



# ISAF MNA MANUAL

INTERNATIONAL SAILING FEDERATION  
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## Preface / Introduction



This manual is intended to aid our Members in adopting a consistent approach. This is especially important as our sport expands into different cultures and because of the increasing level of professionalism needed in the sports world. This manual outlines how an MNA could discharge their duties and how we all could move forward with a consistent approach

Those responsible for the running of an MNA have difficult jobs and must give large amounts of time and energy.

Whatever an individual's reasons for becoming involved, the success of an MNA is dependent on their realization that they are in a service industry and they are there to serve the sport, the organization and all the possible customers (athletes, coaches, judges, spectators, the media, the public etc). When this is achieved it can be a great platform for building a sense of group involvement and common purpose.

It is possible for managers and administrators in a federation to see their role as something which is narrowly defined by a job description.

However, those with experience working in MNAs will point out that, no matter what their position, they may from time to time have to take on a large number of roles which might seem less obvious. These include:

- Politician – attracting support and dealing with opposing points of view.
- Planner – working out details for activities and projects.
- Motivator – generating a positive and decisive approach.
- Organizer – bringing together people and resources to accomplish objectives.
- Fund Raiser – appealing for money and other resources
- Financial Manager – controlling spending, keeping accounts
- Liaison Officer – communicating with and co-ordinating individuals and groups
- Publicity Agent – working with the media to promote events
- Trainer – imparting new knowledge, skills and ideas.
- Technical Official – running events.
- Development Officer – operating programmes to raise performance levels.
- Team Leader – taking responsibility for an international tour.
- Disciplinarian – determining a system of rewards and punishments.
- Social Worker – counselling and advising.
- Friend – supporting athletes, coaches and colleagues.

Some of these roles you will perform willingly, others you may find less attractive. In many situations you may find any or all of these roles are combined and in almost all situations you need to make decisions. One of the biggest challenges of your involvement with sailing is making these decisions. This is because, whatever your position, you are there to serve sailing. You are a guardian of its values and the values of sport in general. Moreover, you have a responsibility to set an example and to help others develop sporting values which will benefit sailing and that will be with them for the rest of their lives.

**Carlo Croce**  
**ISAF President**



# 1

# Background



**Unit 1** Philosophy

**Unit 2** Sports Structure

**Unit 3** International Sailing Federation (ISAF)

**Unit 4** Member National Authorities (MNAs)





## **Unit 1 - Philosophy**



- 1. Values in Sport**
- 2. Developing Your Personal Philosophy**
  - (a) Are you committed**
  - (b) What are your objectives?**
  - (c) Which do you think is the most important?**
  - (d) Theory into practice**

# Unit 1 - Philosophy



## 1. Value in Sport

As someone with a position of responsibility in sailing you have an obligation to conduct yourself and make decisions with the best interests of the sport and the athletes foremost in your mind. Having a well-developed personal philosophy will make an important contribution to your effectiveness and your success in sailing.

Among the many reasons for people's interest and support for sport and sailing are:

- ethics, fair play and sportsmanship
- safe, clean and green
- excellence, excitement and challenge
- respect, solidarity and a lifetime sport

One of the important arguments for participation in any sport is the belief that it creates situations which provide opportunities to learn lessons for life about desirable and undesirable conduct.

This moral and educational aspect contributes to the positive development of individuals and, in turn, to the development of society.

Central to this process are the values of Sportsmanship and Fair Play. These involve much more than just playing within the rules. They are a way of behaving and thinking which incorporate friendship respect for opponents and officials, maintaining self-control, dignity and integrity, and always competing in the right spirit.

Sportsmanship and Fair Play apply not only to athletes taking part in a competition but to all others involved in the sport – officials, coaches and even the federation office holders. If these or other values associated with sailing are not maintained, interest will eventually decline and the benefits the sport offers would be lost.

### The Importance of Example

One of the most powerful forces against the operation is the poor example of others – including, regrettably, coaches and some of the individuals running MNAs.

If athletes believe that most of their fellow athletes, aided by those responsible for looking after them, cheat in some way, it is difficult to put contrary values into practice. They may abandon the values which guide the rest of their lives because they think 'everyone else does it' or 'you have to do it to win' or 'nice guys finish last'.

Such a lack of ethics and morality can seem to be very powerful.

**However, as a leader in an ISAF Member National Authority, you are responsible to ensure that values are maintained in the sport. The example you set will be seen by others and will influence how they act.**

## 2. Developing Your Personal Philosophy

- (a) Are you committed?
- Doing any job well requires a level of commitment to the organization – what it stands for and what it is trying to accomplish – and to the work which must be done. Commitment can be seen in the time someone spends on a task. It can be seen in the pride they take in what they do. Commitment can also be seen in the willingness of an individual to develop themselves for the benefit of others and the task at hand. For example, many sports leaders will go so far as to learn new skills in the hope that it will improve their effectiveness and the effectiveness of their organization.
- One very important form of commitment is the amount of effort someone will take to understand the values of the organization, to help develop them and to work and live by them.
- (b) What are your objectives?
- If you ask sports leaders what they want out of their involvement, their answers will usually include:
- education and human development
  - developing participants into athletes
  - greater visibility and prestige for the sport
  - better results in competition
  - financial success for the federation
- (c) Which do you think is the most important?
- Many successful sports leaders place the athletes – their rights, needs for training and competing, enjoyment and personal development – as the single most important consideration. After all, MNAs have been established to serve athletes. It is the athletes who make up our sport, without them it would cease to exist. Seeing things from their point of view – or an athlete-centred approach – is highly compatible with the values of Sportsmanship and Fair Play and with the concept of the MNA as a service organization. It is also more likely to produce decisions in line with other values of sport and lead to more wide spread satisfaction than an over emphasis on any other objectives.
- (d) Theory into practice
- As a leader within an MNA it is important you develop your personal philosophy and

that you put your beliefs into action. Your philosophy should be reflected in a Code of Ethics. Ethics simply tell you what is 'right' and what is 'wrong'. A personal code of ethics includes your personal standards and integrity. It is a practical guide which helps you determine your behaviour in all types of situations. It should be followed, not just in words, but in every action you take. This applies when things are going well, but more especially when they are not.

Your well-developed personal philosophy and code of ethics will be an important resource for others in the sport. They will help you to apply consistent, clear reinforcement for desirable actions and take appropriate action against undesirable actions in others. Most importantly, they allow you to be a positive role model and demonstrate that the values of sailing such as Sportsmanship and Fair Play are operative in your MNA – the strongest response you can make when others provide a poor example.



## **Unit 2 - International / National Sports Structure**



- 1. International Federations (IFs)**
- 2. The Olympic Movement**
  - (a) Olympic Solidarity (OS)**
  - (b) National Olympic Committee (NOC)**
- 3. International Paralympic Committee (IPC)**
- 4. World Anti-Doping Agency (WADA)**
- 5. Other International Sports Organizations**
- 6. Regional Associations**
- 7. National Federations (MNAs)**
- 8. Clubs, Schools and Local Associations**



## Unit 2 - International / National Sports Structure



Sport, like most activities involving groups of people, requires an organizational structure to function smoothly. To meet this need sport organizations exist on international, national and sub-national levels. This section will provide you with an understanding of how they operate and give you ideas as to how you can make a contribution within sailing.

### 1. International Federations (IFs)

Each sport is controlled on the international level by a world governing body or an international federation whose membership comprises national associations. International federations exist to serve their sport and their key activities usually include promoting the sport, setting technical rules, training race officials and judges, maintaining lists of records and organizing major championships and other competitions.

Examples of international federations:

- The International Sailing Federation (ISAF)
- The International Amateur Athletic Federation (IAAF)
- The International Hockey Federation (FIH)

Generally, international federations hold an annual assembly, such as an annual general meeting (AGM) or congress, where constitutional and technical matters are decided. These AGMs are also where the leadership of the federation – council or committee of management including a president or vice-presidents – are elected by the members, the MNAs (national federations). Between assemblies the council is responsible for policy decisions and the secretariat, led by a secretary general, is responsible for implementing decisions and day-to-day operations. The assemblies also elect committees which oversee the various programmes of the federation.

### 2. The Olympic Movement

The most well-known umbrella body in sport is the International Olympic Committee (IOC). Formed in 1894, the IOC is a completely autonomous organization which elects its own members and is governed by the Olympic Charter. The objects of the IOC include encouraging the world-wide development of sport and promoting the physical and moral qualities which are the basis of sport.

Holding the summer and winter Olympic Games and the Youth Olympic Games is the focus of the IOC's activities. It is assisted in this task by National Olympic Committees (NOCs) which are responsible for organizing teams for the Games and promoting sport within their countries. To be recognized as a part of the Olympic Movement and eligible to take part in the Olympic Games, a NOC must confirm with the principles and rules of the

Olympic Charter and have five affiliated national federations (MNAs) which are also affiliated to their respective international federations.

The International Federations also play a key role in the Olympic Movement which includes responsibility for the technical organization of their sports on the Olympic Games program. The IOC, the NOCs and the international federations are said to be the three pillars of the Olympic Movement.

#### (a) Olympic Solidarity (OS)

As a part of its mission to encourage the world-wide development of sport, the International Olympic Committee, working through its development program called Olympic Solidarity, assists NOCs and the International Federations to promote sport under their respective jurisdictions. The funding for Olympic Solidarity is derived from the income generated by televising the Olympic Games.

#### (b) National Olympic Committees (NOCs)

To represent their interests within the Olympic Movement, the NOCs have formed the Association of National Olympic Committees (ANOC) as well as 5 continental associations:

- Association of National Olympic Committees of Africa (ANOCA)
- Association of National Olympic Committees of Europe (ANOCE)
- Olympic Council of Asia (OCA)
- Pan American Sports Organization (PASO)
- Oceania National Olympic Committees (ONOC)

The international federations of the sports within the Olympic Movement have also joined together in the Association of Summer Olympic International Federations (ASOIF) and the Assembly of International Winter Sports Federations (AIWF) to serve as forums for discussion of Olympic-related issues.

### 3. International Paralympic Committee (IPC)

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 Organizations for the Disabled (ICC). In 1989, the ICC was replaced by the International Paralympic Committee. The IPC is an international, non-profit organization 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 organization of the Paralympic Games was signed between the IOC and the IPC. The agreement affirmed 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.

Where can you find out more about the Paralympic Games?

Go to: [www.sailing.org/paralympics](http://www.sailing.org/paralympics)

### 4. 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 organizations, 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.

Where can you find out more about WADA?

Go to: [www.wada-ama.org](http://www.wada-ama.org)

### 5. Other International Sports Organizations

In addition to the international federations and the various organizations within the Olympic Movement, there is a wide range of international organizations and umbrella bodies serving specific groups or purposes. Included among these are bodies which organize competitions for particular political, geographic and occupational groups, and bodies which work with a single sport or even one particular section of a sport. The structures of the various international sports organizations can vary but, in general, they follow a pattern similar to that of international federations.

Examples of International Sports Organizations:

- The Fédération Internationale du Sport Universitaire (FISU) organizes the World University Games which are open to students from around the world
- The Commonwealth Games Federation (CGF) organizes the Commonwealth Games which are open to sportsmen and sportswomen representing the countries of the Commonwealth
- The Supreme Council for Sport in Africa (SCSA) serves the interests of sports organizations and governments in the countries of Africa

### 6. Regional Associations

Many sports have regional or continental associations which comprise and serve the national associations of a specific geographic area. The functions of regional associations include:

- providing a link between national federations and their sport's international federation
- promoting competition within the region
- overseeing regional competition calendars and providing input to international event calendars
- promoting development programmes
- again, the structure of regional associations in different sports varies but, in general, they follow a pattern similar to that of international federations

### 7. National Federations

National Federations (sometimes called national associations and in ISAF, Member National Authorities) make up the membership of the International Federations and regional associations. Their status as members implies that they have been recognized by their international federation and agree to abide by its rules. National associations serve their sport and are responsible for its competitions and programmes within the political boundaries of their country. They are also responsible for organizing teams to take part in international competitions.



There are a number of models for the structure of a National Federation as the nature of each sport, the size of a country, the history of the organization and many other factors can have an influence on structural requirements. In general, however, National Federations tend to follow the basic model of the international federations ie their Congress or AGM is the supreme authority, they are led by an elected council with a president or chairman, and the day-to-day work is carried out by a secretariat led by a secretary general.

The most common modifications to the general model include:

- voting rights at the AGM may be held by clubs, local associations, individuals or some combination of these
- variations as to the number and type of committees
- replacement of the Secretary General with an executive director or similarly-titled professional administrator

There is no single model for the relationship of National Federations to the other sport organizations in their countries. In many cases, however, the National Federations of a variety of sports are affiliated to one or more national umbrella bodies, such as a confederation of national sport associations. Those national associations which govern Olympic sports are also affiliated to their NOC.

## **8. Clubs, Schools and Local Associations**

The basic organizational unit for sport in most countries is the "sports club". Clubs can be for a single sport or for a number of sports. "Clubs" exist to provide services to sportsmen and sportswomen and are the bodies through which most training and competitive activities are organized. Their membership can be open to anyone who wishes to join or it can be drawn from workers in a specific company or government organization. Clubs are affiliated to the relevant National Federation and they are, therefore, a main point of contact between individual sportsmen and sportswomen and the highest national authority in their sport.

Schools, colleges, universities and other educational institutions often fulfill the role of the sports club, particularly for younger participants and athletes, by providing opportunities for training and competition. They are usually affiliated to national sports organizations which are concerned with competition between institutions of their particular type. These organizations are, in turn, often affiliated to the confederation of national sport federations.

In many countries the service, promotion and regulation of sport, is facilitated by associations at a local or provincial level. Generally, each sport has its own group of local associations which affiliate to the national association. Local associations have the clubs of their area as members, implement the National Federation's programmes and activities in their area and have their own competition program.

Where can you find out more about National Structure

Go to: Unit 27 National Sport Development Plan for Sailing (NSDP)

# **Unit 3 - International Sailing Federation**



## **1. Aims**

## **2. Brief History**

## **3. ISAF Structure**

### **(a) Constitution**

### **(b) General Meetings**

### **(c) Council**

### **(d) Executive Committee**

### **(e) Committees**

### **(f) Commissions**

### **(g) Affiliated Continental Members**

## **4. ISAF Class Associations**

## **5. ISAF Secretariat**

## **6. ISAF Competition Program**

# Unit 3 - The International Sailing Federation



The International Sailing Federation (ISAF) is the world governing body for the sport of sailing with Member National Authorities in more than 139 countries.

To work effectively within the world-wide sport of sailing it is important that the leaders and other personnel of all MNAs have an understanding of ISAF, its history, its structure and its programmes.

## 1. Aims

The objects and aims for which ISAF, as the controlling authority of the sport of sailing in all its forms throughout the world, is established are:

- (a) to act as and carry out the functions and duties of such authority;
- (b) to promote the sport of sailing in all its branches regardless of race, religion, gender or political affiliation;
- (c) to establish, supervise, interpret and amend the rules regulating sailboat racing and to adjudicate disputes and take any appropriate disciplinary action (including the imposition of appropriate penalties);
- (d) to act as the supervising organization for the sport of sailing, to grant and withdraw international or recognized status to or from classes of boats and to prescribe the relevant rules and measurement procedures;
- (e) to act as the organizing authority of the Olympic Sailing Regatta;
- (f) to control, organize, conduct, license or sanction other championships, sailing events or activities;
- (g) to examine, study, investigate, consider and report on all matters affecting the sport of sailing and any persons interested therein or associated therewith and to collect, analyze and distribute information, statistics, opinions and reports thereon;
- (h) to represent and protect the interests of any member of the Federation;
- (i) to convene, arrange, organize and hold regattas, races and competitions of all sorts, to create and stimulate interest in and publicize the sport of sailing, to convene, arrange, organize and hold exhibitions, shows, displays, meetings, seminars, conferences and discussions, and to provide prizes, bursaries, grants and awards for competitors and others;
- (j) to provide administrative services of any sort whatsoever for any association, union, society, club, committee, body or person interested in or associated with sailing in any of its forms.

## 2. A Brief History

From its inception in Paris in October 1907, the governing body for the sport of sailing was known as the International Yacht Racing Union. On 5 August 1996, the IYRU changed its name to the International Sailing Federation (ISAF).

The International Yacht Racing Union (IYRU) evolved from the need for racing sailors to have a uniform set of rules and measurement standards. Since then IYRU / ISAF has developed a system of rules and measurement that are used world-wide in all sailing events.

Before 1870 individual yacht clubs developed their own set of racing rules of which each was the sole arbiter in interpreting and applying them. While the popularity of racing against other clubs grew so did the confusion and frustration on the race course.

In Great Britain, there were several attempts to develop a uniform set of rules but the first meeting to develop such rules was the 'Yachting Congress' organized by the Royal Victoria Yacht Club on 1 June 1868. This congress was attended by 23 representatives from 14 clubs. Under the guidance of Captain Mackinnon, a sub-committee of the congress compiled a pamphlet of the existing rules on all the yacht clubs.

The Congress met again on 4 March 1869 when a draft of the racing rules were examined and adopted. However, when published in the yachting press it met with severe criticism and was abandoned.

The need for a coherent set of rules continued to grow. A number of associations were formed and their rules subsequently rejected. In 1881, when HRH Albert Edward, Prince of Wales was Commodore of the Royal Thames Yacht Club and the Royal Yacht Squadron, these two clubs joined the Yacht Racing Association along with the New Thames Yacht Club and developed a set of rules for British waters.

Again confusion arose over the different measurement standards that were being used in Europe, North America and Britain. Consequently, yachts from different countries could not compete on equal terms. Major Brooke Heckstall-Smith, secretary of the Yacht Racing Association, wrote to the Yacht Club de France expressing the need to devise an international rule of measurement for racing yachts that was acceptable to all European countries. As a result, an International Conference on Yacht Measurement was held in London in January and June 1906 and the 'Metre Rule' was developed and is still used today in the 12 Metre, 8 Metre, 6 Metre and other Metre boats. The attendees formed the International Yacht Racing Union and adopted a common code of yacht racing rules based on that of the YRA.

At that time the IYRU comprised of the yachting authorities of Austria-Hungary, Denmark, Finland, France, Germany, Great Britain, Holland and Belgium, Italy, Norway, Spain, Sweden, and Switzerland.

In November 1929, representatives from the North American Yacht Racing Union actively took part in the deliberations to ensure that the North American Yacht Racing Rules and the International Yacht Racing Rules were almost identically worded and that neither one would change their rules without first informing the other. In 1960 a totally universal code of racing rules was agreed and implemented.

From 1906 to 1946 a chairman was elected from time to time to orchestrate the annual meetings.

In 1946, Sir Ralph Gore was elected the first President and since then ISAF has seen six Presidents Sir Peter Scott (GBR), 1955-69 Beppe Croce, (ITA), 1969-86 Peter Tallberg (FIN), 1986-1994, Paul Henderson (CAN), 1994-2004, Göran Petersson (SWE) 2004-2012 and Carlo Croce (ITA) 2012-present.

The International Sailing Federation (as it is now called) is officially recognized by the International Olympic Committee as the governing authority for sailing world-wide. As such, ISAF is responsible for promotion of the sport internationally, managing sailing at the Olympic Games, developing the International Racing Rules and Regulations for all sailing competitions and the training of judges, umpires and other administrators, the development of the sport around the world, as well as representing sailors in all matters concerning the sport.

In order to promote the development of the sport ISAF has established several events - including, but not limited to the ISAF Sailing World Championships (for Olympic equipment), ISAF Sailing World Cup, ISAF Youth Sailing World Championship, ISAF Team Racing World Championship, ISAF Match Racing World Championship, ISAF Women's Match Racing World Championship, ISAF Youth Match Racing World Championship, as well as endorsing and grading the top international match racing and Olympic Class regattas, the results of which go towards sailors' world rankings, which are administered by ISAF.

ISAF currently consists of 139 member nations who are its principal members, and responsible for the decision making process that governs the sailing world. There are currently 110 ISAF Class Associations and Classic Yacht Classes, ranging from the small Optimist Dinghy up to the Maxi yachts.

ISAF, from its outset, has worked towards a primary goal to ensure that as many people as possible go sailing.

## 3. ISAF Structure

- (a) Constitution  
The Federation is a private company governed by its Constitution, which is published in the ISAF Yearbook. The ISAF Yearbook also contains the Regulations and additional information on the organization.
- (b) General Meetings  
ISAF holds a General Meeting each year at its Annual General Meeting. Each full member has one vote and may be represented by a delegate who is a national or resident of the country concerned. The Annual General Meeting held in every fourth year is known as a General Assembly.  
The AGM's key functions include:
  - the President's report
  - the financial report
  - review of subscriptions
  - confirming new members
  - confirming the proposed program of ISAF's championships
  - approving any Regulations made or amended in any substantive way by the Council since the last meeting.
  - to debate and resolve any submission from the Council, Officer or delegate (not political)In addition to the above, the General Assembly's key functions include:
  - election of President, Vice-Presidents and Officers of Honour
  - to announce the appointed members of Council
- (c) Council  
Council manages the sport of Yachting and receives, considers and determines policy proposals referred to it by the General Assembly. It promotes and carries out the aims and objects of the Federation.  
Council includes:
  - the President
  - seven Vice-Presidents
  - not more than 30 members appointed by Full Members
  - the Chairman of the ISAF Oceanic and Offshore Committee
  - a member appointed by the International Classes Committee
  - a woman member
  - a representative from the Athletes' CommissionCouncil meets once a year and its duties include:
  - managing the sport of Yachting, including the receiving, consideration and determination of policy proposals referred to it by the General Assembly; and



- promoting and carrying out the aims and objects of the Federation
- (d) Executive Committee  
The Executive Committee consists of:
  - the President
  - seven Vice-PresidentsThe Executive Committee constitutes the board of directors of the Federation (the Chief Executive Officer is not a director of the Federation) and are responsible for implementing the policy decisions of the Council and for taking all management and operational decisions on behalf of the Federation. The Executive Committee has full responsibility for managing the corporate and financial affairs of the Federation. In all its actions and deliberations the Executive Committee shall report to the Council.
- (e) Committees  
All ISAF committees and sub-committees shall meet at least once a year and report to Council. ISAF has the following main committees:
  - Audit Committee
  - Constitution Committee
  - Development and Youth Committee
  - Equipment Committee
  - Events Committee
  - ISAF Classes Committee
  - Match Racing Committee
  - Oceanic and Offshore Committee
  - Race Officials Committee
  - Racing Rules Committee
  - Regional Games Committee
  - Windsurfing and Kiteboarding Committee
- (f) Commissions  
Commissions are specialized bodies created to advise the Executive Committee on specific areas of professional or technical expertise. ISAF have the following Commissions:
  - Athletes' Commission
  - Coaches Commission
  - Disciplinary Commission
  - Ethics Commission
  - Information Technology and Tracking Commission
  - International Regulations Commission
  - Medical Commission
  - Sailor Classification Commission
- (g) Affiliated continental members  
In ISAF we have five affiliated continental members:
  - African Sailing Confederation (ASCON)
  - Asian Sailing Federation
  - European Sailing Federation (EUROSAF)
  - Oceania Sailing Federation (OSAF)
  - South American Sailing ConfederationEach continental member has an association to serve the Member National Authorities and look after their interests.

#### **4. ISAF Class Associations**

ISAF Class status is given to classes which offer a high standard of international competitive sailing and satisfy the relevant ISAF criteria.

The advantages of becoming an ISAF Class include permission to hold a World Championship, and the services offered by the ISAF Committees and Technical and Offshore Department such as class rule administration, builder licensing and production windsurfing board registration. An ISAF class can be selected for ISAF events such as the ISAF Youth Sailing World Championship, and the Olympic Sailing Competition. An ISAF class may appoint one member to the ISAF Classes Committee and as such have a vote and voice in the world governing body.

#### **5. The ISAF Secretariat**

The ISAF Secretariat is based in Southampton, UK and the staff, which is led by the Chief Executive Officer, is responsible for the day-to-day activities of the federation, including communication with the Member National Authorities around the world and the implementation of policy decisions and actions decided by the Council. The departments within the Secretariat include:

- Administration
- Communications
- Competitions
- Technical and Offshore
- Training and Development

#### **6. The ISAF Competition Program**

The most important events held around the World are supervised or sanctioned by the ISAF Competitions Department. ISAF's role extends to approving the venue and dates for events, appointing the officials, entering into appropriate contractual arrangements and attending events in a supervisory capacity to ensure international standards are being met.

In particular, ISAF works with the International Olympic Committee to deliver the Olympic Sailing Competition and the Youth Olympic Games.

The current list of ISAF Events is as follows:

- ISAF Sailing World Cup
- ISAF Sailing World Championships
- ISAF Youth Sailing World Championships
- ISAF Women's Match Racing World Championship
- ISAF Youth Match Racing World Championship
- ISAF Team Racing World Championships
- ISAF Nations Cup

## **Unit 4 - ISAF Member National Authorities**



### **1. Basic Domestic Responsibilities**

- (a) Governing**
- (b) Resources**
- (c) Communications**
- (d) Regattas**
- (e) Facilities and equipment**
- (f) Officials and coaches**
- (g) Medical support**

### **2. International Obligations and Expectations**

- (a) Good standing**

### **3. Other Expectations of a Member National Authority**

# Unit 4 - Member National Authorities



An ISAF Member National Authority is responsible - by its legal status, its recognition from ISAF and its own constitution – for sanctioning, promoting, expanding and strengthening sailing in its country. The reason for an MNAs existence is to serve the athletes of its country. As there can be only one national governing body for the sport, no organized activity related to sailing should be outside the federation's awareness and control.

The international obligations of an ISAF MNA include basic constitutional obligations which are conditions of membership as well as a long list of special obligations which are designed to ensure the fair and uniform operation of sailing in all parts of the world.

## 1. Basic Domestic Responsibilities

- (a) Governing:
- to promote the objects, interest and influence of the Federation
  - to carry out and have respect for the rules, regulations and decisions of the Federation
  - to refrain, and to use reasonable endeavours to persuade others within their area of jurisdiction to refrain from actions that are inconsistent with the objects, rules, regulations or decisions of the Federation
  - to ensure there is no discrimination on grounds of race, religion or political affiliation against any competitor representing a Full member
  - to prevent improper use or abuse of terms such as World, Continental, International or Regional that properly relate to activities recognized by the Federation
  - to promote the sport of sailing and the development of a sailing culture
  - to provide an appropriate administrative structure and services for the functioning of the federation and the sport
  - to undertake proceedings against athletes who may have rendered themselves ineligible and to impose sanctions where appropriate
  - to undertake proceedings against any individual or group who may have violated the rules of the federation and to impose sanctions where appropriate
  - To uphold other rules and regulations governing our sport within its jurisdiction
- (b) Resources:
- to obtain and manage the financial, human and technical resources required for the functioning of the federation and the sport

- to set budgets and maintain financial records
  - to control expenses
  - to arrange for an audit of financial statements
- (c) Communications:
- to maintain good relations with and provide appropriate information to all participants, athletes and other members of the federation
  - to maintain good relations with governmental, sporting, business and other organizations which have an interest in sailing or may be of assistance to the federation
  - to maintain good relations with the media in order to ensure positive promotion of the sport and the federation's activities
- (d) Regattas:
- to promote the development of a program of regattas, this includes staging national championships, to meet the needs of its athletes
  - to choose and organize teams to participate in international regattas
  - to maintain a national calendar of sailing regattas
  - to provide official sanctions for regattas including those organized by other agencies
- (e) Facilities and equipment:
- to ensure that competition venues and equipment meet technical specifications mandated by national and international rules
- (f) Officials and coaches:
- to oversee the recruitment, training, certification / qualification, deployment and control of sailing officials and coaches required to carry out the programmes and activities of the sport
- (g) Medical support:
- to plan and co-ordinate the delivery of sports medicine service to athletes
  - to ensure that a doping control program is implemented in accordance with the rules of ISAF, WADA and relevant national regulations

## 2. International Obligations and Expectations

- To maintain a constitution and use the Racing Rules of Sailing
- to pay an annual fee to ISAF by 1 January each year
- to uphold other rules and regulations governing our sport within its jurisdiction

- (a) Good standing
- Member National Authorities which have met the basic constitutional obligations for a given year are considered to be in good standing with ISAF. As such they are eligible to:
- send representatives with voting rights to the ISAF
  - AGM / General Assembly
  - participate in ISAF's various regattas
  - receive other forms of support from ISAF for which they are eligible

Member National Authorities which are not in good standing are technically ineligible for these and other benefits of ISAF membership.

## 3. Other Expectations of a Member National Authority

- To be represented at an ISAF AGM / General Assembly
- to choose and organize teams to participate in ISAF regattas
- to choose and organize teams to participate in area regattas

### To consider whether to:

- nominate candidates for ISAF elections
- nominate candidates for Continental elections
- propose technical rule changes
- propose constitutional rule changes
- propose regulation rule changes
- nominate candidates to take part in ISAF educational measures for coaches, technical officials, judges and other specialist positions
- to respond, as appropriate, to ISAF
- to participate in the ISAF Training and Development programmes



## 2 Values and Issues



- Unit 5 Safeguarding Participants and Athletes**
- Unit 6 Ethical Issues of Doping**
- Unit 7 Fair Play**
- Unit 8 Violence and Harassment**
- Unit 9 ISAF Ethics Commission**
- Unit 10 Relationship Between Government and Sport**
- Unit 11 Arbitration and Dispute**
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## **Unit 5 - Safeguarding Participants and Athletes**



- 1. Introduction**
- 2. Athletes**
  - (a) Scientific basis of training**
  - (b) Special issues**
  - (c) Sport training and education**
- 3. The UNICEF Safeguarding 'Standards'**
  - (a) Definitions**
- 4. International Standards**
  - (a) The standards**
  - (b) Purposes of standards**
  - (c) Principles**
  - (d) Piloting the standards**

# Unit 5 - Safeguarding Participants and Athletes



## 1. Introduction

What could be more important in sport than ensuring all participants, 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 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 organization 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.

## 2. Athletes

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

An athlete is one who, with identified talent, undergoes specialized 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.

### (a) Scientific basis of training

Aerobic and anaerobic fitness and muscle strength increase with age, growth and maturation. 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.

### (b) Special issues in the 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 periodization 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.

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 a young athlete has very different training requirements from those of an 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.

### (c) 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):

*"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."*

## 3. The UNICEF Safeguarding 'Standards'

Millions of children and young people take part in sporting activities every day across the world. For some children this is purely for recreation and fun. Others may participate in sport for development programmes. For some young people sport may be their chosen future career, either as talented athletes, as coaches or as officials. Sport may also be used as a vehicle for diverting young people from anti-social or criminal behaviour.

Children have the right to participate in sport in a safe and enjoyable environment. Their rights are enshrined in the United Nations Convention on the Rights of the Child.

Over the past 15 years or so victims of all forms of violence in sport have started to be able to have their voices heard and responded to. Previously there has been little questioning of the perception that sport is only a force for good for young people. Until the late 1990 / early 2000s very few sports organizations had put in place systems and structures to respond to complaints about the behaviour of adults or other young people.

We now know enough from research and evidence to be clear that sport does not always take place with a focus on children's rights at its centre, or sometimes fails to fully consider the risks to children, leading to organizational cultures that

don't allow for the discussion of harm and abuse. There are also some risks to children and young people which are unique to sport such as the increased risks of all forms of abuse to elite young athletes and the risks of hazing. Many sport for development programmes are provided to extremely vulnerable children who may be affected by violence and abuse in their daily lives and for whom sport should be a safe haven. We should all seek to ensure that sports provision to these young people takes place in safe environments.

Development and implementation of these (draft) Standards will be the first tangible output by the partnership of organizations working together for the Beyond Sport Summit and lay the foundations for a holistic approach to ensuring children's safety and protection in all sports contexts internationally.

### (a) Definitions

- Safeguarding refers to the actions we take to ensure **all** children are safe from harm when involved in our clubs and activities
- Child protection is a set of activities that are required for **specific** children who are at risk of / or are suffering significant harm
- Abuse refers to the acts of commission or omission that lead to a child experiencing harm
- Harm refers to the negative impact or consequences upon the child of those actions

## 4. International Standards

These draft standards are a first attempt to outline the things that should be put in place by any organization providing sports activities to children and young people. The Standards can be used as a benchmark of good practice to work towards and should not be seen as an end in themselves.

They reflect international declarations, the United Nations Convention on the Rights of the Child, relevant legislation, government guidance, existing child protection / safeguarding standards and good practice, and will be further informed through an action research process, by a diverse range of perspectives from different countries and stakeholder groups.

These Standards represent collective good practice at a point in time and will be subject to periodic review to ensure they reflect developments within safeguarding practice.

### (a) The standards

- policy
- procedures, personnel and systems
- minimizing risks to children
- guidelines on behaviour





- equity
  - communication
  - education and training
  - engagement with advice and support
  - working with partners
  - involving children
  - monitoring and evaluation (M&E)
- (b) Purpose of standards
- to help create a safe sporting environment for children wherever they participate and at whatever level
  - to provide a benchmark to assist sports providers and funders to make informed decisions
  - to promote good practice and challenge practice that is harmful to children
  - to provide clarity on safeguarding children to all involved in sport
- (c) Principles
- all children have the right to participate, enjoy and develop through sport, in a safe and inclusive environment, free from all forms of abuse, violence, neglect and exploitation
  - everyone, both organizations and individuals, service providers and funders, has a responsibility to support the care and protection of young people
  - organizations providing sports activities to children and young people have a duty of care to them
  - there are certain factors that leave some children more vulnerable to abuse, and steps need to be taken to address this
  - children have a right to be involved in shaping safeguarding policy and practice
  - organizations should always act in the best interests of the child
  - everyone has the right to be treated with dignity and respect and not be discriminated against based on gender, race, age, ethnicity, ability, sexual orientation, beliefs, religious or political affiliation
  - the processes and activities for the creation, development and implementation of safeguarding measures should be inclusive

Please note that whilst these standards have been developed in relation to children (aged under 18) they can also provide a valuable framework for good practice in relation to other stakeholder groups such as young or vulnerable adults.

(d) Piloting the standards

A number of the organizations represented at the joint initiative of work at the Beyond Sport Summit 2012 have agreed to pilot these Standards. For more details on the current updated standards and what you can do to

plan to implement them in the work of your MNAS, please contact the ISAF Training and Development Department [training@isaf.com](mailto:training@isaf.com)

## Unit 6 - Ethical Issues of Doping



### 1. Introduction

### 2. Ethical Issues

### 3. Principles Applied to Formulating Doping Regulations

#### (a) Athlete welfare

#### (b) Equity

#### (c) Sailing competitions are for the athletes

### 4. Human Rights

# Unit 6 - Ethical Issues of Doping



## 1. 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 (eg anabolic agents), if not for a medically justified reason, may be illegal in many countries.

## 2. 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 we as a sport governing body is 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.

## 3. Principles Applied To Formulating Doping Regulations

Three principles are:

### (a) 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.

### (b) 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 penalize 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).

### (c) Sailing competitions are for the athletes

The third principle underlies the second. Competitions are between athletes and 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 skillful they become, unless they use the technique or drug.

## 4. Human Rights

The purpose of a doping control program 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 the MNAs and ISAF, those conducting the testing should discharge their obligations in a manner which respects the jurisdiction of ISAF.

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.

# Unit 7 - Fair Play



## 1. Introduction

## 2. The Rules

## 3. The Sporting Spirit - Theory into Practice

## Unit 7 - Fair Play



### 1. Introduction

At 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 competition “in the true spirit of sportsmanship”.

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, race officials, judges, medical officers and others. 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 ie 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 socialization process of human beings.

### 2. 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.

The oaths 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.

### Breaking the Rules

Some players deliberately break a rule and accept the penalty because it would be more advantageous. A deliberate intention to break rules, even if the penalty is readily accepted, is contrary to the ISAF Racing Rules of Sailing and attracts a severe penalty.

### Unfair Judging

Sometimes mistakes are made in judging. 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. 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.

### 3. The Sporting Spirit - Theory into Practice

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 values 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.

## Unit 8 - Violence and Harassment



### 1. Introduction

### 2. Violence in Sport

#### (a) Violence among athletes

### 3. Harassment in Sport

#### (a) Prevalence, risks and consequences

### 4. Strategies to Prevent Violence and Harassment

# Unit 8 - Violence and Harassment



## 1. Introduction

In its role of promoting and protecting athletes' health, the IOC Medical Commission recognizes 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 organizational 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 organizations. 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 organizations 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.

## 2. 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. Of course, violence has news value. The occurrence of violence must be treated seriously.

### (a) 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.

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 Sport.

## 3. 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 organizational 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 victimization of lesbian, gay, bisexual and transgendered people.

### (a) 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.

## 4. 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 organization 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 organization to take prompt, impartial and fair action when a complaint or allegation is made. It also allows the organization 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 minimize opportunities for sexual harassment and abuse and unfounded allegations.

All sport organizations 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 program on harassment and abuse in their sport(s)
- promote and demonstrate 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 (eg 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 organization
- 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 organization or in the law

MNAs 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



## **Unit 9 - ISAF Ethics Commission**



- 1. Introduction**
- 2. ISAF Ethics Commission**
- 3. Betting and Anti-Corruption**

## Unit 9 - ISAF Ethics Commission



### 1. Introduction

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 organizations.

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.

### 2. ISAF Ethics Commission

The ISAF Ethics Commission was created in 2012 to uphold the principles of the ISAF Code of Ethics in accordance with its Terms of Reference:

- (a) promote ethical behavior within ISAF and the sport of sailing generally
- (b) keep the ISAF Code of Ethics under review and propose any amendments it may consider necessary
- (c) carry out investigations into complaints submitted under the ISAF Code of Ethics and make reports to the Executive Committee (or Council if a report concerns a member of the Executive Committee)
- (d) advise ISAF and its members on the proper application of the Code of Ethics (including by issuing guidance); and provide confidential guidance on request concerning a questions of ethics

Where can I find out more about the ISAF Ethics Commission?

Go to: [www.sailing.org/about/committees/executive/ethics\\_commission.php](http://www.sailing.org/about/committees/executive/ethics_commission.php)

### 3. Betting and Anti-Corruption

The integrity of sport depends on the outcome of sporting events and competitions being based entirely on the competing merits of the Participants involved. Any form of corruption that might undermine public confidence in the integrity of a sporting contest is fundamentally contrary to the spirit of sport and must be eradicated at all costs.

The International Sailing Federation has adopted these rules as a means of safeguarding the integrity of the sport of Sailing by (i) prohibiting any conduct that may impact improperly on the outcome of its events and competitions and (ii) establishing a mechanism of enforcement and sanction for those who, through their corrupt conduct, place the integrity of the sport at risk.

The International Sailing Federation is committed to taking all practical steps within its power to prevent corrupt practices undermining the integrity of the sport of sailing.

ISAF Appendix 5 – Betting and Anti-Corruption was introduced in May 2012 to establish rules on betting and anti-corruption.

Where can I find the ISAF Appendix 5 – Betting and Anti-Corruption?

Go to: [www.sailing.org/documents/regulations/isafregulations/index.php](http://www.sailing.org/documents/regulations/isafregulations/index.php)

## Unit 10 - Relation Between Government and Sport



### 1. Principles of Autonomy

## Unit 10 - Relation 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 participants 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, teachers and volunteers
- help ensure adequate training systems and services for all participants
- help organize 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 through 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 organizations. ISAF hopes for and encourages harmonious collaboration between sport organizations and public authorities.

A healthy relationship between government and sport organizations 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 organizations financially and technically responsible and accountable
- needs of both government and sport organizations mutually respected and met.

### 1. Principles of Autonomy

Collaboration between governments and sport organizations must follow an approach on partnership rather than subordination, with total and mutual respect for the autonomy of these

organizations and their respective powers, prerogatives and remits. It is precisely this balance which, if respected, will best foster the development of sport in each country in a concerted and complementary manner.

This means that public authorities must respect the autonomy of sport organizations (in particular NOCs and national sport federations) and must in no way intervene in or interfere with the internal affairs of these organizations. The internal operating procedures, decision-making mechanisms, running of meetings, election methods, etc. fall within the remit of these organizations themselves and must be defined in their own statutes (adopted by the general assembly of each organization) 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 organizations 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 organization 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 organizations; rather they should work complementarily and jointly on developing these organizations and hence sport activity in general.

## Unit 11 - Arbitration and Dispute



### 1. Settling Sport Related Disputes

#### (a) Arbitration in general

### 2 The Court of Arbitration for Sport (CAS)

#### (a) What kinds of dispute can be submitted to the CAS?

#### (b) Who can refer a case to the CAS?

#### (c) Under what conditions will the CAS intervene?

#### (d) How is the arbitration set in motion?

#### (e) Can parties be represented during the proceedings?

#### (f) How are the arbitrators chosen?

#### (g) How does the CAS arbitration procedure work?

#### (h) What law do the arbitrators apply?

#### (i) How much does the arbitration cost?

#### (j) How long does CAS arbitration last?

#### (k) What is the scope of an award pronounced by the CAS?

#### (l) Is it possible to appeal against a CAS award?

#### (m) What is CAS mediation?

#### (n) How does CAS mediation work?

# Unit 11 - Arbitration and Dispute



## 1. 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 commercialization, media impact and internationalization. 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 organizations 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 specialized institutions in the area of sport, such as the Court of Arbitration for Sport (CAS).

To do so, sport organizations 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.

All disputes which cannot be settled amicably or through local arbitration or mediation should be submitted to the Court of Arbitration for Sport (CAS).

### (a) 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 judgments of state courts in civil matters.

## 2. The Court of Arbitration for Sport (CAS)

The Court of Arbitration for Sport is independent of any sport organization 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 judgments 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 decentralized offices are also available to the parties, one in Sydney, Australia, the other in New York, United States.

### (a) 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 (eg a sponsorship contract) or of a disciplinary nature following a decision by a sport organization (eg a doping case).

### (b) 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, organizers of sport events, sponsors or television companies.

### (c) 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 organization. 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.

### (d) 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 organization concerned.

### (e) 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.

### (f) 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.

### (g) 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).

### (h) 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.

### (i) 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.

### (j) 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.

### (k) 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.

### (l) 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 (eg violation of the right to a fair hearing) or incompatibility with public policy.

### (m) 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.

### (n) 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.





## **Unit 12 - Environmental Sustainability**



- 1. Introduction**
- 2. International Regulations Commission**
- 3. Initiatives and Guidelines**

# Unit 12 - Environmental Sustainability



## 1. Introduction

ISAF continuously reviews its environmental plan which should encourage sailors around the world to protect and restore our oceans and coastal waters.

The aim of this project is also to present a realistic plan to position ISAF as a Federation which cares about the environment and is seriously willing to make our Sailing Community aware and knowledgeable of the problem, and willing to carry out activities that will help to improve and protect our environment, especially in areas and surroundings where our sport is concerned ie lakes, rivers, the sea, beaches, sailing venues, boat factories or in fact the transportation of boats.

Since 2013 all ISAF Publications, include on its first page the following message:

*“As the leading authority for the sport, the International Sailing Federation promotes and supports the protection of the environment in all sailing competitions and related activities throughout the world”*

## 2. International Regulations Commission

The International Regulations Commission has been established and appointed by the ISAF Executive Committee in accordance with Regulation 8 to advise on matters related to the regulation of recreational boats or craft by government actions or otherwise.

Terms of Reference (a) and (b) of the International Regulations Commission say that The Commission shall:

- (a) monitor any legislation or actions by international or national institutions and national Governments or other similar bodies which affect the navigation, manning, construction, equipment, safety and use of recreational craft or the environment and take (in conjunction with National Authorities and other bodies representative of the users of all types of recreational craft) appropriate action in regard thereto;
- (b) represent the interest of ISAF, its Member National Authorities and all users with International Maritime Organization (IMO) and other international or national Institutions which concern navigation, manning, construction, equipment, safety and use of recreational craft in conjunction with, if appropriate, National Authorities and other bodies representative of the users of all types of recreational craft

As an example of the Commission's work on environment it is worth mentioning the document

**Development of International Measures for Minimizing the Transfer of Invasive Aquatic Species through Biofouling of Ships** [www.sailing.org/images/content/awards/BLG\\_16\\_5.pdf](http://www.sailing.org/images/content/awards/BLG_16_5.pdf), submitted to the IMO by Australia, the Netherlands, New Zealand, the United Kingdom, the International Council of Marine Industry Associations (ICOMIA) and ISAF, and approved in 2012 by the Maritime Environment Protection Committee (MEPC), IMO's senior technical body on marine pollution related matters. This document is a guidance for minimizing the transfer of invasive aquatic species as biofouling (hull fouling) for recreational craft.

The International Regulations Commission also provides regular input to the IMO in a variety of environmental issues, among others, the designation of **Particularly Sensitive Sea Areas** [www.imo.org/OurWork/Environment/PollutionPrevention/PSSAs/Pages/Default.aspx](http://www.imo.org/OurWork/Environment/PollutionPrevention/PSSAs/Pages/Default.aspx), areas that “need special protection through action by IMO because of its significance for recognized ecological or socio-economic or scientific reasons and which may be vulnerable to damage by international maritime activities”.

How can you find out more about the International Maritime Organization?

Go to: Introduction to the IMO  
[www.imo.org/About/Pages/Default.aspx](http://www.imo.org/About/Pages/Default.aspx)

## 3. Initiatives and Guidelines

ISAF aims to publish and share relevant worldwide environmental initiatives in order to raise awareness of the current issues that affect our seas, oceans, lakes and rivers. A list of websites dedicated to this purpose is published in the ISAF environmental site.

ISAF has also published a series of guidelines which aim to provide sailors, race organizers, race officials, and any other person interested in the world of sailing, the necessary information to raise awareness, educate and help reduce the environmental impact from sailing:

- (a) ISAF Guidance for training centres on good environmental practice, [www.sailing.org/tools/documents/ISAFEnvironmentalGuidelinesForSailingVenues-%5b9983%5d.pdf](http://www.sailing.org/tools/documents/ISAFEnvironmentalGuidelinesForSailingVenues-%5b9983%5d.pdf) a guidance for sailing training centres for good environmental practice. The content is summarized as follows:

- introduction
- pollution control
- waste management
- energy and water use
- wildlife and conservation

In sections ii, iii and iv a summary is given of “Quick Wins” and “Long Term” measures that can be taken to address each issue.

This document although written specifically for Training Centres can also be applied by sailing clubs or any sailing venue.

- (b) ISAF Green event guidance [www.sailing.org/tools/documents/ISAFGreenEventGuidance-%5b9984%5d.pdf](http://www.sailing.org/tools/documents/ISAFGreenEventGuidance-%5b9984%5d.pdf) A guidance provided for each role in a sailing event (Race Organizer, Race Officials, Competitors and support crew) aimed to ensure that environmental issues are taken into consideration during its planning, staging and aftermath. This guidance is split into three phases: pre-event, during the event and post event. For Race Organizers, who take more responsibility weight there are also suggestion actions graded Level 1(Basic, fundamental measures), Level 2 (measures requiring greater investment of time/money and resources) or Level 3 (measures which require significant investment of time / money and resources but which ensure that the event meets the highest environmental standard).
- (c) ISAF Code of environmental friendly behaviour [www.sailing.org/tools/documents/ISAFCodeofEnvironmentalFriendlyBehaviour-%5b7289%5d.pdf](http://www.sailing.org/tools/documents/ISAFCodeofEnvironmentalFriendlyBehaviour-%5b7289%5d.pdf) A one page document with basic advice on good environmental practice for any sailor around the world.
- (d) Offshore racing environmental code [www.sailing.org/tools/documents/EnvironmentalGuidelinesforOffshoreSailing-%5b9820%5d.pdf](http://www.sailing.org/tools/documents/EnvironmentalGuidelinesforOffshoreSailing-%5b9820%5d.pdf) A guideline on good environmental practice for Offshore Races.

How can you find out more about good environmental practice?

Go to: ISAF and the Environment  
[www.sailing.org/about/environment/index.php](http://www.sailing.org/about/environment/index.php)



# 3 Management



**Unit 13 Governance of Sport Organizations**

**Unit 14 Risk Management**

**Unit 15 Key Roles**

**Unit 16 Constitution and Organization**

**Unit 17 Operating Environment**

**Unit 18 Planning**

**Unit 19 Working with Volunteers**

**Unit 20 Financial Resourcing**

**Unit 21 Marketing and Media (Communication)**

**Unit 22 Working with the Media**

**Unit 23 Sponsorship**

**Unit 24 Organization of Events**

**Unit 25 Technical / Equipment**

**Unit 26 Offshore and Oceanic Sailing**





## **Unit 13 - Governance of Sport Organizations**



### **1. What is Governance?**

- (a) The board and management structure**
- (b) Duties of the Executive Board**
- (c) Values, mission, aims and objectives of the organization**
- (d) Developing strategy**
- (e) Managing and monitoring risk**
- (f) Management structure**
- (g) Succession planning**
- (h) Compliance**
- (i) Integrity of accounting systems**
- (j) Monitoring and evaluating performance**

### **2. Key Principles of Good Governance**

- (a) Board leadership**
- (b) The board in control**
- (c) Board review and renewal**
- (d) Board and board member integrity**
- (e) Board openness**
- (f) Adherence to constitution**
- (h) Good governance culture**
- (i) Good partnership model**

# Unit 13 - Governance



## 1. What is Governance?

*“Because sport is based on ethics and fair competition, the governance of sport should fulfill the highest standards in terms of transparency, democracy and accountability”* Jacques Rogge, IOC President

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. Who in a sport organization is ultimately responsible?

- (a) The Board and management structure  
Sport organizations 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 organization.
- (b) Duties of the Executive Board  
The Organization 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 organization
  - act fairly
  - comply with the law and act in the interests of the stakeholders
  - exercise objective judgment in corporate affairs, independently from management
  - devote sufficient time; and
  - have access to accurate, relevant and timely informationThis 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 organization makes use of modern management techniques and utilizes those tools to understand and monitor the business of the organization. These can be summarized as follows:
- (c) Values, mission, aims and objectives of the organization  
You and your Board should periodically review the values, mission, aims and objectives of the organization. For example, ISAF may

do this after the General Assembly. What is important is that these are communicated throughout the organization and that everyone abides by them.

- (d) Developing strategy  
All effective organizations 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 organizations, 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.
- (e) Managing and monitoring risk  
The Board must also ensure that it carefully monitors the risks facing the organization. This is achieved by ensuring that there is a robust risk management process in place so that all possible risks are anticipated.
- (f) Management structure  
The Board has a responsibility to ensure that there is an effective and efficient management structure in place and this includes appointing people to key positions, fixing appropriate remuneration for them and ensuring that their performance is kept under review.
- (g) 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.
- (h) Compliance  
The Board must ensure the compliance of the organization in areas where this is appropriate, such as compliance with:
  - local and national laws
  - the Constitution and Regulations of ISAF
  - the organization's own constitution
  - best practice, such as with regard to the conduct of the Board and management, or conflicts of interest
  - WADA Code
- (i) Integrity of accounting systems  
The Board must ensure the integrity of the organization's accounting system and regular, transparent reporting on the state of the organization's accounts. This will include independent, annual auditing of the organization'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 organization. There should be regular, up-to-date and clearly presented financial reporting.

- (j) Monitoring and evaluating performance  
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

## 2. Key Principles of Good Governance

- (a) Board leadership  
Every organization 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 organizations, 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.
- (b) The Board in control  
Your Board should be collectively responsible and accountable for ensuring that the organization 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, eg 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 organization. A culture of good risk management should pervade the organization, 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 organize itself to discharge them effectively. In addition, individual Board member duties and responsibilities should be clear.
- (c) Board review and renewal  
The Board should periodically review its own and the organization's effectiveness. Reviewing the performance of the organization as a whole through performance indicators and external review is critical in effective organizations.  
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 organizations. It is important that lessons which emerge are acted upon by all parties.  
Many organizations have constitutions 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 organization's needs in terms of the skills of its Board members, there is often a willingness to recruit such persons onto the Board. Many organizations also have a clause in their constitution, 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.
- (d) Board delegation  
The Board should set out the role and function of sub-committees, the officers of the organization (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, terms of reference wherever appropriate; and
  - monitoring performance of the organization as a whole, the Board, staff members and its Sub-committees
- (e) 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.



- (f) 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.  
The organization must be open, accountable, and wherever possible, involve stakeholders. For example, more and more organizations 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.
- (g) Adherence to constitution  
If it is not out of date, it should be adhered to. However, once agreed, it should be strictly observed.
- (h) 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 organizations are appropriately led by the Board. Furthermore, linking operational and strategic objectives will significantly contribute to good organizational practice.
- (i) 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 organization and that you and your Board buy into this principle.  
This can be demonstrated in an organization by:
- meeting agendas. Agendas are the window to the governance culture that pervades the organization. Do they and supporting materials give the Board a true picture of the organization which will enable them to make correct decisions in a timely manner?
  - clear presentation of information at meetings which are held regularly
  - an on-going awareness of the Board's governance responsibilities, which you also understand
  - a willingness to confront issues; and
  - an awareness of risk
- (j) Good partnership model  
A well-run organization depends on a wholesome partnership between the Board,

led by the Chair /President, and the team that runs the organization. Of key importance is the relationship between the Chair and the person responsible for managing the organization, ie 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 organization. Strong leadership occurs if both parties work hard to achieve this wholesome working relationship.

## Unit 14 - Risk Management



### 1. Health and Safety

#### (a) Tools

### 2. Insurance

#### (a) Indemnification and waivers

#### (b) Professional indemnity insurance

#### (c) Public liability insurance

#### (d) Player accident insurance

#### (e) Directors' and Officers' liability insurance

### 3. Risk Assessment

#### (a) Risk evaluation

#### (b) Risk register

# Unit 14 - Risk Management



## 1. Health and Safety

Sport in its nature contains risk involving 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 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 organization. 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:

- 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 monitored 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
- coaches should be trained, with relevant certification / qualifications

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 organization’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 organization are aware of their

responsibilities in this area. Ignorance of the law is no excuse!

### (a) Tools

When auditing the health and safety of your organization, 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 certified / qualified for the level of activity they are tasked with delivering?
- 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 and those legally responsible for them 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?

## 2. Insurance

As suggested above, sport includes risks that vary from minor legal disputes to major events, even - death. It is therefore good management to accept these risks and take prudent measures to control them.

### (a) 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 minimize the risk to your organization in the event of a lawsuit. Every contract you sign should indemnify your organization 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 organization. Typically, a waiver asks the member to acknowledge the risk of injury and death and release the organization 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.

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 organizer, should be protected with appropriate insurance. Many sport organizations provide insurance for public liability, professional indemnity and / or personal accident for all members. Members should check with their organization 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 organization 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 delivered, played and managed because they have an interest:

- in seeing rules which reduce the risk of injury and the risk of liability
- in seeing appropriate 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
- in seeing evidence of coaches being trained and qualified

The following types of insurance should be considered where appropriate.

### (b) 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 organization take out professional indemnity insurance to cover coaches, medical officers and trainers, or any other persons giving professional advice or imparting skills.

### (c) 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 organizations 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 organization. This insurance provides indemnity to your organization 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 organization 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 organization which it is meant to protect against loss. It is prudent to define the insured as all the members of the organization. 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.

### (d) Player accident insurance

Insurance for sport participants is now recognized 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
- (e) Directors' and Officers' liability insurance
- This form of insurance is designed for executive members and directors of clubs and organizations who can be sued by their own organization for acts of negligence. In these cases, it is alleged that they have breached the duty of care owed to their organization. Such insurance is of particular importance to organizations which have large financial turnovers or taxation liabilities.

### 3. Risk Assessment

Although each organization is unique, certain risks are common to most sport organizations. You should consider the following when assessing risk:

#### Effectiveness of the Board

Since the Board provides strategic direction for the organization and is the final arbitrator on what your organization 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 organization 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 organization cannot be under-estimated. In order to evaluate the risks associated with your financial environment, consider the following. Does the organization 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 organization. The organization 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 organizations.

#### Operating effectiveness and efficiency

The way your organization 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 organization 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 organizations. When assessing risk in this area, ask the following questions. Does your organization have clear and transparent accounting procedures? Does the organization have financial controls in place? Is there a risk that these controls may be circumvented by those in authority? Can the organization account for all of its revenue and expenditure? Does the organization offer audited accounts to its stakeholders?

#### Legal risks

The manner in which your organization 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 organization 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 organization 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 organization'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 organization, such as financial responsibility for major events. Finally, there may be systems, such as computer systems, on which the organization 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?

#### (a) Risk evaluation

In order to identify potential risks, you should review the past history of the organization. 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 organizations may also highlight potential areas of risk for your organization. For example, if you are aware that funding has been cut to sport organizations 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.

In order to determine the degree of risk, you could use the following equation:

$$\text{Risk} = \text{Likelihood of something happening} \times \text{Impact.}$$

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 minimize 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.

#### (b) Risk register

There are a number of ways of reducing the risks that affect an organization:

- the risk management process itself makes it possible to avoid some risks and to manage others properly
- changes in the way the organization is governed may also mitigate potential risks. If the organization 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 organization. For example, if government policy is turning towards elite sport rather than grassroots sport and your organization supports grassroots sport, you may wish to reconsider the organization'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 organization, it may be possible to take out insurance to cover the risk.

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





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 organization. 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 organization

## Unit 15 - Key Roles



### 1. Introduction

### 2. Key Roles

(a) **President**

(b) **Secretary General / CEO**

(c) **Treasurer**

### 3. Committees

# Unit 15 - Key Roles



## 1. Introduction

Sport organizations 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 and therefore cannot be altered without the agreement of the members of the organization. In addition, a number of committees (or commissions) are common to sport organizations. These usually address the main functions of the organization, although not all are established in all sport organizations.

Most sport organizations 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 organizations 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 organization's constitution. The Board may also contain "ex officio" members, ie members by virtue of another function, such as. 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 organization.

Finally, an organization usually has an administration or management group responsible for the day-to-day running of its operations. Organizations 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 organizations, there may only be the Executive Board and no administration. In this case, the administrative roles will be assumed by the Board members.

## 2. Key Roles

### (a) The President (or Chair)

The main responsibilities of the President may include:

- acting on behalf of the organization between meetings
- implementing decisions made in meetings

- representing the organization'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 organization

In many organizations, 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

### (b) The Secretary General / CEO

In general, the Secretary General / CEO is responsible for the administration of the organization. He or she is a link between the governance, administration and management of the organization. There will be significant differences in the responsibilities of the Secretary General / CEO, depending on whether the post is part-time or full-time, paid or unpaid.

### (c) The Treasurer

The Treasurer is responsible for keeping the accounts and establishing appropriate financial procedures. The Treasurer should work with: the audit committee, which monitors the organization'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 organizations, 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 organization deals
- skilled in financial management; and

- committed to the aims and objectives of the organization
- 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

## 3. Committees

Committees or commissions are appointed by the Executive Board in order to carry out key functions within the organization. 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.

Examples of Committees / Commissions are:

### 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 organization's financial systems and internal controls
- recommends to the Board approval of the organization'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 organization
- 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 organization'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 organization 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 organization; and
- helps women athletes, coaches and officials to achieve their ambitions in the sport

### The Marketing Committee:

- reviews and approves the organization's marketing, advertising and promotional plans
- reviews the performance of the organization's marketing agent(s) on an ongoing basis
- reviews all proposed marketing contracts and makes recommendations
- reviews the organization's non-commercial fundraising plans and activities and makes recommendations
- assesses the effectiveness and adequacy of the organization's marketing resources and makes recommendations regarding resources as required; and
- assists the organization'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 time lines for the selection process
- establishes, with each national sport organization, the specific selection criteria as they relate 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 organizations
- 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 organization appeals against their recommendation



## Unit 16 - Constitution and Organization



### 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 organization's environmental strategies are developed in consultation with community groups and communicated to the public; and
- monitors the organization's activities to determine their compliance with environmental standards

A sport organization may have numerous other committees, covering areas such as nominations, culture and education, sport for all, legal matters, etc.

### 1. Introduction

### 2. Standard Constitution Document

## Unit 16 - Constitution and Organization



### 1. Introduction

The foundation of a Member National Authority is its Constitution – often referred to as the Rules or Statues. The Constitution sets out how the membership of the federation wishes to be organized and function. It sets out the aims and objectives of the MNA and lays down the manner in which it should conduct its business. Once determined and protected in the constitution, the rules must be followed. They can only be changed in a set way which is also laid down in the constitution. The stability of the organization depends on people *“not being able to move the goal posts during the match”*.

### 2. Standard Constitution Document

A standard constitution document is available. The terms suggested in this document can be changed or modified to better suit particular wishes or circumstances.

Where can you find the standard constitution document?

Go to: [www.sailing.org/about/members/become/become-an-mna.php](http://www.sailing.org/about/members/become/become-an-mna.php)

## Unit 17 - Operating Environment



### 1. Your National Sport Structure

### 2. Understanding Your Sport Environment

### 3. Tools

# Unit 17 - Operating Environment



## 1. Your National Sport Structure

To manage your organization effectively, you need to understand your operating environments, both internal and external. This includes having an understanding of where your organization fits within ISAF. It is also important to know where your organization fits into your country's sport system. This will tell you whom you need to work with in order to be successful.

The sport structures of a country are made up of the various organizations that have an impact on sport, either through policy, funding or program delivery. The structures will consist of organizations that are directly related to sport, such as clubs and leagues, and organizations 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 organization. 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, participants, coaches, 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 organization. They may affect your strategy or provide opportunities for partnerships. 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 structure, in developing policy, delivering programmes and providing funding. All of these will affect your organization, 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 organizations responsible for sport in your country will all have a major impact on your organization. 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 organizations 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 organizations, 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.

## 2. Understanding Your Sport Environment

### Evaluating the external environment

Although you are operating within your country's sport structure, each organization 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 organization. Therefore, you need to be aware that the following areas of the operating environment may influence your management:

- (a) Political factors**  
Include legislation and policies, such as those issued by the IOC or the World Anti-Doping Agency;
- (b) 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;
- (c) Economic factors**  
Such as the strength of the economy and the allocation of resources to specific projects meeting government policy objectives; and
- (d) Legal factors**  
Sport organizations do not operate separately from the rest of society and therefore your organization 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 organization

### Evaluating the internal environment

Evaluation of the internal environment should focus on four basic areas:

- (a) Physical resources**  
The actual items at the disposal of your organization, such as equipment or facilities, the age and condition of these items and the potential to use these items to enhance services or benefits;
- (b) 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;
- (c) Financial resources**  
How the organization is financed, the management of income and expenditure and the relationship with key financial stakeholders; and
- (d) 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 organization'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 organization. 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.

## 3. Tools

You should regularly ask yourself the following questions to ensure that your organization 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 organization 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 organization?
- is the policy regarding physical education in schools supportive of entry level 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 organization is effective?



## **Unit 18 - Planning**



- 1. The Elements of a Plan**
- 2. The Project Planning Process**
  - (a) The project leader**
  - (b) The planning group**
  - (c) Idea mapping**
  - (d) Considering the elements of a plan**
  - (e) Formation of plan / strategy**
- 3. Tips on the Planning Process**
- 4. Monitoring and Evaluation**

# Unit 18 - Planning



The most important part of any project is the time spent planning the activity. Good planning can save time, effort and resources. If, as in the case of most MNAs, these are in limited supply, the ability to plan effectively would seem to be an essential management skill. Yet, when asked, many experienced sports leaders will admit that strategic planning is a major weakness in their organization and that their skills are not developed. Perhaps this is because most people would rather be doing something than talking or thinking about it. In some cases it may be because the planning process is not well understood or a normal part of the operational routine.

As a leader in a federation, however, it is your duty to ensure your organization makes the best use of its resources. Good planning can help. As with all skills, your ability to plan effectively can be developed. By analyzing the planning process you can increase your understanding; through regular practice you can improve your proficiency.

## 1. The Elements of a Plan

Just as projects and activities vary, plans can take different forms. Generally speaking, the more resources involved or complex the project the more detailed the plan should be. However, most plans address the following key elements:

- **goals** – what is the project or activity trying to accomplish? What would be considered success?
- **objectives** – what are the operational steps and the tasks involved in achieving them? Which are the critical tasks which must be completed before others can proceed?
- **resources** – What will be required to complete the planned project or activity? (Be sure to consider the human, material and financial resources.) At what stages will these resources be needed? How will the resource requirements be met?
- **organization** – who is involved? Who has overall responsibility? Who is responsible for ensuring the various steps and tasks are completed correctly?
- **timeline** – when are things supposed to start and finish?

## 2. The Planning Process

There is no single way to plan. Planning does not have to be a straight step-by-step task even though that is how a finished plan might look. Very often plans are created through a process which involves having initial ideas, then considering new information, adding, taking away, improve. It is only at the end of the process that a plan 'comes together'. The elements listed below provide a simple guide for the process:

- (a) **The project leader**  
Whatever the project or activity, there is a need for someone to be responsible for the outcome and to lead the project group. This person must be closely involved in the planning and then be able to lead the group through to the completion of its task. You should be satisfied that the person chosen for this role is prepared for the responsibility and committed to the success of the project.
- (b) **The planning group**  
While planning involves quiet thinking and analysis, it normally benefits from a group or team input. By involving a number of people from the start of a project or activity you can build team commitment and ownership of the ideas which emerge.  
Careful thought should be given to the make up and size of a planning group. Enthusiasm, commitment, reliability, experience, knowledge or contacts related to the activity, and ability to work with others are all factors which should be considered. The group should not be too big, as this will affect its ability to work efficiently, but it should be large enough to have credibility with volunteers and other groups who must support the plan in some way.
- (c) **Ideas mapping**  
Many planning groups do not function as well as they should because the ideas and talents of those involved are not fully used. People can be intimidated by a challenging task, by working in a group situation or by individual members of the group. Involving all the group's members in an ideas mapping session before the planning process becomes too formal or structured is one way to increase input and build a team feeling.  
This meeting is designed to generate as many ideas as possible in an allotted amount of time. A small group of people focus on an issue, problem or project and make suggestions. Originality and creativity should be encouraged while criticism and comment on ideas should be discouraged.  
One way to conduct an ideas mapping session is as follows:
  - a brief description of the background of the project or activity is made by the Project Leader
  - all members of the planning group are given a sheet of paper to write down all the factors they think are needed to make the project successful. The time limit should be fairly short – 5 to 10 minutes
  - the ideas are then combined on to a master sheet – a flip chart, marker board

- or chalk board can be very useful here – and discussed by the whole group
- at this point additional questions should arise. These should be encouraged and noted

When the ideas are combined, the planning group will see that some will have overlooked different items or taken a different approach, but together most things will have been covered. Most importantly, each person can see their own ideas being included in the creation of the project and this will help them feel more involved and be more committed to the success of the project.

- (d) **Considering the elements of a plan**  
In the next stage each of the key elements of a plan outlined above must be discussed and reference made to the list of ideas produced in the ideas mapping session. This process will give focus and structure to the ideas. Each element should be carefully considered from the point of view of its relevance to the project and the detail involved. Input from the entire group should be sought and notes should be taken – again a flip chart, marker board etc can be very useful.

Special emphasis should be given to the tasks and steps. A list containing the following information should be constructed:

- tasks
- tasks which depend on the completion of other tasks or activities
- time required for each task
- when each task must be complete
- resources needed for the task
- who will do each task

Often a decision on one step will mean changes to the ideas already given. If the project is important or involves a lot of resources it is essential that this process is not rushed.

Another reason for making sure there is enough time for the planning process is the fact that it may be necessary to carry out some research to answer questions which have come up in this step or during the ideas mapping session. In this case, someone should be assigned to get the information and report back to the group. This means this step could be extended.

- (e) **Getting it down on paper**  
Once the group is satisfied that all the elements of the plan have been properly addressed, the final plan can be written out.

The detail and wording of the final plan should be considered from the point of view of who will need to see it – nobody wants to read volumes about a simple task, yet it should not be assumed that because the planning

group discussed a matter everyone else will understand it.

A flow chart can be effective for presenting the plan. This is a graphic presentation showing the tasks, how they relate to each other and to the timeline of the project.

Remember, time taken at the planning stage is an investment in the success of the project.

## 3. Tips on the Planning Process

When developing a plan it may be helpful to keep the following in mind:

- plan far enough in advance, do not leave it to the last minute
- prepare the plan in close co-operation with those affected by its implementation
- check if the plan is realistic ie can the activities actually be accomplished as the plan describes?
- make sure tasks are manageable.
- when assigning responsibilities, be careful not to overload one individual or group within the organization
- individuals assigned tasks must be able to answer questions such as:
  - what am I being asked to do?
  - what is the expected outcome?
  - when is it due?
  - how much time will it take?
  - what resources and support do I have to complete this task?
- be sure to agree to deadlines for critical tasks and write them into the plan
- spread time-lines over the full period of the plan; most people have a tendency to plan everything for the first or last quarter of the time available

## 4. Monitoring and Evaluation

Monitoring progress and developments during the course of a project and evaluation at completion (or at an agreed point) is a very important part of the planning process.

Monitoring includes:

- measurement of the progress of the overall plan
- identification of any changes needed in the overall plan (additions or deletions), based on the success (or not) of the tasks and the changing environment

Evaluation of the project and the planning process will improve your planning skills. Ideally the original planning group should meet one more time for an honest appraisal of all aspects of the project.





Questions to ask in the evaluation of a project include:

- did we accomplish what we wanted to?
- were the goals realistic?
- how well did things go?
- how might things be done better?
- did people get the information, resources, time, support etc they needed to complete the task they were asked to do?
- were people properly motivated and committed to the plan and project?

## **Unit 19 - Working with Volunteers**



- 1. Assessing the Needs**
- 2. Recruitment**
- 3. Placement**
- 4. Orientation and Training**
- 5. Recognition and Retention**



# Unit 19 - Working with Volunteers



For most MNAs the main human resources are volunteers. Whilst more and more MNAs are taking on paid staff part-time or even full-time, the success of most of their activities is still dependent on the quality and contribution of the volunteer base. Therefore, the ability to recruit and retain volunteers is critical.

It is the responsibility of the MNAs office to ensure that it effectively manages its volunteers and that it assists the organizations in the sport, such as yacht clubs and sailing schools, to develop their volunteer management skills. A thoughtfully planned and developed volunteer management program will enable people to grow and mature with their organization – thereby meeting the needs of both.

## 1. Assessing the Needs

Assessing the MNAs needs means answering the question: 'What volunteers do we actually need to accomplish our goals?' Too often, organizations start recruiting volunteers for a project or activity without determining exactly what type of volunteers are needed and what they are needed for. Determining human resource needs is a key element of the planning process. If proper planning has been carried out, it should be easy to review the following questions:

- what do we want to do?
- how are we going to do it?
- who do we have available to do it?
- who / what do we need to accomplish our plans?
- have we compared what we need with to who is available and interested?

The gap between who is available and who / what is needed provides the direction for recruitment.

## 2. Recruitment

A recruitment program aims at finding the right people to carry out the tasks identified, but it also involves making sure the MNA is seen as attractive by potential recruits. This can start with current volunteers 'talking up' or speaking positively about the MNA. It is much easier to recruit people to an organization which is seen as positive and attractive. Sailing has many positive images associated with excellence, development of youth, healthy and life time sport etc and their value in attracting new volunteers should not be overlooked.

To carry out the recruitment program, a carefully selected individual or team should be assigned responsibility. Their main tasks include:

- prepare a description of the job or task (including an accurate estimate of the time commitment required)

- identify the benefits or rewards
- locate people with the abilities sought and with needs that can be satisfied by working on the job or task
- gain a commitment from the volunteer

Experience has shown that personal contact is by far the most successful method of recruitment. Specific rather than general recruitment is far more successful. The following checklist provides a useful approach for making a personal or direct contact with a potential volunteer.

- media appeals – (newspaper ads, press releases, radio ads, television spots)
- special events – (competitions, exhibitions, training venues)
- printed material – (newsletters, pamphlets, community notice boards)
- speeches or presentations – to schools, yacht clubs, special interest groups
- displays – at shopping centres

Ideally, everyone who is already a volunteer should be able to recruit other volunteers. An MNA could double its volunteer force if each member recruited just one additional volunteer!

## 3. Placement

The volunteer who approaches the MNA or who is recruited by way of a general or indirect call for volunteer assistance must be properly placed. Never knowingly make a bad match. Recruiting a volunteer whose personal needs cannot be met by the MNA, or placing a volunteer in a job which will not satisfy the MNAs needs, will only result in failure. Therefore, the aim of the MNA should be to recruit and place with a win-win philosophy.

A valuable tool for good placement is the position description. Few organizations would consider hiring a paid staff member without a job description, yet too rarely is this seen as important for volunteers. This attitude undervalues volunteers and undermines the effectiveness of the organization. Position descriptions help recruitment as potential volunteers can make an informed decision if they know exactly what they are being asked to do and what is involved. In addition, position descriptions can suggest training needs.

A position description should include:

- position title
- purpose of the position
- tasks require
- responsibilities and authority of the position
- time requirements
- reporting relationship or position supervisor
- benefits and possible rewards

## 4. Orientation and Training

The orientation process begins with initial contact and continues until the volunteer is carrying out assigned duties effectively. An MNAs orientation program should provide:

- enthusiastic welcome
- full and honest information about the MNA
- a clear description of expectations
- an opportunity for the volunteer to get involved immediately.

Many organizations focus the process by conducting orientation sessions to welcome new volunteers, introduce them to their fellow volunteers and explain the job or task to which they have been assigned. Some organizations employ a buddy system where each new volunteer is linked with a more experienced volunteer who is available to answer questions and provide guidance. This 'buddy' is also in a good position to provide feedback to both the volunteer and the organization.

With either approach the information provided to new volunteers should highlight the following aspects about the MNA:

- history
- vision and values, mission and goals
- structure, constitution and by-laws
- programmes and activities (including a 'who's who')
- financial position
- operating policies and guidelines

For certain jobs or positions training may be needed. Training should aim at enhancing specific job skills and helping the volunteer adjust to new responsibilities. An effective training program is also a strong motivator of volunteers. Possibilities for training may exist with local educational institutions or it may be necessary to design a specific program to meet the needs of the MNA. Skilled individuals within the MNA or from other organizations are often extremely flattered and willing to provide training to others.

## 5. Recognition and Retention

Volunteers are extremely valuable and deserve considerable praise and thanks. Sadly they seldom receive such rewards. The media and general public pay tribute to elite athletes, but they forget to mention those who have made it all happen at local, regional and national level – the volunteers. People expect so much from them, but give so little recognition in return.

Retention begins with understanding and valuing what motivates volunteers. People generally volunteer in order to satisfy personal needs. These needs may include:

- feeling a part of something special or important
- giving back for something they received from sport
- using specialized skills
- desire for challenge and personal growth
- learning
- public or community service
- a sense of belonging
- recognition and status
- power and control
- meeting new friends
- reducing loneliness

The key to retaining volunteers is to identify and respond practically to what motivates them. For example:

- if the need is for social interaction, provide opportunities for meeting people in social settings. The MNA may decide to include a social component in all meetings and business events.
- if the need is for personal growth, provide opportunities for learning new skills or assuming additional responsibilities. The MNA may decide to schedule training events or consider promotional opportunities.
- if the need is for recognition or status, provide public praise and assurance that volunteers are making a significant contribution to the MNA. Ways to recognize the contributions of volunteers include:
  - a public thank you, personal thank you, thank you letter
  - press releases
  - acknowledgement in reports
  - service pins
  - long service awards
  - excellence awards
  - recognition dinners or events
  - sponsorship to attend international events

This chapter contains material taken with permission from a booklet entitled *Getting Things Done* and two home study packs entitled *Motivation and Teambuilding* and *Leadership and Delegation* which are part of the English Sports Council and National Coaching Foundation "Running Sport" program.



## Unit 20 - Financial Resourcing



### 1. Fees and Levies

### 2. Grants

- (a) ISAF APP program
- (b) National Olympic Committees and Olympic Solidarity
- (c) Other organizations
- (d) Fundraising

### 3. Fundraising

- (a) Methods
- (b) Basic principles of fundraising
- (c) What you must know
- (d) Avoid these common fundraising errors

# Unit 20 - Financial Resourcing



Sport cannot exist and develop without financial resources. MNAs may not feel they have the capability or experience to solicit the funds which their organization requires. They would rather be spending money on developing sailing than raising significant sums on a regular basis. However, the task of generating revenue is vitally important and it must be given the priority and attention required for success.

If MNAs do not have a committee or one or more officers to take on responsibility for financial resourcing, it is important to have an understanding of this work so they can do it themselves or so they can oversee the work of others.

## 1. Fees and Levies

A major source of income for many MNAs is levies and fees on activities. These include:

- registration fees for athletes / coaches
- affiliation fees for yacht clubs, sailing clubs, schools
- sanction fees for yacht clubs staging events / competitions
- fees for athletes with individual sponsorships
- membership fees for all sailors

In each case the amount which is charged must be carefully considered so that it does not discourage the activity. It is no good charging athletes a huge amount to register if they decide that they cannot afford it and take up another sport!

It is also important that those paying understand the services / benefits which the MNA provides them, in other words, what they are getting for their money. This means that the MNA must communicate the value of the services it provides effectively to those asked to pay.

## 2. Grants

Grants for MNAs are obtainable from various sources, but normally, only if specific criteria are met. To avoid wasting time it is essential to check the details with potential sources and follow their procedures.

### (a) ISAF APP program

The ISAF Athlete Participation Program (APP) was introduced in 2002 to assist athletes from developing sailing nations with the costs associated with attending an event. The World Youth Sailing Trust supports the APP by supplying world class coaching to the sailors at the ISAF Youth Worlds.

### APP history

Since the program began in 2002, the Athlete Participation Program has enabled over 150 sailors to compete in the 2002

and 2006 editions of the ISAF World Sailing Games and every ISAF Youth Sailing World Championship since 2003.

Thanks to APP funding, nations including the Cook Islands, Cuba, El Salvador and Paraguay have been able to compete at the ISAF Youth Sailing World Championship for the first time.

The future for the program is exciting as the applicant numbers increase and there is a greater diversity from the countries which apply.

Where can you find out more about sailors supported through the years

Go to: APP History  
[www.sailing.org/sailors/app/index.php](http://www.sailing.org/sailors/app/index.php)

### How it works

The Athlete Participation Program allows athletes, via their MNA, to apply for support in a number of different ways.

### Event coaching / support

Athletes who attend the event without a coach or team leader can apply for coaching support which is provided by the World Youth Sailing Trust [www.sailing.org/about/wyst/index.php](http://www.sailing.org/about/wyst/index.php)

### Entry fee subsidy

Applicants can apply for help with the entry fee. They can either ask for help with the whole amount or part of the cost of the entry fee.

### Travel subsidy

To assist in covering the expenses of the athlete's travel, you may apply for a Travel Subsidy to cover either part or the entire cost of their travel. ISAF will reimburse the cost of the expenses upon receipt of the necessary travel documents.

### How to apply for APP funding

Applications for APP funding must be made through ISAF Member National Authorities (MNAs). Details of the application process will be sent direct to MNAs and you can contact the ISAF Secretariat [secretariat@isaf.com](mailto:secretariat@isaf.com).

### (b) National Olympic Committees (NOCs) and Olympic Solidarity

IOC Olympic Solidarity (OS) makes funding available to all National Olympic Committees in a number of 'World Program areas' including:

### Athletes:

- Olympic Scholarships for Athletes (Olympic Games of that Quadrennial period)
- Team Support Grant
- Continental Athlete Support Grant
- Youth Olympic Games – Athlete Support

### Coaches:

- Technical Courses for Coaches (Short term coach education)
- Sport Specific raining Scholarship (medium term coach education)
- Development of a National Sports Structure (Long term national program development)

Contact the ISAF Training and Development department [training@isaf.com](mailto:training@isaf.com) for more details on any of these programmes or for help in applying for IOC Olympic Solidarity funding.

The NOCs can use this funding to assist any Olympic sport in their country, including sailing. Contact your NOC Secretary General for further information.

### (c) Governments

Each country has its own system of national and local government support for sporting organizations. In many countries governmental support is available. MNAs should be informed and up-to-date on eligibility requirements and application procedures. Initial contact for the development of a project can be made through the ministry responsible for sport.

### (d) Other organizations

As the situation regarding charitable and community support organizations which make grants to sports organizations varies from country to country, it is important for MNAs to inform themselves on possibilities and procedures in this area as well.

## 3. Fund Raising

Fund raising is asking. While the ease of raising substantial funds depends on the economic and social conditions in a country, the basic principles of fund raising by donation are the same everywhere.

The object of fund raising is to obtain donations or patronage, in which the donor does not directly seek a commercial return. Giving simply makes the donor feel good. The main task, therefore, is to convince potential donors that they are being asked to contribute to a worthwhile cause.

### (a) Methods

There are two main methods for fund raising by donation:

### Appeals

It is possible to "appeal" to a group of people, companies or even to the whole country, for assistance which will enable a team to compete at an event or to help athletes in some form or other. Success in an appeal depends on having a group of well prepared, enthusiastic helpers and an effective promotional campaign. If it is done correctly, an appeal has the added value of providing an opportunity for donors to feel positively associated with the athletes or team, the sport and the MNA.

### Activities

People may be more inclined to give to a cause through an activity which they can enjoy. Activities to be considered are awards banquets, lotteries, auctions, discos, quiz evenings, casino evenings. Sponsored runs or other 'marathons' such as walking are also possibilities. Again, in each case success depends on the helpers and the promotional campaign. It is also important to communicate the value of the cause and to ensure that participants are asked to give in a number of ways.

### (b) Basic principles of fund raising

#### Know your cause

Ensure you have an urgent, specific need that will provoke giving and a project which will obviously meet that need. Outline the benefits to the MNA, the community and the donor.

#### Plan and Co-ordinate

It is important that all aspects of a fund raising appeal or activity are well planned. Successful fund raising combines three essential elements in an effective relationship:

- preparation of a complete plan,
- organization of groups of helpers selected and trained for specific tasks,
- education of everyone involved – askers and givers.

#### Consider the cost implications

Most fund raising appeals and activities will involve an initial investment on the part of the MNA and these should be looked at in relation to the expected benefits. Possible areas of expense include:

- training of volunteers
- prizes (for lotteries etc)

#### Publicize and promote

Advertisements, posters, direct mail.

#### Make your campaign fast and furious

Successful fund raising inevitably involves an intensive, to-the-point campaign that is confined to a specific time frame.



### Identify donor groups

Specific strategies may be needed to raise funds successfully from each identified donor group. Groups of potential donors include:

- “captive donors” or those already directly involved in sailing (athletes, race officials, coaches)
- “naturally linked donors” (parents and families of athletes, fans, subscribers to sailing publications etc)
- “the community”

### Be honest when targeting prospective donors

It is easy to decide that everybody should give to everything. However, it is just as easy to explain why various people will not give. When you find a reason, put that person on your prospect list.

**Remember: the number of donors in any community is usually no more than 10% of the community's total population.**

(c) What you must know

- what makes your MNA worthy of support
- how to tell people about the value of your MNA and its activities
- how to identify people and organizations who might give
- how to reach potential supporters
- how to get an immediate and positive response
- keep your askers and other volunteer helpers happy
- ensure adequate publicity and promotion
- look for few and big donations
- do not forget to ask for the donation
- acknowledge your donations

(d) Avoid these common fund raising errors

- pretending your MNA or the people involved know more than they really do about fund raising
- not making a campaign a priority of the entire MNA
- prematurely initiating an appeal by way of poor or non-existent planning, wrong scheduling, failure to complete tasks adequately
- choosing the wrong leader
- poor targeting, not recognizing natural and most-likely-to-respond groups of donors
- conducting a mass anonymous appeal, where it is decided to approach everyone without paying attention to their real interests
- dealing in averages, when an appeal strategy is based on the incorrect idea that everyone giving a certain amount will achieve the target total

- over emphasizing the promotion aspect and failing to plan an effective asking campaign
- letting a campaign drag on

This chapter contains material taken with permission from Sport Leadership Course 1, published by the International Olympic Committee. It also contains material taken with permission from a booklet entitled Raising Money, which is part of the English Sports Council and National Coaching Foundation 'Running Sport' program



## Unit 21 - Marketing and Media (Communication)

### 1. What is Marketing

### 2. The Marketing Team

### 3. Developing a Marketing Plan

#### (a) Overview

#### (b) The product / service

#### (c) The market

#### (d) Communications

### 4. Principles for Effective Marketing Communication

### 5. Logo and Graphic Style

### 6. ISAF Logo

### 7. Measuring Success

# Unit 21 - Marketing and Media (Communication)



Marketing is a key aspect of running a Member National Authority well. It is closely linked with communication, fund raising and sponsorship. As such, it is the basis for promoting the MNA and its activities and securing the resources it must have to function. Therefore, it is important that leaders of MNAs have an understanding of the basic aspects of marketing so that they can contribute to the planning and implementation of marketing activities.

## 1. What Is Marketing?

Marketing can be simply defined as matching up a product or service and its customers. It is a process which combines producing, distributing and selling goods or services. For a commercial company marketing is essential – if they can't get someone to buy what they make or do they will not earn any money. For an MNA, however, the need for marketing may not seem so clear.

Marketing is the way MNAs attract members, funds and other support they require in order to function. All MNAs provide services to their members which is why they exist. How they decide what these services should be, set a price for them, promote them and persuade people to take advantage of them is marketing.

The long term aims of an MNA and of a marketing project are the same – to develop the sport of sailing which includes people of all ages, competing, attending regattas, following the sport through the media etc. Marketing can assist work towards this aim by:

- creating and maintaining a positive image for the sport of sailing and the MNA
- increasing overall participation
- increasing membership
- increasing the number of coaches and officials
- recruiting volunteers to help administer the MNA
- recruiting volunteers to help with regattas and other activities
- getting support from the public for fund raising
- maintaining loyalty

## 2. The Marketing Team

Marketing should be a priority of every MNA and for this reason it is important to appoint a person or group to be responsible for planning and implementing marketing projects. Often this role is taken on by the Secretary General. This is fine if the Secretary General has marketing experience and assists with the work but having responsibility for both marketing and his or her other important duties may mean that neither get the full attention they require.

Ideally, MNAs will have a team responsible for marketing, media relations and sponsorship. The

head of marketing should report to the MNA's Council on a regular basis.

Those involved in marketing should be energetic and committed to the success of the MNA. By working together, they should build a team commitment and ownership of the ideas they want to implement. Ideally, a marketing team should include individuals with links to the MNAs functions in the following areas:

### Leadership

To provide a link to the overall development strategy of the MNA and the ability to make things happen.

### Regattas and events

To ensure that the promotion of regattas and events are fully co-ordinated and reflect the MNAs commitment to them.

### Development, coaching and related activities

To ensure the MNAs services are promoted and developed for the benefit of the customers and the MNA.

### Press / Media

To co-ordinate effective use of the media and other forms of communication.

### Fund Raising and Sponsorship

To make sure that all the MNAs resourcing efforts are co-ordinated and take advantage of the marketing efforts.

Other appropriate individuals and groups to provide additional perspectives and ideas.

## 3. Developing a Marketing Plan

### (a) Overview

Good planning can make a huge difference between successful and unsuccessful marketing. Without planning the tendency will be to let things happen and to be reactive. A marketing plan is not difficult to develop but needs common sense and careful thought about:

- the product or services
- the market or potential customers
- communication to ensure that the two have the opportunity to come together

The point of a plan is to control the message and to make things happen. For each marketing project a specific plan will need to be developed and co-ordinated with the plans for other projects. In general a marketing plan should include the basic elements of a plan:

- goals / objectives
- organization

- resources
- steps and tasks
- timelines

It is important to think carefully about the objectives for a marketing plan. By making these as specific as possible the chances of getting the other elements of the plan right are increased. For example, if the MNAs aim is to increase membership, its objective might be: to increase the number of youth members in a given area by 50 by the end of the current year. Being specific about objectives makes it possible to do three important things:

### To check the realism of the objective

Are there 50 or more youth living in the given area? Does the club and other infrastructure exist to serve them?

### To choose the right products to offer

Youth membership, special regattas, coaching etc.

### To measure the success of the marketing efforts

There is a tendency to make objectives too broad or to try to encompass too much within one objective. Treat each specific objective as a separate marketing project.

### (b) The product / service

Without a product / service there is no point to marketing. Therefore a very important marketing task is to identify the product or service and determine its value. In other words, what is sailing and / or the MNA offering customers? You should identify 'good things' about sailing and how people could be attracted by them. Possibilities include:

### Attributes

Sailing is fun, it is good for your health, it is a way of meeting people, it is a family activity etc.

### Services

The MNA provides coaching, operates a junior competition program, co-ordinates regattas, maintains records etc.

### Regattas

National regattas or other events are exciting and fun. The interest which people have in them provides opportunities for media coverage and for sponsors to promote their products.

Any of these and more, can be legitimate products / services. Once a possibility has been identified, the important thing is to make sure it really is of value, something in which a customer will be interested enough to want to

fit it into their business or life – by using, doing or obtaining it.

The marketing team must decide the best opportunities the MNA has by analyzing the strengths and weaknesses of its product / service possibilities, as well as those of its competitors (other sports and leisure activities). From this analysis the team should be able to identify what makes the federation's best products / services different and better than the competition.

It can be shown how a product / service fits into a potential customer's business or life and how it is different to its competition, then that product / service has a value. A product / service with a real value is marketable and can be the basis for a successful marketing project.

### (c) The market

The market for any product / service is the people or organizations likely to want to use, do or obtain it and who are willing to pay for it in some way. Remember that payment is not always the exchange of cash – it could be the giving of time. It is important to know who exactly will be the customers.

The people who are already taking advantage of related products / services are known as the existing market. Existing markets can be divided into 'soft' and 'hard' support. Examples of soft supporters are weekend sailors or those people who watch regattas. These groups may or may not have supported the MNAs events and activities directly, but they are interested in the sport.

### Existing markets

Existing markets for sailing could include:

- athletes / sailors
- coaches
- officials
- volunteer supporters
- parents / relatives
- spectators / fans
- media
- sponsors
- local and National Government

It is important to understand what motivates 'soft supporters' and what common characteristics they share. This is even more true of the customers for the MNAs own products (the people and organizations who provide 'hard support'). By knowing more about existing markets it becomes possible to identify additional services and products which might be attractive. It is far easier to find out what these groups want and provide it than to try to find and communicate with completely new customers.



Potential markets are also important but it is more of a challenge to market them. It is important, therefore, to give consideration to the particular groups of people the MNA wishes to attract. Groups in the market may be classified according to many different aspects or characteristics including:

- age
- gender
- occupation
- educational background
- professional qualifications
- location (where they live or work)
- other leisure activities
- leisure time available
- age of children

The more that is known about a target group the more it becomes possible to match it with the correct product. It may be necessary to do some market research to learn as much as possible.

(d) Communication

Successful marketing depends on the ability to reach all the people who make up the markets for a product / service, inform them of its availability and persuade to buy it. Effective communication to mass audiences and to carefully targeted is very important.

Make sure you know how your MNAs internal audience sees the organization its products and services. What can you do to positively influence their image? What can you do to encourage them to communicate positively to your potential customers?

A very clear, focused message based on knowledge of the products and target groups is required. A marketing message usually describes good things about sailing and the benefits of the product, for example 'sailing is fun', 'a lifetime sport' or 'the regatta will be the most exciting event happening'. It must also contain supporting information about what is on offer, for example training by certified coaches, good views of the regatta and how these things can be obtained. Care must be taken when putting the message together to ensure it is relevant to the marketing objectives and the target groups. If the aim is to increase family participation then stressing this is an important regatta for elite athletes will not be a motivating factor.

Once you have a message there are a variety of communication tools and techniques to get to the market which include:

- promotional materials – posters, leaflets, brochures etc
- direct mail – of promotional materials
- media advertising – press, radio, television, online
- publicity – media releases and story ideas

- public relations activities – launches, media conferences, photo opportunities
- internal channels – MNA newsletter or club bulletin boards

The factors influencing the choice of communication tools made by the marketing team should include:

- target groups – what are the best ways to reach the target groups?
- cost – can the MNA afford it? Is the communication likely to pay for itself in increased sales / membership?
- other Resource Requirements – does the MNA have the manpower? Are specialist skills needed?
- style of Approach – will this activity / material reflect the right image for the MNA?

For more information on the Planning Process see Unit 18.

**Marketing Project List**

- project leader appointed
- marketing team identified
- product / service opportunities investigated and assessed
- marketable product / service identified
- benefits identified
- clear goals and objectives for the project agreed
- resources needed / available for the project identified
- current customers / existing markets researched
- potential markets / target groups identified
- message / proposition / supporting information prepared
- internal message prepared
- communication tools and techniques chosen
- timing and co-ordination of activities agreed

**4. Principles for Effective Marketing Communication**

- everything communicates – every action, reaction, interaction and image, planned or unplanned, speaks to some important group within the market. In a winning effort every detail communicates in the same direction around the main message
- create value by being different – it is important to demonstrate how a product fits into a customer's life and how it is different from the competition
- under promise – over deliver – be clear and, if necessary, conservative with your claims to make sure the customer receives every benefit



from your product that you promise. In all cases try to give even more than promised and when you do make sure the customer knows about it

- develop communications from the inside / out – marketing efforts should be focused first on the internal audience and then passed outwards. Word of mouth communication is by far the most believed and therefore it is a valuable marketing tool
- develop profit by constantly moving 'soft supporters' to 'hard supporters' – existing markets are far less difficult and expensive to reach than outside target groups. "Preaching to the converted" is the most overlooked marketing tool

**5. Logo and Graphic Style**

A logo and a single graphic style can unify all the MNAs communication materials and activities. The design should be clean, bold and distinctive. Its uses include:

- letterhead and stationery items
- media releases
- promotional materials
- banners and flags
- competition medals and diplomas
- team uniforms
- advertisements
- official publications (newsletter, yearbooks etc)

**6. ISAF Logo**

MNAs are permitted to use the MNA version of the ISAF Logo on their communications material (letterhead, posters, website). The ISAF logo is an important element of the ISAF brand and is a valuable mark for MNAs to indicate they are part of the ISAF family.

How can you obtain a copy of the logo?

By request to Marketing for the Guidelines for use of the ISAF Logo visit: [Branding Guidelines www.sailing.org/downloads/sailors/ISAF-Logo-Guidelines.pdf](http://www.sailing.org/downloads/sailors/ISAF-Logo-Guidelines.pdf)

**7. Measuring Success**

There are few MNAs which have all the resources they require so it is important to evaluate marketing activities. When you complete this evaluation you should examine whether or not the goals and objectives set out in the plan have been achieved and if the MNA has benefited sufficiently to justify

the resources used. It should be carried out by the marketing team with input from the MNA leaders.

The success of the marketing project can be measured by:

- outcome against objectives
- the actual cost in financial terms compared with the budget figures
- the time and effort involved

Careful consideration should also be given to which marketing tools were the most effective and why.



## **Unit 22 - Working with the Media**



- 1. The Media / MNA Relationship**
- 2. What is Newsworthy**
- 3. The Federation Media Officer**
- 4. The MNA Spokesperson**
- 5. Developing Media Relations**
- 6. Year Media Plan**
- 7. Media Releases**
- 8. Athlete Media Workshop**
- 9. Media Conferences**
- 10. Incident Communication**

# Unit 22 - Working with the Media



The media are one of the most valuable marketing and communication tools which a sporting organization can use. A good relationship with your local and national media channels can have a major impact on ability to raise awareness of the activities of the MNA, the profile of sailors and sailing and help with sponsorship activities.

It is important for MNA leaders to have an understanding of how the media works and to support those in their organization responsible for working in this area.

Most media will be happy to disseminate almost any information if you are willing to pay them to do so. This is called advertising. Although advertising can be an important communication tool, MNAs should not rely on meeting their communication needs in this way and can rarely afford to. Developing a strong relationship with your media outlets is a much more effective communication method.

## 1. The Media / MNA Relationship

Media outlets include newspapers, magazines, news agencies, websites, social media and broadcasters. The job of the media is to distribute information and images to their customers and they therefore require material that will be of interest and value to those customers.

By developing a good relationship with your national media organizations and supplying regular relevant content an MNA is able to ensure the key messages are published and that the sport is kept at the front of the customers mind.

The opportunities provided by the media do come with challenges for an MNA, particularly in an environment where the demand for news publication is so fast. An MNA must be able to provide content that the media can and will use and always be prepared to respond to enquiries.

The media are looking for material that is:

- newsworthy
- clear and precise
- rigorously true
- high quality
- timely – relevant to the type of publication eg social media is 'instant' whilst a magazine may be published monthly

Using clear and straightforward language – particularly if you are submitting an article to a non-sailing publication – is essential. Editors are more likely to publish an article that clearly highlights the main points and is relevant throughout.

## 2. What is Newsworthy?

A newsworthy story is something that is unusual or appeals to an audience – or both. Often what makes a story newsworthy is a special element or angle. Angles which are regularly used in sports stories include:

- top performers (stars)
- success stories
- personalities from other fields (music, films, TV, politics etc)
- confrontation
- money

Involving one or more of these angles in a potential story will increase the likelihood of media coverage.

There are some activities and stories that the media will go out of their way to cover, such as the Olympic Games, ISAF worlds or major national championships but the challenge for an MNA is to get them to publish the other news and information about the sport. The task of the MNA is to make it as easy as possible for the media to obtain the information they need, ensuring that facilities and equipment are provided at events, that background information is available, that relevant images are accessible and there is always someone available to answer questions.

## 3. The Federation Media Officer

It is a good idea for MNAs to have a Media Officer (other titles may be Press Officer, Communications Officer or Public Relations Officer) to look after the relationship with the media. Some MNAs have a Media or Communications Department.

The main responsibilities of the position should include participating in the planning and execution of the MNAs marketing and communication activities and developing a mutually beneficial relationship with the media on behalf of the MNA. This includes understanding the nature of stories, their newsworthiness and news value, and taking the appropriate actions to get the information to the appropriate audience. Ideally the person in this position is a professional with extensive experience working with the media.

The specific duties of a Media Officer / department could include:

- advising the MNA leadership on the media and public opinion, as well as on the best methods for getting publicity to communicate the MNAs messages
- briefing the MNA's spokesperson(s) on a day to day basis
- maintaining a media contact list for dissemination of information on behalf of the MNA.

- arranging interviews between the MNA spokesperson(s) and journalists
- preparing statements and media releases on behalf of the MNA and its spokesperson(s)
- advising the media of newsworthy events and story ideas
- providing the media with stock information (results, statistics, policy details, historical facts etc)
- answering straightforward questions and briefing journalists on the background to important issues or events affecting the MNA or sport
- developing an athlete data base
- liaising with the MNA's official statistician
- organizing media conferences
- overseeing the production of the MNAs promotional materials
- co-ordinating the promotion and media services of the MNAs competitions and other events
- liaising with the PR Departments of the MNAs sponsors
- developing a media "incident management" plan for the MNA

## 4. The MNA Spokesperson

Successful communication through the media must be centralized. An organization's message must be sent out as clearly, precisely and consistently as possible. The more people speaking on behalf of an organization, the more likely it is that messages will become diluted, confused or even contradicted. These can lead to marketing and communication disasters and must be avoided.

MNAs should have a single spokesperson, or at most two who co-ordinate carefully, to convey all important messages through the media and represent the MNA in difficult circumstances. A spokesperson must be authorized, willing and capable of taking on this role. The spokesperson's communication skills and media presence are often important factors in the success of a federation's communications. In most cases the spokesperson is the President or Secretary General, but if someone else of particular ability is appropriate they can be used.

The spokesperson would normally be briefed by the media officer who provides the media with background information to support the spokesperson. All important statements and messages should be made in the name of the MNA.

## 5. Developing Media Relations

The Media Officer should be constantly thinking about ways to develop the MNAs relationship

with the media. Among other things this means demonstrating to media that the MNA is a professional and competent organization which serves the community and therefore deserves the support of the media. Tips which should be considered by a media officer include:

- build your understanding – of the needs of the media and what makes their job easier
- know and be known – visit the news rooms of national and local media. Talk to editors, chief reporters and reporters likely to cover sailing. Find out what they think of the sport/MNA, how communications could be improved, what their deadlines and slow news days are. Listen to their ideas
- get to know the most important journalists – even if they do not cover sailing or sport they are very often "opinion formers" and it is good if they know the sport and the MNA and think positively of them
- improve your output – make it a goal to improve the frequency / amount / quality of sailing related material that key journalists receive. If the average has been 2 or 3 press releases per month make your goal 1 per week or more. Develop a yearly plan to ensure a regular flow of information to the media. Make sure what you send out is newsworthy and looks professional

You should:

### Be available

Journalists should know at all times how to contact someone who can provide information or put them in touch with an MNA spokesperson. Never say you are too busy to provide information.

### Try to treat all media equally

Big stories should be released to all media at the same time. Alternate releasing other stories first between competing newspapers or between print media and broadcast.

### Conduct a media workshop

Invite key journalists from all media to discuss the sport, inside stories, issues etc. Make sure officers of the MNA and top athletes take part. Listen, discuss, build relationships – DO NOT lecture. Be sure to provide lunch.

### Produce detailed "briefing letters"

These should cover the background to issues or events and be sent to key journalists on monthly basis. Do not expect these to be printed. They are a tool for shaping the thoughts of the journalists and creating a positive, professional image.





### Prepare background information sheets

These should cover such items as the history of sailing and the MNA, top athlete profiles, event data, MNA programmes and services and be ready for when journalists request information.

### Invitations

Make sure journalists are invited to all important competitions, media conferences, sponsors' events etc. Be sure to invite photographers specifically.

### Recommend key journalists

- to the ISAF Communications Department for inclusion on their mailing list
- to the National Olympic Committee to take part in Media Seminars conducted by the International Olympic Committee

### Present media awards

Best journalist, best story, best coverage by a newspaper, best photographer etc – as a part of the MNAs annual awards dinner.

## 6. Year Media Plan

Communication through the media is a year-round issue. Every MNA should develop a yearly media plan for media activities.

The aims of the plan are to ensure that all the MNAs activities are promoted and reported and that sailing related stories are kept in the media's (and hopefully the public's) consciousness.

Items to consider when developing the plan include:

- the national and international calendars
- MNA events such as AGM, council meetings, annual awards dinners etc
- selection dates for international competitions
- timing for announcements, media releases and conferences
- development projects, training camps, coaches courses etc
- sponsorship launches and other activities
- media deadlines and slow news days
- personalities which can be used (or developed and used) to promote events and the sport

## 7. Media Releases

One of the duties which the media officer will perform regularly is the preparation of media releases. A media release is, in essence, a news story written by the Media Officer rather than by the journalist. It informs the media of what is about to happen, is happening or has happened.

Media releases are viewed by journalists both positively and negatively. A real news story sent through a media release makes the journalist's job that much easier. Wrong, misdirected or irrelevant

material in a release creates a great deal of work for the journalist, a negative reaction toward the sender and a lot of waste paper.

The successful media release attracts the journalist's attention and gives background to the story. It must be a newsworthy item and it must be presented in a format that allows for immediate use of the material.

How can you find out more about writing and publishing media releases, event photography and ISAFs media publishing policy?

Go to: [www.sailing.org/about/media/useful\\_documents.php](http://www.sailing.org/about/media/useful_documents.php)

## 8. Athlete Media Workshop

Regular media workshops for athletes who are likely to receive media attention, particularly the top junior athletes, are extremely beneficial. These can help to build the relationship with the athletes as the training they get on these workshops could be of long-term value to them personally. It also demonstrates to the media a level of professionalism and concern for their needs on the part of the MNA.

The workshop should be run by the MNA Media Officer and one or two professional journalists. Topics covered could include:

- the work and requirements of the media
- promoting a personal image, the image of the MNA and the image of the sport
- general interview techniques, coping with stress and difficult questions
- handling success
- handling disappointment
- recognizing sponsors and other benefactors

## 9. Media Conferences

Media conferences should be called only for extraordinary events. Routine announcements are best handled by media releases. Unless the story is newsworthy, a media conference is a waste of time for the journalist. The general rule for media conferences is simple; use them sparingly. If there is any doubt about whether to call a media conference, don't call it.

## 10. Incident Communication

Bad news, such as a scandal of some sort or an unexpectedly bad performance, is the type of story the media cover regardless of what is done or not done to promote it.

Though obviously more difficult, the challenge is the same as with other top priority stories ie to make sure, as far as possible, that the message which the media sends out is positive from the point of view of the sport and the organizations involved. The general approach is also the same – make sure the media can get to where they need to be, get the information they need, and have the facilities and equipment required to produce their reports.

MNAs should prepare themselves for this type of situation by developing a detailed incident management plan. All possible scenarios should be thought through carefully.

The issues to be considered include:

- who will be responsible for managing the situation? Who else will be involved?
- speaking with one voice – who will be the MNAs spokesperson?
- how will the spokesperson be contacted and briefed in an emergency?
- how will enquiries be directed to the spokesperson and managed?
- how will media releases and media conferences be organized at short notice?
- how will internal criticism uttered publicly be dealt with?
- how will sponsors and other key people be informed directly so they do not get only the media's view?

All the MNAs key people should be briefed on the plan.

Remember that it is impossible to control the truth - what can be known will be known. However, control of a story and the image of the MNA depends on how well and how soon facts, both negative and positive, are provided.





## **Unit 23 - Sponsorship**



- 1. Why do Companies Sponsor?**
- 2. The Business View of Sponsorship**
- 3. How Does it Work?**
- 4. Finding a Sponsor**
- 5. Working with Sponsorship Consultants**
- 6. Preparing a Sponsorship Proposal**
- 7. The Sponsorship Contract**
- 8. Servicing the Sponsor**

# Unit 23 - Sponsorship



Sponsorship is the linking of a company or product with an individual, organization or event, which is the result of the investment of money, services or goods in return for exposure. Sports organizations seek sponsorship to increase their financial resources so that they can improve the standard of a team or event, improve administration or promotion, or to pay for another activity. Generally, however, these benefits are of little interest to sponsors – what they want is to promote their own product or service. Sponsors are looking for something which will help their business. In other words, sponsorship is an investment which must generate a return.

## 1. Why do Companies Sponsor?

There are a number of different reasons for a company to sponsor sailing, depending on the type of company and the nature of the exposure it is seeking.

### Corporate Social Responsibility (CSR)

Successful businesses like to be regarded as caring members of the community who are willing to “put something back”.

### Publicity and consumer awareness

Most companies want themselves or their products and services to be better known. Sponsorship may be regarded as an extension of the conventional advertising and marketing activities of a company. This is underlined by the fact that usually sponsorships are paid for out of the company’s advertising or marketing budgets.

### Corporate image

Many companies try to project a good image of themselves both to their consumers and to their employees. Sailing represents ethics, fair play and sportsmanship; it is safe, clean and green and offers excellence, excitement and challenge. It is a lifetime sport and has a dynamic image with which they would like to be associated.

### Consumer loyalty

Sponsorship provides opportunities to build loyalty with their customers who enjoy or are exposed to an activity and associate it with the sponsor. People who already buy a certain product and like sailing will tend to keep buying that product if the company also sponsors sailing.

### Endorsement opportunities

A manufacturer might provide its product to a successful athlete or team hoping that potential customers will associate it with good performance.

### Client hospitality

Sponsored events are popular for entertaining clients, business associates, the media or other people whom the company wishes to impress.

### Direct marketing

Companies can use sponsored events to promote their products or as a direct marketing outlet to a specific group of potential customers. For example, sporting goods manufacturers hope that people who see their equipment displayed at an event will purchase their brand.

### Educational sponsorship

Companies sponsor school or student events to make a favourable impression on students (and their parents and teachers) who they hope will develop a lifelong affinity with the company or its products.

### Patronage

This is the only form of sponsorship in which the sponsor does not seek any commercial return. While patronage still happens on a small scale, the giving of large amounts by companies is increasingly rare.

## 2. The Business View of Sponsorship

Companies choose their sponsorships very carefully. They usually want maximum publicity and success. Marketing managers are trying to create an image for their company or product and will put their money where results are guaranteed. It is important, therefore, to understand each company’s desired image and the target market.

It is also important for companies to understand their own needs and objectives and to determine whether sponsorship of sailing is more cost effective than other means of marketing.

The following is a list of considerations which may influence a company’s decision on sponsorship:

- does the sport or event have the right image?
- does the sport or event appeal to the right audience?
- what is the media appeal and the likely coverage?
- can the name of the sponsor be in the name of the team or title of the event?
- can the sponsorship be used to motivate customers and employees?
- is it possible to display posters and banners and to print a program?
- does an event provide opportunities for product sampling, selling and point of sale displays?
- can public address announcements be made at an event?

## 3. How Does it Work?

Sponsors buy, for a specified period of time, rights which are owned by the organization to be sponsored. For example, the use of the designation “Official Partner of the XYZ Sailing Championships” is a right that the MNA of XYZ owns. It can grant the use of the designation for one or more years to a sponsor in exchange for an agreed fee. The sponsor can then use the designation in its advertising, on its product packaging or in other ways.

Anything which might meet the needs of a sponsor can be defined as a right. Rights can be associated with the MNA itself, its teams, its events such as the national championships or other activities such as a youth development program. An MNA can register and otherwise legally protect its name, marks and symbols, as this establishes its ownership of various rights.

Normally a package made up of a number of rights is created. The more a sponsor pays, the more rights are included in the package. There could be two or three levels of sponsorship – each with a clear name (Official Sponsor, Official Supplier, Development Partner etc) and its own package of rights. This protects the sponsors who are making the biggest investment.

In principle, the package for each level should be the same for all sponsors on that level as variance could jeopardize the relationships between the sponsors and cause difficulties.

Some of the rights which can be included in an MNAs sponsorship package are:

- the title of an event or program (“The Smith Company / XYZ Sailing Federation Junior Development Program”)
- “Official Sponsor” designation (“Official Sponsor of XYZ Sailing” or “Official Sponsor of the XYZ Sailing Team”)
- use of the MNAs official logo or other symbols
- identification on MNA letterhead, official publications and website(placing the sponsor’s name or logo on these materials)
- identification at official MNA press conferences
- sponsor advertisement in MNA publications

Rights associated with events, such as advertising boards in the boat park, adverts in the event program etc can be included as a part of the MNA sponsorship package or as part of a package for the events themselves. Rights and rights packages can be sold to sponsors in different product categories. For example, there could be an “Official Soft Drink Sponsor” or “Official Car Sponsor” and an “Official Bank Sponsor”.

It is important to remember, however, that sponsors want maximum return on their investment and

therefore want to avoid sharing rights with any other company. Sponsors may demand “exclusivity”, ie they will not buy rights if one of their competitors in the product category is also allowed to. Even if other sponsors are from different categories the more there are of them, the less each will be willing to pay. Therefore it is usually best to aim for a small number of sponsors who will meet the MNAs needs.

## 4. Finding a Sponsor

You cannot expect to get sponsorship from a company just by asking them. Whilst there are a large number of companies using sports sponsorship as a part of their marketing or public relations strategies, there is an even larger number of individuals and organizations competing for sponsorship support. Planning, a professional approach and perseverance are required. The principles below provide a guide for approaching potential sponsors:

### Plan ahead

Most companies commit budgets a year or more in advance. Allow time for your preparation and 12 months for the company to decide and prepare itself.

### Know your competitors

Find out all you can about other organizations, both in and out of sport, which presently attract sponsorship. What are they offering and what price? Who are their sponsors? Do they use a professional consultant? What type of promotional materials do they have? How have they used the media to promote the sponsors messages?

### Know your potential sponsors

Research a list of potential sponsors. What are their products, how do they market them, what are their target markets, what sort of publicity do they normally go for? Seek out companies whose products or image can be associated with sailing or your MNA. Do not forget companies which are not already involved in sponsorship.

### Identify your targets

Decide on your target companies and find out who makes the sponsorship decisions. In most cases it will be the marketing, sales or public relations manager, but in smaller companies it may be the owner. Contact the decision maker directly and ask if they would mind receiving a written proposal.

### Make your proposal

Written proposals should be sent with a personalized letter of introduction. The letter will be the first thing read and it is a key to success. First impressions are important and if you get off



on the wrong foot your proposal may not even be read. (Proposals with duplicated or form letters normally go straight to the waste bin!)

Even if you have done your homework and made all the preparations, your proposal may still be turned down. Be realistic, there is a lot of competition for sponsorship. If you have a good product and persevere you will be successful.

## 5. Working with Sponsorship Consultants

In most cases, sponsorship consultants are less interested in finding sponsors on behalf of an MNA or an event than in servicing them (for a fee) once they have been found. If they do try to find a sponsor they will expect a commission which could be anywhere from 10% to 30% of the value of the sponsorship. Alternatively, the sponsorship company will purchase the commercial rights to an MNA or event and resell the rights themselves.

In any case, when working with a sponsorship consultant it is important to have a contract which sets out the obligations of each party and the financial arrangements.

In some cases, companies will approach a sponsorship consultant and ask them to find the ideal sport or event for their needs. Therefore it is good to have contact with sponsorship consultants and ensure they are aware of the value and opportunities in sailing.

## 6. Preparing a Sponsorship Proposal

The objective of a sponsorship proposal is to secure a meeting where the details of a deal can be discussed. Therefore, a proposal should be brief, to the point and clear. Omit irrelevant information – a long proposal is less likely to be read.

A sponsorship proposal should contain the following elements:

### Opening

Start by presenting an opportunity to the company – make sure your statements are positive. Outline how the company would benefit through the sponsorship. This is the most important part of the proposal – it shows the company why the project is worthwhile. Do not forget the date, who the proposal is from and for whom it is intended.

### Request

Make it clear what you want. Do not underestimate the amount of money you are seeking, but at the same time be realistic. Ask for their ideas and request a meeting. Remember: don't be shy, ask for what you want!

## Background

Give details and appropriate statistics that could be useful – the number of athletes and yacht clubs, a breakdown of athletes by age group, occupation and location. Profiles of national team stars or short reports on major competitions may also be useful. Include all the relevant information, but be as succinct as possible.

## Benefits

Spell out clearly what you do for the company, the rights you have to offer. Give your ideas on publicity, opportunities for product sales, TV and other media coverage etc. Show how being associated with your MNAs events or sailing will enhance their image.

**Know The Rules**  
Advertising and displays during sailing competitions are governed by the ISAF Advertising Code:  
[www.sailing.org/tools/documents/2012ISAFRegulation20AdvertisingCode-\[12007\].pdf](http://www.sailing.org/tools/documents/2012ISAFRegulation20AdvertisingCode-[12007].pdf)

You can find a ISAF's frequently asked question on the Code here:  
[www.sailing.org/tools/documents/AdvertisingCodeFAQ-\[14923\].pdf](http://www.sailing.org/tools/documents/AdvertisingCodeFAQ-[14923].pdf)

## 7. The Sponsorship Contract

Detailed contracts may not always seem to be necessary but 'sponsorship is business'. It is in everybody's interest to protect themselves through a contract in case something goes wrong. A sponsorship contract should include:

- the title to be used for the team, competition or activity
- competitions or events included in the agreement
- relevant dates of events
- financial terms, including dates of payment and VAT (or equivalent) liabilities
- rights and benefits of the sponsor
- banners, kit and other promotional material (ie how many, how big, who produces, when and who pays?)
- options for the sponsor to advertise or display goods at events
- insurance – what obligations does the MNA have to insure the sponsor against cancellation of an event, damage or injury?

- termination clauses – ensure there is a termination clause in the event of problems with the organization of an event, or by the sponsor failing to keep its side of the bargain

When negotiating a sponsorship contract it is important to advise the sponsor to set aside money for their own promotion of the sponsorship. The sponsor must be active in achieving the intended result of the sponsorship. Normally, companies budget at least the same amount as the sponsorship. You can be sure that a sponsor which gives a large sum of money to your federation without spending anything on its own activities will end up being unhappy with the sponsorship and not renew the contract.

## 8. Servicing the Sponsor

Once a sponsorship contract is signed every effort must be made to ensure that all obligations are met and that the sponsor is kept happy. Your job is to show the sponsor that you are working hard to promote the company's name, enhance its image and improve the sales of its product. Normally a person or team is assigned exclusively to this task.

Remember, it is easier to keep a sponsor happy than to find a new sponsor.

Some ideas which may be helpful in keeping sponsors happy:

### Launches

Arrange an official launch and major sponsorship announcement involving the Chief Executive or Managing Director of the sponsor. Invite top athletes and other celebrities to attend.

### Know the personnel

Become well acquainted with the company personnel involved with the sponsorship. Nothing succeeds like good personal relations. Ask their advice and when appropriate involve them in planning. Send 'thank you' notes and personal letters advising them of interesting activities or developments in the MNA and the sport. Make them look good in their organization.

### Keep the sponsor informed

Send copies of all annual reports, newsletters and other publications.

### Publicity

Make sure that all press releases and reports mention the sponsor(s) by name. Do not use a photo in an MNA publication or send one to the media unless the sponsor's logo is visible.

### Clippings

Send the sponsor copies of all press clippings and promotional materials and make sure to highlight



any mention of the sponsor. Keep two attractive scrap books of these materials – one to present the sponsor at the end of the contract and one to show potential sponsors in the future.

### Keep the sponsor involved

Make sure the sponsor has tickets and invitations to all the MNAs activities – not just those in the contract.

### Prize giving

Ask the top people in the sponsoring company to present prizes at events.

### Help with the sponsor's promotions

Offer top athletes and national team members for the sponsor's promotional activities.

### Personal meetings

Offer top athletes and other team members for autograph and photo opportunities for the families of the sponsor's personnel.

### Evaluate

Try to help the sponsor evaluate the result of their sponsorship. If possible subscribe to a market survey which measures the number of people who connect a sport or event with the sponsor. If sponsors can see the figures improving during the sponsorship period they will be happy.

This chapter contains material taken with permission from Sport Leadership Course 1, published by the International Olympic Committee.

It also contains material taken with permission from a booklet entitled Raising Money, which is part of the English Sports Council and National Coaching Foundation 'Running Sport' programme.



## **Unit 24 - Organization of Events**



- 1. Introduction**
- 2. Bidding Phase**
- 3. Planning Phase**
- 4. Organization of the Event**

# Unit 24 - Organization of Events



## 1. 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:

### Bidding

Deciding whether the organization wants or has the capacity to organize an event.

### 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.

### Operational

Running the event; and

### Closing

Tidying up all the details after the event is over.

## 2. 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:

- do we have the facilities and venue necessary?
- can we accumulate the finance to carry the project through?
- do we have the necessary manpower and leadership?
- 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?
- do we understand what the awarding organization wants from the event? Can we deliver it?

### 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 organization in favour of organizing the event? Are there any personalities or other problems within my organization 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?

## 3. 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 Event Director. Then create an Organizing Committee to begin the planning process and oversee the major operational areas. These areas could be:

- facilities and equipment
- technical aspects – race officials, training, schedule of events
- liaison with sports bodies and participants – entry forms, information sheets, registration, eligibility
- transportation
- accommodation
- media and publicity
- protocol – ceremonies, VIPs
- hospitality
- finance and financial control
- social programme
- post-event clean-up, evaluation and report
- medical matters, doping control

For minor events, it is possible for one person to perform more than one function. It is quite feasible for the accommodation and transportation functions to be combined for example. 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.

For larger events, the importance of delegation cannot be overly stressed. The Event Director must be able to delegate large areas of work to his team in confidence. This allows him to focus on the "big picture" and to help address any problem areas.

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 chart that outlines activities and meetings. This is essential for proper groundwork. The following list is an example of general timelines prior to a national championship.

### Twelve to nine months prior to an event

- meet with the chair and as many senior personnel as possible
- create and present a list of tasks in their areas of responsibility

- set a preliminary budget by the following meeting
- establish methods of communication and regular reporting times

### Six months prior to an event

- review all budgets
- each area of responsibility 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 the lead person in each area to check the progress of their planning
- complete all tasks that require lead time eg promotion, printing, financing, attracting volunteers

### Three to two months prior to an event

- continue to meet with the lead person in each area 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 the lead person in each area

### 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
- co-ordinate final interactions between the lead people in each area

### 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 and 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 be financially feasible to include with a sports event?
- at which particular age group 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 eg 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?

## 4. Organization of the Event

The following steps might be helpful to get you organized:

- set up a schedule with the names and phone numbers of the principal people involved in preparing for this event
- set up your flow chart and stick to it. Allow enough time to handle all aspects, such as facilities which must be booked early. Remember deadlines are often missed, even with the best of intentions
- set up a detailed agreement of duties and expectations for the lead person in each area. The event director uses this agreement to co-ordinate work
- prepare more extensive checklists relating to procedures, necessary personnel, co-operative arrangements with other groups and necessary equipment and supplies. Review these checklists so that every detail is covered.
- each group 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 very important. 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 organized registration forms that are easily organized and filed
- stay calm no matter what happens – be optimistic and realistic



### Information to and from participants

Each club, team or participant, depending on the type of event, should be sent an information sheet which details:

- the exact title of the event
- who is organizing 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
- 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
- level of competition
- the signature of participants, agreeing to abide by the NOR, Sailing Instructions
- the name of the team, club and individual contact person, as well as addresses and business and home telephone numbers
- any entry fee

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.

## Unit 25 - Technical / Equipment



### 1. Equipment Control and Certification

### 2. In-House Certification

## Unit 25 - Technical / Equipment



Sailing is an Equipment based sport and MNAs should understand the requirements of administering equipment and certification of equipment.

ISAF recognizes many classes throughout the World. These ISAF classes are recognized as offering high standard of international competitive sailing. MNAs should work closely with National Class Associations for effective administration of equipment within their country. For more information about ISAF Classes please see [www.sailing.org/classesandequipment](http://www.sailing.org/classesandequipment)

### 1. Equipment Control and Certification Authority

MNAs are often required to act as the Certification Authority for hulls of national and international classes in accordance with the Equipment Rules of Sailing. MNAs may delegate this authority to others such as National or International Class Associations.

MNAs also appoints or recognizes Official Measurers to carry out certification when class rules permit certification. Again an MNA may delegate this responsibility.

How can you find out more about Equipment Control?

Go to: Equipment Control [www.sailing.org/classesandequipment/equipmentcontrol](http://www.sailing.org/classesandequipment/equipmentcontrol)

### 2. In-House Certification

The ISAF In-House Equipment Certification (IHC) Programme is a scheme whereby satisfactory equipment control is achieved and equipment certified by manufactures through the application of a Certification Quality Management System under licence issued by the ISAF directly or via an ISAF delegate.

The scheme is administrated by IHC Authorizing Authorities (AAs) appointed for a country, or a region. An AA is the MNA when it has the wish and the resources to act as AA, or, if the MNA is not the AA, an ISAF delegate organization based in the country or the region, or ISAF may act as AA itself.

How can you find out more about In-House Certification?

Go to: In-House Certification [www.sailing.org/classesandequipment/ihc](http://www.sailing.org/classesandequipment/ihc)

And how to get involved:

Go to: Get Involved [www.sailing.org/classesandequipment/ihc/get\\_involved.php](http://www.sailing.org/classesandequipment/ihc/get_involved.php)

## Unit 26 - Offshore and Oceanic Sailing



1. ISAF Offshore Special Regulations
2. Yacht Racing Systems
3. Offshore Personal Survival Course and First Aid Qualification



## Unit 26 - Offshore and Oceanic Sailing

MNAs with yacht racing in their country should understand the safety requirements and regulations regarding Offshore and Oceanic Sailing. There are also several administration requirements should an MNA wish to conduct Offshore Sailing in their waters.

### 1. ISAF Offshore Special Regulations

The ISAF Offshore Special Regulations (OSR) governs offshore racing for monohulls and multihulls, structural features, yacht equipment, personal equipment and training. These Special Regulations do not replace, but rather supplement, the requirements of local governmental authorities.

Where can you find out more about ISAF Offshore Regulations?

Go to: Offshore Regulations [www.sailing.org/documents/offshorespecialregs/index.php](http://www.sailing.org/documents/offshorespecialregs/index.php)

### 2. Yacht Rating Systems

MNAs with large yacht sailing in their country may wish to get involved in rating systems and conducting racing under rating systems. An MNA may wish to become the rating authority in their country. The MNA should contact the rating authorities for more information.

Where can you find out more about ISAF recognized rating systems?

Go to: ISAF Rating Systems [www.sailing.org/classesandequipment/offshore/ratings\\_and\\_handicap\\_systems.php](http://www.sailing.org/classesandequipment/offshore/ratings_and_handicap_systems.php)

### 3. Offshore Personal Survival Course and First Aid Certification

ISAF have a standard basic syllabus for the training of safety courses in order to establish an International recognized qualification. The training requirements form part of the ISAF Offshore Special Regulations. These courses are run and established by ISAF Member National Authorities (MNAs) and conform to ISAF minimum standards.

Where can you find out more about Offshore Personal Survival Course and First Aid Qualifications ?

Go to: Offshore Survival [www.sailing.org/classesandequipment/offshore/sea\\_survival.php](http://www.sailing.org/classesandequipment/offshore/sea_survival.php)



# 4

# Development



**Unit 27 National Sport Development Plan for Sailing (NSDP)**

**Unit 28 Developing Participants into Athletes**

**Unit 29 Coaching**

**Unit 30 Race Officials**

**Unit 31 Sports Medicine**

**Unit 32 Anti-Doping**

**Unit 33 Disabled Sailing**





## **Unit 27 - National Sport Development Plan**



- 1. What is Development Planning?**
- 2. First Steps**
- 3. The National Sporting Landscape**
- 4. Stakeholders**
  - (a) Outside the sport**
  - (b) Inside the sport**

# Unit 27 - National Sport Development Plan (NSDP)



In the past there may have been no real reason for an MNA to plan for development. Development is no longer something that just happens as a result of things working out well. Development is a necessity to attract and retain athletes, volunteers and resources. MNAs should ensure that their services and structures meet the needs of the customers tomorrow. Development planning has therefore become essential for sports leaders.

## 1. What is Development Planning

Development planning is often called strategic planning and is the process of deciding what it wants to be in the future and how it intends to get there. It involves looking carefully at the organization and the environment it must work in, setting realistic goals and putting together a plan of action to reach those goals.

Sport is rapidly moving into a more 'professional' culture and it is increasingly important for sports that are part of a national programme to have a clear structure and a transparent plan to deliver the sport. In countries where most of the sport funding will be provided by the government this plan can help to demonstrate that money will be wisely spent with results that can be measured.

A well-prepared development plan can help an MNA in many ways including:

- saving time, misunderstandings and a duplication of effort by getting everyone in the federation working in the same direction towards the same goals
- providing a reference for decisions on human and financial resource allocation
- creating a basis for measuring performance

Each NSDP will be different based on the needs and goals of individual countries. We have put together a menu with some best practice examples from which subjects can be chosen for a country to assemble its own plan to meet its own specific requirements.

## 2. First Steps

Development planning is planning for change which will probably alter the current ways of doing things within an MNA. Therefore it needs to be introduced in a logical and carefully thought-out manner. A clear understanding of the country's sport objectives is vital before considering the framework required. You should carefully consider the outcomes required to meet your sport's Governing Body agenda eg medals, recognition, education, health, mass participation, job creation etc. Other things that are likely to influence your plan will be the resources available (human, economic and physical), Government policies, nautical

tourism activities, possible industry influence, available facilities, race / religion / gender issues and consideration of relevant National heritage.

Your planning process should be structured:

- identify and prioritize aims and aspirations for the future
- understand and use the resources available
- focus your plans and do not spread it across too many areas
- involve key people in the planning process
- follow tested best practice examples (don't take risks)
- be prepared to test new ideas before full implementation (pilot)
- ensure that the plan is achievable

You may wish to consider dividing your plan into two sections:

- the development plan – this would focus on a 3 to 5 year vision for the future
- the action plan – one year detailed plan to prioritize short term actions required to achieve the long term vision. An action plan should consider and identify:
  - the target – what you want to achieve
  - the action required
  - timescale
  - led by – who is going to do what
  - cost – money time and people
  - success – How you will recognize the achievement of your targets

A good starting point for any plan is to first undertake an audit of your current circumstances. A SWOT analysis (strengths, weaknesses, opportunities, threats) can be extremely helpful in this process.

**The golden rule in all planning is to keep the plan simple, understandable and achievable and to have clearly identified goals with pre-set ways to measure your progress.**

## 3. The National Sporting Landscape

The need to recognize and understand the national structures within which the plan for sailing will work is an important stage in the planning process. You need to know and understand who makes the rules that you must follow, who are the providers of funds, who will help you deliver your plan and what you will be measured against.

Look at examples of other successful national established sports. This will be helpful to understand the issues that you may need to consider and may provide valuable advice and information about key relationships. It may also help to identify some of the stakeholders (partners).

## 4. Stakeholders

A Stakeholder (partner) is any organization or individual that could play an active role in the provision and delivery of your sailing programme and will include regulatory bodies and financial backers. The list of possible stakeholders to consider will be driven by your circumstances but are likely to be two distinct groups.

For example:-

- (a) Outside the Sport of Sailing:
  - government organizations (could include Armed Forces)
  - non-government organizations
  - third sector (Charities and Volunteer organizations)
  - industry
  - tourism
  - media
- (b) Inside the Sport of Sailing:
  - clubs / centres
  - class associations
  - sailing schools
  - NOC
  - education

When deciding who the appropriate stakeholders and partners will be you will need to identify possible influences, motives, drivers and benefits and establish the importance of their contribution and active involvement.

Remember that being able to deliver outcomes and benefits to your stakeholders will be as important to the success of the relationship as what you look to them to deliver to you.



## **Unit 28 - Developing Participants into Athletes**



- 1. Coaching**
- 2. Participants / Athletes**
- 3. Facilities and Equipment**
- 4. Athlete Support**
- 5. Financial Support**
- 6. Administrative Support**

# Unit 28 - Developing Participants into Athletes



The majority of medals and records are obtained by sailors who benefit from a comprehensive training programme and who receive support adapted to their needs as participants and athletes. What are the essential requirements for athletes to excel and how do they fit these into their lifestyle and other obligations?

## 1. Coaching

Without question, the quality of coaching and relationship a sailor has with the coach 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. Participants 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 are available 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 (eg fund-raising, administration) detracts from their ability to coach effectively

## 2. Athletes

Having special talent, strong motivation and a willingness to work extremely hard are all characteristics of a successful athlete. Identifying 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.

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 improvement.

It is important for sports administrators to understand what the goals are for a particular sports programme (whether Olympic Competition or National / Regional / Continental 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 participants to the highest levels. However, because of their high motivation and commitment to hard work, many athletes have been successful despite sub-standard training facilities and equipment. Overcoming difficult training conditions sometimes strengthens the athlete's resolve and provides them with an advantage during tough competition.

Sports 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'
- 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 high goals, an adequate support system must be created to provide that opportunity. Besides the requirements of effective 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 and psychological 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 on-going task. Governments / Sport Ministries 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 effective and consistent coaching or access to facilities

## 6. Administrative Support

In order to develop a well organized training and competition programme, good planning and a fair degree of administrative support are required. Ideally, the coaches 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 realize that the main focal points for their activities are the athlete and the coach. In MNAs with the limited human resource for coach will of course also need to do more of the administrative jobs.

## 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.



## **Unit 29 - Coaching**



- 1. The ISAF Coaching Framework**
- 2. The Importance of Coaches**
- 3. Challenges Facing Coaches**
- 4. Professional Development of Coaches**
- 5. Hiring Coaches**

## Unit 29 - Coaching



Coaches play a central role in the development of sport participants into athletes and their abilities are, therefore, of critical importance to the MNA. As coaches are in positions of responsibility and trust, it is essential that they are properly qualified and that there is some form of control exercised by the MNA over their work. To help ensure success it is also important that the MNA provides appropriate on-going support to coaches. There is, therefore, a clear need in every country for a National Coaching Framework, under the leadership of the MNA, which integrates these activities. Just as there is no single blueprint for an athlete programme, a National Coaching Framework must be designed to suit the specific situation.

See ISAF Coaching Framework for more details [www.sailing.org/training](http://www.sailing.org/training)

### 1. The ISAF Coaching Framework

The ISAF Coaching Framework aims to provide all ISAF Member National Authorities (MNAs) a common ground for developing and evaluating coaching qualifications, encouraging coach education and training, working across international boundaries and establishing ethical guidelines and models for standards of international best practice.

For the benefit of clarity, the generic use of 'Coach', 'coaching' or 'coaches' in this document is aligned with language adopted by those involved in the creation of the International Sport Coaching Framework (see ISCF background section below).

ISAF recognize that National Federations (MNAs) may wish to apply their own national terminology for the titles of the roles defined in the ISAF Coaching Framework (ie Instructor or Trainer). The focus with this framework is on the competencies of each role and not their title which can be amended to suit each member as they see fit for purpose.

'Coaching is a process of guided improvement and development within participants and athletes in a single sport, at identifiable stages'

#### Benefits of the ISAF Coaching Framework

- National Sport Federations (ISAF MNAs) can map their own qualifications with an internationally recognized framework regarding learning outcomes at identifiable levels
- National Sport Federations (ISAF MNAs) employing and deploying coaches can more effectively assess the competencies of coaches coming from other national sports federations or overseas nations in specific roles. This will assist in the endorsement of existing coaching qualifications and recognition of prior learning (RPL) as well as in the further training where gaps in competency are identified

- Member National Authorities (MNAs) looking to develop new systems or qualifications can use the ISAF Coaching Framework to help determine standards of Sailing Coach qualifications for each 'level' and create the necessary content to fulfil the associated national requirements
- Those National Federations (MNAs) who train and employ coaches can use the competencies defined in the ISAF Coaching Framework as an assessment and development tool for their coaches, leading to the identification of training needs
- The ISAF Coaching Framework will help National Federations (MNAs) align the coaching workforce with the needs of national participants / athletes

#### Background to the creation of the ISCF

The International Sport Coaching Framework has been prepared in partnership by the International Council for Coaching Excellence (ICCE) and the Association of Summer Olympic International Federations (ASOIF), Leeds Metropolitan University (LMU) as well as the World Anti-doping Agency (WADA), IOC Entourage Commission (EC) and IOC Olympic Solidarity (OS) following a process of development and consultation that commenced in April 2011.

This initiative signals a new and collaborative effort to recognize and support the role of coaches at all levels of sport across the globe, providing the basis for initial implementation and further worldwide development and consultation from those parties involved.

As an International Sport Federation ISAF has identified that with a growing appreciation of coaching and the challenges that accompany the role of the coach, the sailing community and all of our key stakeholders now recognize the need for a common set of criteria to inform the development and subsequent certification / qualification of coaches within sailing at both national and international level.

The history of the ICCE and its work can be found by visiting their website [www.icce.ws](http://www.icce.ws)

#### Foundations of the ISAF Coaching Framework

Coaches play a central role in guiding the development of both recreational sailors (participation) and sailors wishing to become athletes (performance) as part of any National Sail Training Programme (NTP). The welfare of all sailors is the foremost concern to coaches in the design, implementation and evaluation of appropriate practices at National / international Level.

While there are many common areas of coaching sailing, unique characteristics in national sail training programmes exist. The International Sailing Federation understands that coaching and growing participation in the sport of sailing are best served when its principles and policies and those of its members work in harmony.

The ISAF Coaching Framework provides a reference point that will have global applications and wide reaching positive effects on the way that the sport of sailing is delivered.

The process of mapping all of the MNA sail training programmes that already exist as well as those seeking to align who have yet to develop frameworks similar to the guidelines within the ISAF Coaching Framework will, for the first time, provide the International Sailing Federation with a detailed overview of the way in which training of sailors in both 'Participation' and 'Performance' domains is delivered. The process of mapping MNA National Sail Training Programmes will vary greatly depending on the stage of development of the structures of the National Federations (MNAs).

#### Coaching Domains

With growing appreciation of coaching and the challenges that accompany the role of the coach, the sport international community and its partners recognize the need for a common set of criteria to inform the development and subsequent certification / qualification of coaches. Based on research and evidence from the field, two primary types of sport activity have been identified:

- participation sport, where taking part and achieving self-referenced outcomes are the main priority. This can be defined in some cases as recreational participation
- performance sport, where development of capabilities and skills referenced against standards evidenced in and out of competition is the main goal

#### Future of the ISAF Coaching Framework

- this version (V1.0) of the ISAF Coaching Framework is now released to all ISAF Member National Authorities in order to receive comments that will assist the International Sailing Federation in keeping the Framework updated and informed with as much international input as possible
- from the Global Coach Conference in September 2013 the International Sailing Federation will use the ISAF Coaching Framework as a basis for delivery standards in all Training and Development programmes run as part of the remit in assisting both Emerging and Developing Nations in the building and maintenance of National Sail Training Programmes

- ISAF will continue to encourage MNAs that do not yet have National Coach Certification / Qualification structures in place to develop these through the delivery of Technical Courses and Sport Specific Training Scholarships, that can be funded through applications to the IOC Olympic Solidarity department through National Olympic Committees (NOCs) and ISAF

All comments on the ISAF Coaching Framework should be made to the Training and Development Department. [training@isaf.com](mailto:training@isaf.com)

How can you find out more about all ISAF Training Programmes?

Go to: Training Programme [www.sailing.org/training](http://www.sailing.org/training)

### 2. The Importance of Coaches

If a coach is highly knowledgeable, motivated, focused, sensitive to individual needs and successful in solving problems, the training environment he / she creates should generate much success for all sailors which in turn benefits the sport. If a coach has poor technical or theoretical knowledge, lacks experience, is unable to direct a comprehensive programme, is not motivated or cannot spend the necessary time, sailors will be unlikely to reach their potential.

In less developed nations, the role played by coaches can be even more important as they are often involved in the delivery of a number of aspects in the MNA Structure, including organization of competitions, administration and fund raising.

### 3. 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 organization 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 maximize athletes’ potential.

#### 4. Continuing 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.

- the sport organization must begin by identifying its coaching development needs and opportunities very specifically:
  - who are the coaches / coach developers in your sport? What is their certification / 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 are available to train them?
  - are there existing training plans available in your sport that you can consider using?
  - who are the quality coaches, coach developers in your area? Can they help you plan your programme?
  - are there other sport bodies who have successfully implemented Long Term

Coach Plans (LTCD)? What can you learn from them?

- 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
- 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
- what are the characteristics of a Long Term Coach Development Programme (LTCD)?
  - most comprehensive programmes recognize that training must be provided for different levels of experience. 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 a number of needs including – 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 / qualification 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 future coaches
- review the possible opportunities for training coaches such as:
  - sport-specific clinics involving national or international coaches or technical experts
  - coaching theory clinics (eg sport physiology, developing yearly training plans, training theory)
  - apprenticeship programmes in which a promising junior / assistant coach works and trains with a senior coach
  - physical education training at a university or college
  - practical experience in training and organizing coaching courses
  - access to literature, films, sport research and publications; and

- seminars on specific topics, inviting coaches to meet with specialists (eg medical) or to discuss specific topics (eg how to motivate athletes, strength training, diet)
- 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 National Coaching Framework
  - set up a training programme to develop competent coaches for each level, or locate coaches 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
  - recognize the coaches who successfully complete a specific level by awarding certification / qualification
- 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 inter / intra-personal relationships
  - have the necessary time
  - practical, problem-solving types
  - ideally have training in physical education or extensive experience in sport
  - integrity
  - safety
- 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 or ISAF Training and Development [www.sailing.org/training](http://www.sailing.org/training)



#### 5. Hiring 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 national coaches follow and observe the same processes as non-national coaches in order to maintain consistency

##### Advantages of hiring non-national 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 non-national 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 non-national coach leaves

Could the funds spent on importing non-national coaches be better spent on establishing an on-going National Coaching Framework?

One of the Olympic Solidarity programmes provides opportunities for an international expert endorsed by ISAF to spend some time in a foreign country working with local coaches to develop a national sport structure (DNSS). 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 and ISAF Training and Development [www.sailing.org/training](http://www.sailing.org/training).





## **Unit 30 - Race Officials**



- 1. Organization**
- 2. Race Official Programme**
- 3. Grading**
- 4. Development & Training**
- 5. Retention**

## Unit 30 - Race Officials



Sailing events do not run themselves. Any country with a competition programme will need race officials to conduct regattas properly and ensure that athletes have every chance of achieving their best performance in fair competition. As the amount and standard of competition rises more and more highly trained race officials will be needed. As it is with coaches, the responsibility of the MNA is to make sure that race officials are recruited, developed and given the necessary structure and support to do their essential work. Moreover, the work of race officials must be well co-ordinated to ensure that competitions on all levels are conducted, as far as possible, with the proper number and level of officials. Therefore, there is a need in every country for a national race officials programme which integrates these activities under the leadership and control of the MNA.

### 1. Organization

Race officials normally work on a day to day basis, alone or in small groups and therefore organizational adjustments and individual arrangements are possible. Competitions take place at specific times and a large group of race officials, each with a specific role, must work together to make it a success. Moreover, for race officials, the necessary knowledge and qualifications are more objective and the performance of their duties is in the public eye which means control of standards is vital for the image of the sport.

### 2. Race Officials Programme

The activities and responsibilities of a race official programme normally include:

- maintaining an up-to-date list of qualified race officials
- operating a system for training and developing race officials, including syllabus development, exams, organization of courses
- operating a system for grading race officials
- controlling assignments of race officials to major competitions, including the administration of expenses
- assisting clubs and other relevant bodies with the development and operation of an appropriate system for assignments of race officials to grass roots competitions
- operating a system for recruiting, recognizing and rewarding race officials for their service to the sport and athletes

### 3. Grading and Event Appointments

It is important to have a fair and transparent system for assessing the performance of officials and for making appointments to officiate at events in a fair manner based on merit. If a closed or secret

system is used, then race officials may become disillusioned and unhappy with the system and stop volunteering.

It is also important to have an honest and fair system for reporting on officials' performance after an event. This is not only important for future event appointment decisions, but also to help officials improve their performance.

### 4. Development and Training

A regular system of development and training should be in place to ensure that officials keep their knowledge and performance up to date and aware of the latest developments in their disciplines. ISAF regularly sends rules updates, Q&As and guidance to MNAs and these should be disseminated down to race officials within the country.

### 5. Retention

As noted above, sailing events cannot run without suitably qualified race officials and their status as volunteers must be remembered. Retention of officials should be considered a high priority and efforts made to recognize the service given by officials (eg through newsletters, awards, clothing etc). Expenses should be reimbursed promptly and those who supervise the race officials programme should try to have an open and welcoming atmosphere so officials feel comfortable raising any concerns with them. It is also important to involve race officials to an appropriate extent in decisions and planning made about areas where they have expertise and involvement. As noted above, sailing events cannot run without suitably qualified race officials and their status as volunteers must be remembered. Retention of officials should be considered a high priority and efforts made to recognize the service given by officials (eg through newsletters, awards, clothing etc). Expenses should be reimbursed promptly and those who supervise the race officials programme should try to have an open and welcoming atmosphere so officials feel comfortable raising any concerns with them. It is also important to involve race officials to an appropriate extent in decisions and planning made about areas where they have expertise and involvement.

## Unit 31 - Sports Medicine



### 1. Monitoring of General Health

### 2. Practising Healthy Habits

### 3. Regional Health Service

### 4. Medical Guidelines for the International Team Coach

## Unit 31 - Sports Medicine



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.

### 1. 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.

### 2. 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.

### 3. 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 organizations (medical, dental, physiotherapy, dietetic, etc) in your country; and
- schools or voluntary medical aid services

### 4. Medical Guidelines for the International Team Coach

As the teams often travel without an accompanying doctor's support, it is the coach's duty to ensure athletes follow simple precautionary measures and ensure that nothing stops his team on the road to success.

Where can you find the Medical Guidelines for the International Team Coach?

Go to: [Medical Guidelines www.sailing.org/tools/documents/MedicalGuidlinesIntlTeamCoach-\[11806\].pdf](http://www.sailing.org/tools/documents/MedicalGuidlinesIntlTeamCoach-[11806].pdf)

## Unit 32 - Anti-Doping



### 1. Fight Against Doping

### 2. Medical Officer

### 3. Information and Educational Measures

### 4. Disciplinary Procedures

## Unit 32 - Anti-Doping



Doping is a social problem throughout the world and is present in almost every sport. To safeguard the health of athletes and the integrity of sailing, ISAF operates a doping control programme. ISAF's Anti-Doping Code (Regulation 21) applies to ISAF, each MNA of ISAF and each participant in the activities of ISAF or any of its MNAs by virtue of the participant's membership, accreditation, or participation in ISAF, its MNAs or their activities or events.

It is the responsibility of each MNA to ensure that all national-level testing on the MNAs athletes complies with these Anti-Doping Rules.

### 1. The Fight Against Doping

The three main reasons for doping control measures are:

- the sport must be kept fair and clean – athletes who violate doping regulations should be punished. Punishments should be public to send a strong message
- health – many doping substances have serious negative side effects, both immediate and delayed, which threaten the health of young people
- successful athletes are role models – failure to curb doping practices may send the wrong message to young athletes and non-athletes alike

The basic elements of the fight against doping are information, education, controls and sanctions (penalties).

### 2. Medical Officer

Each MNA should have someone who is able to help with the administration of a doping control programme. This person could be a doctor but does not have to be and their responsibilities normally include:

- to advise the MNA and other appropriate bodies on doping related matters
- to be responsible for the MNA's communications with ISAF on doping related matters.
- to keep up-to-date contact details for all national level athletes
- to conduct anti-doping educational measures.
- to be available to answer questions from athletes, coaches, parents, the media and others

### 3. Information and Educational Measurers

MNAs should ensure that up-to-date anti-doping information is freely available to athletes, coaches, parents and others. They should conduct anti-doping educational measurers for national level

athletes and assist other agencies to promote anti-doping messages to younger athletes.

For more information about Youth and Anti-Doping go to:  
[www.wada-ama.org/en/what-we-do/education-awareness/youth-zone](http://www.wada-ama.org/en/what-we-do/education-awareness/youth-zone)

Tools for Stakeholders can be found at:  
[www.wada-ama.org/en/what-we-do/education-awareness/tools-for-stakeholders](http://www.wada-ama.org/en/what-we-do/education-awareness/tools-for-stakeholders)

### 4. Disciplinary Procedures

It is very important that disciplinary procedures are fair and that offenders are punished. Disciplinary procedures must be based on national laws and well as the ISAF Regulations.

ISAF must be informed of all doping sanctions imposed on any athlete. In all cases, it is essential that information and correspondence related to disciplinary actions should be handled in a strictly confidential manner.

## Unit 33 - Disabled Sailing



### 1. Introduction

### 2. Disabled Sailing Representation

### 3. Working with Sailors with a Disability

## Unit 33 - Disabled Sailing



### 1. Introduction

Disabled sailing has several different organizational and administration requirements to the regular functions of an MNA but many of the administration functions described within this manual should also be able to serve disabled sailing within a country. International Disabled sailing is organized and promoted by the International Association for Disabled Sailing (IFDS). IFDS is an affiliate member of ISAF.

Where can you find more about disabled sailing?

Go to: Disabled Sailing  
[www.sailing.org/disabled](http://www.sailing.org/disabled)

### 2. Disabled Sailing Representation

Within your organization representation for sailors with disabilities on boards and committees should be established. It is also important to establish links with other national disabled sports organizations and programmes. In addition working with your National Paralympic Committee (NPC) may provide funding for developmental or elite training with recognition of a possible national Paralympic Team.

### 3. Working with Sailors with a Disability

There are a wide range of disabilities and even the same type of disability may affect people in a different way. Employees and volunteers within your organization who work with disabled sailors may need training in the following areas:

- disability awareness and communication (eg sign language)
- disabled equipment (wheelchairs etc.)
- adaptations to boats to aid disabled sailors, for example steering or tiller modifications
- the requirements of a venue to host people with a disability such as ramps, lifts, hoists, doorways etc.
- safety of sailors with a disability

Where can you find the comprehensive disabled sailing resource manual?

Go to: Resource Manual [www.sailing.org/sailors/disabled/27760.php](http://www.sailing.org/sailors/disabled/27760.php)

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## Olympic / Paralympic Sailing



Unit 34 Olympic Sailing

Unit 35 Paralympic Sailing





## **Unit 34 - Olympic Sailing**



- 1. Introduction**
- 2. History**
- 3. Future Olympic Sailing Competitions**

## Unit 34 - Olympic Sailing



### 1. Introduction

The role of International Federations, as defined by the Olympic Charter, is: "to assume the responsibility for the technical control and direction of their sports at the Olympic Games."

Sailing was first contested at the 1900 Olympic Games, made its next Olympic appearance in 1908 and has been on every Olympic programme since that year. It is one of the oldest sports on the Olympic programme and its Olympic history is littered with many heroes including some of the sporting world's great figures.

### 2. History

In the early Olympic Games, sailing was dominated by bigger boats, sometimes with as many as 10-12 sailors, and time handicaps were used to adjudicate the races. Starting from 1924 and increasingly from the 1950s onwards, the trend has been towards smaller and smaller one-design boats with fewer crew members. In the last 20 years, equipment trials have resulted in several new boats reflecting the latest developments in the sport.

During the 2008 Beijing Games, only one event had a three-person crew (Yngling), with five events contested by lone sailors. Currently the line-up of boats is a mixture between classes with a long and distinguished history, like the Star and the Finn, and those reflecting the design and technology advances in the sport, such as the 49er.

Women have always been allowed to compete in Olympic sailing with men, but in 1988, separate sailing events were introduced exclusively for women. The Olympic sailing programme in 2008 consisted of men's, women's and open events.

In effect, sailing made its Olympic debut in Sydney, as it became the first Olympic sport to make a name change. The sport had always been called yachting in the past.

Where can you find full Information on past Olympic Sailing Competitions, including medal tables?

Go to: Past Olympics [www.sailing.org/olympics/london2012/about/history/index.php](http://www.sailing.org/olympics/london2012/about/history/index.php)

### 3. Future Olympic Sailing Competitions

#### (a) Accreditation

Accreditation is the equivalent of a passport, which specifies the areas of that can be accessed, eg boat park, press and spectator areas, field of play, dining room.

Accreditations for Athletes and National Officials for the Olympic Sailing Competition are provided through the International Organizing Committee. ISAF appoints the International Race Officials and approve their accreditations.

#### (b) Qualification

Currently National Olympic Committees (NOCs) may enter 1 boat per event with the host nation directly qualifying one place in each event. The remaining places are decided through a qualification system approved by ISAF and the IOC.

Qualification is worked out on a national basis and it is then up to the individual National Olympic Committees to decide which sailors they want to represent them at the Olympic Sailing Competition. To be eligible for selection by NOCs the athlete must have appeared on an official ISAF World Ranking list between certain dates.

Where can I find full Information about the next Olympic Sailing Competition?

Go to: Olympic Games  
[www.sailing.org/olympics](http://www.sailing.org/olympics)

## Unit 35 - Paralympic Sailing



### 1. Introduction and History

### 2. Future Paralympic Sailing Competitions

# Unit 35 - Paralympic Sailing



## 1. Introduction

Sailing was first seen at the Paralympic Games in 1996 as a demonstration sport. Four years later it was included as an official Paralympic Sport with two events on display at Sydney 2000. A one-person and three-person keelboat event were chosen to demonstrate the sport in Australia which provided greater stability as well as open cockpits allowing more room for the sailors.

The events were open to male and female competitors with the host nations Noel Robins, Jamie Dunross and Graeme Martin (AUS) taking the first Sonar gold and Heiko Kroger (GER) claimed the first 2.4mR gold medal.

Since 2001 host cities have to bid for both the Olympic and Paralympic Games

The 2.4mR and Sonar remained through Athens 2004 before the introduction of a two-person keelboat for Beijing 2008. The SKUD18 was the chosen equipment and the first gold medal went to America's Nick Scandone and Maureen McKinnon-Tucker.

All three events and equipment were on show at the 2012 Paralympic Sailing Competition.

## 2. Future Paralympic Sailing Competitions

### (a) Accreditation

The Accreditations for Athletes and National Officials for the Paralympic Sailing Competitions are provided through the nations National Paralympic Committee (NPC). Accreditations for International Officials are approved by ISAF and appointed by IFDS (International Association for Disabled Sailing). The accreditation is the equivalent of a passport, which specifies the areas of that can be accessed, eg boat park, press and spectator areas, field of play, dining room.

### (b) Qualification

The qualification system for the Paralympic Sailing Competition is published by the International Paralympic Committee (IPC) and followed by the IFDS and NPC's. The qualification system details the processes to be followed in the lead up to the Paralympics. It specifies how many nations qualify at the events specified as Paralympic qualifiers. The qualification is allocated to a Nation not an individual and the selection of the national representative is for the nations Recognized National Authority, RNA to decide.

Where can you find full Information on past Paralympic Sailing Competitions, including medal tables?

Go to: Past Paralympics [www.sailing.org/paralympics/london2012/about/history/index.php](http://www.sailing.org/paralympics/london2012/about/history/index.php)