

Dissemination and Exploitation of ESLP Activities

Dissemination report of ESLP project activities:

Description of activity

The Institute for Physical Education and Sport held its first European Sport Leadership Programme Workshop entitled 'Training the Sport Leaders', on Friday, 11th May 2018. This workshop aimed at introducing the project and its objectives to the Sport Leaders, explaining their roles and discussing various ways to ensure the success of the ESLP project. Sport leaders who attended this workshop were selected during the previous week by Dr Andrew Decelis and Mr Oliver Mallia, following an invitation sent through a mailshot to all the University of Malta full-time first year students.

Introduction to the Programme: Aims & Objectives

Students were briefed by Dr Decelis on the vision and aims of ESLP, mainly to improve the governance of University sport across European Universities, to increase student sport participation and to raise awareness about the added value of sport and physical activity on personal and professional development of students. This project's input towards two of the five pillars of the University of Malta's Sports Strategy, that is, Participation and well-being, and Volunteering and the Development of personal skills were outlined and explained.

Selection of sport disciplines, student target groups and subsequent monitoring and evaluation

Dr Decelis explained how the five sports to be selected would be delivered, aiming to provide new recreational activities for the university students. These activities would be



1st Workshop: Training the Sport Leaders
EUROPEAN SPORT LEADERSHIP PROGRAMME (ESLP)
@projectESLP @project_ESLP

11th
May 2018
IPES ROOM 212
12:00 noon

Web: www.europeansportleadershipprogramme.eu

L-Università ta' Malta
Institute for Physical Education & Sport

targeting students who are either new to that sport, inactive or semi-active. Each Sports Leader/Activator would take note of attendance on a register and record student demographics including, name, age, course and year of study. The importance of regular monitoring of the programme was stressed.

Development of student graduate employability skills

Another important aim of this project was explained in detail. Each Sports Leader/Activator would be part of a Careers and Mentoring programme aimed to enhance Sport Leaders' personal and professional development whilst engaging in this new role. Training and development would be delivered during four workshops as well as with the support of a mentor within the workplace. Employers would meet in person with the undergraduate students on a one to one basis for certain aspects of the programme. Students would also visit the employers on-site to gain an induction into their workplace. One of the tasks of the mentor would be to hold a mock interview with Sport Leaders.

The skills and attributes of the Sports Leaders

Students were divided into two groups and were asked to discuss the skills, personal qualities and attributes of a good Sports leader, the reasons for selecting these attributes, and to describe the behaviour of Sports Leaders. Among the qualities mentioned, the students came up with Motivation, Passion, Empathy, Leadership, Patience, Charisma, Dedication, Confidence, Outgoing, Organised, Innovative, Commitment, Teamwork, Persistence and Knowledgeable.

Main duties and responsibilities of Sport Leaders



The main duties of the sport leaders were also discussed, and these include, amongst others, the support to the Sports Development Team in the organisation and provision of student recreational sport; to generate sustainable sport participation programmes; to take responsibility for effectively organising and running designated sport sessions; and recording attendance and inputting data into recording systems.

Enablers and inhibitors to University student sport

Prospective Sport Leaders/Activators were split again into two groups again and asked to list what they perceive as barriers to participation in sport and physical activity, and how to overcome such barriers. Amongst the barriers listed by the students, one finds Transport, Time, Lecture timetable, Part-time job, Laziness, Pressure from parents, Financial constraints, Low self-esteem, Injuries, Gender and Knowledge of availabilities. A presentation on published scientific research related to perceived barriers by University students in Malta in the practice of sport and physical activities followed this discussion. Enablers were also discussed, and students were asked to highlight how they would use these facilitators in their favour. A discussion on behaviour change followed, and the Trans-theoretical model was presented, outlining the stages in one's journey towards becoming physically active.

Promoting sport sessions

In this part of the workshop, students were asked to discuss how they would promote their sport sessions, the reasons for such promotion, and what sport activities they would choose and the target audience. The main sports mentioned were recreational Ultimate, Handball, Running, Dodgeball, Movement & fitness, and Tchoukball. A discussion followed on the strengths



of choosing these sports over traditional sport, targeted marketing, and different marketing strategies that are required for different types of students. The EAST model covering the four principles in designing and delivering activities was presented.

Conclusions

The workshop concluded with a summary of the main duties and responsibilities of the Sport Leaders, and the Project timeline for the next two years. Overall, the workshop was highly successful and all the outcomes were met. There was a common feeling of enthusiasm, and all participants showed they are very keen and looking forward to the next stages of the project.

Date: 11th May 2018

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Number of participants in the Activity

10



Which institutions/organisations were targeted? (Organisation type)

- Erasmus + Programme (EU)
- ESLP (Academic Programme)