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# Training Course for Intermediary Organisations (IMO) Modul 3 out of 7:

## Cooperation with schools

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Is one of the KINESIS tasks which has in total four intellectual outputs:

IO1 - Guidebook for Best Practices

**IO2 - Training Course for Intermediary Organisations (IMO) – 6 moduls**

IO3 - Training Course for Physical Education Teachers at Schools – 7 moduls

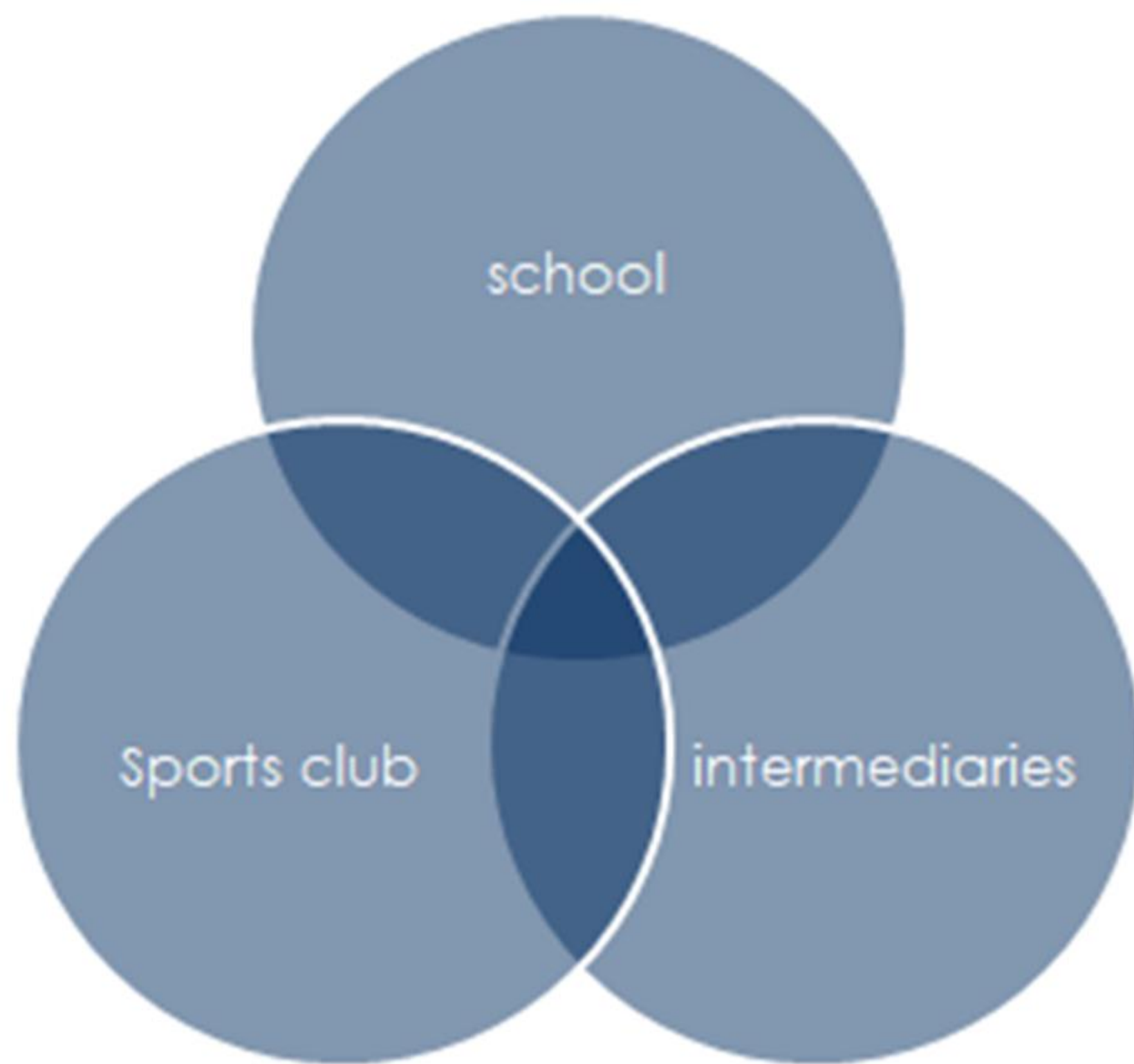
IO4 - Model for Community based cooperation-field of sports

The training course is aiming to **build the capacity of intermediary organizations**

(local authorities, school authorities, coaching associations, training organizations, NGOs etc.)

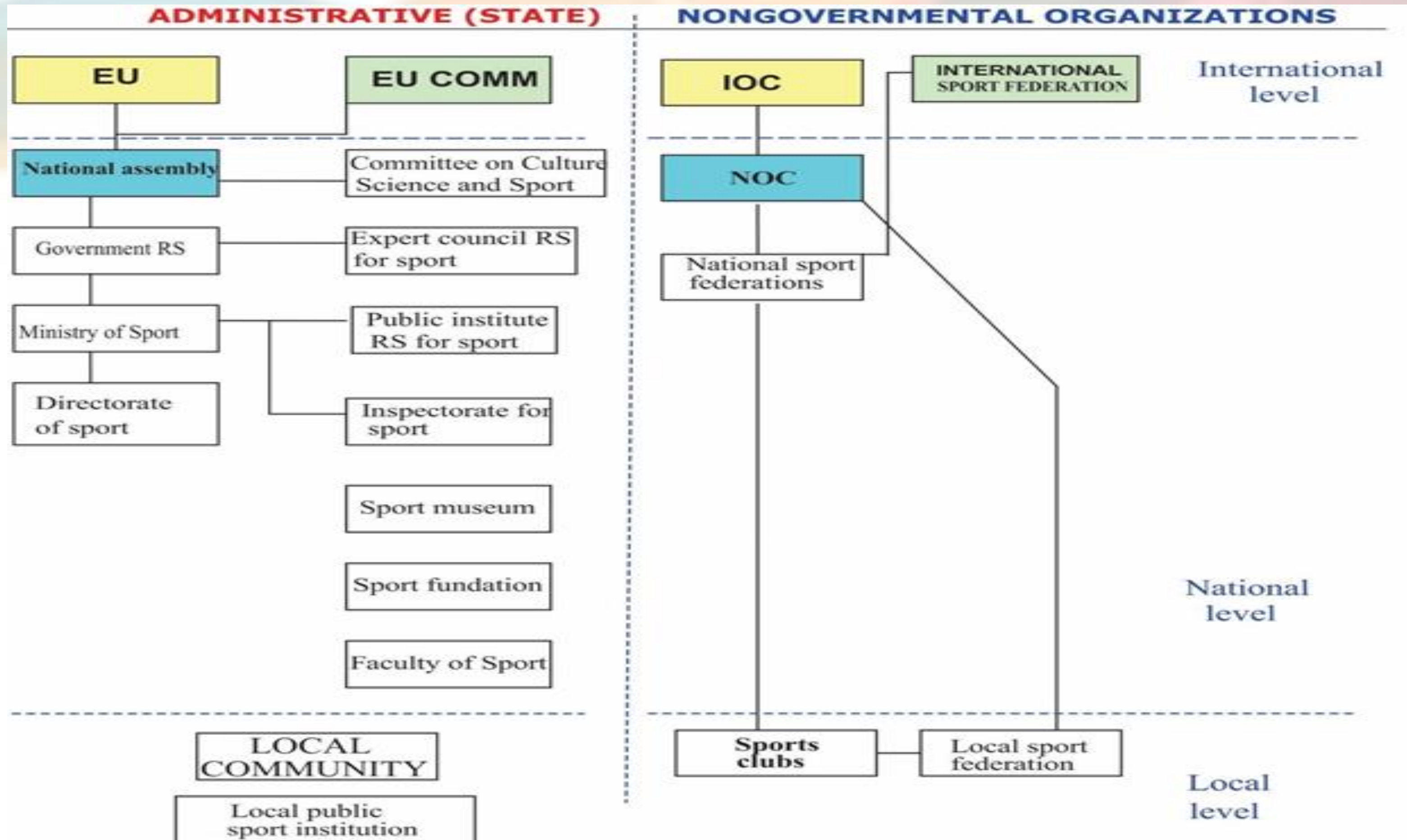
to promote the networking and **cooperation between schools** and community-based organizations **(Modul3)**.

It will also focus on aspects related to partnership building, promotion of cooperation in the field of sports, cooperation between education and non-educational organizations etc.





# 1. SPORT as IMO"s.



## 2. School, bureaucratic in schools

**Bureaucratic organizations are characterized by numerous attributes, a few of the major points are:**

- a detailed hierarchy of leadership,
- a clear set of rules formally applied,
- a workforce of full-time,
- life time employees, whose salaries are not a product of their performance.

Typically bureaucratic organizations are government agencies; however, political parties, churches, educational institutions, and private businesses have become bureaucratic organizations.

Without consistent leadership and rules, the school can become chaotic. Anyway, working with bureaucracy is huge, but after all, it sometimes serves us well. Everyone knows what they are doing, there is no confusion and excuse for the other.

## **2. We can include different schools**

As primary, secondary, faculties, schools for kids with special needs.

In schools we need to find a person who is interested and of course also contact the principal. Both are necessary for the start of project.

Schools has a lot of kids still not involved in any interested programs many of them are not in sport activities.

The PE teachers know kids but they do not know the economics status unless it is obvious (for ex. sport equipment).

In school we can also get maybe facilities or needed sport equipment.



### **3. Intermediaries, definition**

An intermediary is someone who acts as a go-between or a mediator between two other stakeholders.

The word intermediary comes from the Latin intermedius, which is also the root word for intermediate.

Inter- means between, and Medius means the middle — intermediary retains that sense of being in the middle.

In a larger sense, an intermediary can be a person or organization who or which facilitates a contract between two other parties.

### 3. Intermediaries can be:

- school districts,
- nonprofit organizations,
- community planning councils,
- higher education institutions,
- local education funds,
- local government,
- organisations under umbrella
- and various companies

An intermediary carries out four critical functions:

- 1.engaging, convening and supporting diverse groups and communities;
- 2.establishing quality standards and promoting responsibility;
- 3.brokering and leveraging resources; and
- 4.promoting effective policy measures.



# Inclusive sport

- **Physical barriers.**

Children with disabilities need to receive physical rehabilitation services (physiotherapy, prosthetics, orthotics, mobility aids, etc) to enable them to play sport. Sports facilities need to be accessible, eg. equipped with ramps and rails, and with smooth surfaces and access routes.

- **Social barriers.**

There may be a number of unhelpful attitudes and opinions surrounding children with disabilities and sport, which can lead to the children's exclusion. For example: some children and youth may themselves lack the self-confidence to take part in public activities such as sport. They may be shy or embarrassed, worried about being humiliated or bullied by other children/youth, or afraid of experiencing defeat. Sports clubs, which also focus on competitive sport, may see it as a waste of time having youth with disabilities as members as they will not be able to compete.

- **Economic barriers.**

Sport is a leisure-time activity and yet for many youth, who are living in poverty, they do not have the luxury of free time to spend in sport, as they are busy in livelihood activities. There are also some financial costs to participation in sport, most notably transport. Other costs include the cost of sports equipment and clothing.

# To manage

As a leader of a small or big project you must know something about management.

For creating a sports group, you need to follow some management function.

Managing means getting things done to achieve life's objectives and managing an organization means getting things done with and through other people to achieve its objectives.[\[1\]](#)

There are basically 5 primary functions of management:



# Managerial Skills

A skill is an acquired and learned ability to translate knowledge into performance.

It is the competency that allows for performance to be superior in the field in which the worker has the required skill.

Accordingly, a manager must be highly skilled in the art of optimally utilizing the human resources. This art is universal in nature. In every walk of life,

human skills are necessary for success. These various managerial skills are:

technical, human, conceptual, diagnostic, communicational and political skills.

All those are well united in strategic leadership.



# Strategic leadership

Here are some qualities of strategics leaders:

- **Strong Communication**
- Humility
- Emphaty
- Good listening
- Passion and commitment
- Colaboration
- Honesty
- Positivity
- Diplomacy
- Innovation
- **Motivation**



# Motivation and Maslows Human needs theory



In order to better understand what motivates human beings, Maslow proposed that human needs can be organized into a hierarchy. This hierarchy ranges from more concrete needs such as food and water to abstract concepts such as self-fulfillment.

**According to Maslow, when a lower need is met, the next need on the hierarchy becomes our focus of attention.<sup>[1]</sup>**



# Meetings

What position we take depends on how we will influence the IMO and how it will accept us.

We can divide 4 basic positions reflected in meetings:

**1. I am OK: you are OK**

(optimism, happiness, great chances for success, positive attitude)

**2. I am OK: you are NOT OK**

(anger, rage, overestimation of yourself, others are inferior, only our view is correct)

**3. I am NOT OK: you are OK**

(feeling inappropriate, helpless, stupid, suspicious)

**4. I am NOT OK: you are NOT OK**

(asking if it makes sense, they are discouraged, they prevent others from succeeding).



## 5W



If the answers to these questions are made, the message will be clearly concise, understandable, logical and has its own goal of action, purpose and direction. All the senses are present in mutual communication (if the conversation is personal). Gestures, tone of voice, facial expression, etc. are also important. The point of communication is to share information and views with someone. Among other things, this also means arousing interest. Communication is collaboration so that participants reach a compromise. We must not forget, however, that it is also possible to answer in silence (sometimes even more than in words). In addition to the words, it is also necessary to mention the way we perform.

# Team works

is very important in all projects.

Here we present you one of practical use of theory in teamwork,

The Belbin® Team Roles profile was developed in the 1970's by Dr Meredith Belbin

## **Action-Oriented Roles:**

- Shaper (SH)
- Implementer (IMP)
- Complete-Finisher (CF)

## **People Oriented Roles:**

- Coordinator (CO)
- Team Worker (TW)
- Resource Investigator (RI)

## **Thought Oriented Roles:**

- Plant (PL)
- Monitor-Evaluator (ME)
- Specialist (SP)





## Belbin Role Strengths

## Allowable Weaknesses

	<b>Plant:</b> Creative, imaginative, unorthodox. Solves difficult problems	Ignores incidentals. Too pre-occupied to communicate effectively.
	<b>Resource Investigator:</b> Extrovert, enthusiastic, communicative. Explores opportunities. Develops contacts.	Over-optimistic. Loses interest once initial enthusiasm has passed
	<b>Coordinator:</b> Mature, confident, a good chairperson. Clarifies goals promotes decision-making, delegates well.	Can be seen as manipulative. Offloads personal work
	<b>Shaper:</b> Dynamic, challenging, thrives on pressure. The drive and courage to overcome obstacles.	Prone to provocation. Offends people's feelings
	<b>Monitor Evaluator:</b> Sober, strategic and discerning. Sees all options. Judges accurately.	Lacks drive and ability to inspire others
	<b>Teamworker:</b> Co-operative, mild, perceptive and diplomatic. Listens, builds, averts friction and conflict.	Indecisive in crunch situations
	<b>Implementer:</b> Disciplined, reliable, conservative and efficient. Turns ideas into practical actions.	Somewhat inflexible. Slow to respond to new possibilities.
	<b>Completer Finisher:</b> Painstaking conscientious, anxious. Searches out errors and omissions. Delivers on time.	Inclined to worry unduly. Reluctant to delegate
	<b>Specialist:</b> Single-minded, self starting, dedicated. Provides knowledge and skills in rare supply	Contributes on only a narrow front. Dwells on technicalities



# SWOT analyses

- One of the most popular and durable managing planning tools is called **SWOT analysis**. It consists of asking yourself:
- What are my **Strengths**, as a person and as a business?
- What are my **Weaknesses**?
- What **Opportunities** do I see on the horizon?
- What **Threats** could seriously harm my business?



# Coaching, principlless

Focuses on achieving goals

Is linked to the clients development

Leads to conscious change

Stimulates thinking

Takes place in an atmosphere of respect and full acceptance of the client

Is voluntary

It is non-directive

It is not there to teach or advise peple

The coach does not have to be an expert in their client field of work

**Main tools are active listening and questions.**

# Coaching follow:

## GROW:

- G - Goal, what is your goal, defining goals, short, direction
- R - Reality - where are you now in a relation to your goal? Ex. Spider net
- O - options - what are your options to reach a goal?
- W - will/way - what will i do?



# Teamwork activity for GROW - with gained knowledge

- We have 10 kids, (ex. Radus kids)....
- Before we go to the municipality we make a program with GROW tools from coaching.
- We dived stakeholders in to 4 groups.

## GROW:

- G - Goal, what is your goal, defining goals, short, direction
- R – Reality – where are you now in a relation to your goal? Ex. Spider net
- O – options – what are your options to reach a goal?
- W – will/way - what will i do:

<p><b>GOAL</b></p> <ul style="list-style-type: none"> <li>• What do you want to achieve?</li> <li>• What does your successfully achieved goal look like?</li> <li>• How will you know you've reached your destination?</li> <li>• Are there milestones along the way?</li> <li>• How much influence do you have on your goal?</li> <li>• Who else is responsible for realising the goal?</li> <li>• Is the goal achievable, is it challenging?</li> <li>• How will you measure your goal?</li> <li>• How much do you want to achieve this goal (how much on the scale from 1 to 10)?</li> </ul>	<p><b>REALITY</b></p> <ul style="list-style-type: none"> <li>• What is this situation today?</li> <li>• What tools are you using? What are the reasons for this?</li> <li>• What activities have you already done to achieve your goal?</li> <li>• What have you learned from these activities?</li> <li>• What hinders you from finding new activities?</li> <li>• Who has already achieved this or can they help you?</li> <li>• What resources do you have at your disposal?</li> <li>• What are the consequences of the current situation in the future?</li> </ul>
<p><b>WAY FORWARD</b></p> <ul style="list-style-type: none"> <li>• What options will you choose?</li> <li>• To what extent do these activities enable you to achieve the objective?</li> <li>• What are the criteria of success?</li> <li>• When will you start and when will you complete each of these activities?</li> <li>• What would prevent you from carrying out these activities?</li> <li>• What support do you need and from whom?</li> <li>• What are you going to do to get that support?</li> <li>• What can I do to support you?</li> </ul>	<p><b>OPTIONS</b></p> <ul style="list-style-type: none"> <li>• What can you do as the next step to your destination?</li> <li>• What else could I do?</li> <li>• What are the advantages and disadvantages of each of these options?</li> <li>• What else would you do if I had more... (... time, power...)?</li> <li>• What would you advise to your co-workers, your friends, your parents?</li> </ul>



# Examples for different Cooperations between IMO and schools

- Cooperation with school and international IMO
- Cooperation with school and national IMO
- Cooperation with school and local IMO
- Cooperation with school and local sport union
- Cooperation with school and sport clubs
- Cooperation with school and companies
- Cooperation between sport group and companies
- Working as an Intermediary in School
- Center for Social Work as intermediary
- Cooperation with schools and azil center

# Brainstorming – about possible cooperation between schol and IMO

- With “basic brainstorming,” generate a good quantity of really useful, creative ideas.
- Basic brainstorming isn't complex—though there are important techniques for ensuring success:
  1. Get a group of people together to address a problem, challenge, or opportunity
  2. Ask your group to generate as many ideas as possible—no matter how “off the wall” they may seem. During this period, no criticism is allowed.
  3. Review the ideas, select the most interesting, and then lead a discussion about how to combine, improve, and/or implement the ideas.

## Ex. Questionnaire for Companies

1. Is the health of your surroundings important to you?

- ☐Yes ☐No

1. Is it important to you that your customers are satisfied with your positive contribution to the environment?

- ☐Yes ☐No

1. Do you work with schools, sports clubs in terms of promoting movement for children?

- ☐Yes ☐No

1. If so, how do you cooperate?

2. What does this collaboration mean to you?

3. How many schools, clubs do you work with?

4. How long do you cooperate with schools, sports clubs?

5. Are you willing to support programs for vulnerable youth?



Action plan

WHAT	WHO	WHEN	WITH	COSTS (eur)
Permissions of municipal, companies	Katarina	2 month before		20
Tender, propositions		1 month before		
Invitations - media, principal, prefect		1 month before		
Police service				
First aid		7.4	+12 students	
Speaker	Darja	7.4	+ students	
Medals, diploms		14.3.		
Sound system	Vojko	7.4.	+ 4 students	200
Preparing instalations				
Plan of Stands, Start, Goal				100
Boundary plan	Boštjan			
students on Road clousere	Meža		+ 20 students	
Preparation of the bulletin				100
Photography				
Journalist group				
ORGANIZATORS of Running				
Supreme judge	Katarina			
Chief judge on the goal				
Starter				
Judge on the goal				
couriers				
Preparation of diplomas				
Preparation of awards				
Lis of awarding ceremony				
STANDS WITH REPRESENTS NGOs				
biologic-herbal stand				
Nonsmoking stand				
Health care stand -with measures of heart pressure, heart frequency,..				

- IMO are:
  - Sports clubs
  - Buisness clubs
  - Shops
  - Schools
- Cooperation is
  - The same as coalboration
  - To advise someone
  - To have many advanteges for both side
  - When IMO leads school

- The best outcome in meeting is
- All feel good
- No one feel good
- When on feel good another not
- When we all go for a drink after

- Using GROW method means
  - To grow differrent plants
  - To see growing a grandchild
  - To make questions about goals, reality, opportiunity and willness
  - To be active listener

- Management strategical skills are:
  - Needed to cook good
  - For managing the project
  - To sucseed in the partnership
  - To feel great at the work

- Buerocratic schools means:
  - There is no space for companies
  - No space for clubs
  - Following the rules and low
  - No place for vunerable kids

- Action plan at least must give the answers on:
  - 5G
  - Envarioment
  - 3D
  - 5W

- Bureaucratic organizations are characterized by attributes like:
  - a detailed hierarchy of leadership,
  - a clear set of rules formally applied,
  - a workforce of full-time,
  - having lunches together for birthdays parties

- Which of the following tasks is not a part of management
  - creating
  - organizing
  - Planning
  - Controlling

- Make your own question and give an answer 😊

# Quizz

## Course for Intermediary Organizations

### Module 3

Please mark the right answer. There can be one correct answer, two , all or none. Time 10 minutes.

- 0 - 5 correct answers = not pass
- 6 – 8 correct answers = good
- 9 – 10 correct answers = excellent

Thank you!