

# Athletes4society

T O O L K I T

**Examples  
completed  
templates**



Conducted as part  
of the Erasmus+  
Athletes 4 Society  
Project: Empowering  
the public value of  
sport through athletes  
as role models.



**How to build a societal impact  
programme that involves  
athletes as role models?**



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# Final template - Example

## A. SOCIAL DIMENSION

### MESSI-theme:

Sport participation & health

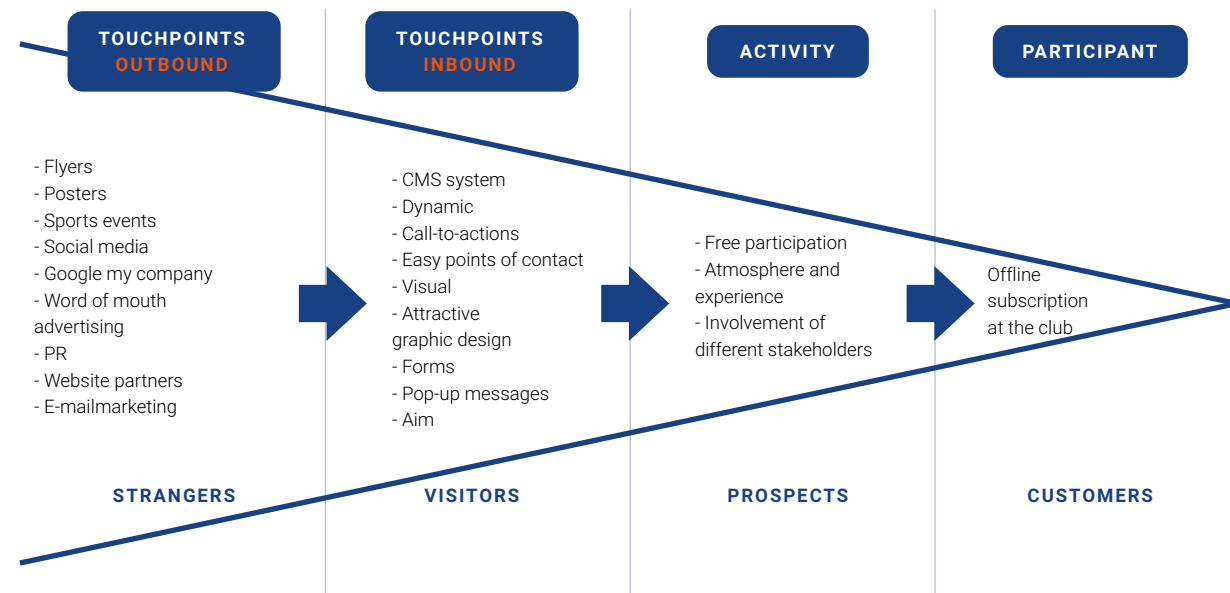
## B. TYPE OF PROGRAMME

- ☒ Direct impact
- ☐ Awareness creation

## C. SOCIETAL VALUE PROPOSITION

Societal value description	Goal
Tackling childhood obesity through sport	A 20% increase of sport participation in 6-to-12-year-olds in multi-sport clubs in region X by September 1, 2023

## E. EXTERNAL COMMUNICATION FUNNEL/FLOW



☒ Signed agreement

## D. ACTION PLAN

Input	Activities	Output	Outcomes
<b>Operational capacity:</b> €20.000, 5 FTE, 15 volunteers, 1 athlete role model, 5 laptops, 2 cameras, website, promotional videos	- Workshops at schools - Motivational talk - Courses at schools	- 30 workshops - 20 inspirational talks - 3.000 social media posts	<b>Short term:</b> Increase PA level amongst children who participated in the programme.
<b>Legitimacy &amp; support:</b> Teachers, youth coaches, sponsor			<b>Long term:</b> More awareness from local authorities about sports for children; improved physical health in children who participated in the programme

## F. MANAGEMENT

- ☐ Programme management plan
- ☐ Task board
- ☒ Gantt charts
- ☐ Others:

## G. EVALUATION

Relevance	Effectiveness	Efficiency	Impact	Sustainability	Coherence
100 children between 6-and-12 years old were reached of which 25 decided to get in on a sports club membership.	Only 12 inspirational talks were organised > Planning & two presenters	We are left with €8.000 and can therefore upscale our activities	- 20% more memberships - A total of 100 children was informed - Sports clubs are able to upscale their activities - Children get more active	New workshops and other activities on a provincial level instead of on a regional level	Content of workshops directly linked to the programme's aim.





## STEP 1

## Team up with your athlete

## THE MESSI TOOL

Based on the MESSI framework<sup>6</sup>, the MESSI tool has been developed. This tool helps you to determine what contribution your programme could make to society. Moreover, it aligns the societal values desired by you, as a representative of the sport organisation, and the athlete(s) on which your programme wants to focus.



Both the athlete and your organisation's representative(s) complete the MESSI tool, preferably in a different colour.

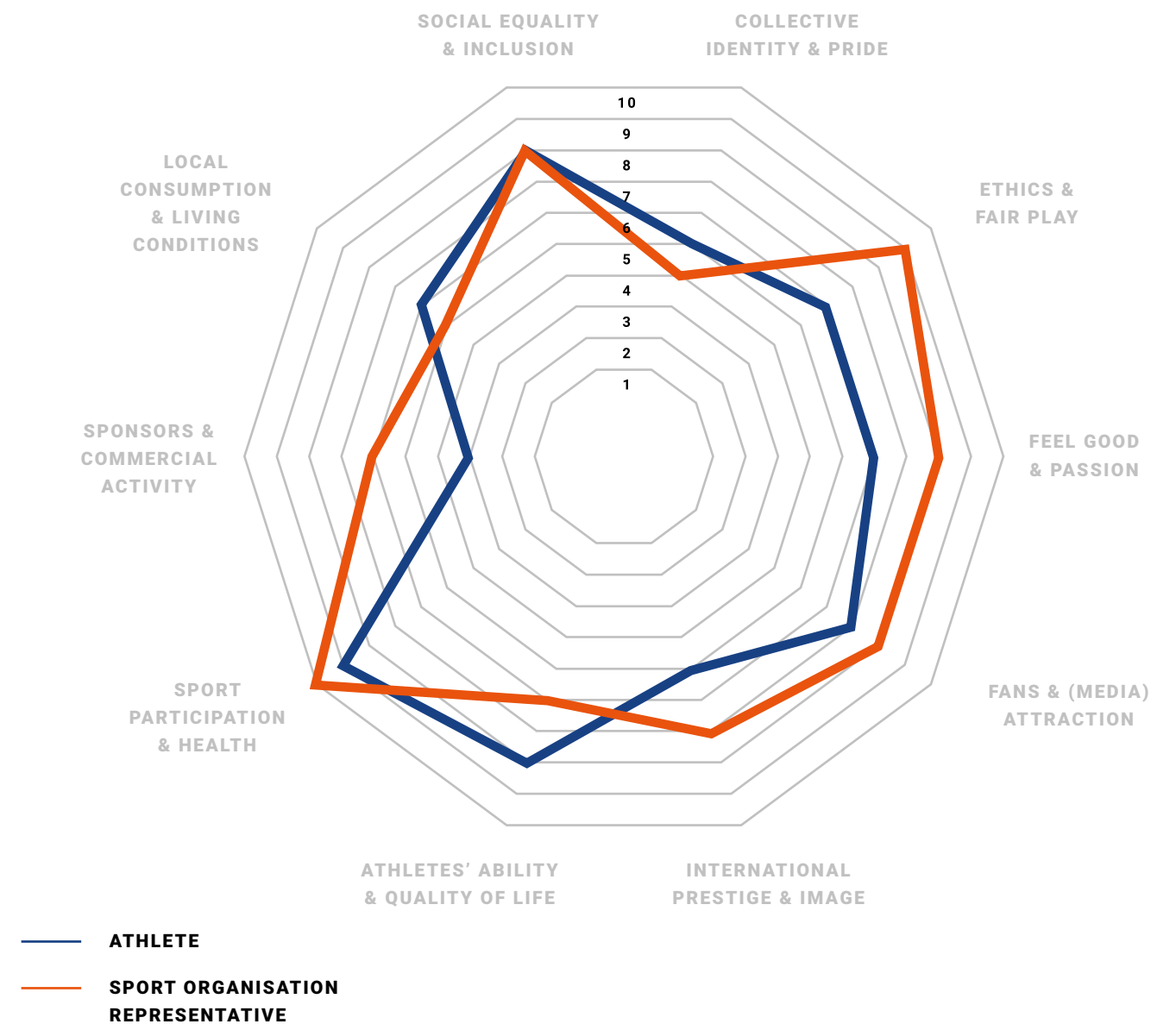
To complete the tool, read the short explanation on every MESSI dimension and consequently rate each dimension on a scale from 1 ("I am not interested in this theme") to 10 ("I am very interested in this theme"). Put a dot on the line that corresponds to the score, afterwards you can connect the dots. When everyone has completed the tool, you start comparing the results.

The dimension that got a high score from each person who completed the MESSI tool, is the dimension that is rated as the most important/interesting. Your programme will focus on this dimension.

## Messi Tool



The example below shows the tool as completed by a sport organisation representative and an athlete. The athlete and the organisation representative both find the MESSI dimension 'Sports participation & health' very interesting. The programme is likely to focus on actions to increase physical activity or promote a healthy lifestyle.



Enter the MESSI theme that your programme will tackle into the final template in box A "social dimension".



# Assess an athlete's desired involvement



Ask the athlete to complete the tool underneath. Let the athlete tick off the box that applies to his or her situation.

I am the initiator of the athlete role model programme.	<input type="checkbox"/>	<input type="checkbox"/>	A stakeholder of mine (e.g., sport federation, club, sponsor) is the initiator of the athlete role model programme.
I have a keen interest in a specific societal aspect from previous experiences during my personal life or my sports career.	<input type="checkbox"/>	<input type="checkbox"/>	I have an interest in a variety of societal aspects, my interest is very broad.
I want my programme to target a specific group of people (e.g., people with diabetes, children with mental disabilities).	<input type="checkbox"/>	<input type="checkbox"/>	I want my programme to target a larger group of people (e.g., adults in general, school children).
I want to take initiative and be involved in the design and setting up the programme.	<input type="checkbox"/>	<input type="checkbox"/>	I would like to get involved in the programme, but I let the initiative and set up of the programme to someone else (e.g., sport federation, club).
I want to be engaged in the day-to-day management of the programme.	<input type="checkbox"/>	<input type="checkbox"/>	I want to be engaged in the programme, but do not want to be actively involved in the management of the programme.
I want to be highly involved in the programme activities (e.g., organise events and activities that people can engage in).	<input type="checkbox"/>	<input type="checkbox"/>	I am happy to be an ambassador of a programme by providing for example inspiring pictures of myself.
I would like to have a lot of say when the programme is developed.	<input type="checkbox"/>	<input type="checkbox"/>	I am happy to commit myself to the programme, but I am not interested in developing the programme myself.
I want the programme to focus on specific goals and events.	<input type="checkbox"/>	<input type="checkbox"/>	I want the programme to focus on spreading a broad message.
In addition to my sports career, I want to make enough time to engage actively in the programme.	<input type="checkbox"/>	<input type="checkbox"/>	In addition to my sport career, I do not think I have the time to actively engage in the programme.
I have good knowledge about the societal aspect that I want to tackle with my programme and the people that I want to help.	<input type="checkbox"/>	<input type="checkbox"/>	I do not have a specific knowledge about a certain societal aspect.
I want my programme to have an impact on a specific group of people (e.g., children with cancer, young girls in disadvantaged families)	<input type="checkbox"/>	<input type="checkbox"/>	I want my programme to have an impact on society in general.



# Calculate the score

How many times did the athlete cross the orange propositions: \_\_\_\_\_

How many times did the athlete cross the blue propositions: \_\_\_\_\_

# Interpretation of the score

MORE ORANGE

**your programme should target direct impact**

MORE BLUE

**your programme should target awareness creation**



Go to the final template and tick which approach your programme will target at box B “Type of programme”.



STEP 2

## Determine your societal value proposition

# 1. Define the societal value of your programme



Describe which societal value you want to deliver with your programme or in other words, describe what your programme will focus on, and think about the way your project answers to that societal need.



Describe the societal value you want to target specifically with your programme.



For example, the societal value of a programme that wants to tackle the 8th MESSI dimension "Sport participation & Health" can be the following

---

Childhood obesity is increasing over the past decades.  
The most common causes of obesity are an unbalanced diet and a lack of physical activity. Children are currently not getting enough physical activity.

---



Enter your societal value description into the final template at box C "Societal value proposition".



STEP 2

Determine your societal value proposition

2. Describe your goal: smart



Describe the goal/objective of your programme in a SMART way<sup>27</sup>.



Write down the goal of your programme using the SMART guidelines as described above. The supporting questions can help you with this. Afterwards, you summarize the SMART goal of your programme in one sentence.

SMART <sup>27</sup>	MEANING	SUPPORTING QUESTIONS	YOUR GOAL	
<b>SPECIFIC</b> It states specifically and in detail what the goal of the programme is. The target group is clearly articulated.	Make your goal specific and narrow.	<ul style="list-style-type: none"><li>What do you want to achieve?</li><li>Who is involved? Who will benefit from your programme? Whose circumstances do you want to change?</li><li>Where are you going to do it?</li><li>When are you going to do it?</li><li>Why do you want to achieve it?</li></ul>	With this programme, we aim at a 20% increase of sport participation in 6- to 12 years-olds in multisport clubs in region X by september 1, 2023.	LIKE THIS !
<b>MEASURABLE</b> Before and after the start of the programme, the number of memberships in multi-sport clubs can be measured to evalutate that the wanted increase of 20% is achieved.	The goal should be quantifiable, so that you can track progress and proof whether you have reached your goal.	<ul style="list-style-type: none"><li>How much needs to be done?</li><li>How do you measure that?</li><li>What is the result?</li></ul>		
<b>ACHIEVABLE</b> A 20% increase.	Make sure that you can accomplish your goal within a certain timeframe.	<ul style="list-style-type: none"><li>Are the steps you need to take towards your goal achievable?</li><li>Do you have enough knowledge and resources to achieve your goal?</li><li>Is the goal not too easy or difficult?</li></ul>		
<b>RELEVANT</b> Motivating young people to be more active is in line with the organisation's core values.	Your goals should align with the values and long-term objectives of the organisation.	<ul style="list-style-type: none"><li>Are you fully behind your goal?</li><li>Are your colleagues also behind the goal?</li><li>Does the goal arise logically from your organisation?</li></ul>		
<b>TIME-BOUND</b> A clear deadline is set.	Set a realistic end-date for achieving your goal.	<ul style="list-style-type: none"><li>When will you start your programme?</li><li>What is the end date of the programme?</li></ul>	With this programme, we aim to get young people more active and involved in sports so that they will get fitter.	NOT LIKE THIS !
<b>NOT SPECIFIC</b> Not clear what is meant by young people and fitter.				
<b>NOT MEASURABLE</b> It is difficult to measure 'more active'.				
<b>NOT ACHIEVABLE</b> The achievability is difficult to assess.				
<b>NOT RELEVANT</b> Lack of clear information makes it difficult to assess whether the goal is relevant or not.				
<b>NOT TIME-BOUND</b> No clear deadline is set.				



Enter your SMART goal into the final template at box C "Societal value proposition".



Make your goal smart: **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**ime-bound.



STEP 2

Determine your societal value proposition


3. Map potential success factors and constraints in achieving your goal



Having identified your aim, it is essential to think about which factors within and outside your organisation can increase the likelihood of achieving this goal or may pose an obstacle to achieving it.



Describe your organisation’s unique selling points<sup>26</sup> (i.e., positive qualities that set your organisation or programme apart from others), as well as possible constraints you might encounter in designing, implementing, and evaluating your role model programme. Make sure your selling points and constraints are concrete and defensible<sup>26</sup>.

SUPPORTING QUESTIONS	OUR UNIQUE SELLING POINTS
<ul style="list-style-type: none"><li>• How is your organisation different from other organisations? Why are others enthusiastic about your organisation?</li><li>• What services can you offer that others cannot?</li><li>• Can you meet physical and emotional needs in a special way?</li><li>• What demographic group (age, gender, geographical radius, income level, etc.) do you serve that others do not?</li><li>• What special skills do you have to offer? What new knowledge or technology can we use?</li><li>• Does your organisation have a long, successful track record? What past programmes/activities performed well?</li><li>• If you are new, did you gain success in a short time?</li></ul>	<ul style="list-style-type: none"><li>• Our organisation has new, high-quality sports infrastructure available.</li><li>• Our organisation is accessible for athletes from all levels (from beginner to expert level).</li><li>• Recent good athletic performances of the athletes within the sports organisation.</li><li>• Our organisation has a broad network of sports clubs.</li></ul>
<div>At the top, you can find examples of unique selling points</div>	





Describe the possible constraints of your organisation, by using the following supporting questions.

SUPPORTING QUESTIONS	OUR POSSIBLE CONSTRAINTS
<ul style="list-style-type: none"><li>• What are our organisation's points of improvement?</li><li>• What past programmes/activities did not perform as intended and why?</li><li>• What resources are we currently lacking?</li><li>• Are there competitors with the same objectives?</li><li>• If we want to expand in the future, what resources do we need?</li></ul>	



See an example







STEP 3

Action plan

# 1. Input

A successful societal impact programme cannot be developed and implemented without the right resources and support.

Operational capacity

Operational capacity includes having sufficient capacity to enable your societal value proposition. Concretely, your programme needs financial resources (e.g., funding from sponsors), human resources (e.g., staff, volunteers) and organisational resources (e.g., facilities, infrastructure)<sup>28</sup>.



Make an overview of your financial, human, and organisational resources available for your programme.

TYPE OF RESOURCES	SUPPORTING QUESTIONS	YOUR PROGRAMME’S RESOURCES
FUNDING	<ul style="list-style-type: none"><li>• How much funding is available to invest in your role model programme?</li><li>• How much of this funding is your own, how much do you need from (potential) stakeholders?</li></ul>	20.000 euro from organisational budget
PERSONNEL	<ul style="list-style-type: none"><li>• What human resources are available to implement and run the programme?</li></ul>	5 full-time employees; 15 volunteers; 1 athlete role model
MATERIALS	<ul style="list-style-type: none"><li>• What facilities are available?</li><li>• What materials are available?</li></ul>	5 laptops; 2 cameras
TECHNOLOGY	<ul style="list-style-type: none"><li>• What technologies are in place?</li></ul>	Website; promotional videos



Enter the resources that your organisation can provide in the final template at box D “Action plan”, section ‘input; operational capacity’.



For example, the organisation itself can have following resources to build the athlete role model programme





STEP 3

## Action plan

### Legitimacy & support

For your programme to succeed, you must actively seek for legitimacy and support, being authorisation and support from political, financial, and social stakeholders for your proposition to create societal value<sup>28</sup>. Try to gather a consortium of internal and external stakeholders from different fields with their own specific input.

#### Tip

Engage the athlete in looking for relevant stakeholders. He or she can play an important role in finding stakeholder support.



Identify which internal and external stakeholders you want to cooperate with to seek authorisation and support for your proposition. To do so, make an overview of the relevant expertise, the expected commitment, and goals and values of each potential stakeholder. Make sure those things are in line with your own goals, values, and expectations.

STAKEHOLDER	RELEVANT INDIVIDUAL EXPERTISE OF THE STAKEHOLDER	EXPECTATIONS OF THE STAKEHOLDER	GOALS AND VALUES OF THE STAKEHOLDERS
TEACHERS	From their educational background, they can educate children about the positive effects of physical activity.	Once a week, teachers are expected to schedule a teaching moment where they teach children about the positive effects of physical activity.	Teachers want to increase the mental and physical health of children.
YOUTH COACHES	Have knowledge on how to get children to move in a fun way.	Give on fun, inspiring workshop to introduce children in different kinds of sports.	Youth coaches want children to have a meaningful and valuable hobby.
SPONSOR	Sponsors can provide additional financial support.	€ 30.000 funding.	Sponsors want to promote their brand, but they also want to spread the message of a healthy lifestyle.



Enter your potential stakeholders in the final template at box D “Action plan”; section ‘input, legitimacy & support’.



For example, within an athlete role model programme that aims to get more elementary school children involved sport, two stakeholders can be teachers and youth coaches

### Tips to facilitate and create a fruitful cooperation with stakeholders<sup>1,4,22</sup>

- Create a familiar and safe environment: encourage the stakeholder to speak up and be supportive when stakeholders share their ideas.
- Identify tailor-made solutions best suited to each specific situation.
- Be flexible.
- Communication is key: have regular network moments and meetings with your stakeholders to share relevant information.
- High on timing: set concrete deadlines and communicate time expectations with all stakeholders within the project.
- Focus on outcomes: define the purpose and added value of and for the stakeholders.





STEP 3

Action plan

# 2. Activities



Describe the activities that will take place within your athlete role model programme and consider who will be involved. Outline the roles of the persons involved.



Enter the activities of your athlete role model programme in the final template at box D “Action plan”; section ‘activities’.



For example, the activities within an athlete role model programme that aims to increase the number of youth membership in sports clubs can be the following

ACTIVITY	INVOLVED PERSONS AND THEIR ROLE
WORKSHOPS AT SCHOOLS	Youth coaches will give workshops in order to introduce children to different sports.
MOTIVATIONAL TALK	Elite athletes will give inspirational talks at schools.
COURSES AT SCHOOLS	Teachers will be giving courses regarding the benefits of physical activity and maintaining a healthy lifestyle (e.g., learning the food triangle in a playful, fun way). Elite athlete will make a guest appearance and inspire children to engage in sports themselves.







STEP 3

Action plan

# 3. Outputs



List the outputs of your athlete role model programme. The outputs of your programme can include, amongst others, number and type of activities that will be or were organised, the number of social medial posts about the programme, the number of participants of the programme.



For example, the outputs of an athlete role model programme aiming at increasing sport participation can be:

- 30 workshops
- 20 inspirational talks
- 3000 social media posts about the programme

The outputs of your programme are the direct results of your programme activities<sup>3</sup>. These results are quantifiable, and time bound



Enter the outputs of your athlete role model programme in the final template at box D “Action plan”, section ‘output’.

# 4. Outcomes

The outcomes of the programme are the anticipated changes in behaviour that occur as a result of the programme implementation<sup>3</sup>. A distinction can be made between short-term and long-term outcomes.



Review your programme activities and think about what short- and long-term outcomes these activities can produce. Describe what participants can get out of your programme, what this can mean for policymakers, etcetera.



For example, the outcomes of an athlete role model programme aiming at increasing sport participation can be:

SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
Increased physical activity levels amongst the elementary school children who participated in the programme	More awareness from local authorities about sports for children.  Improved physical health for elementary school children who participated in the programme



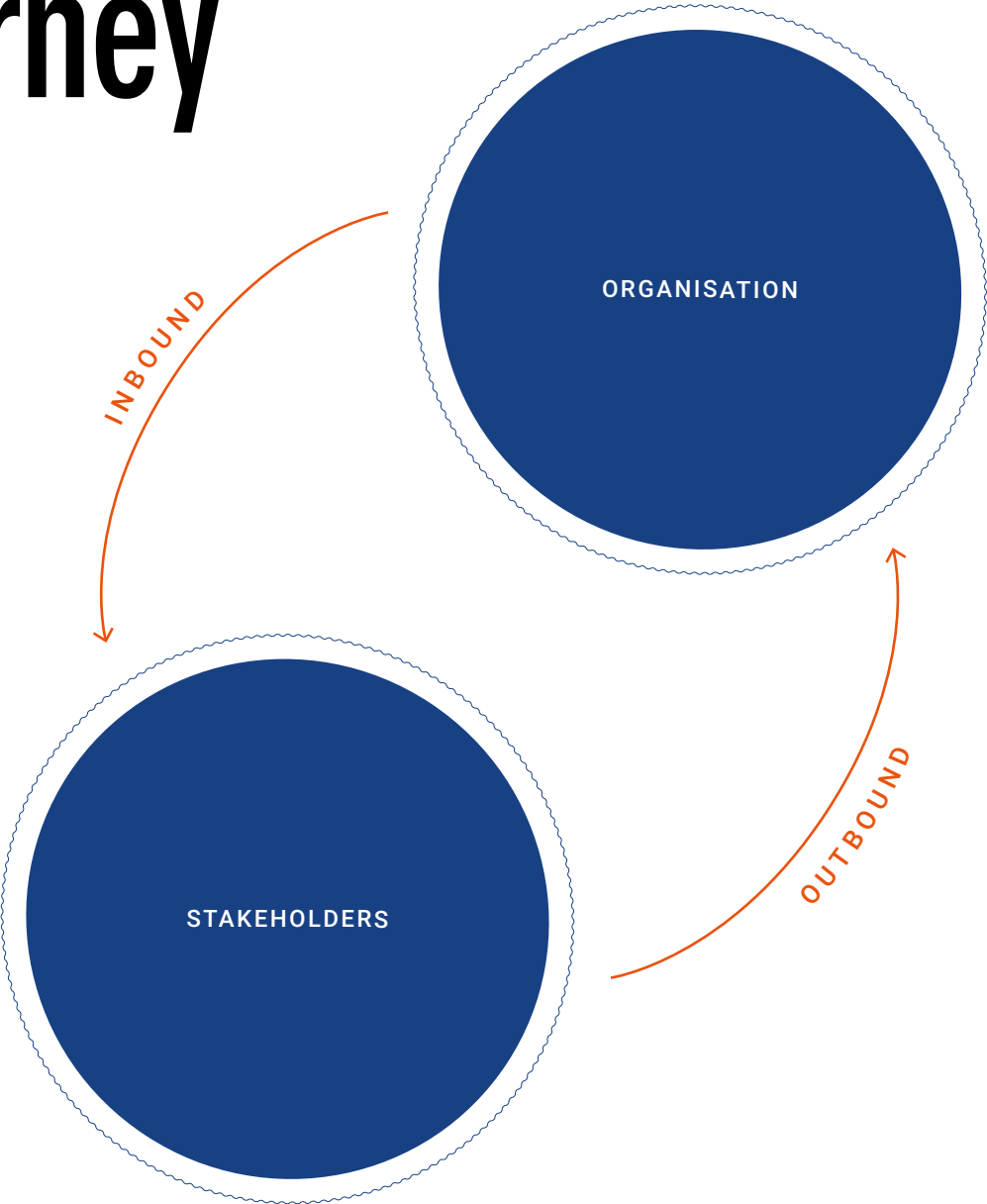
Enter the outcomes of your athlete role model programme into the final template at box D “Action plan”; section ‘outcomes’.



STEP 4

Marketing & communication

# 1. The way to the top: Your target audience's journey



Dealing structurally with marketing and communication.



Create a funnel or flow where you map out the journey of a potential participant using the tool underneath. Map out which phases potential participants or other stakeholders will go through towards becoming an actual participant. Try to make a clear distinction between inbound and outbound communication flows. Following supporting questions guide you through the tool:



For example, a funnel summarizing a sport club's inbound and outbound communication could look like this :

FUNNEL/FLOW	SUPPORTING QUESTIONS	
TOUCHPOINTS: OUTBOUND	<ul style="list-style-type: none"><li>How do potential participants or other stakeholders get to know your role model programme? (Every possible way that a potential participant or stakeholder can see your programme).</li></ul>	<b>STRANGERS</b> <ul style="list-style-type: none"><li>Flyers, posters</li><li>Sport events</li><li>Social media</li><li>Google my company</li><li>World of mouth advertising</li><li>PR</li><li>Website partners</li><li>E-mailmarketing</li></ul>
TOUCHPOINTS: INBOUND	<ul style="list-style-type: none"><li>Where will potential participants or other stakeholders look for information?</li></ul>	<b>VISITORS</b> <ul style="list-style-type: none"><li>CMS sytem</li><li>Dynamic</li><li>Call-to-actions</li><li>Easy points of contact</li><li>Visual &amp; Attractive graphic design</li><li>Forms</li><li>Pop-up messages</li><li>Aim</li></ul>
ACTIVITY	<ul style="list-style-type: none"><li>How do potential participants or other stakeholders get to the first event, participation?</li></ul>	<b>PROSPECTS</b> <ul style="list-style-type: none"><li>Free participation</li><li>Atmosphere and experience</li><li>Involvement of different stakeholders</li></ul>
PARTICIPANT/ MEMBER/ CUSTOMER	<ul style="list-style-type: none"><li>How do potential participants or other stakeholders eventually become a participant? (e.g., registration form, online or offline subscription, payment, etc)</li></ul>	<b>CUSTOMERS</b> <ul style="list-style-type: none"><li>Offline subscription at the club</li></ul>



Summarize the funnel/flow into the final template at box E "External communication funnel/flow".





STEP 4

Marketing & communication

2. Online communication

Social media

Social media is an indispensable part of today's society. Entrepreneurs, organisations, governments, etc. are therefore increasingly trying to convince their target audience through social media and involve them in their activities and goals. Unfortunately, just posting creatively without a clear strategy makes little sense.

Many organisations therefore remain unsatisfied about the number of likes and the interaction achieved with their posts. The tools and tips below try to help you in strategically devising social media posts with content that resonates with your target audience and gets results<sup>9</sup>.



Determine the purpose of your posts using the 4A model (i.e., Awareness, Appreciation, Action, Advocacy)<sup>9</sup>. Make sure the purpose is formulated in such a way that its impact can be measured



For example, a post on Facebook differs according to its aim:

4 A MODEL <sup>9</sup>	AIM	EXAMPLE OF A POST AIMING AT A SPECIFIC A OF THE 4 A MODEL	HOW DO I MEASURE THE IMPACT?
AWARENESS	Let people come into contact with your message or brand	An inspirational story of an athlete who suffered a long-lasting disease while being young and now visits children in the hospital	How many people did our page reach last month?
APPRECIATION	Let people identify themselves with your message or brand	A picture of the athlete within your programme elebrating his or her first anniversary managing the role model programme.	How many followers did we gain this week?
ACTION	Getting people to perform a certain desired action	Inspire people to take part in an event linked to your role model programme.	How many people clicked through to our website?
ADVOCACY	People who positively mention your brand or message in their network	Using a certain hashtag to stimulate people to share and talk about your programme.	How often was our page mentioned on Facebook in the past quarter?

Once you have determined the purpose of your post, the next step is to develop a visually appealing post with a valuable and engaging caption. Share content that offers added value to your followers, and that responds to what matters to your target audience.

Underneath, we provide you with some original formats to score on social media. Make sure that you adapt those formats to your values, style, and target audience<sup>9</sup>.



STEP 4

## Marketing & communication



Mirror your content to the 4 criteria for creating good content<sup>9</sup>.

CRITERIA <sup>9</sup>	EXPLANATION	CHECKLIST
ACTIVATING	The content elicits <b>interaction</b> .	<input type="checkbox"/>
ENTICING	The content <b>emotionally triggers</b> your followers (content that makes them laugh, relatable to them, angers them, amazes them).	<input type="checkbox"/>
SCANNABLE	The content is <b>visually strong</b> .	<input type="checkbox"/>
RELEVANT	The content is <b>relevant</b> and <b>matches</b> your organisation's values, activities and aims.	<input type="checkbox"/>



See example

Please note that one criterion sometimes weighs more than the other to explain the success of a social media post. But in essence you will always find the criteria in one form or another in a good post<sup>9</sup>.



STEP 5

# Implement, manage & monitor

The implementation and use of management methods is beyond the scope of the toolkit. However, more information and support can be found on the websites listed in part 5 of the toolkit.




Congratulations! Your athlete role model programme is designed and ready to get implemented! When your athlete role model programme is up and running, it is advised to continuously manage and monitor your activities and measure your results.



STEP 5

## Implement, manage & monitor

A wide variety of tools can help you in managing your athlete role model programme.

TOOL	DESCRIPTION	ONLINE TOOL
PROGRAMME MANAGEMENT PLAN	Defines how a programme will be coordinated and subsequently helps you plan, execute, and control your programme activities. It provides an overview of the activities as well as their status.	
TASK BOARD	Visually represent the work or activities and the path towards completion. This includes upcoming tasks, tasks that are in progress, tasks that need to be verified, and finished tasks.	
GANTT CHARTS	A visualization of your programme timeline. This tool helps you in keeping track of your schedule and identifies delays. It provides a display of the dependencies between your different activities.	



Tick off the method(s) that you will use to manage your programme into the final template at box F “Management”. The implementation and use of these methods is beyond the scope of this toolkit. However, more information and support can be found on the websites listed in the table above.

# 1.Managing your project

Programme management is the discipline of planning and applying your knowledge and skills to project activities in order to meet the requirements of the programme goal<sup>21</sup>. Correctly managing your programme benefits your programme activities<sup>14</sup>, and therefore ensures programme success<sup>2</sup>.

### Benefits of programme management<sup>21</sup>

- ✓ Better control of financial, organisational, and human resources
- ✓ Improved customer relations
- ✓ Shorter development times
- ✓ Lower costs
- ✓ Higher quality and increased reliability
- ✓ Improved productivity
- ✓ Better internal coordination

# 2. Monitoring your project

Monitoring your programme includes keeping track of the programme’s milestones to ensure the programme remains within its scope and within the expected budget and timeline<sup>5</sup>. Doing so might help you in maximizing the return on investment, delivering quality results, and ensuring further support from stakeholders.

**Tip**

To inform your target audience about the answers to your questions, you can opt to develop, for example, a yearly progress report, an annual calendar, a newsletter, or an interactive webpage.



Keep track of the programme’s milestones to ensure it remains within its scope, budget, and timeline.



Plan regularly meetings with your project team to answer the questions below:



QUESTION TO CONSIDER	PROJECT TEAM RESPONSE
Are we doing what we agreed?	
Are our activities of good quality?	
What can we learn from what we observe to enhance our quality of the future activities?	
How is the activity contributing to the desired change?	
What aspects of the activity did not lead to the desired results?	
What aspects of the activity did lead to the desired results?	

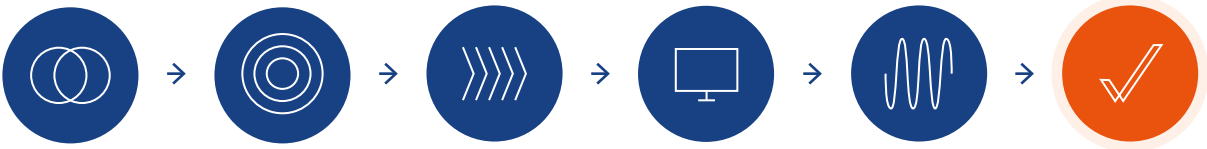


Answer the questions to gain more insight in how your athlete role model programme is running.

CRITERIA	SUPPORTING QUESTIONS	HOW IS MY PROGRAMME RUNNING?
RELEVANCE	Were the implemented activities relevant to the target audience?	We believe our workshops were relevant as they reached a total of 100 children between 6 and 12 years old of which 25 decided to get in on a sports club membership.
EFFECTIVENESS	<ul style="list-style-type: none"><li>Is the programme delivering on outputs and outcomes as planned?</li><li>Were the activities effective? Are there aspects that could have been done differently?</li></ul>	Only 12 inspirational talks were organised. A thought-through planning might have been of help. In the future, we will make sure to schedule two presenters per inspirational talk to avoid last minute cancellations of the inspirational talks.
EFFICIENCY	<ul style="list-style-type: none"><li>Have the activities been delivered on budget? What aspects of the participatory elements of the programme could be done differently next time to cut costs while still delivering achievements?</li><li>Were the size, scale and approach taken for each need appropriate?</li></ul>	The budget was more than sufficient to carry out the planned activities. We are left with € 8.000. We therefore can upscale our activities.
IMPACT	<ul style="list-style-type: none"><li>Is the wider programme story being told? What range of outcomes (intended and unintended) has the project contributed to?</li><li>How has the programme influenced the stakeholders, and what capacities has it built?</li><li>Does the programma have a positive impact on the participants?</li><li>To what extent did the initiative deliver against the needs of key stakeholders?</li></ul>	<ul style="list-style-type: none"><li>20% more memberships in regional sport clubs in the age category of 6-to-12-years old</li><li>A total of 100 children was informed about the benefits of sport in a fun and inspiring way.</li><li>A range of sport clubs has more memberships which allow them to upscale their activities as well.</li><li>We provided children with the possibility to get more active, get healthier, make connections and friends.</li></ul>
SUSTAINABILITY	Is there evidence that the programme is likely to grow – scaling up and out – beyond the project life?	We are planning new workshops and activities on a greater scale. We want to roll out activities on a provincial level instead of just on a regional level
COHERENCE	What was the link between the activities and the aim of the programme? Was this link clear?	Workshops and inspirational talks provided content directly linked to the programme's overarching aim. Social media was used to communicate about our initiatives, as well as to inform the target audience and their parents about the importance of sports in a fun way.



Based on the answers given above, you can now complete the evaluation plan in the final template at box G ‘Evaluation’.



STEP 6

# Evaluation

Evaluation of your athlete role model programme gives you the opportunity for optimisation. We recommend that you periodically review your programme against six evaluation criteria: relevance, effectiveness, efficiency, impact, sustainability, and coherence<sup>10,18</sup>.

Doing so provides more insight your context, reasons for adaptation and emergence of activities and outcomes, different perspectives and interrelationships that influence the success, sustainability, and transferability of your programme<sup>10</sup>.



Evaluate your programme based on the six evaluation criteria.

