will occur;
- how it will occur;
- who will do it;
- by when it has to take place; and
- what resources are needed.

For example: "In order to celebrate Olympic Day on 23 June, our NOC will organise volunteers from the public schools by 15 May and they will involve students to assist."

Key performance indicators (KPIs) – Key performance indicators are the quantifiable measures that evaluate whether you have achieved your objectives. For example, indicators might be athlete results, number of athletes to be selected, expanded programmes in support of athletes and coaches, or increases in membership. A key performance indicator may be to have 10 athletes win medals at a national championship.

C. CREATING A STRATEGIC PLAN

There are two aspects to strategy development that will affect how successfully you can achieve what you want to achieve - auditing of your operating environment and setting of clear objectives.

Evaluating the environment

The development of a successful strategy relies on good information and awareness of the operating environments that affect your organisation. Using the information set out in Unit 32, you should be able to gather information that will be useful for strategy development. The process of internal and external assessment will allow you to:

- develop an understanding of your organisation's position within its particular market;
- be informed about the characteristics of your members and any competitors; and
- become aware of strengths that can be used to take advantage of opportunities and weaknesses that need protection from external threats.

The accuracy of the audit and the subsequent strategy will only be as good as the information on which the audit is based. It is therefore important that you can access up-to-date and relevant information on trends and changes in both internal and external environments. Obtaining information on the internal environment should be relatively straightforward, as internal data should be readily accessible. The external environment is more complex and you will need to identify sources of information about this. The key point is that information needs to be actively sought - you cannot assume that you know what is going on in your environment.

Setting clear objectives

Objectives guide the operations of the organisation, since they set out what has to be delivered. Therefore, it is important that they are clear and communicated to, and understood by, everyone working within the organisation. Objectives need to be expressed in terms that can be remembered using the acronym SMART:

- *Specific* – Relate directly to the service being planned, such as membership benefits.
- *Measurable* – It must be possible to measure whether the objective has been achieved.

- *Attainable* – The organisation must be able to achieve the objective with its resources.
- *Ranked* – Objectives should be prioritised. Although you would hope to achieve all you set out to do, in some cases this may not be possible and you need to decide what has to be achieved.
- *Time-constrained* – A time period should be set in which the objective must be achieved.

Once an objective has been set, targets can be associated with these to help focus the ensuing strategy. For example, a targeted, SMART objective could be "to increase overall membership of our organisation by 5% within two years". This provides a clear goal and a target for the development of strategies.

Developing a strategic plan

The process of planning should be led by you, in consultation with your Board and other stakeholders, such as funding sources, the government and sponsors. You will be responsible for drafting plans that enable the expectations and desires of your stakeholders to be met. The following process may help:

- Set timelines for completion of the plan.
- Consult stakeholders about what they think the organisation should do and what they want from it.
- Draft the vision, values and mission statement in light of this information.
- Carry out environmental audits.
- Draft an organisation profile, identifying strategic issues and questions related to:
  - who we are;
  - where we are now;
  - what we are currently doing;
  - why we are doing it;
  - where we want to be;
  - why we want to be there;
  - how we get there, and when;
  - what we change and who does it; and
  - what it will take; next steps.
- Establish strategic objectives.
- Establish a draft initial strategic plan (vision and values, mission, objectives) and proposed priorities for future action.
- Undertake a second round of consultation with stakeholders and determine their input on priorities, resource allocation and criteria for evaluation.
- Develop a final strategic plan.
- Develop a 1-2 year operational plan that allows the strategic plan to be delivered.
- Submit strategic and operational plans to the Board for approval.

D. QUESTIONS

1. How do you make sure that you know what is going on in your external environment?
2. How well does your operational plan contribute to your strategic objectives?
3. How could your planning process be improved?

UNIT 40

MANAGING PEOPLE

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A. INTRODUCTION

Without doubt, people – paid staff and volunteers – are the greatest resource that your organisation will have. Often, they are the resource that is managed most badly, and the expertise, time and enthusiasm they bring to sport can be wasted.

To make sure that you manage this resource properly, you need to do the following:

- Recruit the best people possible, using a range of sources from both within and outside the sport. This can be done by advertising, word of mouth or "headhunting".

- Place these people in roles that make the best use of their skills and expertise, which means you need to be clear about what the job entails, and what skills and abilities the recruited person possesses.

- Provide training to overcome any gaps (Unit 41).

- Keep them interested, enthusiastic and, most of all, motivated. To do this, you will need to understand why they chose to work for the organisation and what they are interested in, and find a way of rewarding them appropriately.

If you manage your people resource properly, your organisation will have a greater chance of achieving its objectives, since well-managed people deliver high-quality services, make fewer mistakes and therefore save the organisation money.

B. MANAGING PEOPLE

Managing experts

Experts can add significant value to your organisation, particularly if they are managed effectively and you are open to what they have to say. The use of experts is common in sport organisations and they tend to fall into two categories: expert technical staff, such as coaches, and other consultants.

Possible tasks for an expert might be to:

- provide specialist training in areas such as nutrition or strength;

- work with athletes to prevent injuries;

- work with athletes on particular techniques;

- help create a strategic plan, marketing plan or financial plan;

- assist with fundraising; and

- improve and manage your information technology.

In addition, you may also use experts when:

- the project is short term or a one-off problem;

- nobody else has time to take on the project;

- you would like an outside perspective on the issue; and

- a funding source requires you to use an expert in a project they are funding.

As experts can often be expensive, it is important that you make the best use of their expertise and the time that they have with your organisation. The following will help you to do this:

- Be very clear about why you need an expert and what it is you expect them to achieve.

- Create a clear scope of work for the project and use this to recruit your expert.

- Look for the best help possible. Ask others whom they have used in the past or seek advice from funding bodies on who they would recommend.

- Decide how you will recruit: will you use a tender process or will you approach someone on the basis of information you have been given?

- Consider setting up a contractual relationship with the expert you choose. This is essential if you are intending to pay for their expertise.

- Have an agreed and set budget for the project and make sure this is communicated to your expert.

- Agree what the final output should be and the form it should take, e.g. a marketing plan or a series of training sessions for specific athletes.

- Manage your expert to agreed deadlines and make sure that you provide all agreed information and resources.

Managing volunteers

There is an ever-increasing need for volunteers to assist within sport organisations. Volunteers help with coaching, team management, the administration of clubs and leagues, events, governance and policy. However, at the same time, it is becoming increasingly difficult to find volunteers due to pressures of time and income. This means that volunteers need to be managed as effectively as paid staff. Although volunteers are a relatively inexpensive resource, they do create some costs for the organisation.

Recruit the best volunteers possible

Some of the reasons people volunteer include:

- service to others – to "put something back into the sport";

- to gain work experience;

- family involvement;

- social reasons;

- prestige; and

- to influence policy.

You need to recognise these motives, consider them in light of programme requirements and place the volunteer in a situation that is beneficial to both the individual and the programme. It is important that volunteers are asked why they participate in order to help determine how well their needs are being met.

Consider your volunteer requirements on a regular basis, taking account of what needs to be done in your organisation, including future events or activities. Your organisation should establish a yearly plan for the recruitment and use of volunteers. Before you begin to recruit volunteers, you must decide where you need help. To do this, it might be helpful to classify volunteers into three categories:

1. **Administrative leadership** – Volunteers may serve as Executive Board members, Secretaries, Treasurers, or as committee members. The volunteers you recruit for these positions must have the skills and abilities necessary for this type of work, as well as the time required. Depending on your organisation's constitution, they may need to be elected and the ratio of member organisations may have to be observed.

2. **Sport technical leadership** – Coaches, officials, medical and training specialists must possess real knowledge and qualifications in the areas for which they are volunteering. Volunteers who meet these general requirements include experienced former athletes and coaches, physical education students and people attending other professional training courses.

3. Non-leadership services – There is always a need for volunteers in a non-leadership capacity, whether to handle registration, help with fundraising or provide transportation. Volunteers who could fill these roles are those who do not have technical qualifications or the time for a prolonged commitment.

Try to match your volunteers with the specific requirements of the work to be done. Some criteria to consider are:

- **Short term vs. long term** – How long do you need your volunteers to commit for?
- **Intense vs. relaxed** – Does the job allow the individual to work at a leisurely pace or does it involve tough decisions, tight deadlines or constant attention?
- **Responsible vs. non-responsible** – Does the job require an individual who will be highly accountable or responsible (for the people or programme) or does it involve little accountability?

No matter how you plan to use volunteers, they should all understand and promote the objectives of the programme. This will involve specific effort on your part to communicate the programme's objectives before a volunteer commits to it.

Sources of volunteers

Here are a few ideas of where you might begin looking for volunteers:

- individuals who have benefited from your programme, e.g. former athlete participants, coaches;
- students;
- parents and relatives;
- spectators; and
- military or government employees.

In order to recruit volunteers, you could:

- contact volunteer bureaus and other such organisations with regard to potential volunteers;
- make arrangements to meet and talk to specific groups to create interest;
- encourage reporters or broadcasters to publicise the aims and objectives of your organisation and the opportunities for volunteers to become involved;
- distribute handbills, posters, leaflets, pamphlets and other printed matter to inform people of opportunities to volunteer;
- make presentations to schools and universities; and
- advertise on your website and other relevant websites.

Once you have located sources of volunteers, individual personal contact is the best approach. This provides an opportunity to discuss the programme's needs, create interest and communicate aims, objectives and philosophy. It is important to interview applicants in order to determine their interest and abilities and to analyse their motives. Check character references and, if possible, ask the police if there is any cause for concern. Spend some time ascertaining their willingness to accept supervision or responsibility.

Place volunteers in the best role possible

If your volunteer programme is to function and grow, the following steps should be taken:

- Create a clear job description. Outline the commitment expected, including your programme objectives, and the general philosophy of the organisation. Describe the resources currently available to undertake the task, and possible procedures.

- Provide your volunteers with training in their prospective jobs. Give them time to learn before actually doing the work.

- Encourage people to grow in their jobs, to try new procedures as long as the objectives of the programme are being met.

- Give the volunteer the opportunity to suggest new ideas or procedures.

- Build in incentives. Give the volunteer credit and recognition for work accomplished, and some tangible form of reward if appropriate.

- Once you recognise the volunteer's motivation, encourage self-development to further motivate the volunteer and to improve your organisation.

Managing relationships with volunteers

Where an organisation employs paid staff, there can be difficulties in the relationship between these employees and volunteers. Conflicts can occur when responsibilities and authorities are not clear. They can occur because of personality conflicts or differing opinions on goals and strategies. Boards, which may meet only a few times a year, may feel the full-time employees are running the organisation their way, rather than being subordinate to the Board.

Thus, for every organisation that depends on volunteers, it is extremely helpful if the employees, volunteers and Board are clear about their roles and responsibilities and to whom they should report. Most importantly, success depends on everyone being prepared to work cooperatively for the good of sport, to support and encourage each others' efforts and to recognise each person's contribution. You have an important role to play to ensure that this happens.

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C. TOOLS

Evaluating your volunteer strategy

Consider the following questions when evaluating your use of volunteers:

- What tasks are performed by volunteers?

- Is there a coordinator to whom all volunteers report and who assumes full responsibility for them?

- Are the goals, purposes and policies of the volunteer programme stated in writing (e.g. job descriptions)?

- Is the volunteer programme regularly planned, organised and revised with participation from the Board, staff, user and community groups, as necessary?

- Are volunteers given a formal introduction to the organisation as well as to their own roles as volunteers?

- On the basis of what criteria are volunteers recruited and placed?

- What training is provided to volunteers?

- Does the organisation maintain records on each volunteer?

- What expenses does the organisation cover for volunteers (e.g. transportation, child care)?

- Are volunteers given individual performance evaluations? By whom, when?

- Do volunteers receive clerical support? Are work space and equipment allotted to them?

D. QUESTIONS

1. How good is your organisation's recruitment process?
2. Do you know if people are doing the jobs best suited to their skills?
3. How can the way you manage your people resource be improved?

UNIT 41

ASSESSING STAFF AND VOLUNTEER TRAINING NEEDS

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A. INTRODUCTION

Training needs must be assessed in order to ensure that you are helping staff and volunteers to do their jobs well. You should do this when people first start work or volunteer for your organisation, when their job or technology changes or when there is a change in priorities in your organisation.

Problems that arise in the organisation may be the result of skill shortages. For example, your team may fail to qualify for the finals of a competition because the head coach has not prepared it properly. Therefore, when trying to solve performance problems, you should ask yourself the following questions:

- Has a shortage of skills contributed to this problem?
- What are the reasons for this skills shortage?
- Can the shortage be addressed with training?

B. TRAINING NEEDS ANALYSIS

Training needs analysis entails the following steps:

- Break up the activities required as part of the job into a series of tasks.
- Describe the knowledge and skills required to perform each task.
- Assess the person against the identified knowledge and skills.
- Discuss with the jobholder their perceived requirements.
- Consider personal development needs.

This will provide the information that you need to create a training plan that will address gaps that you and the person involved have identified, and that cause problems in the organisation.

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It is important that you "sell" the benefits of training. You can usually ensure that paid staff receive the training they need, but this is much harder when volunteers need training. Volunteers may not have the time to devote to training or they may perceive that they are skilled enough. This means that you will need to promote the benefits of training, such as for personal self-development.

C. TRAINING PLAN

Training could be formal, such as an organised course carried out by an expert, or informal, which relies on practical experience, such as on-the-job experience. We often think that formal training is more valuable as it is delivered by an "expert". However, this type of training tends to deliver information, but not practical skills. In order to get the most out of training, you should try and make it as practical as possible. For example, an organisation could hold briefing sessions on various topics led by different people working in the organisation.

Preparation of a training plan should cover the following:

- *The objectives of the training* – What is to be achieved, such as learning new IT skills?

- *The population to be trained* – Who is to be involved, such as the Executive Board?

- *The choice of training methods* – How the training will be delivered, such as attending courses?

- *How the success of the training will be measured.*

- *The evaluation of the training.*

Evaluating the training plan

The training plan needs to be evaluated against the established objectives. Without this evaluation, the effectiveness of training cannot be assessed. There are three levels at which evaluation can be carried out:

1. *Acquired skills and knowledge* – Have the required skills been learnt?

2. *Applied practice* – Have the skills been put into practice?

3. *Impact on the organisation* – Have the acquired skills made the organisation function more effectively?

The success of training should be demonstrated by improvements in both individual and organisational performance.

D. QUESTIONS

1. How do you identify skill shortages in your organisation?
2. What are the opportunities for informal training in your organisation?
3. What do you need to do to make this better?

UNIT 42

FINANCIAL MANAGEMENT AND BUDGETING

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A. INTRODUCTION

Financial management is the prudent monitoring and communication of your organisation's financial affairs in accordance with approved accounting practices and the law. Managing funds transparently, efficiently and effectively is essential to helping your organisation plan for continued income and growth.

All Board members and staff of your organisation are responsible for its financial management. From the boardroom to a team in the field, everyone has to be ethical and responsible in their use of funds. Few people are more important in the process than the person who is managerially responsible for finance, usually known as the Treasurer or Financial Director. This person plays a crucial role in establishing realistic budgets and keeping them under control. Control is absolutely vital for good financial management. You should know how much you have to spend, what it will be spent on and then record and account for how it has been spent. Without this control, you may mismanage your finances.

Although the Board and staff must work together to run the organisation effectively, a good Treasurer will ensure that the organisation stays solvent, grows the assets and effectively manages the organisation's annual cash flow. Financial management is the responsibility of the entire organisation; however, ultimate responsibility lies in the hands of the Treasurer and associated financial staff.

B. FINANCIAL MANAGEMENT

Key financial definitions

Some of the following definitions will be well known to you. However, one of the main steps towards good financial management is for all to have a clear understanding of what is being discussed when finances are being reviewed. It is therefore important to ensure that everyone with financial responsibility understands the following terms:

- *Assets* – Something of value that your organisation owns or has the use of. These can be current assets, which are only owned for a short time, such as cash, or fixed or long-term assets, such as a building.

- *Liability* – Something owed to someone else; liabilities are the debts of the organisation. Again, these can be current liabilities, which must be paid within a fairly short time, such as the money owed to travel agencies, or long-term liabilities, such as the money owed to a bank for a mortgage on the organisation's headquarters.

- *Running costs* – Costs needed to run daily operations. These include the cost of heating, electricity and staff.

- *Surplus* – An excess of income over expenditure.

- *Deficit* – An excess of expenditure over income.

- *Liquidity* – The amount of money you can access immediately to pay your debts.

- *Reserves* – The amount of unspent funds at any given point.

- *Balance sheet* – A list of all assets owned and liabilities owed by the organisation at a given date.

- *Income and expenditure statement* – A record of income generated and expenditure incurred over a given period. This account shows whether you have a surplus or a deficit.

- *Capital expenditure* – Expenditure that results in the acquisition of or improvements to fixed assets, such as a building.

- *Operating expenditure* – Expenditure incurred on the operations of the organisation or on maintaining the earning capacity of fixed assets, such as maintenance on a building.

Keeping accounts

Accounting is the process of tracking and cataloguing income and expenditure. It is also a key tool for financial control. The Treasurer or person responsible for the finances needs to be able to keep clear records and accounts. Most organisations have a Treasurer who handles all financial matters; larger ones have a finance committee that assists with financial management. You will need to keep accounts that show daily transactions as well as an overall picture of the financial workings of the organisation. Accounts should show income and expenditure and keep track of assets and liabilities.

As this is such an important area of your organisation's operations, you may seek help in setting up a financial accounting system for the organisation. There are also several computer-based accounting packages appropriate for small organisations that will significantly simplify the management of financial records.

The Executive Board of an organisation may also set limits for expenditure that can be made by appropriate officers, so that Board approval is necessary to authorise expenditure beyond these levels. It is also good practice to require two signatures by officers on all payments to ensure additional control. You will eventually need access to a chartered accountant to verify and audit your records.

Petty cash

Most organisations need actual cash at one time or another. Control of cash is clearly of vital concern and you should have clear procedures for obtaining and accounting for cash. To account for the actual cash kept by the organisation, a petty cash account is opened and kept separately. You should record expenses carefully using a cash book and keep all the corresponding receipts. The petty cash needs to be kept in a safe place. In addition, you should carry out periodical cash balance controls.

Financial statements

The two main documents that need to be presented to the membership of the organisation are the balance sheet and the income and expenditure statement (or profit and loss account). In addition, complementary documents may be required, depending on the laws specific to each country. These documents will give members a feel for the financial stability of the organisation and, as stated above, are tools for financial control.

Balance sheet

Your balance sheet is the list of assets and liabilities your organisation has at a given time. It sets out the fullest financial picture of your organisation at a particular time and reading, interpreting and explaining a balance sheet is therefore the responsibility of everyone involved with the governance and management of your organisation. The purpose of a balance sheet is to put a value on the net worth of an organisation. To do this requires a list of those things of value (assets) that the organisation owns, such as buildings and cash, and a list of those things that the organisation owes to others (liabilities), such as loans. The difference between these two figures is the net worth, or equity, of the organisation. The balance sheet must contain the following:

- the final balances of the preceding financial year;
- breakdown of the capital employed;
- details of freeholds and leases;
- value of patents and trademarks;
- valuation of fixed assets and how the figures were arrived at;
- details of any investments and their value;
- loans;
- cash and debts;
- stock and the basis of its valuation; and
- total bank loans and overdrafts.

Income and expenditure statement

This statement is an analysis of how the capital or net worth of your organisation has changed over a given period. It is a record of income generated and expenditure incurred over this period. Although valuable as it reports changes in worth, it is important to realise that the income and expenditure account does not show liquidity or present a full picture of the organisation's financial performance. This is the purpose of the balance sheet. An income and expenditure account must show:

- turnover: total value of income that your organisation receives during a particular period of time;
- income from rents and investments;
- equipment hire charges;
- depreciation charges and how they are arrived at;
- interest on loans;
- tax charges (if applicable);
- transfers to and from reserves; and
- any exceptional accounting adjustments.

Since each organisation has different needs, each will also have different financial practices. However, it is important that finances are controlled carefully and the use of accounts demonstrates this control. Problems can occur when there is too much variation in the reporting of finances as it makes it impossible to evaluate past performance against current performance. Variation suggests a lack of control and possible misuse or abuse. This is why financial statements need to be audited by an external body.

C. BUDGET

A budget is the plan for your programme expressed in financial terms. It is an estimate of income and expenditure, usually for a one-year period. Most organisations develop both a one-year budget for short-term plans and a four-year budget to cover quadrennial or strategic plans.

Drawing up the budget

In order to create your budget, you need to know how much money you have coming in, how much money you are spending and how much money you should be spending. This requires you to identify the following:

- sources of revenue, or how much money will come in, including in-kind contributions;
- the costs of the services your organisation delivers;
- overhead costs, including salaries, rent and electricity; and
- any other costs, such as investment in equipment, maintenance, value-in-kind, volunteer benefits and payroll taxes.

Once you have this information, you can develop a budget, outlining areas where revenue will be spent. When calculating expenditure, remember to consider inflation or increases in costs, such as fuel increases or annual salary increases. Be careful not to overestimate income and underestimate expenditure. The last step is to get approval for your budget. In many sport organisations, this comes from the Board, as does subsequent approval of requests for changes. You should avoid:

- spending resources without a budget;
- starting initiatives for which there is no budget allotted in the respective calendar year;
- reallocating budget resources from one item to another because this shows a lack of financial control;
- asking funding sources for more resources because you did not estimate your budget accurately;
- multiplying charges to seek additional revenue by having more than one funding source cover any expenditure, such as charging travel costs to both the club and the federation;
- large price tags on "miscellaneous / other" items; and
- large overhead budgets, which include high salaries or unnecessarily high rent.

You should control expenditure of the budget with regular reporting on the differences between actual and budgeted results. The differences are usually called "variances" and are categorised as favourable or unfavourable. This analysis helps you to:

- identify quickly whether things are going as expected;
- identify where corrective action is required;
- review plans, policies and decisions in light of performance;
- revise budgets if necessary;
- plan and coordinate the use of resources; and
- predict potential problems.

A budget and its control are effective management tools. The key to making them effective is to ensure that everyone who has financial responsibilities is involved in the process and that the right amount of information is presented, in the right amount of detail, at the right time.

D. TOOLS

The following questions can help you to understand whether you are managing the finances of your organisation in a prudent and sensible manner.

- Where is your organisation's money kept?
- What interest are you earning on it?
- Is this the best place for your money?
- Who has authority to withdraw money, how much, and for what reasons?
- What policy statements exist to guide levels and items of expenditure?
- How do you report what was spent?
- Who keeps the records?
- Who checks the records? Who audits your accounts?
- What financial controls are in place in your organisation?
- How do you save on projected expenditure? For example:
  - *travel* - look for discounts, group rates;
  - *accommodation* - seek volume discounts, make arrangements with one hotel to use it whenever needed;
  - *seek donations of resources* - e.g. office space, office equipment, vehicles, fuel, insurance and clothing. Are there others?
- How successful have your money management practices been in the past?
- What do you need to improve?

E. QUESTIONS

1. How do you go about creating a budget for your organisation?
2. What do you need to improve?
3. Do people understand the need to stick to a budget?
4. How do you evaluate your global financial management system?
5. Do you have adequate control procedures in place?
6. Do you systematically produce the necessary financial documents?

UNIT 43

SOURCES OF FUNDS

A. INTRODUCTION

One of the most important activities a sport organisation undertakes is fundraising. Generating your own revenue is necessary for development, effective planning and maintaining independence. However, few organisations are as successful as they would like. Fundraising is usually difficult and time-consuming and, as such, must be well conceived and implemented. It is an ongoing necessity, and your fundraising plans should be developed to cover each quadrennial.

B. SOURCES OF FUNDS

It is likely that you will have to raise funds from a number of sources in order to get all of the resources that you need to run the services and programmes that you want to. You should consider all the possibilities that are open to you and then put in place a plan to take advantage of these. Funds can be obtained from:

- *Membership* – Some sport organisations have members who pay fees. Additional revenue can be raised by increasing either the membership fee or the membership base.

- *Funding agencies* – In many countries, sport programmes are supported by an external funding agency such as the government, NOC, schools or a national sport federation. It is important that you know exactly what you can expect and what you need to do to increase funds from these organisations.

- *Fundraising activities* – See below.

- *Grants* – See below.

- *Sponsorship* – (Unit 47) You may need expert assistance with this.

- *Licensing* – As the owner of certain properties, you can grant to another the right to use the property in conjunction with a product for a limited period. This is only successful if you own the rights to something that a company may wish to pay for, such as your organisation's emblem or the images of your athletes or sport. This is a commercial process and, like sponsorship, will require expert help.

Fundraising activities

There are many activities that will raise funds for your organisation:

- selling a product;
- social events (dances, picnics, dinners, receptions);
- bazaars, auctions, craft sales;
- gambling (bingos, lotteries, casino nights);
- celebrity shows (concerts);
- sports events (runs, tennis tournaments;)
- providing services (gardening, car washing).

When considering which to explore, you should consider the following points:

- *The commitment of the fundraiser* – Activities are only successful if those who are responsible for them are committed and motivated. For example, there is little point in holding a club raffle if club members are not willing to sell tickets.

- *The novelty of the activity* – A general rule of thumb is that the more novel the activity, the more interest it will create.

- *The estimated net profit* – Some activities raise funds, but if these have to be spent on staging the activity, there may be no point. For example, the costs of a formal dinner may be so high that the extra you can add to the entry fee to generate revenue is so small it is not worth it.

- *Resources needed* – You need to make sure that you have the equipment, facilities and, most importantly, people to carry out your activity to a high standard. Otherwise, you are likely to have to pay for these, which will decrease your profit.

- *Timing of the activity* – You need enough time to organise an event properly and to run the activity when it faces the least competition. Trying to sell expensive raffle tickets just before festive celebrations is bad timing as people often have little spare money.

- *Assessment of risk and legal implications (Unit 48)* – You should consider what might go wrong and how you will deal with this. You should also be aware of any permits or licences you may need to hold.

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Careful consideration must be given to ensuring that the "right" event is chosen, one that has appeal to the public and that will encourage participation. The following is a checklist to guide your decision:

- You are a worthwhile cause that will be supported.
- The project leader has been established.
- Prospective volunteers have been identified.
- Committees and their chairpersons have been identified (where appropriate).
- Initial publicity plans have been formulated.
- You have a financial goal for the project.
- You know how you will use the funds.
- Your financial and human resources have been determined.
- A project budget has been drawn up.
- Your target market has been established.
- A decision has been made regarding the special event to be organised.
- The timing of your event has been determined.
- A plan for acknowledging those individuals who helped make your event a success has been developed.
- A meeting has been planned to evaluate the fundraising event.
- A post-event party has been planned to thank the workers for their efforts.

No matter how you decide to raise funds, it is important that the activity is well managed to make the best use of resources and the goodwill of those who attend the event. This will help to maximise the amount of money raised.

Grants

One source of funds that is often overlooked is that offered by a granting agency. In many countries, the economic situation does not support local fundraising from companies or individuals. It might therefore be worth exploring the options available through international foundations or foreign government funding agencies. These organisations have guidelines to help with the application process. In addition, the internet provides a wealth of information and guidance on how to write successful grant applications. Just carry out a search on any search engine, using key words such as "sport", "funding", "grants" and "development".

C. QUESTIONS

1. Where do most of your funds come from?
2. Do you regularly explore other sources of funds?
3. Does your organisation have a strategy for fundraising?

UNIT 44

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INFORMATION TECHNOLOGY

A. INTRODUCTION

Information is vital for managers of sport organisations. It allows you to manage your resources effectively and to communicate with stakeholders. It is particularly important that you share information with those who deliver services, namely the paid staff and volunteers at all levels of the organisation. This information is increasingly coming from electronic sources. Indeed, there is a danger that you might receive too much information, some of which may be of dubious value. Good information has the following characteristics:

- *Completeness* – The more complete information is, the better. You should collect information from a variety of sources when making decisions.

- *Relevance* – Information must be relevant to the problem or decision under consideration, otherwise it may divert attention away from the problem or lead to incorrect decisions.

- *Timeliness* – Information can only be useful if it is available at the right time. You should be aware that information can be produced too frequently, as well as too infrequently.

- *Accuracy* – This is the most important characteristic of good information. Information needs to be as accurate as possible for its intended purpose.

- *Clarity* – Information that is easy to understand is useful because you often do not have the time to try to interpret it. Thus, information that assumes prior knowledge that users may not have, or that contains jargon, is not helpful in decision-making.

B. USE OF INFORMATION TECHNOLOGY

The management of sport organisations is becoming more complex and we are increasingly relying on information technology to help with this. There are several forms of information technology that you may use or wish to use in your organisation:

- *Telephones* – fixed, mobile, VoIP

- *Computers* – file servers, desktops, laptops

- *Mobile devices* – Blackberries, iPhones

- *Cameras –* digital, phone, webcam

- *Video* – tape, numeric, streaming video

- *Internet* – satellite, cable, wireless, dial-up (via telephone lines)

- *Television* – cable, satellite, internet

- *Storage* – disks, CDs, DVDs, USB keys

- *Networks* – optical fibre cable, wireless, Bluetooth

Your organisation is likely to have a diverse range of information needs. The integrated use of several forms of information technology allows these different needs to be met in an efficient and cost-effective manner. You need to consider how these can best be used in your organisation. For example, you may wish to develop a website that can be used to communicate information about the organisation to those inside and outside the organisation. It is, however, important that you have a clear purpose for your website and the resources available to update it.

You can also use information technology to develop various services for your members, such as e-newsletters, blogs, Facebook groups and online applications for merchandise or competition entries. For example, the Oceania National Olympic Committees provide *Oceania Sport*, a web-based, interactive information system that links all the National Olympic Committees of the region. *Oceania Sport* includes competition management software that enables sport organisations to generate sport competition draws and fixtures and to print results and statistics, and a membership database system.

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You can service Board and staff meetings by making agendas, minutes and discussions available electronically, and you can communicate internally and externally via e-mail. Since the internet has become a worldwide interface, it offers the potential to upload membership records and information archives to the web and thus make them available to stakeholders anytime and anywhere.

C. INFORMATION NETWORKS

There are a number of networks that can help you manage your organisation:

- **The internet** – It has become a communication medium and information repository providing access to millions of resources around the globe. The internet itself has thousands of references to sport and contains hundreds of websites for different organisations, including the IOC, International Federations and many National Olympic Committees.

- **An intranet** – It is an internal electronic communication network available only to those who work within an organisation. Developing an intranet will speed up knowledge transfer and the efficiency of communication within an organisation. For example, if policy documents and operating procedures are posted on the intranet, people who work for the organisation will have access to these at all times.

- **An extranet** – This which can be created by an organisation and which can be accessed with a secure password, allows you to create a private communication vehicle for your members, clubs, major stakeholders and even suppliers. Furthermore, it is possible to customise access for each target group, even for individuals, thus limiting sections of your network to certain groups. Making minutes, technical requirements, athletes' progress and coaching instructions available via the extranet stimulates knowledge transfer among stakeholders.

Information networks and information technology will certainly help with the management of your organisation. There are, however, a number of factors that you should consider before investing a great deal in these technologies:

- **Organisational culture, attitude and expertise** – These all have an impact on the effectiveness of information technology and its use. There are many examples of information technology being poorly used, not because of poor design or functionality, but because people within the organisation did not adopt it.

- **Training** – New information technology requires training and specific skills must be provided.

- **External factors** – These include factors such as internet access and broadband availability in a country. It would be pointless to develop a system that nobody can access or that is too slow to operate effectively.

D. GLOSSARY

- *Browser* – Software used to access and navigate the World Wide Web, such as MS Internet Explorer and Mozilla Firefox.

- *E-mail* – Electronic mail allows people to exchange text and pictures in messages. Examples of e-mail software include applications such as Outlook and various internet e-mail services such as Google's Gmail and Microsoft's Hotmail.

- *File server* – This is a networked server with a very large amount of storage space which permits organisations to store data which can be shared by others within the organisation.

- *FTP* – File transfer protocol: allows the transfer of files between two computers connected to the internet. FTP is used to upload or download very large files.

- *Home page* – This is the first page that users see when they visit a website.

- *Internet Explorer* – This is a popular browser developed by the Microsoft Corporation.

- *Internet Protocol* (IP) – This is a protocol used for transferring data across the internet.

- *IP address* – This is the numerical address assigned to a computer, used to communicate with other computers via their IP address.

- *LAN (Local Area Network)* – This is a data communication structure that allows users in the same geographical location to share software, data and resources such as printers.

- *Modem* – A modem allows you to connect to a remote computer, often on the internet, using a telephone line. This method is most often used to connect to the internet from home.

- *Search engine* – This allows users to search an index of websites. Examples include Google and Yahoo.

- *Short Message Service (SMS)* – Text message - A form of text messaging from mobile phones.

- *Multimedia Messaging Service (MMS)* – Like SMS, MMS is a way to send a message from one mobile to another. The difference is that MMS can include not just text, but also sound, images and video.

- *URL (Uniform Resource Locator)* – A URL in a unique address for resources on the internet, consisting of three parts: a protocol://host name/ and an optional path to the file. For example, for the IOC home page, www.olympic.org.

- *Virus* – A virus is a man-made computer code that attaches itself to a file for permanent storage but will copy itself into the computer's memory where it will also corrupt other people's work. If you move work between computers, there is a risk of a computer virus being transferred.

- *Voice Over Internet Protocol (VoIP)* – Phone calls or voice transmissions made over the internet, e.g. Skype.

- *WWW - World Wide Web* – A global hypermedia information retrieval system. The WWW is a massive network of computers on the internet, tied together by hypertext links.

Software applications

The following is a list of software that may be useful for your organisation. Your choice of software should be determined by who within the organisation has the necessary skills to use it and the financial resources you have.

- *Word processing software* – Word processing software enables you to create a document, store it electronically, display it on a screen, modify it by entering commands and characters from the keyboard, and print it on a printer. The most commonly used word processing package is Microsoft Word. Also popular is Adobe Acrobat and Reader. These applications are widely used as a way of presenting information with a fixed layout similar to a paper publication.

- *Spreadsheet software* – On most computers, the programme Microsoft Excel is a computer application that allows you to create a worksheet. It displays multiple cells that together make up a grid consisting of rows and columns and text or numeric values can be added to each cell. The most valuable feature is that a spreadsheet cell can contain a formula that defines how the contents of that cell are to be calculated from the contents of any other cell (or combination of cells) whenever any cell is updated. This makes spreadsheets particularly useful for financial information.

- *Presentation software* – There are a number of software packages that allow you to create electronic presentations. The most well known of these is Microsoft PowerPoint, which allows presentations to be created, printed, displayed live on a computer or navigated through at the command of the presenter. For larger audiences, the computer display is often projected using a video projector.

- *Database software* – A database is a collection of related computer records or files that are organised so that they can easily be accessed, managed and updated. This is managed by software that allows easy data storage, searching and updating. This is particularly helpful for managing membership records. An example of a database package is Microsoft Access.

- *Financial / accounting software* – This software is an effective tool for keeping track of the finances of the organisation. It allows you to record financial transactions, keep clear and precise accounts and produce financial statements in an automated way.

- *Anti-virus software* – This software is used to prevent, detect and remove "malware", including computer viruses, worms, and Trojan horses. Such programs may also prevent and remove "adware", "spyware", and other forms of "malware" from your computer. If you are accessing the internet or sharing information from other computers, you should make sure that you have a virus checker operating on your computer system.

- *Communication (VoIP and instant messaging) software* – VoIP software is used to conduct telephone-like voice conversations across the internet and allows you to make cheap or even free (in the case of Skype) voice calls via your computer. Instant messaging is a form of text-based real-time communication between two or more people. The text is conveyed via devices connected over a network such as the internet. Examples of communication software are Skype, Microsoft Messenger and iChat.

E. QUESTIONS

1. How often do you review the information technology that your organisation has?
2. How often do you update it?
3. How could your use of information technology be improved?

UNIT 45

PERFORMANCE MANAGEMENT AND EVALUATION

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A. PERFORMANCE MANAGEMENT AND EVALUATION

Performance management can be defined as managing and monitoring the organisation's activities to make them as effective as possible. It is a process that makes use of the systems and procedures that your organisation has, in order to meet both the requirements of stakeholders and the objectives set out in the strategic plan.

The process of performance management is simple and underpins the implementation of the operational plans. You should start with the objectives from your operational plan, making sure that they are expressed in SMART terms (Unit 39), and the plans that you developed to meet the objectives. Plans set out the activities that are to be delivered, how they are to be delivered and the resources required, such as time, equipment, athletes and coaches.

These plans are then put into operation, which are the services offered to members and other stakeholders. The operational phase needs careful management and will need resources that are appropriate, well planned, in the right place and delivered in the right manner. You then need to evaluate these operations using the key performance indicators that you established during the strategy development process. This evaluation may lead to changes in the plan or operations, or as a last resort, a review of objectives.

This evaluation phase should be carried out at regular intervals in order to make sure that the final goal is achieved. For example, in the figure below, which shows a performance management process for qualifying a team for the Olympic Games, the evaluation of plans would need to be carried out after each competition in which the team participates in order to assess whether qualification for the Olympics is on track.

1
Objectives: To qualify your team for the Olympics

2
Plans for training, competition, sport science and technology

3
Operations –
Carry out plan
Test in competitions

4
Evaluation –
Did the team qualify?

Benefits of performance management

Performance management helps managers in a number of ways:

- It helps with planning, as it:

  - provides a structure for controlling the implementation of plans to meet objectives;

  - provides information on how the organisation is performing against targets; and

  - generates information that can be fed into future planning.

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- It allows you to evaluate and then communicate the success of the organisation in achieving strategies. This will make your organisation operate in a more transparent and accountable way.

- Performance management helps you to meet stakeholder expectations. If you set performance targets that are agreed by stakeholders, you can then manage the service to meet these targets.

- It will help you to focus on key aspects of the service, such as participation or elite performance, as the information produced from this process allows you to evaluate how you are doing against objectives set in targeted areas.

Barriers to performance management

Although the performance management process has clear benefits, there are also barriers to its effectiveness.

- You must accept the need for performance management and use it as a key management tool. If your attitude to the process is negative, it will not be used effectively.

- Procedures and processes must be in place in the organisation, which incorporate the setting of objectives, procedures for the collection and analysis of information and for comparison with targets. The lack of such processes will be a barrier.

- Using these techniques requires you to have certain skills, without which performance management will not be effective. Indeed, without a clear understanding of the process involved and what the components mean, there is a danger that you might make mistakes, resulting in the organisation performing poorly.

Performance evaluation

Evaluation usually involves a comparison between what "is" and what "ought to be". For your organisation, you have set goals and objectives, and discussed what your priorities should be and how you would like to see sport in your country. Evaluation looks at how well you have followed through on these plans; it measures whether the work you have done will have the intended impact.

In order to evaluate performance, it needs to be measured. All aspects of operations should be evaluated in order to inform the management. As mentioned in Unit 39, performance evaluation is usually carried out through the use of key performance indicators (KPIs). In order to make KPIs more useful for management, they are usually associated with a target that managers need to achieve. For example, a finance goal might be to put in place a monthly financial reporting system, for which the KPI would be the achievement of this by a specific date.

Several factors need to be considered to make performance indicators (KPIs) valuable for evaluation:

- The data on which KPIs are based must be trustworthy, particularly if the data is being used for external comparison. For example, if you are measuring financial performance, your financial records must be accurate.

- The data used to form KPIs must be collected from the same sources and in the same manner. This will ensure that performance is evaluated accurately and allows comparisons. For example, if you are reporting on the success of an event encouraging children to join your sport, you need to decide whether the numbers attending the event or the numbers joining clubs is the measure of success.

- KPIs also need to measure what they are considered to measure, otherwise they may lead you to make mistakes in decision-making. For example, the number of members is not always an accurate reflection of participants in a sport. Membership numbers do not include non-members who play the sport and often include people who are no longer active.

- KPIs should only be used as a guide, as they do not provide an explanation for performance. For example, a KPI will show that your athletes qualified for the finals, but will not explain why they did not win a medal. You and the Board need to provide an explanation for the performance.

- Performance indicators are meaningless unless they are evaluated against objectives. For example, you may be successful in increasing member numbers but may have done this by offering free membership. In this case, you have been effective from a membership perspective, but ineffective financially. Actual performance evaluation must take into account the context of what you are trying to achieve.

B. QUESTIONS

1. What processes and procedures do you have in place that help you to manage the performance of your organisation?
2. What additional information do you need?
3. How will you obtain it?

THEME 4: MANAGEMENT OF ACTIVITIES

As a manager, there are several activities that you will need to consider or implement in order to run your organisation well.

UNIT 46

PROJECT MANAGEMENT

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A. INTRODUCTION

A project is a group of interrelated activities that are planned and then carried out in a certain sequence to create a unique service within a specified timeframe. An example of a project is the staging of an event. Project management is necessary to deliver the required output by a certain time, to a specified level of quality, with a given level of resources. The characteristics of a project are:

- definable and measurable outcomes such as an event;
- a start and end date;
- a balance between time, cost and quality – the event should be the best it can be within these constraints;
- a governance structure such as an organising committee;
- a well defined multidisciplinary project team with the skills necessary to make the event a success;
- involvement of stakeholders such as athletes and sponsors; and
- criteria to measure project performance, such as satisfied athletes and officials or money raised.

B. MANAGING A PROJECT

The management of a project involves the following elements.

Planning and scope definition

No matter how small the project, time must be spent on a clear definition of the areas of the project. The scope of a project is more than just the work involved and includes:

- *Outcomes* – the project itself – the event;
- *Stakeholders* – individuals or groups with a vested interest in the project;
- *The work required*; and
- *Resources –* money, time and volunteers.

Governance

The management structure of a project is known as the governance of the project. The structure identifies the specific players, their roles and responsibilities and the way in which they interact, i.e. who does what.

Stakeholder management

Stakeholders are the people or organisations who have an interest in the project process, outputs or outcomes and will be involved in ensuring the project's success. They need to be involved early and communicated with regularly, and their involvement must be carefully planned and managed.

Risk management

Risk management involves identifying, analysing and planning a response to potential threats to the project. You need to know:

- what risks could occur, such as a spectator getting hurt or a sponsor withdrawing;
- the likelihood of this happening;
- what can be done to prevent it from happening; and
- what could be done to recover if risks did materialise.

Issues management

Issues and concerns will arise throughout the life of a project, such as difficulties in raising funds. These problems will be raised by those responsible for delivering the project, as well as stakeholders. A structured approach to dealing with issues needs to be established, taking into account:

- the size of the issue;
- the importance of the issue; and
- who raised the issue.

Resource management

This is more than simply managing money. It involves:

- managing what people need to do;
- how and when they do their tasks through scheduling;
- managing information between stakeholders;
- working to an agreed budget; and
- meeting deadlines.

Quality management

It is important to agree on the level of quality expected by the project owner, such as an NOC, as this will have an effect on the budget. Quality can be managed by:

- engaging staff and volunteers with appropriate skills;
- sticking to the project brief;
- resolving issues as fast as possible and to the satisfaction of stakeholders;
- monitoring progress against an agreed schedule;
- delivering a project that meets requirements; and
- completing the project within budget and on time.

Status reporting

Status reports should be given on a regular basis and include details about:

- *Milestones* – Major activities and tasks that have been achieved, moving the project towards completion.
- *Budget* – Performance against the agreed budget, especially any overspend.
- *Issues* – Concerns that have arisen and been dealt with or that need to be dealt with.
- *Risks* – Risks that have arisen and been dealt with or that need to be dealt with.

Evaluation

A measurement against well defined criteria is necessary for all projects so that you can demonstrate how successful you have been. Evaluation will help to determine:

- whether the project is on time, on track and within budget;
- the level of adherence to the documented plan and standards; and
- the level of achievement of outcomes.

Closure

The formality of the closure process will be determined by the project itself. It may involve:

- a review of the project outputs and outcomes against the plan;
- completion or reassignment of outstanding tasks;
- finalising records and documentation;
- deciding what to do with staff and volunteers who have worked on the project; and
- "loose ends", i.e. anything else that may be left to do!

C. TOOLS

Project planning tools

The essential concept behind project planning is the notion that some activities are dependent on other activities being completed first. For example, it is not a good idea to start building a sport stadium before you have designed it! These dependent activities need to be completed in sequence. Other activities are not dependent on completion of any other tasks. These may be carried out at any time before or after a particular stage is reached.

There are a number of project planning tools that can help to deliver your project on time with the highest possible level of quality. The most helpful of these is a Gantt chart, which is a tool for helping you plan and monitor all aspects of your project. Gantt charts can be created by simply using post-it notes or on a whiteboard. Basic word processing software using a table format can also be used. If you are going to manage a medium- to large-scale project, you should become familiar with the process of creating and using a Gantt chart, such as the following simple example.
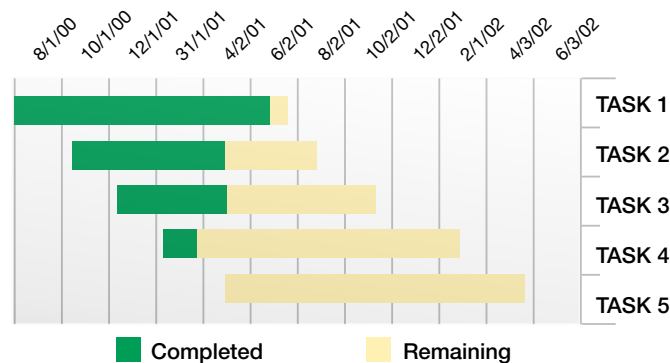
Criteria for evaluating new projects

Listed below are the criteria by which new projects, programmes and activities can be evaluated in order to assess their relative merit and, if applicable, to assist with the allocation of limited resources:

- Is it consistent with the mission, goals and objectives of the organisation?
- Is it consistent with the organisation's by-laws and constitution?
- Is it consistent with policy statements?
- Are sufficient human and material resources currently, likely to be or potentially available?
- Is any other organisation addressing or carrying out (or likely to address) the same activity or project?
- Does it require the involvement or support of outside agencies (i.e. fosters partnerships / collaboration)?
- Is it oriented to national or regional interests?
- Does it contribute to the organisation's needs? (future funding, current programmes, opportunities)
- Does it fall within the scope of an existing activity?
- Does research or previous evaluation show this project / activity to have potential for significant impact?
- Will the activity or project results be measurable?
- What, if any, are the consequences (positive / negative) of carrying out the project or activity?
- What cost-effectiveness rating is likely to be achievable?

D. QUESTIONS

1. How do you currently manage major projects in your organisation?
2. How could this be improved?

UNIT 47

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PROMOTION AND SPONSORSHIP

A. PROMOTION

Promotion is a marketing technique that is used to communicate what our organisations do. The purpose of promotion is to "sell" the features and benefits of our organisations to those who might be interested. Promotion has three main objectives:

1. To raise awareness that a sport, team or players exist, and explain what is being offered; for example, to increase knowledge of your sport so as to increase participation.

2. To create a favourable attitude to encourage support; for example, promoting the healthy nature of sport to sponsors and funding agencies.

3. To reinforce support and to build loyalty; for example, promoting the benefits of membership to members and existing sponsors.

Promotional activities include:

- *Advertising* – This is when you pay to promote your sport or organisation. Advertising channels include printed and electronic media, cinema, radio, billboards and brochures. This is often costly and other ways of promotion should therefore be considered first.

- *Merchandising* – Products such as t-shirts, key rings, USB keys and caps can be used to spread your message. The name or logo of your organisation is placed on the merchandise, which is then either sold or given away to promote your organisation, sport or event.

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- *Events* – Events can be used to develop and build relationships with stakeholders. They can also be used to create media and public interest.

- *Public relations* – See below.

- *Direct mail* – This is the delivery of promotional material to recipients of electronic and postal mail. It could be a letter about the value of your sport or a brochure about an event. It could be sent to specific individuals or sent unnamed to an entire stakeholder database. Again, this is often expensive, particularly postal mail. You also need to be aware of the data protection legislation that exists in your country.

Public relations

Public relations (PR) comprises a number of methods which you can use to communicate messages about the services you offer and the overall image of your organisation to stakeholders and other interested members of the community. Public relations are not just about publicity, they are primarily concerned with creating a good image of the organisation and, if necessary, overcoming any negative information.

As part of your marketing activities, you should create a public relations strategy in order to improve or enhance your organisation's image in the eyes of your key stakeholders. The point of public relations is to make the public think favourably about your organisation and what it does. It requires two-way communication between your organisation and your stakeholders in order to understand their behaviour and attitudes towards you.

Public relations has three main goals:

1. To create, maintain and protect the organisation's reputation, enhance its prestige and present a favourable image.

2. To create goodwill for the organisation.

3. To educate certain audiences about the organisation.

Carrying out a public relations campaign

An effective public relations campaign has six steps:

1. It starts with analysis and research to identify all the relevant aspects of the situation in order to understand stakeholders and the key factors that influence their perceptions of your organisation.

2. An overall policy with respect to the campaign needs to be established in order to develop and subsequently evaluate the campaign. This involves defining goals and desired outcomes, as well as the constraints, such as finance, under which the campaign will operate.

3. Following this, you need to set out PR strategies and tactics. These need to be tailored to specific stakeholder groups. Commonly used public relations tools include on-line social media, news releases (Unit 25), media conferences (Unit 25), speaking engagements and community service programmes.

4. The PR campaign is then put in place and communication begins with identified stakeholders.

5. Following the campaign, you need to seek feedback from the targets of your campaign. How have they reacted to the public relations campaign? Are there some unexpected developments?

6. In the final step, you should assess the programme and make any necessary adjustments.

B. SPONSORSHIP

Sponsorship is an activity that creates a direct association between your organisation and what it has to offer, and another organisation. There must be benefits for both parties for the sponsorship to work. Sponsors can provide cash, goods and services known as value-in-kind (VIK) or a combination of these.

What do you have to sell?

Sponsorship is only possible if your organisation has something to promote to a sponsor and if the benefits of this can be made clear to a sponsor. The following could be benefits that might attract sponsorship. Consider each one carefully in terms of its value to a sponsor and the cost to yourself, and then look for others:

- *Use of emblem* – Can a sponsor use the emblem of your organisation or event? You will need to make sure you have the legal right to offer this.

- *Official sponsor status* – Can they be given the title of official sponsor?

- *Exclusivity* – Will there be a limited number of sponsors, thereby making it more exclusive? Can they each be assigned an exclusive product category?

- *Publications* – Do you have any publications in which a sponsor can advertise? Can they put their logo in a prominent location?

- *Television* – Can you acquire good advertising rates on television? Do you have any of your own television programmes through which they can get exposure?

- *Athletes* – Athletes are always a good benefit to sponsors, who like to have them appear at company functions and corporate events. It is good practice to guarantee a certain number of appearances per annum.

- *VIPs* – Do you have access to VIPs and high-ranking personalities? Would they host a dinner or appear at certain events organised by your sponsors?

- *Internet* – Do you have your own website? Can you offer sponsors exposure on your website?

- *Event tickets* – Can sponsors have access to purchase tickets to the Olympic Games or other events of regional or national significance? Will you provide tickets free of charge?

- *Hospitality* – Do you stage any events in your country at which you can offer hospitality?

- *Other activities* – Look carefully at all the activities you run, particularly high-profile events, such as Olympic Day celebrations. Could any be an opportunity for a sponsor?

The above should provide some ideas from which you can develop a package of benefits and opportunities. This should be developed into a written proposal, outlining each benefit and how it can be used. This proposal then usually forms the basis of a contractual agreement.

Approaching potential sponsors

Having established what benefits and opportunities are available, it is then necessary to identify key companies to approach. A criterion for deciding whom to approach could be alignment between what you have to offer and what the sponsor might want and / or the acceptability of this match to both parties. For example, it may not be acceptable to your organisation to be sponsored by a tobacco company.

Look at companies that have similar values to the Olympic Movement and choose them carefully. Financial institutions, car manufacturers, airlines and telecommunications companies are all good targets, although there are many others. For example, the Amateur Swimming Association in England has received substantial sponsorship from British Gas, a utility company.

Making the pitch

This is the most difficult aspect. A personal introduction is best, the aim being to meet with key decision-makers to present your proposal directly to them. If a personal introduction is not possible, a letter requesting a presentation should be sent. It must be worded carefully to be attractive and also interesting enough to make the recipient want to hear more. Ensure the letter is addressed to the correct person and follow it up with a phone call. When approaching potential corporations for sponsorship, you should do the following:

- Ensure that your marks and symbols are registered and otherwise legally protected so that you can control their use.

- Identify the product (emblem, statements such as "Official team sponsor" or programmes (e.g. competitions, athletes, coaches, special events).

- Draw up a complete list of products or programmes "for sale". Sponsors should have no doubt as to what they can purchase.

- Determine the market value of each product category or programme.

- Assign your rights (e.g. your emblem) to only one company in a particular product category, e.g. airline, bank, sport shoe firm) in order to develop as much exclusivity as possible. A sponsor of your organisation should be sure that no rival, by acquiring the same symbol, can mount a competitive promotion.

- Package the products or programmes to meet the perceived needs of the potential sponsor. Ask yourself why a corporate sponsor would be interested in this particular project.

- Advertise, promote and sell the products to corporations by emphasising that:
  - sport is universal and easy to understand;
  - sport attracts media attention / exposure; and
  - sport has talented young individuals who not only bring pride to your country but who are worthy of support in their own right.

- Arrange a meeting with a prospective client to make a presentation.
- Ensure sponsorship agreements guarantee you a specific sum of money, regardless of the success of the company's promotion.

Once a sponsor has expressed an interest, the major hurdle is to get them to sign a contract between you and them. The contract must be legally binding on both sides and should be drafted by legal advisors. As an organisation, do not commit to anything you cannot deliver.

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How much?

The cost of sponsorship will vary greatly from country to country. It may be an idea to talk to some "friendly" companies and ask them whether they think the sponsorship is pitched at the right level. Try to identify the cost of other sponsorships in your country and be aware of what your competitors could offer the sponsor.

When negotiating the value of the sponsorship, you should take into account how much you can receive as cash and the amount contributed as VIK. Although cash is always useful, it is often easier for sponsors to provide services and equipment, such as team uniforms and travel. Also remember to consider what the actual cost of running each sponsorship is likely to be. You may have to buy tickets or accreditation to events that you can give to sponsors, or employ a sponsorship agent who will take a percentage of all income.

Keeping a sponsor

Having signed a sponsor, your aim must be to develop a long-term relationship with them. This "servicing" of the sponsor is crucial and poor servicing is the main reason why many sponsorships fail. Maintain communication with the sponsor, and provide new initiatives and opportunities for them to exploit their sponsorship. Update them regularly on all your activities and give them exposure whenever you can. Demonstrate to the sponsor how the sponsorship has benefited them, e.g. how many copies of your magazine with the sponsor's ad were sold or how many people watched your TV programme in which your sponsor was mentioned.

C. TOOLS

Making a presentation to sponsors

Once the benefits and opportunities have been defined, it is essential to prepare yourself to present these to sponsors. How will you present these benefits to a company? Will you do it yourself or through an agency? This must be carefully considered, as an agency would claim commission or a fee. Always read the small print and never sign away your rights. For the presentation, there are numerous options, such as:

- a written proposal;
- a projector presentation;
- a flip chart presentation; and
- a computer-based (multimedia) presentation.

Much will depend on the budget available. However, whichever route is taken, it must be done professionally and be well set out. Rehearse it. Write a script and test it on companies with whom you have dealt with in the past. Keep it concise and no more than 30 minutes long so that the audience does not lose interest. The content of a presentation to sponsors could include the following:

- *Introduction to your organisation* – What is the role of the organisation and the work?
- *The sponsorship package* – What are the benefits and opportunities available?
- *How it benefits the sponsor* – What they will get from it?
- *Summary* – Reinforce the key points and outline the benefits again. Then, lead into "investment", i.e. the amount of money required. Focus on partnership and being part of a team.

D. QUESTIONS

1. Why might your organisation be attractive to a sponsor?
2. Is your approach to sponsors effective?
3. How could it be improved?

UNIT 48

RISK MANAGEMENT

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A. INTRODUCTION

The management of risk is integral to the good management of your organisation. Everyone involved with the organisation has a responsibility to take well-judged, sensible risks to develop the organisation. As your Board has ultimate responsibility for the organisation's performance, it also has to take responsibility for risk management. In some countries, this may make them legally liable for accidents to spectators, financial failures and negative publicity for sponsors.

Risk management is a fairly straightforward process consisting of:

- an assessment of the risks facing your organisation and identification of key risks;
- creation of a strategy to deal with risks; and
- periodic review of the strategy.

B. ASSESSMENT OF THE RISKS FACING THE ORGANISATION

Although each organisation is unique, certain risks are common to most sport organisations. You should consider the following when assessing risk:

- *Effectiveness of the Board* – Since the Board provides strategic direction for the organisation and is the final arbitrator on what your organisation does, it is important that it should operate effectively. Ask yourself the following questions. Does the Board have the right type and level of skill needed to ensure the organisation works effectively? Are members fully aware of their responsibilities and liabilities? Is there a process of succession planning that ensures that not all members come up for election at the same time?

- *Financial climate* – The importance of finances to a sport organisation cannot be under-estimated. In order to evaluate the risks associated with your financial environment, consider the following. Does the organisation rely on one source of funding? How easy would it be to replace that source of funding? What would happen if the major funding source withdrew its support?

- *Policy and strategy* – Risk arises in this area from both inside and outside your organisation. The organisation itself may have a policy that leads to risk, such as poor communication with stakeholders. Alternatively, government policy towards physical education in schools or the role of sport in society may bring about risks. When evaluating risk in this area, ask whether you have appropriate strategies for the resources you control and the services you provide.

- *External factors* – As outlined earlier, the external context can have a major impact on sport organisations. You should use the questions suggested in Unit 32 to evaluate the risks of the external environment.

- *Operating effectiveness and efficiency* – The way your organisation operates may lead to risks, such as a loss of sponsorship, loss of membership, poor use of resources or recruitment of inappropriate staff and volunteers. The two main questions that should be answered in order to assess risk in this area are as follows. Does the organisation have a clear and appropriate strategy for achieving its objectives? Is this strategy backed up by appropriate operating principles?

- *Financial prudence and probity* – The efficient use of finances for their intended purpose is an ethical responsibility for all sport organisations. When assessing risk in this area, ask the following questions. Does your organisation have clear and transparent accounting procedures? Does the organisation have financial controls in place? Is there a risk that these controls may be circumvented by those in authority? Can the organisation account for all of its revenue and expenditure? Does the organisation offer audited accounts to its stakeholders?

- *Legal risks* – The manner in which your organisation is constituted will determine the extent of legal liability it can bear as an independent legal entity, as well as the extent to which individual members, or Board members, may bear personal liability. In addition, it is necessary to confirm

that all contracts that you enter into are reviewed by a legal expert to ensure that legal risks are properly identified. Contracts, even of low value, may carry a large potential legal risk exposure, so it is not sufficient to adopt crude thresholds for contract review; instead, a proper assessment of the risk should be carried out. You must also, of course, ensure that the organisation complies with all applicable legislation, such as employment law, data protection law, and health and safety law. You might ask yourself the following. Is the organisation an unincorporated association in which the individual members have personal liability, or is it a partnership or perhaps a corporation with liability limited by guarantee? Are Board members aware of the extent of their personal legal liability? Are contracts reviewed for legal risk? Are the organisation's assets properly protected by law (this is especially important in relation to intellectual property protection for your brand and merchandising or sponsorship rights)?

- *Any other identifiable risks* – These may be risks to do with the sport itself - for example, judo is likely to have more inherent risks (injury) than badminton. There may be risks to do with the activities of your organisation, such as financial responsibility for major events. Finally, there may be systems, such as computer systems, on which the organisation is dependent and whose failure could cause major difficulties. Is there appropriate data backup and disaster recovery? What are the IT maintenance and support service levels?

In order to identify potential risks, you should review the past history of the organisation. This will highlight areas where things have or might have gone wrong if they had not been identified as problem areas. The experiences of other similar organisations may also highlight potential areas of risk for your organisation. For example, if you are aware that funding has been cut to sport organisations that have not achieved Olympic success, then you can be fairly certain that yours is at risk if your athletes' performance is not considered to be successful. Finally, brainstorming sessions with the Board and management and seeking the views of external consultants and auditors will also allow you to establish a detailed picture of potential risks.

C. MANAGING RISK

In order to determine the degree of risk, you could use the following equation:

Risk = Likelihood of something happening x Impact.

Once a review of risk (see above) has been carried out, each risk needs to be quantified. Managing the risk then involves selecting tools from the risk management armoury to prevent or minimise the risk by reducing the likelihood of it happening or its impact. Insurance is one tool to reduce the impact of a risk. Of course, another option is to accept the risk, but this decision should always be taken after careful assessment of the risk and the possible consequences of accepting it.

Although risk management is the responsibility of the Board, you should appoint a risk officer to take the lead in risk management. The risk officer should be responsible for preparing and updating a risk register as set out below. This will form the basis of the risk management strategy that is necessary for good governance.

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Risk register

Risk	Likelihood of risk	Potential impact	Control procedure	Monitoring process	Ownership	Further action	Date of review
Reduction in funding from government	Low	High	Setting and achieving required performance.	Using performance indicators	You, Board	Report on performance to the Board every month	Every 3 months
Loss of volunteers with specific expertise	High	Low	Regular communication with volunteers to reinforce their commitment. Succession planning to ensure skills are not lost.	Senior management to monitor process	Volunteers manager	Review plans for succession in 6 months	12 months from start of procedure

There are a number of ways of reducing the risks that affect an organisation:

- The risk management process itself makes it possible to avoid some risks and to manage others properly.

- Changes in the way the organisation is governed may also mitigate potential risks. If the organisation is governed in a transparent and accountable way, many risks associated with public image, funding and stakeholder satisfaction can be avoided.

- If necessary, change the strategic direction of the organisation. For example, if government policy is turning towards elite sport rather than grassroots sport and your organisation supports grassroots sport, you may wish to reconsider the organisation's objectives. At the very least, you should consider how to manage the risk associated with the change in policy.

- Reduce or expand services and change their way of operating to reduce risk. For example, introducing the evaluation and control procedures outlined in Unit 45 will assist greatly with the management of risk.

- If the sport is inherently risky, or if there are significant risks facing the organisation, it may be possible to take out insurance to cover the risk. For example, most officials are insured against liability for injuries that occur to athletes under their control.

As with all aspects of governance, the process of risk management should be transparent and communicated throughout the organisation. The annual report should include an acknowledgement of the Board's responsibilities, the process followed and a confirmation of the systems in place to control areas of major risk. This allows all stakeholders to be comfortable with the risk management of the organisation.

D. QUESTIONS

1. Do you have a risk management process in your organisation? Should you?
2. Is your review of the risks that your organisation faces appropriate?
3. Does the Board lead on risk management?
4. How might your risk management strategy be improved?

UNIT 49

PLANNING A SPORT TRIP

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A. INTRODUCTION

Travel can be an inspiring, enjoyable and educational experience. However, competing away from home can also be an upsetting experience if the tour members are not prepared for all the adjustments that they must face. Therefore, it is important to plan ahead, to try to anticipate all problems and eliminate them in order to minimise disruption to the athlete's performance.

Most aspects of a sport tour can be organised and planned for in advance, especially if you start early. However, there will always be unexpected occurrences and many things you will learn only through experience. It is very important that when things do go wrong, you remain calm, use your resources and, above all else, keep a sense of humour.

B. PLANNING

Your preparation for a trip will often make the difference between the trip going smoothly and a number of difficulties and problems arising.

Team Manager or Chef de Mission

When first planning a trip, a Team Manager or Chef de Mission should be appointed to take on the responsibility of planning and leading the tour. You must ensure that the person selected has the experience, leadership and organisational skills for the job. The duties of the Team Manager or Chef de Mission are:

- to supervise the coordination of clothing, equipment, finances, transportation and scheduling;
- to coordinate all efforts to meet the needs and desires of the athletes, coaching staff and trainers and to minimise problems (at least in the athletes' minds!);
- to act as liaison between the Organising Committee and the sports team; and
- to head the team delegation and fulfil all protocol functions while on tour.

In the words of one Team Manager: *"Coaches coach, players play and the managers do everything else"*.

Know what to expect

You are unlikely to be travelling to a place that nobody has been to before, so consult available sources to find out what to expect. These include:

- other teams or individuals that have travelled abroad or to the country you are going to;
- the internet;
- the external affairs department of your national government; and
- library books and resources.

If the competition you are entering is very significant and if the country to which you are travelling requires major cultural and climate changes that will affect the performance of your athletes, you should probably send one person on a pre-visit to review the situation. Alternatively, you may wish to set up contact with a reliable person in that country to inform you of all you need to know. The role of Olympic Attaché was established because of such needs.

You will want to know about everything that will affect your trip, such as food, accommodation, facilities, transportation, training and competition schedules and facilities, certain customs and laws of the country, geography, language, exchange rates, banking and medical services. Be sure you know where your nearest embassy is and whom to contact, and let them know you are coming before you leave your home country.

C. TRAVEL ARRANGEMENTS

Depending on the trip, travel is often the most expensive item on the trip budget. It is essential that you plan this well.

Travel

Contact a reliable travel agency or deal directly with the organisation providing the transport, such as an international airline. You want to find the best method of travel to suit your needs and the best available rates. So, you must know:

- the size of your group (athletes, coaches, trainers, medical personnel, managers);
- your travel budget;
- the dates of departure and return (remember to account for acclimatisation and jet lag if appropriate) and the location of the nearest airport / railway station / coach terminal to where you will be staying;
- any baggage limits, including the number of bags allowed per person;
- any weight restrictions and extra baggage charges; and
- the special arrangements for equipment that is to be shipped separately:
    - how long it will take;
    - how much it will cost;
    - how to transport it;
    - where and when to pick it up;
    - what arrangements you will have to make with customs.

Documents

There are a number of documents that you should make sure you have and carry with you:

- *Passport* – In order to enter most foreign countries, each person travelling will need a current passport. Contact your travel agent, foreign affairs department or passport office to find out about applying and leave plenty of time for passport approval. Check the expiry dates, as passports may need to be valid for six months following departure from the foreign country. The manager should record all passport numbers and names and keep them separately from the passports - take three or four copies as these are useful for hotels. Should a passport be lost or stolen, contact your embassy immediately and inform the police.

- *Entry visa* – Some foreign countries require you to have an entry visa. Check with your travel agent, foreign affairs department or embassy in the country concerned to see if this is a requirement. The internet is also a good source of information. Find out how long the visa is valid for, and if it will allow you to bring in any medication required for the team and all your special equipment. Make sure to start processing visa requests far enough in advance to avoid last-minute problems. Avoid the risk of having to cancel a trip because of the late delivery of a visa.

- *Insurance* – Always have adequate travel insurance to cover all possible medical needs and replace anything lost or stolen. If you are flying, check what the airline policy covers, but you are likely to have to take out additional cover so that your insurance covers you, your athletes and your equipment.

- *Competition documents* – Take all documents required to compete, such as team registration lists, forms for registering those who are taking prescription medicines and copies of entry forms.

Vaccinations

Vaccinations may be required when entering or returning from the country to which you are travelling. Find out what is necessary and what is recommended (taking into account the effect on your athletes) and plan to have vaccinations given to all those travelling, ensuring plenty of time for adjustment and recovery.

Customs regulations

The country to which you are travelling may restrict what you can bring into the country. Find out what restrictions are in place. Also, find out what restrictions exist in relation to bringing items back. Do not take letters or gifts with unknown contents to people in the country you are visiting. You will be held responsible for the contents and, if they are illegal in that country, you will be punished according to their regulations. In addition, be sure to record serial numbers of all equipment and valuables, such as cameras, with your customs office before or when you are leaving so that, when you return with them, you will have proof that you took them with you. Check specific regulations on importing your sport equipment, such as firearms, into the foreign country.

Local customs and culture

The country to which you are travelling may be very different from your own. Make sure you know what the local situation is in terms of:

- dress;
- weather;
- food, including how well vegetarians or those with special diets will be catered for;
- timing of meals;
- behaviour in public;
- setting time aside for religious prayer or siesta; and
- tipping.

D. WHAT ELSE TO TAKE

There are a number of other items that you should take with you in order to make your life easier.

Documents

- personal details of all your athletes. The tools section contains a format that you might like to use to make sure you have all necessary details;
- all documents required for competition;
- complete travel itinerary;
- complete schedule of events and timing;
- copies of insurance documentation and details on how to access help if necessary;
- prescriptions:
  - take the full amount required for use during the trip;
  - take a typed document showing the full generic name;
  - take a doctor's certificate describing the medication and its purpose and dosage;
  - register medication with officials in charge of the competition;
  - obtain medical clearance to bring medications into the country, if necessary.

Clothing and equipment

The following should be included:

- full medical kit;
- team uniform;
- training clothing, anticipating extreme weather conditions;
- leisure and formal wear, meeting dress standards of the host country;
- toiletries and other personal supplies to last the full trip;
- own special equipment - do not assume it will be provided;
- video equipment to record team performance;
- mobile phone for emergencies;
- those wearing glasses should bring an extra pair.

The following should also be considered:

- official letterhead, papers and pens;
- masking tape and markers;
- an international adaptor;
- alarm clock;
- long extension cord;
- gifts for hosts and other teams;
- your country's flag and tape recording of national anthem;
- international driver's licence;
- maps of city and area;
- extra non-perishable food.

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Finances

Try to pay for as much of the trip in advance as possible. This will reduce the amount of currency you have to carry. In addition, the following could be useful:

- Find out the exchange rate and be aware of any money-changing regulations, such as limits on the amount you can exchange and where.
- Take some small currency for use on arrival for items such as taxis and tips.
- Carry an internationally recognised credit card for use in emergencies. You can often withdraw cash from cash machines, although this may have a cost.
- Be aware that some states will not allow you to purchase their currency until you arrive in the country or to take their currency out of that country. Exchanging currency with private citizens could result in arrest.

E. THE TRIP

In order to make the trip as smooth as possible, you need to do the following:

Hold a briefing

Before you go, hold a briefing session with athletes and coaches. Explain the:

- *Itinerary* – Provide a day-by-day overview of what to expect.
- *Accommodation and food expectations* – Provide accommodation details so that family members have a point of contact. In addition, make sure that the official mobile number is known by all.
- *Host country customs* – Know the religious, political and economic situation.
- *Adjustments* – Time zone, climate, altitude, food and water, insects, animals, medical.
- *Expected code of conduct* - Sportsmanship, friendship, kindness and the fact you are representing your country.
- *Security* – Identify safety precautions, including safeguarding of personal belongings.
- *Team rules* – Explain any team rules, including curfew rules. Explain how discipline will be handled.
- *Public relations* – Learn a few phrases in the foreign language; dress smartly; respect the host country's laws and customs; be discreet in expressing and exchanging political, economic and religious views.
- *Media interviews* – Identify questions to expect and how to respond to the media.
- *Miscellaneous aspects* – Identify any technical matters concerning training and competition that should be known before arrival.

Organise equipment and baggage

- Each piece of baggage should be clearly marked with identical large, colourful tags to ease baggage collection.
- Be sure to know how many pieces were checked in.
- All equipment can be labelled with non-removable ink.
- Ensure that arrangements have been made for transportation of baggage as well as the team.
- Double-check that nothing is left behind when moving on; leave a forwarding address with the hotel.

Manage finances

- Make sure you know how much you have to spend while you are away.
- Keep copies of all receipts and keep a note of what they are for.
- Keep credit card slips.
- Keep a record of what is spent and balance this at the end of each day with the receipts that you have.
- Balance the total at the end of the trip and return any unspent money or claim back your expenses.

Work with the media

- Organise an opportunity for the media to interview the team prior to departure.
- Have a team media guide ready with data and photos of each athlete.
- Prepare media releases as required.
- Have media contact telephone or e-mail addresses so you can transmit results.

Follow necessary protocol

- Attend all meetings, receptions and ceremonies given in your honour.
- Remember you are representing your country.

Helpful hints

- Expect to be self-reliant and plan accordingly.
- Other countries may operate at a faster or slower pace of life.
- Keep your sense of humour, be forewarned and attempt to adapt.
- Make sure that you stand up for the rights of your athletes if you think they are being taken advantage of.
- Relationships and goals are important - remember everyone is there to help the athletes.
- Have shared goals so you can focus on the objectives of the trip rather than its distracting elements.
- Standardise routines before competition so the athletes have some familiarity and security, even in a foreign country. You may need an interpreter but one may not always be with you. Try to learn a few key phrases. People from the host country will probably be more responsive because you have made an effort.

When you return

- Prepare a media release or an interview opportunity for the media to review your trip.
- "Thank you" letters or emails should be written to all who helped you - be sure to obtain their addresses before you return home.
- Carry out an evaluation of the trip by coaches, manager and possibly athletes.
- Write the required reports for your sport governing body.
- Complete a financial report.

F. TOOLS

The following questions will help you to plan for your trip. Ask about the following:

Food:

- What kind of food will be served (foreign, own country, etc.)?
- How will it be served? Main dining room, cafeteria, buffet, sit-down meal?
- Is there adequate food?
- Is food available at appropriate times for training and competition?
- Are meals served only at one location (e.g. hotel)?
- Can packed lunches be obtained?
- Are snacks available? What will these be? Where can you arrange them?
- Are special meals available, e.g. for diabetics, vegetarians?
- What type of fluids are available - water, juice, carbonated drinks, tea? Are the beverages safe to drink? Where can you find them in rooms, accommodation and competition venues? When are drinks available?
- What are the arrangements for paying for meals? What is included or excluded in the price?

Accommodation:

- Where is it located?
- For whom - athletes, trainers, coaches, managers?
- How many per room?
- Are rooms all together in one unit?
- Is a common meeting room available?
- Toilets and showers - shared or private?
- Is headquarter office space or equipment available?
- Is medical and physiotherapy space available? Will there be doctors and physiotherapists available to visiting teams? At what cost?
- Are there equipment storage areas? Where? Can you lock them?
- What are the arrangements for receiving and sending mail?
- Who pays for what?
- Is there available accommodation for family and friends?

Competition and training facilities:

- Where are training facilities in relation to accommodation?
- Are there any security concerns?
- Are practice facilities available? Where? When? How are they reached?
- Is there transportation to the competition site? When? How flexible is it to accommodate your specific needs?
- Are there changing room facilities for each team or are they shared?
- Are medical services available? What is included?
- Press room location?
- What are the playing surfaces?
- What food and drink are available at the training and competition facilities?

Transportation:

- What is available - charter buses, personal vans, taxis, rental cars?
- How will the team travel from the airport to the accommodation site? Will the team be met by someone from the Organising Committee?
- How will the team travel from its accommodation to the practice and competition venues?
- Is transport available for leisure-time activities - buses, cars, subways, taxis?
- What costs will be incurred for transportation?

Competition:

- What are the competition schedules and venues?
- Is an organisational meeting scheduled to inform all teams about how the competition will be run?
- How will the Organising Committee communicate with each team?

Geography:

- What will the climate be like? When is the wet and dry season? What will be the range of temperatures and humidity?
- Is there a problem with altitude?
- Are there time zone considerations?

Language:

- What are the spoken languages?
- In what language will the sports event be conducted?
- Will an interpreter be provided or must they be arranged? At what cost?

Customs:

- What are the major religions? Can the religious needs of your team be fulfilled?
- Are there any political issues or sensitivities that should be known?
- What are the acceptable dress customs?
- What are the "common courtesy" or acceptable social customs (e.g. tipping)?
- Will there be cultural events that your team will observe or participate in?

Laws:

- Are you aware of the important and applicable laws of the country concerning use of drugs, alcohol and offensive behaviour?
- Where is your country's consulate or embassy? Do you have their phone number? Are they aware of your arrival?
- Whom do you contact in case of trouble?
- Can your medical staff practise in the foreign country?

Banking:

- How will you pay your expenses?
- What are the exchange rates? What is the best way of exchanging money?
- Do you have to make advance arrangements to use foreign banks?

Leisure time:

- What leisure activities can you plan for your team?
- Are there sightseeing tours or cultural events?
- Can you arrange team meals away from your hotel?

G. QUESTIONS

1. How carefully do you evaluate whether your sport trips are appropriate?
2. Do you have a checklist that you follow when planning trips?
3. How well do you evaluate the trip once it is over?

Information on athletes

Below is a pro forma for information you may need from athletes:

Full name: _____

Surname: _____ First names: 1st, 2nd, etc. _____

Present address: _____

Home address: _____
If different from above:

Phone number   Home:_____ Work:_____ Mobile: _____

Date of birth: _____ ☐ Male   ☐ Female

Birth certificate #:_____

Country born in: _____ Citizenship: _____

Passport #: _____ Date of issue: _____

Date of expiry:_____ National identity #: _____

Athlete ID card #: _____

Medical information: _____

Name and address of insurance company: _____

Policy number: _____ Glasses prescription: _____

Specific medical instructions (e.g. diabetic requiring regular medication): _____

List any medications the athlete is currently taking (use generic names):_____

List any allergies: _____

List any medical considerations (e.g. asthma, diabetes): _____

Emergency contact: Name two people and their addresses and contact numbers where they can be reached should there be an emergency of any sort.

1. Name:_____

Address: _____

Phone number   Home:_____Work: _____ Mobile: _____

2. Name: _____

Address:_____

Phone number   Home:_____Work: _____ Mobile: _____

UNIT 50

ORGANISING AN EVENT

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A. INTRODUCTION

Successful events do not just happen. They take a great deal of planning and forethought, with attention to the smallest details as well as larger considerations such as transportation and accommodation. An event consists of four phases, which all need careful planning:

1. *Bidding* – deciding whether the organisation wants or has the capacity to organise an event;

2. *Planning* – deciding what the event will be, what it might "look" like and what activities will be involved, carrying out the tasks and activities for the event to take place;

3. *Operational* – running the event; and

4. *Closing* – tidying up all details after the event is over.

B. BIDDING PHASE

Before applying for or taking on an event

There are a number of questions that you need to consider before wasting time and resources on bidding for an event that you have little chance of winning, or staging an event that might be unsuccessful:

- Can the facilities be made available?
- Can we accumulate the finance to carry the project through?
- Do we have the necessary manpower and leadership?
- Do we have the necessary willpower?
- Do we have the necessary expertise?
- Do we have the necessary time?
- Are there willing partners to assist us?
- Is there an interest in the community for the event?
- What do we expect to achieve from hosting the event?

Location of the event:

- Are the local people interested in this sport?
- Are they likely to be supportive of the event?
- Will the local media be interested?

Past history of the event:

- What other events like this have been hosted?
- How successful were they?
- What factors contributed to their success?
- Can those factors be repeated or improved if we take on the event?

Acceptability:

- Is my organisation in favour of organising the event? Are there any personalities or other problems within my organisation that would inhibit the success of the event?
- Is the government's sports department aware that we have applied to bid for the event and will they support it if we are successful?

C. PLANNING PHASE

Having been awarded the event

If you win the right to host the event, the first thing you need to do is appoint a person who will make sure that the event happens. This person may be appointed Organising Committee president, project chairperson or tournament convener. Then create an Organising Committee to begin the planning process and oversee the major operational areas. These areas could be:

- facilities and equipment;
- technical aspects – referees, umpires, training, draw, schedule of events;
- liaison with sports bodies and participants - entry forms, information sheets, registration forms, eligibility;
- transportation;
- accommodation;
- media and publicity;
- protocol – ceremonies, VIPs;
- hospitality;
- finance and financial control;
- social programme;
- post-event clean-up, evaluation and report; and
- medical matters.

For minor events, it is possible for one person to perform more than one function. It is quite feasible, for example, for the accommodation and transportation functions to be combined. You can determine the combination of areas by thinking about the size of the event and the amount of time that the helpers have at their disposal.

Once the areas to be covered have been identified and key people are in place, it is time to do the actual planning. Set up timelines using a Gantt Chart (or flow chart) that outlines activities and meetings. This is essential for proper groundwork. You should think about following the project planning process that was outlined in Unit 46. The following list is an example of general timelines prior to a national championship.

Six months prior to an event:

- Meet with the convener and as many committee chairpersons as possible.
- Chairpersons need to create and present a list of tasks in their areas of responsibility.
- Each chairperson sets a preliminary budget by the following meeting.
- Establish methods of communication and regular reporting times.

Five months prior to an event:

- Review all committee budgets and consolidate them into one.
- Each committee chairperson presents a flow chart outlining tasks to be carried out, who will do so, and by when.
- Book facilities and equipment as necessary.
- Begin promotional plans.
- Set up registration procedures.
- Set up bi-weekly meetings with each chairperson to check the progress of their planning.
- Complete all tasks that require lead time, e.g. promotion, printing, financing, attracting volunteers.

Two months prior to an event:

- Continue to meet with all committee chairpersons to share progress.
- Review flow charts to make sure they are on track.
- Send out entry and / or registration forms and other paperwork.
- Begin weekly meetings / contact with chairpersons.

One week prior to an event:

- Review all flow charts to ensure they are on track.
- Discuss emerging problems and how to deal with them.
- Coordinate final interactions between chairpersons.

Other activities

Special events by themselves are often only interesting to those who are directly involved in or have a special commitment to the event itself. However, if you add some "extras", you can broaden your appeal and, therefore, people's participation in the event. Each country has its own unique cultural advantages that can make sport events special for large groups of people. Whether through photography, music, dance, the visual arts, food or clothing, your country or community can contribute a great deal towards adding something "extra" to a sports event. To help plan these activities, consider the following:

- Think about your particular country or region. What local, national or special cultural aspects could be linked to special events related to sport?
- Which of the above would it be financially feasible to include with a sports event?
- At which particular age groups would you like to aim your special events? Why this group in particular?
- Think of special people in your country who are linked to sport through cultural activities e.g. media personalities, photographers and caterers. Would it be feasible to have any of these individuals involved in your programme? If so, who might attend?
- Think about people who have played a role in your country's sport history. How might they be involved in your programme?
- What other ideas come to mind related to how you might add a few "extras" to this special event?

D. ORGANISATION OF THE EVENT

The following steps might be helpful to get you organised:

- Set up a schedule with the names and phone numbers of the principal people involved in preparing for this event.

- Set up your Gantt chart and stick to it. Allow enough time to handle all aspects, such as facilities which must be booked early.

- Set up a detailed agreement of duties and expectations for each committee chairperson. The event director uses this agreement to coordinate work with individual chairpersons and the entire committee of chairpersons.

- Prepare more extensive checklists relating to procedures, necessary personnel, cooperative arrangements with other committees, and necessary equipment and supplies. Review these checklists so that every detail is covered.

- Each committee should have a checklist of all the tasks to be completed in their area of responsibility. These should be checked off as they are accomplished.

- Consider spectator needs as well as participant requirements.

- Meet regularly to monitor progress. Hold a rehearsal sufficiently in advance to rectify unexpected problems.

- Follow-up is as crucial as planning and the actual event. The final report could contain the history of the project, the committee structure, the programme outline, results and recommendations.

- Delegate as much responsibility as you can without risking quality.

- Continually thank and support all volunteers.

- Maintain consistent and frequent communication between the event director and various committees.

- Consider safety and risk management.

- Ask for feedback from those involved.

- Prepare specific written guidelines on how to record expenses, receipts and invoices.
- Use clear, well organised registration forms that are easily organised and filed.
- Be optimistic and realistic. Stay calm no matter what happens.

Information to and from participants

Each club, team or participant, depending upon the type of event, should be sent an information sheet which details:

- the exact title of the event;
- who is organising it, with a name, address and telephone number;
- the exact location and details of how to get there;
- the exact dates and timings of the events;
- the conditions for entry;
- the deadlines for entry and how to enter;
- to whom entries and information required from participants should be sent; and
- any other information, such as the format of the competition, prizes and entry fees.

Each team should be required to complete the entry form and send it back by the appropriate date. This entry form should include:

- names of participants;
- playing standards (if required for seeding);
- the signature of participants, agreeing to abide by the terms of competition;
- the name of the team, club and individual contact person, as well as addresses and business and home telephone numbers; and
- any entry fees.

Greet your guests! At the airport, try to make the arrival and departure easy for visitors. Meet the visitors. Have information kiosks readily visible and staffed with friendly, helpful volunteers. Give assistance with customs and immigration if possible. Ensure transportation options are clear and make visitors' trips to and from the airport as easy as possible.

E. QUESTIONS

1. Consider the last event you organised. What could you have improved?
2. How will you change what you do for the next event?

UNIT 51

MANAGING AND OPERATING FACILITIES

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A. INTRODUCTION

Sport facilities can be complex to manage and operate because there are so many parts - the maintenance, operation and supervision of the actual facilities, implementation of programmes, and management of all the personnel, systems and policies associated with these. Many of the skills and activities that are discussed in this manual are important when running facilities.

B. MANAGING AND OPERATING FACILITIES

Specifically with regard to facility management, there are a number of operational considerations you should take into account:

- Operate the facility as a business. Create policies and charge rates aimed at providing the resources needed for operation. Even if there is a large government subsidy to operate the facility, try to save on costs and to expand revenue.

- Identify and implement the best revenue-generating activities you can run from the facility.

- Staffing costs will probably be the largest ongoing cost. To gain maximum value, ensure that there is a staffing plan in place, that you recruit excellent workers and that they are well trained.

- Try to keep the facility modern with regard to community needs, providing high-quality equipment, programmes, services, cleanliness and attractiveness.

- Purchase high-quality, durable equipment. Again, it may not be the cheapest option initially, but it will save maintenance and replacement costs and will be much more reliable.

- Use detailed operations manuals and revise them when needed. These should outline the operating policies and be accessible to all employees. These manuals should include items such as job descriptions, floor plans, event protocols, sport equipment policies and inventory, machinery and general equipment policies and inventory, general duties for staff, emergency response protocols and administration requirements, such as time sheets and how to handle cash.

- Ensure good business practice, such as proper financial controls and reporting, insurance, emergency protocols and well-trained staff.

- Manage the accounts, keeping in mind the fixed assets; when a facility is acquired, make sure you take into account not only how much it will cost to buy it, but also the cost of operating it.

- Promote the facility and the programmes to the community, using newsletters, a bulletin board at the entrance of the facility and local media advertisements.

- There should be a replacement fund as part of the ongoing operational costs so that there are resources to undertake major improvements or purchase major equipment, such as scoreboards, timing systems and the roof of the facility.

C. PROGRAMMING

Perhaps the most important factor for a successful facility is the range of services and activities it provides. You need to identify possible user groups (schools, children, adults, sport groups, etc.) and their needs. You need to offer activities that encourage people to use your facility on a regular basis. This will help with income, but more importantly will increase physical activity in your local population. There are a number of ways of deciding what to programme in your facilities:

- *Traditional* – What has gone on in the past continues to happen.
- *Expressed desires* – Ask people what they want to do and programme these activities.
- *Authoritarian* – You, as the manager, decide what people want and programme it.
- *Policy* – Programmes are delivered to meet policy objectives, such as focusing on children's programmes.
- *External requirements* – The programme for your facility may be determined by an external body.
- *Variety* – The programme offers a diverse range of activities for people to select from.
- *Demand* – Offer what people want.

Often you will use a mix of approaches. The key thing is to be sure that you are offering what people want and that you review your programmes regularly.

D. QUESTIONS

1. How do you decide what to offer at your facility?
2. How do you obtain information from your user groups?
3. Do you know if you are meeting their needs?

It is generally the responsibility of national sport organisations to develop athletes and coaches, although in reality they cannot do this alone and rely on good support from many sources. They need financial resources to operate programmes and to pay staff, whether acquired from governments, corporations or their own fund-raising initiatives. They need the best coaches they can find and the vast majority need ways to train them and resources to support them. Coaches need talented athletes to train and to motivate, in order to help them become the best athletes that they can be. Athletes themselves need various kinds of personal and programme-based support in order to progress. Some of this support takes the form of sport science, sport medicine and performance technology services. Of course, the issue of banned substances or practices in sport is also present and practical information is provided to assist with the prevention of and responses to this problem.

All of these matters are discussed in this Section. The ability of an NOC or other leadership body to help the sport organisations to achieve their objectives is one of the constant challenges facing sport in every country. Thus, the more a country's sport system can weave together the necessary partnerships to meet these needs, the more successful its athletes will be.

SECTION IV

DEVELOPING ELITE ATHLETES

UNIT 52

SPORT MEDICINE

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A. INTRODUCTION

Fitness and good health are terms that can be readily associated with both recreational and highly competitive sport. For the top-level competitive athlete, it is vital that the body is healthy and in peak condition despite the high levels of stress that are placed upon it. Therefore, the involvement of medical specialists in competition preparations is of vital importance. Medical practitioners can contribute to sport as follows.

Monitoring of general health

Before beginning high intensity training, the athlete should undergo proper health checks to identify rectifiable ailments, defects and diseases. Following this, regular medical checks should be built into the training programme to monitor general health and conditioning, such as testing for chronic soft tissue injuries, nutritional assessments or fatigue tests.

Athletes become injured either through traumatic incidents or as a result of stress placed on the body due to the intensity of training or competition. On sustaining an injury, it is vital for the competitor to have an early and correct diagnosis, and to be rehabilitated in the shortest possible time. The process of bringing the competitor back to full fitness following an injury is a matter of teamwork involving the doctor, physiotherapist, coach and athlete.

Practising healthy habits

The coach and the athlete must establish good, healthy habits to try to prevent injury or illness. The doctor can advise on correct habits of hygiene, sleep, travel-associated problems and the significance of symptoms (imagined or otherwise); the physiotherapist on the importance of warm-up exercises, stretching and good posture; and the dietician on good or bad eating habits.

B. REGIONAL HEALTH SERVICES

Government health services, whether provided via schools, the armed forces, hospitals or community clinics, may be the only real resource available to assist athletes in a community. The managers of these services may go beyond their normal responsibilities and support athletes by:

- providing frequent monitoring of their health status;
- ensuring prompt and proper care of injuries, illness or other problems;
- providing easy access to physiotherapy or other paramedical services;
- supporting programmes such as doping control, nutritional evaluation and dietary supplements, and fitness testing;
- providing information and education for athletes and coaches; and
- providing administrative support for medical and paramedical staff.

Appropriate athlete medical services may be found by investigating:

- local hospitals;
- local physicians who appear to show an interest in sport;
- local medical schools or health professional training centres;
- government or military health clinics or agencies;
- the experience of sport associations or teams which have used medical services;
- the professional organisations (medical, dental, physiotherapy, dietetic, etc) in your country; and
- schools or voluntary medical aid services.

C. THE ROLE OF THE NOC

NOCs can contribute to promoting sport medicine by:

- providing encouragement for the development of knowledge and skills for medical practitioners;

- providing experiences in sport for a variety of physicians wishing to specialise in sport medicine, specifically by promoting the organisation of IOC sport medicine courses in their country;

- encouraging the existence and delivery of coordinated medical / paramedical / scientific services that maintain a strong focus on health and safety for the athlete; and

- keeping up to date with IOC policies and procedures specific to the medical aspects of athletic performance, e.g. doping control and medical services at the Olympic Games.

D. MEDICAL SERVICES WHEN TRAVELLING

When a team travels, it is highly desirable that it should be accompanied by medical and physiotherapy professionals. If such individuals accompany a team, there is the real advantage of daily medical supervision which often is not available at home.

Prior to travelling abroad, a team should consult a physician to assist with planning for the trip, even if no physician will be travelling with the team. The physician should be able to give advice concerning adaptation to the climate, the required immunisations, health precautions and the medical services and facilities in the country to be visited. This information may also be obtained during a pre-visit, or by seeking proper medical information, possibly from the country's embassy or consular office in your country.

1. **Before the trip**

   Factors that can be researched prior to the team travelling:

   - ambient temperature / weather conditions of competition site;

   - diet and preparation of meals;

   - general hygienic conditions;

   - travel time from home to country of competition;

   - immunisation requirements of host nation;

   - availability of medication;

   - health insurance requirements;

   - general living conditions - accommodation, etc.

2. **Travel tips**

   a) **General**

   - It may not be easy to find necessary medication when travelling. Be sure to take what you need if you are unsure of availability.

   - Determine the team's immunisation needs. Ensure vaccinations are current, including polio and tetanus. You may require vaccines for yellow fever, cholera and typhoid. If prevention of malaria is a concern, you must take anti-malarial drugs prior to your departure, during the trip and upon return. Cholera vaccine gives only partial protection against the disease and proper hygiene is necessary to assist. Gamma globulin provides some protection against hepatitis A. All inoculations and vaccinations should be completed before departure.

   - Ensure that each athlete carries a medical "passport" containing details of specific medical problems, such as asthma, diabetes, injuries, medication, vaccinations and allergies.

- Consider arranging medical insurance for your trip. The policy should cover medical services in the country you are visiting as well as the cost of flights home following accidents or serious illnesses.

- Your team should have a medical kit, including dressings for cuts and abrasions, moleskin to prevent blisters, antiseptic, aspirin, insect repellent, sunscreen lotion and oral rehydration mixture (packages of glucose / salt mixtures to add to fluid) for the treatment of diarrhoea.

- If team members embark on casual sexual relationships when travelling, use of appropriate protection is a wise precaution. If it is suspected that a member has contracted a sexually transmitted disease, a physician must be consulted.

- Reduce the risk of insect bites by wearing trousers and long-sleeved shirts and by avoiding wet, shady areas.

- Upon arrival, the physician or manager should visit or obtain information about the local hospital and its admission procedures and physiotherapy services, contact a local physician to obtain assistance and determine the location of the nearest pharmacy.

- The team physician should establish a specific time in the morning and evening for visits by injured or sick team members.

b) Diarrhoea

This condition is faced by every traveller but is particularly important to travelling athletes since it causes large salt and fluid losses from the body as well as depleting energy resources. Diarrhoea may be caused by emotional stress or anxiety, or by irritation of the gut by micro-organisms. Diarrheal diseases are spread by infected material entering the mouth. Foods that are most commonly infected are fish and meat (particularly made-up dishes such as pies, curries, sausages and stews), milk, raw vegetables and fruit that have not been washed properly, and contaminated water.

c) Diet considerations:

- All uncooked food is a potential source of disease.

- A change in diet itself can cause intestinal disturbances.

- Tomato juice is an excellent source of electrolytes.

- Salt should be taken with food.

- Carbohydrate input should be high. Carbohydrate-rich snacks such as candy should be available. A carbohydrate-rich and easily digestible meal three hours before a competition is recommended.

- With adequate meals, extra vitamins are not needed. However, if fruits and salads are excluded from the diet, vitamins should be taken. Iron should also be considered.

- Checking an athlete's weight daily indicates whether their level of food, caloric or fluid intake must be increased.

- Snacks and fluids should probably be taken from the hotel for refreshment after training or competition. Do not rely on finding adequate snacks at stadiums. Athletes must be careful not to miss meals or forget to drink.

d) Jet lag:

- Air travel creates certain problems: dehydration from travelling at altitude, changes in body rhythms (jet lag), lack of mobility (stiffness). During long plane trips, drink at least a cup of fluid every hour, avoid alcohol and stretch and walk in the plane. Try to prevent athletes from travelling in a tired state; do not cause them excessive stress once they arrive.

- Time-zone changes create added stresses. Symptoms of jet lag are fatigue, distortion of the senses, upset stomach, constipation or diarrhoea and disturbed sleep. This is because the body cycles are out of synchrony with the new environment. You can improve this situation by scheduling arrival for the evening hours or by changing sleep patterns before the trip, to coincide as much as possible with the sleep-awake pattern you will experience in the new location. Athletes who have not changed their sleep patterns before travelling should avoid competing in the morning hours

during the first few days after long eastbound flights and late afternoon hours after westbound flights. A pre-adapted athlete should not have these concerns since their systems are already synchronised with the new environment.

- An extended sleep (e.g. 12 hours) following a long flight can make up for lost sleep. However, a night's rest will not bring the body's biological rhythms into phase with local time. It usually takes one day for each time zone crossed before the adjustment is complete.

- Maximal oxygen consumption, strength, power and coordination are all affected by biological rhythms. Peak performance cannot be achieved until biological rhythms have adjusted, usually during the afternoon or early evening. It appears that drops in performance levels are greater when travelling eastbound than westbound.

e) Heat:

- Significant heat injury may occur at all temperatures above 18 degrees C.

- Body temperature may rise to 38-39 degrees C during steady exercise in heat.

- The average male (68kg) may lose 1.5-2.0 litres of sweat per hour. Frequent fluid intake during training / competition is absolutely necessary. Runners should consume 200ml of fluid 30 minutes before competing and 400-500ml of fluid 10-15 minutes before competing.

- Heat can cause muscle cramps, joint pains, blisters and fatigue. Symptoms of heat stress are headache, dizziness, disorientation, nausea, decrease in sweat rate, pale, cold skin or chilling.

- Distance runners, football players and others who work continuously over long periods of time are particularly susceptible to heat stress.

- Athletes should wear light athletic clothing and use sunscreen lotion and hats to protect against sunburn.

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f) Rehydration strategies:

- Drink 125-500ml of fluid two hours before exercise.

- Drink 125-250ml every 15 minutes or as much as you can tolerate during exercise.

- Drink 1 litre of fluid after exercise for every kilogram lost.

- Monitor body weight and attempt to restore 80% of the fluid (weight) lost.

- Drink plenty of fluids with meals.

- Drink water, juices or isotonic mixtures.

- Monitor your urine to ensure it is a light straw colour rather than bright yellow.

- Thirst is a poor indicator of need for fluid. You need fluid before you become thirsty.

E. QUESTIONS

1. How is sport medicine set up in your country?
2. What are the strengths and weaknesses of your approach?
3. Who are the qualified sport medicine specialists in your country?
4. What specific programmes or activities can your sport organisation undertake to improve medical services for your athletes?

UNIT 53

ANTI-DOPING

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A. INTRODUCTION

"Doping is cheating. Doping is akin to death. Death physiologically, by profoundly altering, sometimes irreversibly, normal processes through unjustified manipulations. Death physically, as certain tragic cases in recent years have shown. But also death spiritually and intellectually, by agreeing to cheat and conceal one's capabilities, by recognising one's incapacity or unwillingness to accept oneself, or to transcend one's limits. And finally death morally, by excluding oneself de facto from the rules of conduct required by all human society." Juan Antonio Samaranch, IOC President, 1980-2001

In 1967, the IOC established a Medical Commission in partnership with the International Cycling Union (UCI). Its purpose was to put in place a medical control service for the 1968 Olympic Games, and to study the issue of doping controls and the assistance that could be given to athletes in developing countries on these matters.

The World Anti-Doping Agency (WADA) was established in 1999 as an international independent agency to promote and coordinate the fight against doping in sport at the international level. It is composed and funded equally by the sport movement and governments of the world.

B. THE WORLD ANTI-DOPING CODE

One of the most important achievements to date in the fight against doping in sport has been the drafting, acceptance and implementation of a harmonised set of anti-doping rules, known as the *World Anti-Doping Code*. The Code is the core document that provides the framework for harmonised anti-doping policies, rules and regulations within sport organisations and among public authorities. It works in conjunction with five International Standards aimed at bringing harmonisation among anti-doping organisations: testing, laboratories, therapeutic use exemptions (TUEs), the *List of Prohibited Substances and Methods*, and protection of privacy and personal information.

This harmonisation aims to address the problems that previously arose from disjointed and uncoordinated anti-doping efforts, such as a scarcity and splintering of resources necessary to conduct research and testing, a lack of knowledge about specific substances and procedures being used and to what degree, and an inconsistent approach to penalties for athletes found guilty of doping.

Since it entered into force on 1 January 2004, the Code has proven to be a very powerful and effective tool in the harmonisation of anti-doping efforts worldwide. This has been demonstrated by the overwhelming support of governments and sports in accepting the Code, and by the growing body of jurisprudence from the Court of Arbitration for Sport (CAS), upholding the Code's provisions.

Following an open and transparent consultation process that included three phases and the publication of several preliminary drafts, the revised Code (2009) was unanimously adopted by WADA's Foundation Board and endorsed by the 1,500 delegates present on 17 November 2007, the final day of the Third World Conference on Doping in Sport, held in Madrid. The revised Code entered into force on 1 January 2009. The World Conference Resolution as well as information on the Code and related consultation can be reviewed on the WADA website: www.wada-ama.org.

The Code review process has resulted in an even stronger, more robust tool to ensure that all athletes benefit from the same anti-doping procedures and protection, whatever their sport, nationality or country.

Prohibited substances and methods

The one and only *List of Prohibited Substances and Methods* is published by WADA and updated once a year by a committee of renowned scientists.

Prohibited classes of substances include stimulants, narcotics, anabolic agents, diuretics, peptide hormones, mimetics and analogues, among others.

There are three categories of prohibited methods or practices:

- **Blood doping** is the administration of blood, red blood cells and related blood products to an athlete.

- **Chemical and physical manipulation** is the use of substances and methods which alter or attempt to alter the integrity and validity of urine samples used in doping controls (e.g. tampering, intra-venous infusion), including, without limitation, catheterisation, urine substitution and / or tampering, inhibition of renal excretion such as by probenecid and related compounds and epitestosterone application.

- **Gene doping** is the transfer or use of cells, genetic elements or pharmalogical agents to modulate expression of endogenous genes with the capacity to enhance athletic performance.

Some drugs are prohibited in competition, others out-of-competition and others in certain sports only.

The ingredients of some supplements and food products are not fully or correctly identified on their labels. It is the athlete's responsibility to ensure that any substances they are taking are free from prohibited substances. Athletes must seek advice and guidance from knowledgeable sources.

Accredited laboratories and procedures

WADA is responsible for the *International Standards for Laboratories*. This document sets out the requirements for laboratories that wish to demonstrate that they are technically competent, operate an effective quality management system and are able to produce forensically valid results. To ensure the quality of the laboratories' work, a re-accreditation process takes place annually and proficiency tests are carried out every four months.

Sanctions

- Any competitor who is found guilty of an anti-doping rule violation (ADRV) is excluded from the current and / or future Olympic Games.

- If a competitor is a member of a team and is notified of an ADRV, the competition, event or match during which the infringement took place may be considered as forfeited by that team, following the IF's rules.

- Following an infringement of the World Anti-Doping Code, a medal and / or diploma may be withdrawn.

All sanctions are proposed by the IOC Disciplinary Commission to the IOC Executive Board, which has the final authority to decide on the adoption and implementation of sanctions. The IOC rules do not prejudice any sanctions which the International Federations or the NOCs concerned may take in conformity with their own rules.

C. WORDS TO WATCH

Terms used to describe doping control procedures can be confusing and ambiguous. The following is a reference guide describing some key words and terms:

- **Adverse analytical finding** – An adverse analytical finding is a report for the laboratory or other approved testing entity that identifies in a specimen the presence of a prohibited substance or its metabolites or markers (including elevated quantities of endogenous substances) or evidence of the use of a prohibited method.

- **Anti-doping rule violation** (ADVR) is defined as the occurrence of one or more of the following:

  · presence of a prohibited substance in an athlete's sample;

  · use or attempted use by an athlete of a prohibited substance or method;

  · refusal to submit to sample collection;

  · violation of applicable requirements regarding athlete availability for out-of-competition testing;

- tampering or attempted tampering with any part of doping control;

- possession of prohibited substances and use of prohibited methods;

- trafficking or attempted trafficking; or

- administration or any other kind of complicity involving an anti-doping violation.

- **Positive test** is often used incorrectly to mean that a doping offence has occurred. A laboratory can report either an adverse analytical finding or an atypical finding that does not necessarily lead to an anti-doping rule violation. It may be, for example, that a prohibited substance is present in a form or for a purpose (such as acceptable medical treatment) which does not constitute a doping offence.

- **Out-of-competition testing** refers to tests that can be carried out at any time with no notice. Tests are primarily focused on athletes or sports where there is a high probability of use. Out-of-competition testing also enables the organisation or doping agency to target certain athletes based on evidence of use.

- **Quality control samples** are urine specimens prepared to contain prohibited substances which are routinely included among other samples sent to laboratories for analysis. These samples are not identified or known to the laboratories and act as a quality-control check of the laboratory's routine analytical procedures.

- **Doping control** is the term used to describe all elements of the system designed to detect the presence of prohibited and restricted substances, practices and methods, from sample collection to laboratory analysis and the management of results. Doping control also includes a review process and appeal mechanism to protect the rights of athletes charged with an offence and other individuals charged with doping-related offences.

- **A and B samples** – When the athlete provides a blood or urine sample for testing, the sample is divided into two parts, sealed and sent to the laboratory for analysis. One part, the A sample, is tested first and, if it is positive for a banned substance, the relevant anti-doping organisations, WADA and the athlete are notified. If the athlete wishes to have this result verified, tests are undertaken on the second part, the B sample, that has been securely stored.

- **Athlete whereabouts information** – An effective doping control programme includes a large component of unannounced testing that can occur at any time and at any place. Athletes who are required to participate in an anti-doping programme must comply with the whereabouts programme so they can be easily located for testing in out-of-competition situations. This is a big commitment but athletes are happy to comply if it helps keep their sport clean and fair. It also only applies to a small proportion of athletes. Only those in a Registered Testing Pool are required to submit the requested information.

- **Therapeutic use exemption** (TUE) – Some athletes need to use drugs such as insulin to treat diabetes or salbutamol inhalers for asthma attacks. Athletes who need to use a prohibited substance or method can apply for a therapeutic use exemption, better known as a TUE. When a TUE is granted, if the athlete tests positive, it will be known that the athlete is using the medication for a medically justified reason and not to enhance performance. A TUE might only be considered under the following circumstances:

  - The athlete would experience a significant impairment to health if the prohibited substance or method were to be withheld in the course of treating an acute or chronic medical condition.

  - The use of the prohibited substance or method would produce no additional enhancement of performance other than that which might be anticipated by a return to a state of normal health following the treatment of a legitimate medical condition.

  - There is no reasonable therapeutic alternative, or any alternative is inefficient.

Athletes should enquire about the TUE application process with their national anti-doping organisation or International Federation.

D. PREVENTION / EDUCATION

WADA's initiatives

On 1 January each year, WADA publishes the one and only *List of Prohibited Substances and Methods*, adopted by the IOC. NOCs, International and National Federations and people working with athletes, such as medical staff and coaches, need to be familiar with this list. Visit the WADA website to see the current information.

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Many NOCs have developed and distributed educational materials to their athletes and coaches. Those that have not should do so, or make use of materials that have already been developed. WADA has devised a collection of materials that are ready to use and fully customisable. WADA also offers the Digital Library, a clearing house for anti-doping educational material and information that has been developed by stakeholders and that the latter are ready to share. All the material described in the section below is available free of charge on the WADA website.

Athletes should also look out for WADA's Athlete Outreach Programme at the Games, providing useful information and tips about anti-doping.

There are many other possible approaches:

- NOCs can develop and test the rationale for drug-free sport and national anti-doping programmes with the people concerned. The intention is to progressively refine the language and content of the drug-free sport consensus, and to build grassroots and practitioner support for the positive messages about sport that are at the heart of drug-free sports programmes. WADA has developed the *Programme Officer's Tool Kit* for administrators who would like to set up an anti-doping programme. It contains ready-to-use PowerPoint presentations and fact sheets.

- Through involvement of stakeholders and partners, it is possible to produce an anti-doping programme that is relevant to those who are most affected. The sport community's promotion of an ethical rationale for drug-free sport will pave the way for information tailored to particular needs (e.g. in coaching handbooks, athlete education, lesson plans for school use). To assist NOCs and other stakeholders, WADA has developed the *Coach's Tool Kit*, which contains presentations, fact sheets and activities aimed at coaches of athletes from grassroots all the way up to elite level. The *Teacher's Tool Kit* is a collection of material for teachers to use in the classroom. Please go to the education section of the WADA website to access these toolkits.

- Drug-free sport promotional messages should highlight the positive aspects of sport, such as the mastery of skill and the joy of fair and excellent competition. The task is to promote both an appreciation of the values of sport (probably the very things that motivated young athletes to start practising a sport in the first place) and its place in life.

- Promulgate clear supportive drug-free statements from sport leaders. Athletes need to know that, in their rejection of doping, they have the wholehearted support of those who care about sport.

- Minimise the intrusion caused by testing.

- Create a widely publicised drug-free sport telephone hot line that provides athletes with timely, direct and personal information and advice.

- Identify an athlete ombudsperson. This would provide an opportunity for athletes to obtain advice if they felt they were being pressurised into doping by others.

E. MANAGING A POSSIBLE DOPING OFFENCE

In addition to the Olympic Games Doping Control Programme, testing for prohibited substances can occur in the run-up to the Games and may be conducted by a number of organisations, including International Federations, WADA, National Anti-Doping Agencies or national federations.

What can an NOC do to prepare for a doping offence during a Games mission?

- Plan how you will track doping control of your athletes during the competition.
- Be familiar with your own doping control regulations and have an up-to-date copy at the Games.
- Ensure you know where to access your International Federation's regulations and have an up-to-date copy at the Games.
- Know how to contact the NOC's medical, media and legal advisers immediately.
- If your rules say an athlete may be suspended if the "A" sample is positive, ensure your governing body has the review process in place to decide this and to inform the athlete.
- If an athlete is not suspended after a positive "A" sample, establish at what stage he / she might be suspended and by whom. The rules of some International Federations will allow such athletes to continue competing after a positive "A" sample.
- Have a media plan ready in advance.
- Ensure that an adequate education and guidance programme for the athletes, coaches and team managers is in place and has been reviewed with your athletes prior to the Games mission. Ask your Chief Medical Officer to interview each athlete to determine what substances they might be using.

What does the team manager do?

What does a team manager (or NOC Chef de Mission) do when informed of a possible doping offence?

Consult the rules:

- Be absolutely sure you are familiar with the various rules and procedures.
- Know the rights of the athlete as they have the right of redress through the Court of Arbitration for Sport (CAS) in particular.
- Establish clear communication with your national body.
- Be clear about when any suspension begins.

Inform the athlete:

- The athlete has to know what has happened.
- Advise the athlete of the rules and procedures, his / her rights, the issue of the media and the options now open to him / her.

Inform the NOC:

- The NOC needs to determine what happens next to the athlete.
- The NOC needs to manage the issue with the media.

Inform your national federation:

- Ensure all who need to know are advised.
- Ensure that everyone follows correct procedure.
- Ensure that the media is addressed with one voice and a clear message.

Remember the rest of the athletes and why you are at the competition:

- A positive test can have a devastating effect on the rest of the team.
- Ensure you have planned how to help the team carry on in the competition.
- Inform the athletes how delicate the situation is and of the need for confidentiality.

There is a need to keep an accurate diary of events, even noting times. This could prove invaluable if you are asked to recall incidents at a later date.

What does the NOC do?

- The NOC needs to clarify the various roles of those involved.
- The NOC does not take on the responsibilities that are within the remit of the sport organisation. Out-of-competition and off-site testing may be the responsibility of the organisation.
- It seeks legal help if available.
- It involves the Chief Medical Officer (CMO) of the delegation.

The NOC can help the team manager involved:

- with legal guidance;
- with medical and pharmacological advice;
- with logistical support; and
- with media advice.

Testing at the Games

If there is a positive doping test, the following people might be informed, depending on the confidentiality rules of the appropriate codes and procedures in effect:

- the athlete;
- the NOC legal adviser (if available);
- the Chief Medical Officer of the delegation;
- the President of the NOC;
- the IOC member in your country;
- the press officer;
- the team manager (give them a copy of the IOC letter and inform them of the proposed plan of action, which should include an interview with the athlete).

Respecting the confidentiality requirements of the process, an appropriate NOC representative should:

- arrange for the "B" sample to be tested if required;
- agree a strategy for dealing with the media;
- make arrangements for the IOC Disciplinary Commission hearing; and
- make provisional arrangements for the athlete to leave the village and return home.

IOC Disciplinary Commission hearing at the Games

As soon as a positive test is found at the Games, the NOC of the athlete concerned is immediately informed and called before the IOC Disciplinary Commission to review the results. The NOC delegation may include an NOC representative, the athlete, the NOC's legal adviser or the legal adviser chosen by the athlete, and the team medical officer. Following this meeting, the IOC Disciplinary Commission makes a reccommendation to the IOC Executive Board or may take a decisions itself depending on the case. Often this process takes less than 24 hours.

Dealing with the media

The media are trained to find out information and to report it. The NOC has a number of responsibilities, one of the most important being to protect the confidentiality of both the athlete and the issue until the IOC Desciplinary Commission and the IOC Executive Board have determined the consequences of the situation and are ready to report these publicly.

Legal and procedural issues

Doping incidents are governed by IOC rules, NOC rules, IF rules and NF rules. Detailed procedures and very tight timelines must be followed. Therefore, it is imperative that at least the team manager, team medical officer and legal adviser (if available) understand all these various rules and procedures. The law of natural justice must prevail, including the need for informed representation at proceedings and appeals.

Court of Arbitration for Sport

An athlete, if found guilty of a doping offence by the IOC Executive Board, can file an appeal with the Court of Arbitration for Sport, which will then appoint a panel of arbitrators, who are present at the Games, in order to hear the case and to settle the dispute definitively. The panel shall give a decision within 24 hours of the lodging of the request. Information about the Court of Arbitration can be found on the CAS website: www.tas-cas.org.

F. QUESTIONS

1. Does your NOC have a clearly stated doping control policy?
2. How would you develop one?
3. Is there a doping control service in your country? If not, should there be one and how would this be established?
4. What penalties has the IOC Athletes' Commission recommended for those caught using or providing doping substances?
5. What is the most important measure that you can take to eliminate drug misuse?

UNIT 54

SPORT SCIENCE

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A. INTRODUCTION

Technology, medicine and science are increasingly being used in the preparation of high performance athletes and the following examples reflect some of the sport science interests of physicians and scientists:

- *Adaptive physical education* – Working with athletes with various disabilities such as spinal cord injuries, amputations, mental retardation and blindness.

- *Altitude and environmental physiology* – Training at altitude for performance at altitude or sea level; exercise in cold or hot weather.

- *Biomechanics* – Measuring forces and photographing movements as athletes perform to assess technique.

- *Exercise physiology* – Determining various physiological measures such as cardio-pulmonary capacity; muscle strength; body composition; flexibility; aerobic and anaerobic power; growth and development patterns in children.

- *Muscle metabolism* – Assessment of energy substrates and requirements for different types of exercise; improving recovery from exercise; muscle glycogen super-compensation.

- *Nutrition* – Proper hydration for sport; use of vitamins and supplements; anorexia; establishing appropriate feeding patterns for maximum benefit; use of special nutrition for carbohydrate, fat or protein supplementation.

- *Video analysis* – Using video cameras to capture athlete technique and to store data on computers, and using appropriate software to assess performance. "Dartfish" is one example of commonly used software.

- *Sport psychology* – Relaxation techniques; focusing; mental rehearsal; motivation; and stress reduction.

- *Results analysis* – Analysis of training and performance results for individual athletes, and comparisons with requirements to meet training and competition goals.

B. IMPORTANCE OF SPORT SCIENCE

Fifteen Olympic medallists were interviewed about the most important factors assisting their performances. They ranked access to excellent coaching, good training facilities, sufficient quality competitions, quality training partners, adequate time to train and adequate financing ahead of sport science or medical aspects.

However, for those who experienced injury, access to a quality physician and a physiotherapist was extremely important.

Considering the sport science and medical areas alone, the most useful services were medical (resolving medical issues), physiotherapy and massage therapy, followed by psychology, nutrition and, to a lesser extent, physiology, biomechanics and chiropractic. Most athletes had limited access to physiotherapy and massage therapy, and these ranked highest among their priority needs.

Indeed, if basic needs such as quality coaching, facilities and competition are inadequate, then the application of science has limited value. No-one denies the value of first-rate medical support in training and at Games. It is simply a question of what the priorities are in terms of resources that will support athlete development.

C. SPORT SCIENCE AND MEDICINE SUPPORT TEAM

Sports with adequate financial resources may be able to assemble a support team of sport scientists and medical personnel that can provide ongoing, comprehensive and specialised services.

Sport science and medicine (SS/M) team composition

There is no specific formula for SS/M support that is appropriate for all sports. The head coach should select individuals who can provide quality support in the areas of need, and who can work well with the sport. If you form a SS/M team, it will often be composed of individuals from the coaching staff, sport management and SS/M providers. The development of a trusting relationship and strong communication between and within the coaching staff and the SS/M team is critical to its long-term viability. The entire SS/M team may include one or more experts from the following disciplines, although this will depend on the specific needs of the sport.

Sport science staff:

- physiologist
- sport psychologist / mental trainer
- biomechanist
- performance analyst
- strength and conditioning expert
- other technical experts as appropriate

Sport medicine staff:

- sport medicine physician
- physiotherapist / athletic therapist
- massage therapist
- nutritionist
- chiropractor
- other medical providers as appropriate

Other specialists can be included for specific sports. For example, to assist 'eye training' for shooters, a vision specialist may be needed, whereas a sailing team might include a meteorologist, a hydrologist and / or a sail expert.

Specialists can be either full-time members of a team (e.g. physiotherapist) or consultants invited at specific times as the issues dictate. A key group should be identified to regularly interact with the coaching staff to discuss athlete needs.

The actual size and composition of the SS/M team depends on several factors. A centralised sport may require an SS/M team with members who are also centrally located, to increase accessibility and contact. A sport whose key athletes are in various locations will generally require communication with regional training groups throughout the country to service their needs with local providers of SS/M services.

Benefits of an SS/M team

The benefits of a comprehensive SS/M team can include (but are not limited to):

- establishing a necessary support plan for athletes, identifying specific priorities;
- providing 'best practice' medical and scientific advice to coaching staff and service to athletes on an ongoing basis;
- integrating scientific and medical methodologies and techniques into a well structured training and competition programme;
- establishing standardised scientific and / or medical testing protocols adapted specifically to the priority needs of the sport;
- establishing appropriate scientific and medical profiles for athletes over time;
- recommending and screening performance technologies designed to improve performance;
- determining strategy to service athletes and coaches over the entire year, including sports that have decentralised training situations; and
- recommending direction and proposals for short- and long-term research / innovation initiatives which would have an impact on athlete performance.

Operational challenges of an SS/M team

Other than the financial challenge of assembling such a team (all specialists might be part-time, which does save some cost), the challenge comes in managing such a group of strong-minded professionals.

The coach or high performance director must control the SS/M team and the services supplied to the athletes. This is easier said than done, as there may be many different viewpoints expressed as to how to improve the health and performance of the athlete, or how to manage daily training. It is therefore essential that trust is developed between members of the team, and that they each know their roles and support each other.

The readiness of a head coach and coaching staff to embrace a comprehensive SS/M team will vary greatly. Some sports lend themselves to an immediate relationship based on their culture and environment. Other sports may have a more guarded approach to the integration of SS/M information.

The development of a successful and effective SS/M team is dependent on the trust the coaching staff has in them. Since ultimate accountability for team performance rests with the coaching staff, it is important for SS/M team members to invest the time required for this relationship to be developed.

D. QUESTIONS

1. Are sport science resources available to train your athletes? If so, what are they and where are they delivered?
2. If certain resources exist, are there any barriers for you to access them?
3. What sports would most benefit from using these resources?
4. How can you establish sport science support for priority sports or athletes?

UNIT 55

TECHNOLOGY IN SPORT

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A. INTRODUCTION

With an increased focus on winning medals, high performance coaches and athletes are relying more and more on technology to gain that extra 1/100th of a second and position themselves ahead of the competition. This has led to the evolution and growth of a new specialism within high performance sport, known as performance technology (PT). This application of technology to training and competition provides coaches and athletes with detailed visual and statistical feedback about themselves and their opponents. PT provides information that is timely, accurate, factual and in a format that is easily understood. It provides an "extra eye" for an experienced coach.

B. USE OF PERFORMANCE TECHNOLOGY

What is performance technology (PT)?

PT refers to technologies designed to improve athletic skill acquisition. It is the knowledge and use of tools for the analysis of athletic performance, from fields such as video technology, instructional technology, biomechanics, athlete development, athlete motivation, athlete feedback, strength and conditioning and injury management.

PT incorporates hardware, software, their integration and the training of individuals in the use of the technologies. The educational aspect of PT includes the development of applied learning materials and instructional programmes for athletes and coaches.

Technology capacity, sequencing and pitfalls

To succeed with PT, coaches need to ask questions such as:

- When do given technologies begin to have the greatest effect / impact?

- What performance levels must be achieved before a given technology can or should be applied?

- Are the athlete's fundamentals solidly in place before video analysis and biomechanical analysis is undertaken?

- Is the technology deemed necessary for competitive advantage?

In other words, PT is customised to the sport and its needs, and it must have real usefulness for the athlete and coach.

©Own the podium

Rather than inventing new technology (tools), it may be possible to use technology that has already been developed. For example, a coach could use global positioning systems (GPS), invented for other purposes, and use them to track the position and velocity of alpine downhill skiers as they train or race on a course.

Be aware, however, that technology can be a distraction from the necessary hard work of training. It can waste time and money, and give false confidence that the technology is an effective and necessary tool. It can provide false conclusions.

There are also cost considerations, including purchasing and servicing the technology, employing an experienced operator to use it in training or competition situations at home or abroad, and the cost and time required to train technology operators.

It is critical that the technology specialists work closely with the sport organisation in order to ensure that they understand the sport and the athletes' needs. They must take direction from the coach to ensure the relevance of technology to training needs.

Key issues that need to be considered include:

- education and training of technology specialists and coaches in training environments and at competitions (indoors or outdoors);

- effective integration of the technology within the training environment;

- creation of storage systems, possibly accessed via the internet, to share the collected data in a controlled way;

- the possible need to develop or modify software or equipment to create the necessary tools;

- implementation of technology services during Games (i.e. video analysis) as a service to a coach on a daily basis; and

- establishment of research projects to invent useful new technologies.

C. COMPUTER TECHNOLOGY

Developments in computer technology have opened up many extraordinary opportunities for athlete training. Computer speed and application scope increase enormously every few months and, fortunately, costs decrease just as quickly. There are many computer-assisted learning tools and software applications for coaches, athletes, sport administrators, teachers and others available for use with your computer via software, CD-ROM or the internet.

Software is available to analyse human movement (including 3-D simulations), to create individualised fitness programmes (such as nutritional analysis and counselling, flexibility exercises, aerobic or strength conditioning), to carry out technical analysis of sport movement, to control planning, booking and scheduling tasks, and to provide interactive multimedia applications for many sports activities and topics.

Thanks to the development of operating systems with sophisticated user interfaces and faster hardware, easy-to-use application software is improving rapidly. In the near future, developments for sport will include virtual or artificial reality, and holography. Virtual reality systems use helmets with visual systems, allowing 3-D simulations of the environment and equipment. Holography creates 3-D images without the need for headgear. Athletes will soon be able to watch their technique not on a two-dimensional video tape, but with a three-dimensional perspective.

D. TECHNOLOGY EXAMPLES

Laboratories have been adapted to study human performance. Athletes can exercise under controlled conditions while providing various data for analysis. Altitude chambers and environmental chambers (temperature, humidity) have been used for training and research. Indoor tanks (flumes) of moving water are used by rowers, swimmers and canoeists for out-of-season training or testing. Exercise machines include rowing and bicycle ergometers, and treadmills for running, Nordic skiing or skating. Wind tunnels are used for assessing body position, equipment design and clothing design for 'air resistance' sports.

Digital cameras and sophisticated force measuring systems are used in biomechanics to measure mechanical motion, acceleration, velocities and forces. Chromatography, magnetic resonance imaging, spectrometry, GPS and other sophisticated measuring tools are available to assist sport science and medicine.

Metabolic measurement devices assist analysis of blood, muscle content, metabolism and cardio-respiratory function.

All this sophistication is most valuable for highly trained athletes who are looking to gain an extra edge by acquiring knowledge. It requires trained specialists to have access to the equipment, use it properly and then properly analyse the results.

E. QUESTIONS

1. Identify the types of technology that would assist you in training your athletes.
2. How would you acquire such technology and the expertise to use it?
3. What partners might there be in the community to assist you?
4. How would such technologies improve the performance of your athletes?
5. What priority would performance technology have relative to other training needs, such as providing significant training time, building strength and endurance, proper medical support and nutrition and better coaching?
6. Do you have the time and funding to use technology?

UNIT 56

DEVELOPING TECHNICAL LEADERSHIP

A. INTRODUCTION

The most essential requirement for developing top-level athletes is the availability of a world-class coach. If a coach is highly knowledgeable, motivated, sensitive to individual needs and good at solving problems, the training environment should generate success for athletes.

If the coach has poor technical or theoretical knowledge, lacks experience, is unable to direct a comprehensive programme, is not motivated or does not have the necessary time, the athlete may not reach their potential.

Of all the roles in sport - whether that of athlete, coach, administrator, official or judge - the role of coach is probably the most demanding. Some would argue that it is the most lonely and intensive role in sport and requires the greatest degree of knowledge and skill. Most would agree that it takes several years of experience to develop a world-class coach.

One of the most difficult challenges for any sport developing athletes to a high level is to acquire first-rate coaches and a good High Performance Director (HPD) (sometimes called Technical Director or Performance Director). Even in countries with well developed sport systems, there are often no formal training programmes in universities or elsewhere to prepare these critical leaders to coach at the highest level. The other options are to have the coach essentially learn over time or to import expert coaches from elsewhere.

Whereas the role of coaches is familiar to all, the role of the HPD may be less familiar, particularly to sports with limited resources or small programmes. The HPD is the overall technical strategist, planner and leader of a sport's high performance programme. The individual concerned develops long-term and annual plans for the high performance programme, manages coaches and ensures the sport's training and competition programmes are well planned, resourced and implemented, and that desired outcomes are achieved.

B. CHALLENGES FACING COACHES

Following a recent Olympic Games, a survey was undertaken asking seven coaches of medal-winning athletes to comment on their preparation for the Games and the challenges they faced as coaches:

- There appears to be very considerable stress on coaches, many of whom are working under senseless conditions (long hours, poor pay, sacrificing personal and family life, lacking adequate resources to prepare athletes).
- There needs to be an appropriate compensation package for coaches who work full-time (or part-time) over a period of several years. Their coaching contract should provide reasonable security and benefits (holidays, pension). This investment is necessary.
- Ideally, coaches require adequate time to coach properly, which usually involves concentrating on a small number of athletes. They also need time to have a "normal" family life.
- Personal coaches must be given the opportunity to travel with their athletes to competitions. They should be encouraged to attend the Olympic Games and maintain appropriate contact with their athletes if there is inadequate support from other team coaches.

In summary, the following are challenges for coaches:

- personal financial limitations;
- lack of long-term security;
- pressure from family;
- dealing with organisation or club politics and administration;
- minimal number of talented athletes;
- limited commitment from athletes;

- limited facilities;
- limited programme resources;
- limited training partners;
- little support from others.

The winning formula is obvious: full-time, well trained, properly supported coaches, working with a small number of athletes and equipped with adequate programme resources provide a real opportunity to maximise athletes' potential.

C. PROFESSIONAL DEVELOPMENT OF COACHES

In many countries it is often difficult for sports to create a system for developing top-level coaches, or to acquire them from elsewhere, but this challenge must be faced because failure to do so means limiting the programme to a lower level. Just as there are athlete development programmes, there must be development programmes for coaches.

1. **The sport organisation must begin by identifying its coaching development needs and opportunities very specifically:**

   - Who are the coaches in your sport? What are their qualifications? What are their training needs?
   - What level of expertise is needed? World-class? National level?
   - How many coaches are required at each level over the next five years?
   - What resources / facilities / teachers are available to train them?
   - Are there existing training plans available in your sport that you can consider using?
   - Who are the quality coaches or teachers in your area? Can they help you plan your programme?
   - Are there other sport bodies who have successfully implemented coach training plans? What can you learn from them?

2. **When you have established your needs and have some idea of your resources, you can begin to establish a plan to guide your efforts to meet your goals. Coach education is a long-term project requiring a systematic approach. The plan must also be flexible and sensitive to the ever-changing needs of the coaches.**

3. **You must consider the available resources. Can the following funding sources provide opportunities which, if used wisely, could establish a regular programme to train your prospective coaches?**

   - International Federations;
   - Olympic Solidarity / NOC;
   - government or school leaders.

4. **What are the characteristics of a coach education programme?**

   - Most comprehensive programmes recognise that training must be provided for different levels of experience - between two and four levels are usually established. The first level may be very basic, oriented towards encouraging individuals to become involved and being reasonably competent at working with beginners.
   - Coach education relates to three needs – sport-specific technical knowledge, coaching theory and practical experience.
   - Sport-specific knowledge includes subjects such as technique, strategy and training plans.
   - Theoretical knowledge includes subject areas such as psychology, physiology, biomechanics, principles of training, athletic injuries, diet and so on.

- Certification for accomplishing a certain level is sometimes an important way of motivating coaches to undergo further training and identifying their accomplishments.
- Coaching programmes should encourage the development of more and better coaches.

5. **Review the possible opportunities for training coaches such as:**
   - sport-specific clinics involving national or international coaches or technical experts;
   - coaching theory clinics (e.g. sport physiology, developing yearly training plans, training theory);
   - apprenticeship programmes in which a promising junior coach works and trains with a senior coach;
   - physical education training at a university or college;
   - practical experience in training and organising athletes;
   - access to coaching literature, films, sport research and publications; and
   - monthly seminars on specific topics, inviting coaches to meet with specialists (e.g. medical) or to discuss specific topics (e.g. how to motivate athletes, strength training, diet).

6. **Establish your plan:**
   - Determine the amount and type of knowledge required at each level and the time required to impart it. This should ensure a degree of consistency in the background of each coaching candidate.
   - Resources must be established for each level of the training programme.
   - Set up a training programme to develop competent instructors for each level, or locate instructors who are already capable of teaching each level.
   - Set up a structure to offer the courses. This could be directed from a central agency, possibly an NOC, but the involvement of sport governing bodies and educational institutions should be encouraged.
   - Recognise the coaches who successfully complete a specific level by awarding some form of qualification.

7. **The coaching candidates you choose to train should possess most of the following characteristics:**
   - intelligent, highly motivated;
   - knowledge of the sport, including its physical, technical and other requirements;
   - interest in long-term involvement with the sport;
   - possess teaching skills;
   - excellent interpersonal relationships;
   - have the necessary time;
   - practical, problem-solving types;
   - ideally have training in physical education or extensive experience in sport;
   - integrity.

8. **Determine how you can keep coaches involved and working hard over a long period of time.**

Olympic Solidarity, in cooperation with IFs and a network of high-level training centres, offers coach education opportunities locally or at these training centres. Information on the availability of these programmes can be obtained from your NOC.

D. NATIONAL COACHING CERTIFICATION PROGRAMME

A good example for those interested in exploring coach education methods is provided by the Coaching Association of Canada (CAC), whose National Coaching Certification Programme is a five-level educational programme for coaches in over 60 different sports. Details of the various CAC programmes can be found on its website: www.coach.ca.

A second example is the new programme in the UK, led by Sports Coach UK with the support of national sport governing bodies and the various home country funding agencies. They created a Coaching Framework as the foundation for the programme and then established strategies and programmes designed to produce the desired outcomes. The Framework's aim is to create a world-leading coaching system by 2016. More information about the programme can be found on the following website: www.sportscoachuk.org.

E. HIRING FOREIGN COACHES

Often, the quickest way of achieving high-quality coaching is to import that expertise. This may provide the desired result, but sometimes the results can be disappointing. Again, it is essential to know exactly what is needed and to develop a sensible plan. It is very important that local coaches follow and observe the foreign coach in order to learn.

Advantages of hiring foreign coaches:

- Expertise is immediately available.
- There may be indirect positive effects, such as establishing a role model for younger coaches or establishing training programmes or an attitude of excellence.
- There is often a dramatic improvement in the programme.

Disadvantages of hiring foreign coaches:

- It may be costly in terms of salary, travel and support.
- The coach (and their family) may experience culture shock, detracting from their ability to perform.
- There may be language difficulties.
- The coach's stay may be limited.
- There is often no real residual expertise left when the foreign coach leaves.

Could the funds spent on importing foreign coaches be better spent on establishing an ongoing local training programme?

One of the Olympic Solidarity programmes provides opportunities for an international expert endorsed by the relevant IF to spend some time in a foreign country working with local coaches to develop a national sport structure. This approach combines the immediate availability of outside expertise with a long-term legacy by training local coaches. You can access more information on this and other Olympic Solidarity programmes through your NOC.

F. SHOULD COACHES BE PAID?

It is true that world-class athletes can be developed by either voluntary or paid coaches. Such coaches, whether paid or not, should have a number of common characteristics, such as an ability to work long hours, high levels of motivation and knowledge, and the ability to establish an effective athlete-coach relationship.

Do coaches need to be paid? Some do. Some need to coach on a full- or part-time basis and therefore must have financial support. Some appreciate or are motivated by being paid. On the other hand, some coaches have other means of support or another career and are motivated not by money but by their involvement with sport, young men and women, travel and the numerous challenges involved in attempting to improve athletes.

As you review your coaches' working environment or commitment and responsibilities, ask yourself how important it is to provide them with honoraria or salaries. Ask the coaches what their greatest difficulties or frustrations are when trying to develop their programmes. Do they mention the need for a salary, or the conflict between their coaching and their work or family?

In countries where salaries or honoraria may not be possible, can other financial incentives be offered? For example, will an employer provide time for the employee to undertake coaching responsibilities without decreasing their salary? Are there forms of recognition or reward that compensate for lack of financial support? Are your voluntary coaches recognised and really appreciated by your sport? How do you express this support?

G. RELATIONSHIPS BETWEEN COACHES AND OTHERS

In the daily coaching environment, the critical relationship for a coach is with the athlete. Additionally, the coach and all the specialist support personnel (physiotherapists, sport science / medicine specialists) must learn to work closely and effectively together.

At the basic levels of sport development, coaches often find themselves doing practically everything that needs to be done: recruiting and training athletes, organising training and trips to competitions, fund-raising, counselling athletes, administering the programme, and so on. As the level of athlete training rises, coaches need greater assistance so that they can concentrate more fully on coaching.

This means that the coach must work with administrators, parents, fund-raisers, club officials, medical and other experts and organisation officials. These individuals support the athletes and coaches, and develop their sport. What ties everyone together are common goals, such as the desire to provide good experiences for youngsters in sport.

H. QUESTIONS

1. Describe the coaches' situation in your sport or national system. What is good and what needs to be improved?
2. Whose responsibility is it to improve the coaches' situation?
3. What are your specific coaching needs? How do you meet these?
4. What are your coaches' specific needs? How do you meet these?
5. What can you do to create ideal conditions for coaches to achieve their goals with athletes?
6. Does your sport need a High Performance Director to lead and manage your sport's high performance technical programmes? If so, how can you achieve this?
7. What are the characteristics required of coaches if they are to achieve success with elite athletes?

UNIT 57

DEVELOPING ATHLETES

A. INTRODUCTION

We are aware that the majority of medals and records are obtained by athletes who benefit from systematic and comprehensive training programmes and who receive support adapted to their needs. What are the essential requirements for athletes to excel, and how do they fit these into their lifestyle and other obligations?

B. ESSENTIAL REQUIREMENTS

A survey was undertaken by an NOC, asking 15 medal-winning athletes and their seven coaches to comment on their preparation for the Olympic Games and the conditions they faced there. The following are the conclusions of the survey:

- Athletes require greater financial support to meet basic training and personal needs. Those without access to such financial support are at a disadvantage.

- Athletes desire assistance and the opportunity to plan for, or to establish, their future careers during their training years, and would certainly like some support immediately after retiring from competition. Successful progress in this area would encourage some to continue training for longer.

- Training for world competitions requires 25-35 hours per week for several years in advance of the Games for those with medal aspirations. Time and commitment are both absolutely essential for winning medals. Most athletes undertook between 12 and 18 work-outs per week.

- There are few high-quality national team athletes in the system, partly as a result of weak developmental programmes, the time and sacrifice required to excel, and the lack of support or encouragement to remain involved for a long time.

- The system does not provide special incentives and encouragement for the best athletes to continue competing in future Games, nor to remain in sport in some capacity (e.g. as coaches) after their careers.

- Almost all the athletes interviewed were not motivated by the possibility of financial reward for success, but were grateful and honoured to have had the opportunity to be part of an Olympic team.

Therefore, what are the essential requirements for developing high-quality athletes?

1. Coaching – Without question, the quality of coaching and the athlete-coach relationship are the essential features of athlete development. No other single factor is as important.

- The quality of coaching determines the quality of the training environment. Athletes will not improve much without high-quality coaches creating and directing an intelligent training plan.

- The coach's commitment to excellence and fixing of realistic goals set the tone of training.

- The time a coach has available is important for establishing adequate training. The time available often depends on the extent to which coaches can be paid for their coaching activities.

- The number of athletes a coach must train influences the quality of the training – the fewer athletes, the better for those being coached.

- The number of responsibilities, other than coaching, that a coach must assume (e.g. fund-raising, administration) detracts from their ability to coach successfully.

2. Athletes – Having special talent, strong motivation and a willingness to work extremely hard are all characteristics of a successful athlete. Finding such individuals and encouraging them to pursue their talents to the fullest are often major challenges. Sometimes, for a sport to succeed in developing athletes to a reasonably high level, a talent identification programme must be implemented, along with developmental programmes to help them.

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It is obvious that, in countries with limited human resources, facilities, competition opportunities and financing, there may be little opportunity for youngsters to find a sport in which they can excel. By necessity, sport administrators may need to concentrate limited resources on only a few sports in order to achieve some improvement.

It is important for sport administrators to understand what the goals are for a particular sports programme (whether Olympic competition or only regional competition) in order that they can adopt the right approach to athlete development.

3. Facilities and equipment – A lack of access to appropriate facilities and equipment may be a limiting factor to sport development. Unless this problem is resolved, it will be difficult to develop athletes to the highest levels. However, because of their high motivation and commitment to hard work, many Olympic athletes have been successful despite sub-standard training facilities and equipment. Many examples can be given where coaches and athletes improvised in order to create an adequate environment. Overcoming difficult training conditions sometimes strengthens the athlete's resolve and provides them with an advantage during tough competition.

Sport administrators need to help create a positive training environment. Below are some suggestions which may help to improve facilities and equipment:

- Clearly identify your facility or equipment needs. You need to know exactly what you need and its priority level.

- Try to make your sport's needs known to school officials, community officials or politicians, the military, businesses, service groups or government bodies. See if they can help or provide advice.

- Work with other sports or community groups to develop a plan or strategy to achieve your needs.

- Consider whether corporate support may be available to provide equipment or clothing under reasonable conditions.

- Consider entering sponsorship or licensing agreements for goods or cash, in return for corporations using your logo or being designated as "official sponsors".

- Approach specific International Federations to determine if they can assist with designing sport facilities or providing equipment.

- Consider training for periods of the year in existing facilities in other locations in order to improve the quality of training.

- Be sure you are aware of all available training facilities or possibilities in your community. You may have difficulty gaining access to existing facilities and, if this is the case, you must consider what kind of approach to the manager of those facilities might be successful.

- Staging major Games or competitions often creates an opportunity for governments to provide new facilities and equipment.

4. Athlete support – If an athlete wishes to achieve reasonably high goals, an adequate support system must be created to provide that opportunity. Besides the obvious requirements of good coaching and adequate facilities, national-level athletes may need the following:

- flexible attitude of a school or employer: top-level athletes may have to spend 35 hours a week or more in serious training;

- adequate rest and diet;

- access to medical and physiotherapy support when needed; and

- continuous stimulation and encouragement that creates a positive training environment and supports the aspirations of the athlete.

5. Financial support – Raising money for training and competition purposes is an ongoing task. Governments usually have to provide the bulk of finances required by athletes to:

- pay for travel and competition expenses;

- cover training and living expenses;

- cover educational expenses;

- compensate for time off work; and to

- provide adequate coaching or access to facilities.

6. Administrative support - In order to develop a well organised training and competition programme, good planning and a fair degree of administrative support are required. Ideally, the coach should coach, the athlete should train and the administrators should do everything else. Administrative support could include handling correspondence and travel arrangements, fund-raising, arranging training facilities, contact with the media, promotion, meetings and so on. It is extremely important that administrators realise that the main focal points for their activities are the athlete and the coach.

7. Competition - Competition at the right level and frequency is essential for the development of athletes. Competition provides a focal point for training goals and an important motivation for daily training. Competition provides the ultimate test, where all the factors such as skill, physical conditioning, knowledge, motivation and strategy are tested together. Careful evaluation of competition results can allow a coach to pinpoint weaknesses or strengths and to adjust training if necessary.

C. ATHLETE CAREER PROGRAMME

It is important to provide athletes with guidance and tools to help them successfully manage training, competition and day-to-day life. The table below illustrates the lifecycle of an athlete. It includes the different stages of life, from childhood through to adulthood and the different stages of an athlete's development, including their athletic, psychological, physical and psycho-social development. The diagram also includes stages of an athlete's academic and professional development. For each of these stages, the diagram outlines the many stakeholders involved, including parents, siblings, peers, and coaches.

The IOC has implemented an Athlete Career Programme (ACP) to provide athletes with the support they require during and after their sport career, which focuses on three pillars: education, life skills and employment.

Age	5	10	15	20	25	30	35

Psychological & physical development	Childhood	Adolescence	Adulthood

Psycho-social development	Parents – siblings – peers	Peers – coach – parents	Partner – coach	Family – (coach) - peers

Academic development	Primary education	Secondary education	Higher education / Vocational education	Formal and informal education

Professional development			Professional Athlete	Professional athlete Preparation for career	Professional career

Athletic development	Initiation	Development	Performance
	• Physical, technical, tactical and psychological preparation		

Education	**Primary education** • Sport schools • Adjusted curriculum • Carers/chaperones	**Secondary education** • Sport schools • Athletes' classes • Adjusted curriculum (Content/daily, weekly and/or yearly calendar) • Flexible exams schedule • Online education • Teachers travelling with athletes	**Higher education** • Sport universities • Adjusted curriculum (Content/daily, weekly and/or yearly calendar) • Flexible exams schedule • Online education

Career			**Vocational education** • Partnerships with private/ public sector to develop flexible schedule • Access to different career referral networks	**Professional career** • Partnerships with private/ public (army, police, government) sector to develop flexible schedule • Job placement

Life skills
Livelihood skills

	• Time management (goal-setting)
	• Personal image and presentation for athletes
	• Public speaking
	• Communication (interpersonal relations)
• Goal-setting	• Negotiation
• Nutritional cooking	• Finding/working with sponsors
• Introduction to budgeting (goal-setting)	• Introduction to budgeting and financial management

• Working with media	
• Travel arrangements	• Employment preparation
• Study skills	• Transition

• Health prevention/drugs in sport

Psycho-social skills

• Decision-making & problem-solving
• Creative & critical thinking
• Communication & interpersonal skills
• Self-awareness & empathy
• Coping with emotions & stress

• Personal development

Education

Athletes dedicate much of their time to sport and it is important that they do not miss opportunities to become educated. There are many different modes of delivering education, including traditional (primary / secondary schooling, university), distance education, e-learning and tutoring. Athletes should be able to select the method of delivery that best fits in with their sport activities.

Communication with education providers is of the utmost importance to keep them informed of the student / athlete's sporting commitments and to obtain assistance when needed.

Scenario – A 17-year old athlete is studying at a secondary school. It is an important year for the athlete from both a sport and school perspective. The athlete is worried about what is ahead but has the will to achieve at both school and sport.

You may provide support to the athlete by advising him to meet with his course adviser / teachers at the beginning of each academic year / semester. At this meeting, he would compare his sporting calendar and commitments, and negotiate what action needs to be taken if there is a clash of dates. If exams occur at the same time as a competition, the teacher should encourage the athlete to ask to sit the exam early, before the competition, or arrange for an approved person from the team to supervise the exam at an agreed time during the competition.

Life skills

Life skills are used by everybody in one form or another on a daily basis, and include managing one's self, house or family, doing paid or unpaid work or achieving an education. They may also be seen as transferable skills or personal skills, because skills developed in one area of life (sport) can be transferred to other areas (work experience). Life skills education involves helping athletes to recognise which skills they have and matching them with their life experiences. Topics that might be part of life-skills education include:

- health and nutrition;
- financial planning;
- time management;
- media training;
- public speaking;
- goal-setting;
- decision-making and problem-solving;
- creative and critical thinking;
- communication and interpersonal skills;
- self-awareness and empathy;
- coping with emotions and stress;
- working with sponsors and agents;
- entrepreneurial skills.

Employment

In order to help athletes negotiate their way through the key stages of their employment search, you might consider the following steps. Each step requires the athlete to work and think about different options.

- *Identifying* – Building their personal profile; this step helps the athlete to describe their interests, likes and experiences.

- *Exploring* – Generating career ideas; this step allows the athlete to use their personal profile to generate career ideas and select the ones corresponding to their favourite careers.

- *Deciding* – Sorting their favourite careers; in this step, the athlete can sort, organise and / or compare their favourites. They can also view information about industries, occupations and courses, and contact organisations related to their favourite careers.

- *Summarising* – Setting their career direction; this step provides the athlete with a summary of their personal profile and their most preferred favourite careers. They are encouraged to reflect on their summary, record their thoughts and then use their summary to outline their career direction.

- *Planning* – Creating their career pathway plan; in this step, the athlete can read about career pathways and use a set of activities to set their career goals and action steps.

- *Doing* – Implementing their plan; this step provides the athlete with a range of steps that will help them to put his / her career pathway plan into action.

Contributions to a career can include sport, work experience, community involvement, employment, life roles, enterprise activities, cultural activities, training, education, interests and volunteer work. Topics that may help athletes find employment include:

- career training;
- information on drafting a CV;
- job hunting;
- interview preparation;
- skills mapping.

Scenario – You have an 18-year old athlete who is in her final year of secondary study. She has a two-week break from competition and training, allowing her to explore different work options. The athlete is keen to do work experience or a work placement.

You may support the athlete by providing her with the following information on the type and benefits of work experience as well as on how to find a work placement.

Work experience may be paid or unpaid. It may last a few days, a few weeks or a year. It may be a structured work placement, an internship or voluntary work.

Benefits of work experience include:

- insights into what a job involves;
- structured, supervised, hands-on experience;
- useful work skills that are recognised in the workplace;
- confidence in your ability to learn and become competent at new tasks;
- work / life skills, such as communicating effectively or working in teams;
- a chance to demonstrate commitment and reliability;
- a new referee to add to your CV;
- an employment opportunity.

In order to find a work placement, look for industries or occupations that match the athlete's strengths and interests. Students may receive help from their school, college or university. Finding work experience is similar to finding a job. Try some of the following:

- find companies in the phone directory;
- research company websites online;
- ask friends or relatives;
- voluntary work.

Encourage your athletes to use a diary or log to keep a record of their experiences, and to list the skills that they practise or learn. Encourage them to ask lots of questions. Ensure your athletes check work experience insurance requirements.

More information on the IOC Athlete Career Programme can be found on www.olympic.org/iocacp

D. QUESTIONS

1. What are the positive and negative conditions facing elite athletes in your sport?
2. For the negative conditions, how can you improve the situation?
3. Is a systematic process in place whereby sport leaders regularly discuss athlete issues? If not, would this be helpful?
4. Does your NOC or the sport system in your country have an athlete assistance programme or services (financial support, counselling, career development, etc.)? Describe the need for one, or the need to improve the existing programme.

SECTION IV

UNIT 58

TALENT IDENTIFICATION
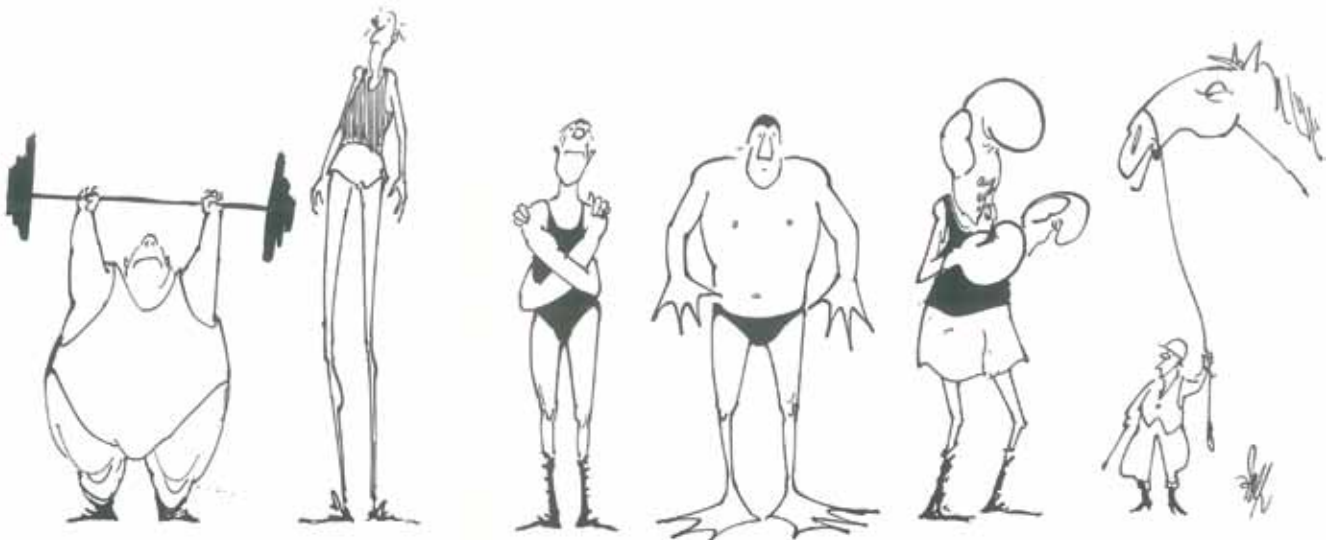
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A. INTRODUCTION

Most training systems, particularly those in the early stages of development, do not include talent identification programmes. This could be because all energy is spent on training those who turn up on their own, whether talented or not, or because there is little depth or tradition to the sport and thus few candidates are available. However, there are reasons why initiating some form of talent identification programme makes sense:

- If the goal is to develop top-class athletes, it is efficient to concentrate development on those young athletes who possess qualities that are necessary for success.
- Athletes' confidence is increased if they have been identified as possessing superior capabilities.
- It helps to create a larger group of talented athletes and increases competitiveness amongst them in training.
- A talent identification programme might involve sport scientists who could also help with the training and regular evaluation of athletes.
- Many youngsters miss opportunities to excel or develop into good athletes because they do not know what special attributes they possess and are not directed towards sports in which they can excel.

There are some specific principles to consider when looking for talented children:

- Physical activity stimulates growth; children need a variety of general movement experiences.
- Children with a wide variety of movement patterns in early life will most likely be able to efficiently master complex movement patterns in sport when they are older.
- Structural and functional growth are factors which affect athletic performance.
- The intensity, length and frequency of exposure to an activity are essential components of growth in that activity.

Considering the above principles, often the best sources of potential athletic talent are:

- public and private schools with active recreation / sports programmes;
- community recreation programmes;
- existing sports clubs for children;
- areas within society where the population is very active; and
- areas within communities where there is an existing keen interest in sports competition and activity.

B. PLANNING TALENT IDENTIFICATION

Most experienced coaches have developed their own subjective criteria to identify talent or potential skills, e.g. one athlete seems more coordinated, faster or stronger than others, or seems to have the "right" attitude.

Performance in competition usually provides an opportunity to evaluate talent. A coach may even have developed a set of basic tests to help identify and quantify important skills or attributes, e.g. the athlete can run a test distance in a certain time, has body measurements that suit a particular sport or has certain physiological attributes, such as natural endurance, that distinguish them from others.

Although a coach's intuition is an important and often crucial element in assessing talent, the above-mentioned methods may be too crude and not as accurate or discriminating as they could be in helping the coach to confirm his/her initial impression.

For example, being tall may be an asset for an underdeveloped basketball player, but less important as the distinguishing feature among world-class players. A young athlete may possess unusual speed as a runner but, after a few more years of growth and development, may not be exceptional amongst their peers.
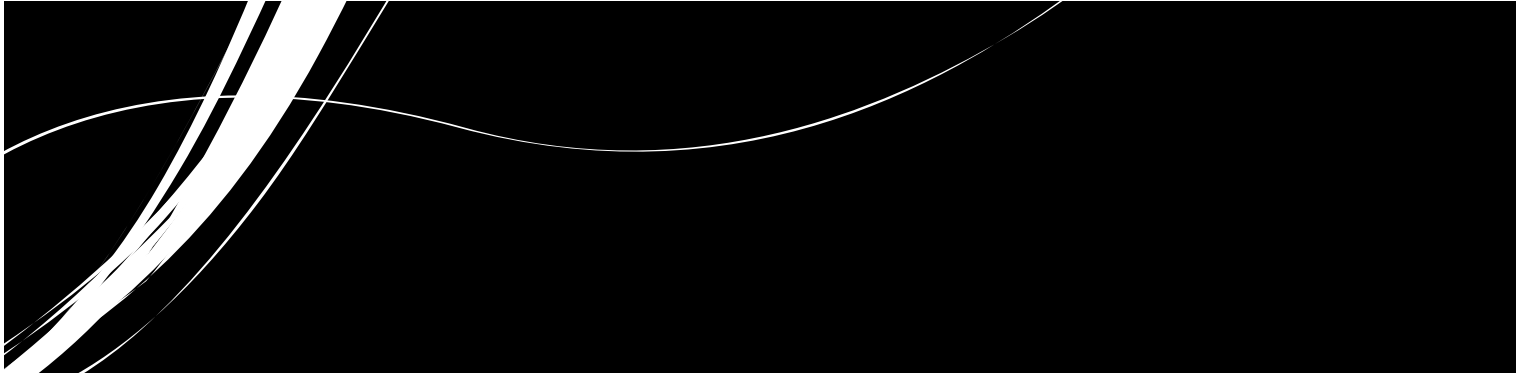
Questions to ask

If a more complete system for identifying talent were to be developed, it would be important to ask certain basic questions:

- What performance criteria are required to excel in a particular sport? For example, in track and field, running the men's 100m in an Olympic final requires a time of 10 seconds or better.

- What attributes must an athlete possess to meet these performance criteria and what should be their "scores" in each at different ages?

  · body measurements - lengths of limbs, trunk, widths, girths, % fat, somatotype;

  · physiological measures - maximal aerobic capacity, maximal anaerobic capacity, muscle fibre typing, strength, power, speed, flexibility;

  · psychological measures - an ability to handle stress, courage, commitment, goal orientation, willingness to work;

  · motor learning / perceptual measures - coordination, balance, kinesthetic sense, visual acuity.

- What accurate, objective tests measure these attributes? For example, strength can be measured objectively via various methods, while body measurements can be easily obtained using a tape measure and scales.

- What scores in these tests, at a particular age, can be used to distinguish between those with potential and those without?

- Which of these attributes are the best predictors of future performance?

- How do you implement a system of tests on a population or in schools?

- How do you evaluate the success of the predictive system you have established?

Before planning a talent identification system, a training system must be in place that will nurture the individuals who are selected as the best prospects. There is no sense in identifying talented youngsters, only to find there are inadequate facilities, equipment, coaching, financial support, etc. to develop and support that talent.

C. QUESTIONS

1. Do you need a talent identification system for your sport?
2. How is talent identification currently carried out?
3. What are the best sources of athletic talent in your community?
4. What other potential sources could you investigate further?
5. How could you encourage potential athletes to become involved?
6. What recommendations for change can you make?

The purpose of Section V is to describe the NOC's responsibilities in selecting its Olympic team, and in providing services to team members at the Olympic Games. This Section provides an understanding of the issues a team and mission staff may face at the Games. For those Olympic Solidarity course participants who will not be part of a Games mission, this information can be adapted for use for other multi-sport games or regional or national competitions.

SECTION V

OLYMPIC GAMES SELECTION AND MISSION

UNIT 59

OLYMPIC TEAM SELECTION

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A. INTRODUCTION

Selecting an Olympic team may be the most important task for an NOC to undertake, and it must therefore be done openly and in accordance with the clearest and most objective criteria possible. The process will be closely watched by all, including the media. It must be extremely fair from the perspective of the athletes, their coaches and their sport organisations.

It is the responsibility of an NOC to determine the selection criteria for that country's participation in the Games, ideally in collaboration with their national federations that may participate in the Games. The application of the selection process should be the responsibility of an NOC Selection Committee which applies the criteria with fairness, impartiality and adherence to the relevant selection rules.

B. ELIGIBILITY UNDER THE OLYMPIC CHARTER

NOCs have the right and responsibility to select their athletes for the Games, keeping in mind the related IOC and IF restrictions. The Olympic Charter (2010) refers to these matters in Rules 41-45 and their Bye-Laws.

Rule 41 - Eligibility code

"To be eligible for participation in the Olympic Games, a competitor, coach, trainer or other team official must comply with the Olympic Charter as well as with the rules of the IF concerned as approved by the IOC, and the competitor, coach, trainer or other team official must be entered by his NOC. The above-noted persons must notably: respect the spirit of fair play and non-violence, and behave accordingly; and respect and comply in all aspects with the World Anti-Doping Code."

Bye-Law to Rule 41

1. *"Each IF establishes its sport's own eligibility criteria in accordance with the Olympic Charter. Such criteria must be submitted to the IOC Executive Board for approval.*

2. *The application of the eligibility criteria lies with the IFs, their affiliated national federations and the NOCs in the fields of their respective responsibilities."*

Rule 45 - Invitations and entries

"An NOC shall only enter competitors upon the recommendations for entries given by national federations. If the NOC approves thereof, it shall transmit such entries to the OCOG. The OCOG must acknowledge their receipt. NOCs must investigate the validity of the entries proposed by the national federations and ensure that no one has been excluded for racial, religious or political reasons or by reason of other forms of discrimination."

C. NOC TEAM SELECTION CONSIDERATIONS

With regard to an athlete's rights in the selection review process, the following questions should be considered:

1. Were the selection criteria established by the appropriate authorities? It is essential that the members of an NOC or sport organisation agree on the philosophy for the establishment of selection criteria, and on the specific details. Often this can be accomplished through input from member sports, athletes and technical staff or committees.

2. Are the selection criteria clear? Are they objective? Are they sport-specific? In some sports, such as weightlifting, running events or swimming, there are easy ways of comparing one performance to others and to world standards. In other sports, such as combat sports, it is more difficult to be so objective. For example, a wrestler losing a first-round match to the current world champion

is out of the tournament with a low ranking. It is possible that he was the second-best wrestler in the competition. Most would agree that the more objective the selection criteria are, the less confusion or controversy there will be.

3. Are the criteria defined in terms appropriate for each sport? If the criteria are that the athlete must be ranked in the top 10 in the world to be selected, is the top 10 easily definable?

4. Can one sport use the International Federation criteria for eligibility, and another sport ignore their IF standards and impose their own (possibly more difficult) standards? Can a sport use only selection trials for selection of its team, while another sport uses a series of performances or other criteria?

5. Are the criteria published well in advance of the selection process? It is most useful if clear, objective criteria are announced three years in advance of the Olympic Games, to allow everyone a full understanding of the challenge ahead.

6. Is there a formal written agreement between the NOC selecting the athletes and the national federations, outlining the criteria for each sport? This is considered a necessity to ensure mutual agreement on how the selection criteria will be applied.

7. Do the selectors have discretionary powers and, if so, are these clearly defined? Special cases will arise and the selectors will need discretionary powers to consider such cases. Discretionary powers must be used carefully, and only in special circumstances. It may be appropriate, when such powers are used, for decisions to be confirmed by the organisation's Executive Board.

8. Should coaches of athletes being considered be involved in the selection process? In team events, the answer is usually "yes". Coaches of rowing teams are responsible for selecting the team. However, there may be circumstances where this subjective process may violate an athlete's rights and be biased. In individual sports, fair selection can be achieved by basing selection strictly on performance in competition. In team sports, it can be achieved by requiring coaches and other selectors to publish clear statements of the basis for selection.

9. Are athletes protected from bias? What are the guarantees that the sport organisation nominating athletes or the NOC considering such nominations is unbiased? Each sport organisation must explain very clearly to their athletes and coaches exactly how the criteria will be applied.

10. Do athletes have an appeal process other than through the courts? There should be only two grounds for appeal: (1) selection was not made according to the rules; (2) there is a reasonable suspicion that one or more of the selectors was biased or had a conflict of interest. Since the existence of an appeal process is the ultimate safeguard, the Selection Committee of the NOC may be given the final authority for selection, including responsibility for hearing appeals. It is also possible that a sport court of arbitration might be involved. One serious problem may be that, if an appeal is considered just prior to the Organising Committee deadline for entries, there is additional pressure on the process.

11. What considerations are given to a top athlete who is injured? Perhaps the athlete cannot take part in the Olympic trials or other selected competitions. Or, having previously met selection criteria, the athlete now has an injury. Some sports feel that if the trial date is well known, an athlete will make it his business to be in top shape on that day. The trials could also be scheduled close to the major competition for which the team is selected so the athletes will not lose their fitness. Whatever the policy, the basis for decision in such an eventuality must be clearly spelled out in advance, so that all athletes and coaches know how the rule will be applied.

12. What considerations are given to the sport organisation? Some argue that discretion in the selection process is necessary to protect the best interests of the sport organisation. However, unless these interests are carefully spelled out, significant unfairness might result. For example, if the winner of the Olympic trials did not excel in doing so and the selectors decided to replace the athlete with a very promising young athlete to give them experience, would that decision be unjust?

13. A sport may decide not to enter a national trial winner in an international competition because the person has failed to meet a performance standard. But if it does so decide, should it then be allowed to enter someone else who has also not met the performance standard?

14. What are the repercussions when a sport nominates an athlete, but the NOC, for some reason other than poor performance, does not want to select the athlete?

15. What are the problems associated with selecting athletes months in advance of the Games? What if the performance level of a pre-selected athlete drops after selection? What if another athlete subsequently betters a pre-selected athlete's performance? In circumstances such as these, establishing appropriate policies well in advance of final selection deadlines makes these cases easier to resolve.

16. Should placing in events be as good a selection criterion as 'best time'? For example, two runners from a country dominated one event. One had broken the Olympic standard in a race but could never beat her rival. The consistent victor repeatedly failed to meet the standard. Under the International Federation eligibility rule, a national federation can enter one athlete per event without condition, and up to a maximum of three if each has broken the standard. Who to send? The one who met the standard or the one who always wins? The problem is complicated by the fact that the standard can be met any time during a 12-month period. Also, in outdoor sports, wide variations in conditions exist from one competition to another.

17. The federation might overcome these difficulties by establishing multiple criteria and a system of trials. For example, if an athlete meets the standard and wins the first trial, that athlete is assured of selection. But it still leaves selection in marginal cases to the discretion of a committee. In the absence of a 'sudden-death' trial, there should be criteria in descending priority. Here, too, fairness decrees that selectors' discretion be eliminated.

18. Should physical, psychological, physiological or other tests be used for selection purposes? Some sports have tried to predict performance using such tests. A particular physical or physiological characteristic may suggest an athlete can achieve an outstanding performance. There is no guarantee, however, an athlete who possesses that characteristic will perform better than someone who does not.

Selection of coaches

As with athletes, coaches are nominated by the sport federation to the NOC for inclusion in the Olympic team. The number of accredited coaches that can stay in the Olympic Village will depend on the make-up of each sport (large or small team, male or female events, whether the coach acts as team manager as well, etc.). The number is ultimately determined by the quotas for team officials (including coaches) that are presented in the IOC publications mentioned below.

D. QUESTIONS

1. Does your sport and NOC have a written team selection policy?
2. Can it be improved and, if so, who is responsible for this task?
3. Are your sport's selection criteria and process approved by the NOC? They need to be.
4. What is your appeals process for selection? Are there clear rules, and who is the review group for the appeal? Are these matters appropriately in place, or can they be improved?

REFERENCES

Entries for Sports Competitions and Accreditation Guide – IOC Publication

NOC Games Preparation – Proven Practices and Guidelines – IOC Publication

UNIT 60

ORGANISING AN OLYMPIC GAMES MISSION

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A. INTRODUCTION

Perhaps the most common, and the most important, task for NOCs is the effective organisation of a mission to support the athletes competing in the Olympic Games. The IOC has created a document *(NOC Games Preparation – Proven Practices and Guidelines)* that outlines every planning consideration for an Olympic Games mission. It should be acquired from the IOC if any topic in its Table of Contents (below) is of interest:

1. NOC games strategy
2. Finance
3. Accreditation
4. Sport entries
5. Medical
6. Travel / transport
7. Accommodation
8. Clothing / sports equipment
9. NOC logistics and rate card
10. Media / communications
11. Ticketing
12. Marketing
13. Pre-Games administration
14. Games-time administration

Mission goals

The goals for a Games mission might be:

- to assemble and support a team that represents its country with distinction;
- to provide an environment that will allow the athletes to perform their best;
- to provide opportunities for team members to live the Olympic ideals: fair play, respect, friendship, international understanding, peace and excellence; and
- to provide opportunities for team members to enjoy the culture of the host community.

Mission activities

The activities required to prepare for a Games mission might include:

- planning for the Games mission;
- selection of Games mission staff;
- selection of athletes and the sport managers, coaching and other sport staff;
- orientation seminars for mission staff, including team leaders;
- pre-visits to the organising committee to arrange accreditation, housing, services, etc.;
- staging (assembling the team);
- initiating the Games mission; and
- concluding reports and business.

B. ORGANISATION OF A GAMES MISSION

The organisation of and the authorities governing a Games mission must be clear. Information is provided below, outlining the human resources and responsibilities of a large NOC. For smaller NOCs, the number of appointments would be much smaller than those listed below.

NOC Executive Board

For an Olympic Games operation, the Executive Board of the NOC determines and approves the size and composition of the Olympic team, and appoints the mission staff. If there are appeals about selection, the Executive Board may hear and resolve these matters, or another committee may be asked to do so.

Coordinating group

The coordinating group represents the NOC's management team on site at the Games, and could include the following:

- NOC President
- NOC Chief Executive Officer / Secretary General
- Chef de Mission
- Director of Sport and Programmes
- Medical Director
- Director of Marketing and / or Communications
- Team Leader
- IOC member in that country if there is one
- Olympic Attaché

The coordinating group has the following responsibilities:

- overall coordination of the NOC at the Games;
- crisis management - handling of all crises, including positive drug tests;
- corporate promotions and public relations opportunities - management of NOC media relations at the Games;
- VIP accreditation and overall protocol and ticket allocation priorities;
- NOC and IOC relations;
- host city and / or Organising Committee liaison;
- relations with national federations' officials outside the Village;
- logistics outside the Village; and
- communication between and among members of the Olympic Family.

The Games mission team

The mission staff is appointed in accordance with the NOC's policy on the selection of Games staff. It consists of a core group of professional staff and a group of support staff (volunteer / professional) selected via an application process. It has the delegated responsibility for the planning, implementation, coordination and management of all aspects of the Games mission, including the Olympic team and Youth Camp participants.

The roles and responsibilities of the mission staff include:

- providing optimum service to athletes, coaches and team leaders;
- ensuring effective liaison with the Organising Committee and with other NOCs as required;
- ensuring effective servicing of sponsors, media, VIPs, NOC guests, government representatives, team members' family and friends, other members of the Olympic Family; and
- maintaining an effective rapport with the NOC coordinating group.

The operational areas of a Games mission are:

- administration
- medical
- communication and media relations
- outfitting
- staging
- orientation seminars
- Village operations
- team support
- final reports

The following appointments could be made:

- Chef de Mission
- Deputy Chef de Mission (depending on the delegation size)
- Olympic Attaché
- Director of Games Operations
- Director of Village Operations
- Chief Medical Officer
- Chief Therapist
- Staging Manager
- Sport Team Leaders

Chef de Mission

The Chef de Mission is the leader of the team element of the NOC's Games operation. Prior to the Games, the Chef de Mission:

- oversees the selection of the mission staff;
- leads a delegation of NOC representatives in some of the advance visits to the Games site;
- in consultation with the President and others, selects an Attaché for the team; and
- co-chairs the Games orientation seminar.

Duties at the Games:

- oversees team administration and logistical support of the Village operation; and
- leadership of the team.

Post-Games duties include being responsible for the completion of a report on the team at the Games. The Deputy Chef de Mission supports and complements the Chef de Mission in the duties assigned to him / her.

Olympic Attaché (Team Liaison Officer)

The Olympic Attaché is the NOC's mission contact at the Games site and, as such, is entrusted with the responsibility of facilitating cooperation between the NOC and the Organising Committee in the run-up to the Games.

The Olympic Attaché, usually either a citizen of the host country or a national of the NOC's country residing in the host country, should have the background and ability to represent the NOC in its dealings with the Organising Committee. The Attaché is selected by the Chef de Mission in consultation with the NOC President and members of the senior executive staff. Choose the right person and the benefits are huge. Choose the wrong person and there can be little value and possibly frustration.

Attachés, chosen one to two years before the Games, are most useful when they realise that they:

- act fully to serve the NOC;
- know where decisions are made within the NOC;
- willingly solve all problems;
- are well connected in the community;
- are hospitable and work hard to help the team to have a good time;
- are excellent communicators; and
- are available, and act efficiently.

Communications Officer (Media Attaché)

The Communications Officer and any assistant:

- directs communication team operations;
- liaises with the OCOG, IOC, NOC, sponsor and government officials;
- liaises with the rights-holder network and accredited media for issues management;
- is responsible, with NOC officials, for crisis management;
- is a spokesperson for the NOC, along with NOC officials;
- manages the media team office in the main press centre;
- manages news conference or media release logistics;
- manages media assignments and scheduling;
- manages the team bulletin board and newsletters on the computerised information system;
- champions media relations for assigned sports (facilitates all interview and information requests);
- assists in the day-to-day operations of the media team office; and
- acts as media liaison officer at all NOC functions when required.

Sport Team Leaders / Managers

Team leaders for each sport are a vital part of the Olympic team management structure. They are appointed by the NOC on recommendation by their national federation and, upon appointment, become members of the mission staff during the period of preparation for and implementation of the Games mission.

They should be appointed at least 10 months prior to the Games mission. They provide the link between the NOC and its national federation and liaise between the athletes and coaches of their respective sport / discipline and the NOC mission staff. They are responsible to the NOC and ultimately to the Chef de Mission for all activities involving the team they are appointed to lead. This responsibility extends to both within and outside the competition arena. Team leaders are expected to follow and promote the policies and values which guide the activities of the NOC and its member national federations. First and foremost, they must be observant of the needs of the athletes at all times.

Further, the NOC must be satisfied that a team leader:

- is competent and experienced in the management of national teams;
- is knowledgeable and up-to-date on the policies of the national federation and on national and international issues concerning the sport /discipline that he / she represents;
- is respected by team athletes and officials;
- is able to communicate effectively;
- is prepared to commit the necessary time (before and during the Games), including attendance at the orientation seminar and staging;
- will contribute to team building; and
- will embrace, promote and perform the role according to the Fundamental Principles of Olympism.

Areas of knowledge required by the team leader include:

- team management principles and best practice
- the Olympic Village and environment
- needs of Olympic competitors
- logistics / administration
- the role of the NOC
- the role of the media
- financial management
- stress management
- time management
- the ethical basis for sport and Olympism
- conflict resolution

The required skills and understanding needed to be an effective team leader include how to:

- communicate
- motivate
- delegate
- establish priorities
- set realistic targets
- maintain high morale
- handle success and failure
- reconcile conflicting views
- maintain discipline
- maintain high personal standards

Chief Medical Officer (CMO)

The Chief Medical Officer, Chief Therapist and Clinic Coordinator lead the medical team. They work together to ensure the coordination and delivery of health care services to the team and the operation of the medical clinic.

Pre-Games responsibilities require the CMO to:

- provide input on the size, composition and selection of the medical team;
- attend mission staff meetings;
- communicate with the Organising Committee to identify requirements for the Games;
- participate in advance visits;
- meet with the host medical officer and establish a relationship with the host medical teams;
- discuss compatible emergency protocol for the host medical teams;
- review the WADA Anti-Doping Code and the host's anti-doping plan;
- prepare an advance visit report for distribution to all medical team members;
- act as mediator between the medical team and the Games mission staff;
- establish communication with the team physicians regarding their initial preferences for sport assignment, scheduling, equipment / supply preferences, certifications, etc.
- work with the Chief Therapist and Clinic Coordinator to prepare information bulletins for medical team members, team leaders and / or athletes;
- inform all members of the team of any special medical requirements such as immunisation, environmental, dietary and other concerns;
- ensure an appropriate protocol is established for the management of doping incidents;
- be familiar with the banned and restricted substance and practices list and the procedures for testing, a positive test, appeals, etc.
- work with the Chief Therapist, Clinic Coordinator and Medical Missions Manager to prepare an order for pharmaceuticals, medical equipment and supplies for the event;
- procure as many supply donations (medications) as possible;
- obtain the medical history forms of the team members;
- develop an agenda and presentation for the orientation meeting;
- assign the medical team members to teams; finalise the medical supplies and equipment order;
- oversee the arrival and processing of medical equipment and supplies through customs.

C. STAGING

Staging is an integral part of Games mission planning and organisation, representing a considerable financial commitment on the part of the NOC. It occurs prior to the team entering the Olympic Village, at a site either in your own country or in the Games host country. Experience indicates that teams or individuals that do not attend staging have difficulty adapting to the multi-sport Games environment when they arrive in the Olympic Village, compared to those athletes and officials who have attended the staging orientation.

The staging process is designed to take the team members through a checklist of pre-Games preparations over a period of a few hours, with minimum inconvenience and distraction. It includes the following:

- arrivals reception;

- introduction of mission staff to team members;

- various briefings, including travel arrangements, a description of arrival in the host country, Village arrangements, activities on arrival in the Village;

- medical briefing and introduction of medical staff;

- briefing on anti-doping and an opportunity for the medical team to determine what products each athlete might be taking, and to ensure they are not on the banned list;

- outfitting with team clothing and adjustments as needed;

- documentation review and accreditation checks;

- sport team managers' briefing on how they will interact with mission staff;

- sport technical matters.

D. LIFE IN THE OLYMPIC VILLAGE

There is a rhythm and a pattern to a delegation's stay in the Village. An outline of this is described below.

Opening of the Village

The Village is required to officially open with all services available to delegations 12 days prior to the opening of the Summer Games and eight days prior to the opening of the Winter Games.

Initial tasks to establish NOC operations may include:

- reviewing the delegation's allotted accommodation within the Village;

- checking the location of the various Village services in relation to the delegation's quarters: e.g. the dining hall, the NOC services centre, the sports information centre, the Olympic Village plaza with bank and other services, the mayor's office, etc.; and

- setting up the delegation's offices (furniture, fixtures and equipment, and technology).

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Importantly, the early arrival of the Chef de Mission will allow him / her to confirm accreditation with the OCOG and to verify:

- that the size of the delegation and the ratio of officials has been computed correctly;
- the names, sports, events and other details of the athletes;
- that access to relevant zones is agreed for the officials; and
- any other matters relating to accreditation and access.

It is far better to resolve matters relating to accreditation at this stage. Once accredited, it is difficult for an athlete or official to change their status. An added advantage is that it will ensure, when the delegation arrives, often tired after a long journey, that they will go through the accreditation process smoothly and quickly.

Mission staff responsibilities

Chef de Mission

The Chef de Mission is responsible for ensuring:

- that arriving delegation members complete the formalities at the airport and accreditation centre and arrive (with their luggage) safely at the delegation's quarters;
- that rooms have been allocated and any issues relating to room allocation are properly resolved (i.e. two people not wishing to share a room); and
- that the sports team managers are aware of their responsibilities and the location of the various services in the Village, and that they report to the Village sports desk at the earliest opportunity in order to ascertain:
  - that the entries for their sport have been duly lodged and that all athletes are correctly entered;
  - the location of the team's training venue(s) and how the team will be transported there;
  - the date and time of the technical meeting for the sport.

Invariably, the Organising Committee will assign volunteers (assistants, drivers) from the local community to work with the delegations. These are a vital part of your administration at the Games.

NOC Assistants

The NOC assistants will be part of your headquarters administration and will be used by the Organising Committee to convey information to you. They will have local knowledge of the Village, the organisational structure of the OCOG and the city itself. They may help you with aspects of your administration, such as answering the telephone. However, the Chef de Mission should be aware that these are volunteers and consider matters such as the length of a reasonable working day and the provision of some time off during the month of high activity.

Drivers

Each delegation has a certain number of vehicles (cars, minibuses), depending on its size. These vehicles come with drivers and operate from 7 a.m until midnight. Therefore, the drivers' shifts must be reasonable (usually not more than eight hours) and they must have time for at least one meal during an eight-hour shift.

Period between the Village opening and the Opening Ceremony

This period, prior to the opening of the Games and the start of competitions, is crucial. The Chef de Mission will want to achieve the following for the delegation:

- All team members should be properly lodged in the Village, with correct accreditation, knowing where all the services are located and how the Village works.

- Athletes, coaches and team managers are in their training routine and focusing on their event.
- The Chef de Mission will have established a diary of events to prepare for:
  - · the team welcome ceremony for the delegation (usually very soon after arrival in the Village);
  - · possibly a formal visit to the Mayor of the Village;
  - · business meetings with the service and operations managers to resolve problems and to locate and access services; and
  - · a regular meeting (usually at 7 a.m.) between the Chefs de Mission, the Village authorities, IOC representatives and relevant members of the Organising Committee. This is a crucially important meeting and must not be missed. Serious problems experienced the previous day can be brought to the attention of the IOC.
- A week or so prior to the Opening Ceremony, the Chef de Mission will be required to nominate the delegation's flag-bearer for the Opening Ceremony.
- At the same time as nominating the flag-bearer, the Chef de Mission should also consider who will parade in the Opening Ceremony.
- Usually two days prior to the Opening Ceremony, the Chef de Mission and the flag-bearer will be required to attend a rehearsal for the Ceremony. The flag-bearer must realise that the time for the rehearsal and for media interviews or other matters may detract from competition preparation.

Day of the Opening Ceremony

The Opening Ceremony is normally held in the afternoon or evening. That day, the Village will be closed to visitors and the training sites will usually be closed. Delegations may be required to congregate three or so hours prior to the Ceremony and may not be back in the Village until midnight or later. The Chef de Mission should be aware that participation in the Opening Ceremony could affect the performance of athletes competing a day or so after the Ceremony and should act accordingly. In addition, around 12,000 persons returning to the Village en masse places great strain on the dining services, although Village authorities often make special arrangements to feed Village residents at this time.

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The period of the actual Games

The athletes and their support officials will be preparing or competing at different times during the 16-day Games period. Any difficulties that they may be experiencing must be dealt with as an absolute priority by the Chef de Mission. The Chef de Mission will wish to take a keen interest in the progress of the athletes and will, as often as possible, watch them in competition.

The Chef de Mission should not ignore the athletes who have completed their events and should ensure:

- that they do not disturb the other athletes in the delegation who are preparing or competing;
- that they are able to watch Olympic competition or to take part in the Olympic cultural programme;
- that they can see something of the host city; and
- that they behave and are a credit to their country at all times.

It is advisable, even on the day after the Opening Ceremony, to verify arrangements for the return home:

- Do any members of the delegation wish to return home immediately after their competition or will they stay for the Closing Ceremony?
- Are all airline tickets checked and return flights confirmed?
- Is there any freight to return and how will this be handled?
- What arrangements are to be made with the Village authorities to return rented equipment and to verify that the rooms are inspected to confirm that there is no damage?

There are other events that the Chef de Mission will be required to fit in either before or particularly during the Games:

- meeting the press either for briefings (on a daily basis) or in response to a particular event (a positive drug test being an extreme example which would involve more than the national press - the whole of the Games media would be interested!);
- receiving VIPs in the Village. Many people will wish to enter the Village to meet the delegation, e.g. your country's sport minister or IOC member. It is vital that they are made welcome and given due respect. But remember that these visits can be very time-consuming and proper allowance must be made for them in planning the schedule; and
- attending receptions, meetings and other events outside the Village. An Olympic Games is a great gathering for the Olympic Family and, as a result, people and organisations take advantage of this to hold receptions, dinners and events and offer hospitality.

The days prior to the Closing Ceremony and the Closing Ceremony itself

As the Games draw to a close, the Chef de Mission will wish to ensure that the Organising Committee and those people that have helped the delegation are duly recognised and thanked in an appropriate manner. These will include the Village Mayor and members of the Organising Committee, together with any members of the local community who have helped.

During this time, the Chef de Mission will be required to nominate a flag-bearer for the Closing Ceremony. Invariably, this will be an athlete, often one who has performed most credibly in competition.

This is also a time to ensure that all the bills are paid, whether in the Village or with private contractors in the host city. As mentioned earlier, the rooms must be signed off and any equipment hired (or loaned by the Organising Committee) handed back in good order.

E. CHALLENGES IN OLYMPIC VILLAGE LIFE

The Olympic Village is fraught with tensions in addition to the already incredible pressure of competition. During the Olympic Games, there is more media interest than normal and the demands placed on athletes for appearances and interviews can lead to unwanted distractions. In addition, athletes are often expected to spend time with officials, family and friends wanting to visit them in the Village. These pressures can result in poor performance in competition. The overwhelming nature of the Olympic Village is a challenge that athletes and coaches must prepare and plan for well in advance of the Games .

The following is a list of issues that have been identified by athletes who have lived in the Olympic Village. The NOC's Chef de Mission and team managers must be prepared to deal with these issues if and when they arise:

Accreditation – Upon arrival in the Games host city, usually after a very lengthy international flight, the team delegation may face the delays and frustration of collecting luggage, loading it onto buses for the Village, and passing through accreditation.

Sleep – It is always important to ensure quiet conditions in the sleeping quarters. This means a plan must be organised to ensure that those athletes that have finished their competitions do not interfere with others.

Security – There is the daily grind as people wait to go through security checks. Some are on edge because of the presence of police with weapons. What do you do when an accreditation is lost, such as at a critical time when an athlete is trying to enter a venue for his competition?

Food – Athletes who do not like the food may be tempted to stay in their room and eat convenience foods – chocolate, etc. Sometimes, too much availability is the biggest problem. The dining hall can become the social centre of the Village and athletes may linger there and eat more. Food taken to rooms can become contaminated and present a health risk.

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Families – Families and friends add extra pressure to an already intense environment. They want to contact the athlete, possibly interrupting preparation for training and competition. The families may have problems of their own (transportation, accommodation, tickets, etc.) and these problems might be given to the athlete or his coach to solve. On the other hand, the presence of families might bring comfort or reassurance to the athlete.

Extravaganza – The Olympic Games are often overwhelming for first-time athletes. They can become very distracted by their size, the media and corporate attention, the diverse range of Village entertainment and the athletes from other countries and sports.

Names – The presence of well-known superstar athletes in the Village or at the Games can be distracting. Some inexperienced competitors have actually gone looking for these people in the Village or stayed longer in the dining hall hoping to see them.

Opening Ceremonies – Opening Ceremonies cause a disruption in routine and may be an enormous strain for the athletes. Following the Opening Ceremony, it can take several hours for the athletes to return to the Village.

Telephones, texting, blogging, instant messaging and other technologies (e.g. Twitter and Skype) – These activities can disrupt the athlete. Calling family and friends can be difficult and a source of additional stress. On the other hand, such communication with family and friends may be a valuable stress-reducer for the athlete.

Selection and bench-warming – Athletes can have considerable difficulty if they are uncertain if or when they can compete in the Games. In some sports, athletes can go to the Games and never participate. Once wrapped up in the excitement of the Games, these previously rational and cooperative athletes can become a disruptive influence.

Romances – These have a habit of springing up in the Village, and are not contained to the athletes. Some sensible (perhaps married) athletes may suddenly find "comfort" in a new partner, perhaps leading to feelings of guilt and / or distraction.

Life events – Despite the marvellous conditions that an athlete experiences in the Village, the reality is that sometimes major personal issues crop up during this time. A wife might have a baby; a father might have died; a sister might have been in a serious car accident; there might be a loss of job, financial crisis or required house move. Any one of these, when coupled with a loss of confidence and residual tension, can have a major influence not only on performance but also on behaviour patterns.

Spare time – When athletes have too much spare time, perhaps between or after competitions, they can be a distraction to others. Many athletes need positive things to do, including seeing as many sights as they can before returning home.

Team uniforms – There are a variety of reasons why team uniforms can pose problems. They may not fit properly or the athletes might not like them. In some situations, an athlete might even want to wear their sponsor's uniform. The Olympic Charter (2010) Rule 51 identifies the rights of the NOC in determining the use of clothing by athletes.

Media – They can have an enormous influence, creating extraordinary pressure on athletes to perform to others' expectations. They can also be devastating in their criticism, or be ever-present and pestering for your time. Some athletes welcome the media while others can be distracted by their presence.

F. WHAT IFs

The following events have actually arisen during Olympic Games missions or team tours. Games mission staff and team managers should carefully review the following examples in their preparations for the Games and summarise appropriate responses.

Discipline

1. Two members of your team are involved in a fracas at a downtown bar. On being interviewed the next morning, the two say that they were minding their own business and were set upon. They say they can produce evidence to support this. There is still a week of the Games remaining, although both competitors have finished their events. What action do you take? To what extent can discipline be enforced after the event has finished?

2. Your entire team is attending a social function. You notice that one of your athletes is consuming far too much alcohol at this event, and this is strangely out of character. What needs to be done - if anything?

3. You get a message from one of your athletes that another member of the team has been arrested by police, accused of shoplifting. How should you handle this?

4. An athlete seems to be adopting a very negative attitude towards the Games and you assume that he will not perform very well when the action starts. But to make matters worse, the athlete is becoming disruptive to others. This particular athlete insists on playing music in the early hours of the morning, which results in an argument with other members of the team. What do you do?

5. At a training camp, a highly strung, difficult but very talented athlete is causing a problem. He has a history of doing his own thing and is unpopular. He is late for a physiotherapy appointment and the physiotherapist refuses to treat him. The athlete becomes aggressive and abusive. This is reported back to you as coach / team manager. What do you do?

6. At a final training camp, one of your support staff goes missing in the afternoon, is not in her bed in the evening, and has not returned by mid-morning. What do you do?

7. A team manager of a different sport reports that one of your male athletes has verbally and physically assaulted a female athlete in his sport. What do you do?

Medical

1. Early in the Olympic competition, one of your athletes is subject to a random doping test. While the result is negative, there are suspicions that the athlete may be using prohibited substances. Should you take action and what should that be?

2. An athlete has arrived in the Olympic Village with a long-standing hamstring injury. He is being treated with appropriate physiotherapy and is making progress. Without reference to the team medics, his coach invites an outside medical opinion, leaving the team medics to assume that the coach lacks confidence in them. The coach has never discussed the athlete's situation with any member of the medical team. How would you respond?

3. The team doctor has examined a muscle injury and decided that the athlete should withdraw from further competition. The athlete and his coach want to continue and ask the doctor to do what he can to help. They are prepared to accept the consequences if the injury becomes worse. The athlete has a chance to be a medallist by winning his next match. The doctor refuses. As team manager, what do you do?

Team policy

1. Based on medical advice, one of your key athletes who has sustained an injury could be sent home from the Village. The athlete does not know yet and you anticipate a struggle as the athlete will want to stay and be part of the Games. What do you do?

2. You are thousands of miles from home and three underage athletes wish to attend the last night party. Do you let them attend, and if so, under what conditions?

3. One of your coaches is extremely disappointed at his accreditation status, which requires him to live outside the Village. He is also informed that marching in the Opening Ceremony will not be possible. You sense a real drop in the coach's motivation. When approached to discuss the problem, the coach appears cool and claims nothing is wrong. Several athletes have confidentially reported to you that they are unhappy with the coach's behaviour. What do you do?

4. Your support staff (including coaches) are feeling pressured by athletes to always be available for consultation. The staff feel that they will provide a more efficient service if they have a regular relaxation time. The athletes resent the support staff going off and enjoying themselves. Tensions are mounting and you feel that you must act soon to prevent the disruption of team harmony. What do you do?

5. You make a decision which proves to be extremely unpopular with both your athletes and coaches. They appeal to you to change your mind. You are convinced that you have made the right decision and, on consulting two independent managers from other teams, your feelings are reinforced. However, your athletes and coaches will not let it drop. What do you do?

6. Midway through the Games, it is revealed (by an unknown source) that a team coach condoned drug use among athletes several years ago. The press have not yet been alerted to the situation but it is felt that the story will inevitably break. The rumours suggest that the coach may be in your sport. Your athletes are appearing tense and concerned about the impact on their own reputations. What do you do?

7. A delegation of athletes comes to you to express a lack of confidence in the head coach. What do you do?

Personal

1. An athlete comes to see you in private. She is very nervous and seems reluctant to speak to you. She eventually tells you that one of the male massage therapists touched her inappropriately on the treatment table. The athlete cannot be sure about this and hopes that she has got it wrong. What is to be done?

2. Prior to leaving for the Games, there was friction between two athletes in your team. However, this problem is greatly magnified under the pressure of the Olympic Village. The problem between these two athletes now looks as if it might spill over into the rest of the team, with athletes feeling obliged to take sides. How will you deal with this?

3. A worried athlete confides in you and says that the team physiotherapist is undermining the coach when he is talking to the athletes during treatment sessions. What needs to be done?

4. One of your athletes forms a relationship with someone from another team. The relationship breaks down just prior to competition. She is constantly in tears and causing problems for the rest of the team. What do you do?

5. After a major event, your head coach and top medal prospects get into a heated argument in the hotel bar. The argument is overheard by the media and ends with one player leaving in tears. The next morning, the incident is recounted to you by an official who also overheard the argument. You are cornered by the media, who explain they are going to run a story saying there is a complete breakdown of trust between the coach and the sport organisation's best medal prospects. The story will include quotes made by the coach indicating that it is now a choice between himself and the two players involved as to who remains in the team. Rumours are starting which indicate that other team members are 100% behind the coach. The two players, through their manager, are demanding an immediate meeting to discuss what action you will take in view of the coach's (alleged) "insulting statements and drunken behaviour." What should you do?

6. Two members of the management team begin a relationship midway through the Games. The relationship matures very quickly and results in the individuals concerned being late for meetings, generally preoccupied and withdrawing from team activities in order to be alone. What do you do?

Media

1. You are walking over to breakfast in the Village. A journalist, whom you know quite well, comes over to you and says, "Did you know athletes A, B and C from your team were seen in a downtown nightclub at 3 o'clock this morning? It's an interesting way to prepare for the Olympics, don't you think?" What do you do?

2. Your Olympic team has recently been announced to the media. One player then sustains a hamstring injury and it looks as if it will be four weeks before he will be able to play again, i.e. six weeks before the Games. How do you deal with the player? When and how do you decide to change the team?

3. A journalist has interviewed one of your athletes outside the Village. You did not know the interview had even taken place. Two days later, you receive an email from the sport federation's President, saying how disgusted he was with the interview and asking what, as team manager, you intend to do about it. What would you do?

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Games-related

1. You feel that there appears to be a definite antipathy among the judges towards the athletes of your team. This is affecting team morale. What do you do?

2. The first day of competition sees your best medal prospect perform badly. What are your immediate priorities? What action do you take?

3. During the Games, a parent of one of your athletes dies suddenly. Due to a misunderstanding and a poor telephone connection, the first person to receive this news is another athlete in your squad. The person phoning from your country thought they were talking to one of the team officials. This athlete promptly comes to see you to pass on the bad news. She has not spoken to anyone else about this and is now very distraught and upset. Both the bereaved athlete and this other athlete have their first match tomorrow. It is now 10.30 p.m. What will you do?

4. One of your athletes has just produced a performance well below his current ability. As team manager, you want to know what went wrong. Groping for a question to open the conversation, you ask, "Well, how do you feel that went?" The reply is an uncharacteristic one. In a sharp tone, the athlete replies, "Well, that's a bloody stupid question, isn't it?" and the athlete carries on packing his kit. This exchange takes place in a public place in front of the rest of the team. What do you do?

5. While in the Village in the days leading up to the Opening Ceremony, you feel that some of your team members are becoming distracted by the "razzmatazz" of being at the Olympics. What, if anything, will you do about this?

6. You are just finishing off a team meeting and in ten minutes' time you will leave for the competition venue. Suddenly, one of your athletes notices that his accreditation pass belongs to another athlete. Somehow they were exchanged. The athlete is now getting very agitated and some of the other team members are being affected because training is imminent. What will you do?

7. You are on a bus going to the competition venue and the traffic problems are bad. Some athletes begin to pester you. They are frightened they will miss the match. What do you do?

G. QUESTIONS

1. What would be the appropriate mission staffing for your NOC?
2. Do you undertake a staging camp before going to the Games? If so, what are its component programmes?

REFERENCES

Olympic Charter

IOC Anti-Doping Rules

World Anti-Doping Code

WADA Prohibited List

OCOG Medical Guide

OCOG Technical Doping Control Guide

OCOG Drug Formulary

OCOG Chefs De Mission Dossier & Manual – OCOG Publication

NOC Games Preparation – Proven Practices and Guidelines – IOC Publication