Transition Handbook

COMPETITIONS 2024/2025

The European Law Students' Association

FOREWORD

Dear Reader,

I invite you to read the Competitions Transition Handbook, created as an introduction to the Key Area of Competitions. In addition to this Handbook, I created a Checklist for the Transition by the outgoing to the incoming VP Competitions - I encourage you to work with both documents during the handover process. In writing the Handbook and the Checklist, I have been inspired by the Academic Activites Transition Handbook drafted in 2020 by Sarah Ikast Kristoffersen, Vice President in charge of Academic Activites, ELSA International 2019/2020, and Maja Rajić, Vice President in charge of Academic Activites, ELSA International 2020/2021. I wish to thank them for their important work.

This Handbook provides you, among other things, with the basics of the history of ELSA, the Competitions Area, and Knowledge Management. The Handbook and the Checklist are designed as a guide for outgoing VP Competitions when planning the transition to their successors and for incoming VP Competitions when finding their role before and after entering office.

Best wishes,

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Vice President in charge of Competitions
International Board of ELSA 2024/2025

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I. Introduction to the Competitions Area

Competitions is one of the Key Areas in ELSA and contributes to the legal education of law students and young lawyers by preparing them for professional life and giving them an understanding of legal practice.

Competitions are events in which law students and young lawyers compete against each other in a simulation of court proceedings, negotiations and other legal procedures and interactions. They prepare the participants for the specialised forms of skills, experience and knowledge that are required within the legal profession, by:

- Providing extraordinary practical and interactive learning experiences;
- Improving the participants' practical legal skills;
- Using their legal knowledge in a practical way;
- Focusing on topics which are more relevant for the curricula of universities;
- Representing an opportunity to give career information about different professions which are open to law graduates;
- Providing opportunities to learn about other cultures, and use their professional skills.

1. What is the Job of a Competitions Officer?

Competition Officers in National and Local Groups play a vital role in promoting and supporting the competitions organised by ELSA International, namely the John H. Jackson Moot Court Competition and the Helga Pedersen Moot Court Competition.

Beyond this, they have a range of responsibilities, including organising their own Academic and Moot Court Competitions within their respective National or Local Groups.

As project managers, Competition Officers oversee all aspects of their events, from developing necessary materials (such as the rules and cases) to establishing timelines, maintaining communication with participants and judges, managing external relations, and promoting the project effectively.

One of the exciting aspects of the Competition area is its versatility – there is no limit to the types of competitions that can be organised, while they all require similar elements for a successful execution.

In addition to their project management duties, Competition Officers are integral members of their group's Executive Board. Effective communication and collaboration with fellow Board members are essential to ensuring the success of individual projects and contributing to the overall growth and development of their National or Local Group.

2. Transition of a VP Competitions

Knowledge Management

Knowledge management is not new to our Network, but we often lack a structured approach. While a big part of it consists of the transition process, effective knowledge management must begin early in the term. To pass on knowledge effectively, we need to create and refine it throughout the year.

At its core, knowledge management involves generating, refining, and transferring knowledge across Key and Supporting areas, requiring the commitment of all Officers. For Competitions, knowledge management can be broken down into three stages:

1. *Knowledge generation* is primarily derived from project management itself and interactions stemming from it, such as seeking advice from external contacts like partners or faculties when planning competitions.
2. *Knowledge refinement* is often overlooked, but it plays a vital role in the development and improvement of your national and local competitions. It includes evaluations, post-event discussions, and consultations with all stakeholders involved in the competitions to enhance practices in the future.
3. *Transition* is the core of knowledge management. Transferring knowledge to our successors through well-documented processes is vital both to make their terms easier and to ensure the quality of the competitions organised and their continuous development.

Tools for Knowledge Management

1. Establish a clear system of *record-keeping* during your term and decide early on how you will document your advances and practices early in the term. It is important to materialise your knowledge and experiences throughout your term, which will then facilitate the transition process. This ensures continuity and a smooth transition, making things more understandable for future VP Cs.
2. Share relevant project updates with your team to avoid miscommunication and be *transparent* with them and your successor if there are any unresolved matters or issues that will also concern their term.
3. Collect and analyse *feedback* using surveys or discussions to identify improvements, not only from the people who participated in your competitions but also from those who helped you organise them. Sharing the results with your successor and coming up with a plan on how to implement improvements for their term will make an immense difference.
4. Engage team members and externals to brainstorm and refine ideas effectively. Also make sure to involve your successor in these discussions – it will not only give them a lot of

important background information and help them understand underlying issues, but it is also a great opportunity for them to meet the people they will work with during their term, especially partners.

5. Seek guidance from more predecessors who may have faced and tackled similar challenges you have been trying to solve during your term and your successor might have to solve during theirs. Do not hesitate to ask for their advice – their experiences might be extremely useful.

What is Transition?

Much knowledge is built up in our Association over the years, however, for the proper functioning of the Association, such knowledge must be transferred from outgoing officers to incoming ones. For a transition to function, it must be thoroughly planned by the outgoing officers and attentively followed by the incoming officers. The transition should be both general and area-specific, and each aspect should focus on explicit knowledge, implicit knowledge, motivation and team building. For more information, please consult the Competitions Transition Checklist and the Transition Manual.

If your transition was lacking

In an ideal world, all ELSA Officers receive excellent transition. However, it occurs that the transition is lacking in quality or that the transition was not possible at all. Please do not worry, if you find yourself in that situation, as there are several actions you can take to mitigate these circumstances:

- Get in touch and talk to some of the previous VP Cs or other previous board members: these will be able to provide you with information, contacts and ideas.
- Contact your National VP C and/or the VP C of ELSA International and ask for help; while these may not have detailed knowledge of previous projects organised by your National or Local Group, they are experts in their area and will be able to guide you.
- Ask other National or Local VP Cs for help; even if they cannot help concretely, they do provide a great support network.
- Check your archives for useful information.

Since you are reading this handbook, you are already on the right track and hopefully this handbook can provide you inspiration and knowledge on how to continue your work with Competitions in your ELSA Group.

When You Are New in Office

Once your transition is over and your work begins, it is essential to plan out your year. For that purpose, it is recommended to draft a One Year Operational Plan (OYOP), in which you set the goals for your year and state how you will work to achieve them. You should discuss your OYOP with the rest of your board and make sure that the whole board is working in the same direction.

If you are a Local VP C, go ahead and present yourself to the National VP C and to the other Local VP Cs. Should you be a National VP C, please present yourself to the VP C ELSA International, your Local VP Cs and other National VP Cs.

It is highly recommended to attend the National and International Internal Meetings such as National Council Meetings and International Council Meetings. Not only will you learn more about the Competitions area and meet other Officers working in the same area, but you will also make friends for life.

3. Competitions

When working in a team, communication is the key to success, both within your National/Local Group and with ELSA International.

With ELSA International

As most of your communication with the VP C of the International Board will be conducted remotely, it is important to establish channels of communication at the very beginning of the term.

We use email for external and formal communication. Area Mailing Lists and WhatsApp groups are usually created at the beginning of the term, however, it depends on the current International Board and how they envisioned informal communication with the international ELSA Network.

Additionally, it is important to remember that being part of the International Board is a job like any other, so keep in mind the working hours of your respective International Board Member when contacting them.

Finally, do not forget to follow the official ELSA accounts on Instagram and LinkedIn.

With the International Network

When it comes to communication with other National C Officers, we highly encourage you to use the Mailing Lists and the official WhatsApp Community. This way, the entire International network can be up to date with all that is going on in the C area. If your email is not on the mailing list, do not hesitate to contact VP C of the International Board (competitions@elsa.org) and you will be added to the mailing list as soon as possible. Additionally, do not hesitate to share your projects and initiatives via all the above-mentioned channels of communication.

With your National Network

Communication with your National network usually depends on its internal structure. Often, a national C mailing list is set at the beginning of the term, as well as an area WhatsApp group by national C Officers.

II. Introduction to the Competitions Area

1. Project Management

One of the most important parts of being part of ELSA and participating in C is the opportunity to build up project management skills. However, the main obstacle to the development of these skills comes with our background – legal studies rarely touch on project management.

This chapter of the Competitions Transition Handbook will provide you with basic definitions, structure, and stages of project management. This information is recommended to be implemented for any competition at the international level; and it might be used, up to the discretion of the relevant national and local officers, for the projects on the other levels and/or other areas.

Stages of Project Management

To effectively manage any competition, we must understand the basic concepts of project management. Firstly, what are the main stages of project management?

i. *Project design*. This stage takes place when a team of interested people comes up with an idea to do a project. The task of this team is to think over the main elements and describe the competition. Such descriptions should reflect the structure of a project and provide clarity on why this project is to be organised, what resources are necessary for this project, and what value the project brings to the association. As soon as the description is developed, the decision to approve the project should be taken by the relevant Officers (board members) to proceed to the next stage – implementation of the project.
ii. *Implementation of the project*. Implementation of competitions usually refers to the implementation of activities as provided in the description of a project. This stage is heavily interlinked with project monitoring.
iii. *Project monitoring*. To be able to monitor the progress of the project, it is necessary to set up 'project milestones' – the significant events that provide evidence that the project is progressing in achieving its objectives. For example, webinars, or draft reports received could be considered as good milestones, as they provide sufficient evidence of progress in project implementation. As soon as all milestones are achieved, the project could go into the closure stage.

iv. *Closure of the project*. This is the stage when all activities and outputs envisaged in the relevant project description have been completed. However, the project cannot be considered closed, if financial accounts are not closed (money not paid, belongings were not returned, etc.). As soon as the project has been closed, the evaluation phase could be launched.

v. *Evaluation*. The purpose of this last stage is to reflect on what went right and wrong during all previous stages of project management – from project design to its closure. For example, questionnaires or surveys could be sent to participants to ask them about their experience in the project. After the results are received, the team in charge of this project together with the relevant officers should evaluate and interpret the results, to extract lessons from the project. The relevant officers, from their side, should establish the mechanism of keeping and passing this knowledge in a concise and structured way to their successors and future project teams.

→ This stage is often overlooked in ELSA projects; however, its value should not be underestimated. We lose valuable information and feedback from participants of our projects (in different roles), and this hurdles our growth and hampers the speed at which we raise the quality of our projects.

Description of a Project and Main Elements

The project description is usually done in writing, so it would be easier to keep the records and have conceptual discussions about the project. In fact, such a document constitutes an important piece of knowledge, which could be easily transferred to project successors (for example, when the organising team must change during one of the stages of project management) or to the teams of other future projects.

The level of detail in the project description may vary, depending on how discussions about project design are advancing in the organising team. However, the project description larger in volume does not necessarily mean that it will be better. Every part of the description should be concise and lead straight to the point. We recommend you write the project description like it will be read by a person who has no knowledge about the project at all, but has a task to coordinate the project.

There are eight essential parts of every project description.

Background description

This is the first part of any project description. It should provide, in a concise manner, all information relevant to the project, as well as describe how it contributes to the general policy of the association (for example, one-year operation plans, advocacy, etc.).

The questions to be answered in this part:

- What is the relevant background information for implementing this project?
- What is the problem to be addressed by this project?

  → Were there any projects that address the same problem implemented before? If so, what was the outcome/impact of such projects? Were any lessons learned?

- How does this project correspond to the main strategic documents of the association (IFP, Strategic Plan, etc.)?

Objectives of the projects

This part is usually noticeably short (up to 7 – 10 lines) and states what is the objective of this project. The questions to be answered in this part:

- What is the overarching goal of the project?
- Why do you think it is necessary to implement [e.g. fund, if relevant] this project?

Expected results

This section usually looks and sounds comprehensive, but it provides an essential description of the main elements of the project and lays down its structure. It is recommended to be specific when defining the elements (especially activities and outputs).

Based on the following, the project could be understood by any external person:

- *Activity.* The actions to be performed with the purpose of producing expected results under the project. In other words, it shows what needs to be done to produce outputs.
- *Output*. An immediate and tangible result of the activities performed under the project.
- *Outcome*. Short-to-medium-term effects of the outputs produced during the project (usually one to two per project).
- *Long-term expected effect of the project (usually one per project).* To be realistic, most of the impacts will have to be phrased as a contribution to something. It is rarely possible to make a significant change only with one project.

Indicative timeline

This section provides a visual representation of which activities are expected to take place at what moment of project implementation. It is also recommended not to put exact dates, because approval of the project by the responsible officer might take a while (or other delays might occur). Each activity from the previous section should be reflected here.

The questions to be answered in this part:

- What is the estimated timeframe for the project (from which date it is expected to begin and when it should end)?
- At what stage of the project a specific activity will be implemented?

Risks and mitigating measures

This is a section about risks and how to mitigate them. The organising group should think about the implementation of a project from different perspectives. For example, if the funding is needed and will not be granted or cut short – what will be done?

The description of risks and mitigating measures is usually important for the responsible officer or for those who will fund the project.

Stakeholders and modalities of cooperation

This section should provide a description of who is involved in the project and how they cooperate with each other to achieve the project objective. It is also extremely useful to make a distinction between the responsibilities of different actors, especially in case some of their tasks depend on the work of others.

In addition, it might prove useful to ask for contributions from your colleagues in supporting areas, who can provide you with inputs on how they can contribute to your project. For example, your Secretary General can contribute to the preparation of the relevant privacy statement; while your marketing colleagues could develop the relevant promotional materials and help with the promotion of the project on social media.

The questions to be answered in this part:

- What are the groups that will participate in the project (students, members of the association, academia staff, etc.)?
- What are the responsibilities of each group in this project? How they are expected to participate?
- How do they cooperate with each other (regular monthly calls, weekly status updates, etc.)?
- Are there any critical stakeholders who need a backup?

Making use of the results

This section should describe how the results of the project might be used in the future by the association. For example, if the result is a report, then it could be published and presented during negotiations with new potential partners. It could be also useful to think about how the project could help to attract new members or new partners/sponsors.

The questions to be answered in this part:

- How could the results of this project be used in the future after the closure of the project?
- Is this project can help the association to recruit new members and/or to find new sponsors?

Monitoring and evaluation activities

This section should describe how the progress of the project implementation will be observed (monitoring) and how the lessons are expected to be learned after the closure of the project (evaluation).

The monitoring exercise could be performed in different ways – it could be specific internal deadlines for preparatory activities, progress reports, or meetings with the national/local boards (for large projects). The purpose of this exercise is to facilitate information exchange. In addition, monitoring helps to spot any signs of materialisation of risks and ensure that the mitigating measures are applied timely. The evaluation exercise refers to the collection of feedback and opinions from all stakeholders involved in the project at all stages. Any survey sent to the stakeholders must be easy to understand and must ask clear questions. To avoid any difficulties with the data protection rules, please ensure that the responses provided are anonymised and it is impossible to trace who provided an answer.

After the results were collected the project team must hold a meeting with the relevant officer to discuss and interpret the results. During this discussion, lessons could be learnt.

The questions to be answered in this part:

- How do we take stock of the progress in project implementation?
- What will be the main topics of the evaluation exercise?

2. Officers Management

Competitions are often vast and cannot be conducted by one ELSA officer alone. It is therefore highly likely that each Competition Officer will work in several teams throughout their terms in ELSA.

The success of a project cannot be accredited to a single person. It is the contribution of every member of the team and people associated with the project from outside. It is imperative to keep an account of how many people are related to your project and which role should be assigned to each one of them. A proper training and thorough knowledge of the subject can guide you with the same.

Most individuals focus on the technical knowledge of the employee and neglect the interpersonal and managerial skills, which is a big mistake. It is not enough that each member of your team is experienced in ELSA, they must also know how to work as a team and compromise.

The sections below will set out general advice when it comes to managing teams, however, it must be kept in mind that each team is unique and functions differently. The structure of this section is:

- Different types of team structures and how to use them;
- Guidance on how to set up a team;
- Advice on how to delegate tasks;
- Team management programmes;
- Keeping up motivation in the team;
- Giving feedback.

For more information, please consult the Human Resources Handbook.

Types of Teams

There are many different types of teams which you can set. Below is only an outline of the most common team structures utilised in ELSA.

Organising Committees

An Organising Committee (OC) works on a specific project usually while it takes place physically. This means that an OC is great for projects falling under the Competitions area. The number of necessary team members depends on the event and the number of participants. Below the reader may find suggestions on how to share the responsibilities:

- **Head of Organising Committee:** Usually the VP C of the organising group. This person is responsible for coordination, motivation and communication.
- **Head of Participants:** This person takes care of registrations, writing invitation letters for visas (if needed), sharing the necessary materials and answering participants' questions before, during and after the event.
- **Head of Judges:** This person takes care of reaching out to and acquiring potential judges, sharing the necessary materials with them and answering their questions before, during and after the event.
- **Head of Academic Programme:** Responsible for creating the academic programme and finding speakers (if needed).
- **Head of Social and Cultural Programme:** It is a great idea to add a cultural and social dimension to your project. This person is responsible for planning such programmes which may include sightseeing, receptions and parties.

- **Head of Finance:** You will most likely need a budget and someone to take care of it. This may the treasurer of your group or an appointed person. This person will be responsible for setting the budget, approving payments, receiving payments, applying for grants, conducting accounting etc.
- **Head of Marketing:** You will not have an event without participants, so you need marketing. Depending on your project, you may need materials and prospects for sponsors, posters, flyers, a website, application forms, media cards etc.
- **Head of Fundraising and External Relations:** This person is responsible for contacting all partners and sponsors before, during and after the event.
- **Head of Logistics:** You may need rooms, meals, accommodation etc., and if so, you should have a person responsible for such items.

Each of these departments may need several people working for them, and the OC will likely need the assistance of volunteers on the day(s) of the event.

Project specific teams

Project-specific teams, much like OCs, are dedicated to one project which they work on from the initiation (project design) to the conclusion (evaluation and follow-up). Unlike the OC, the project team usually works on the project for a longer time, as they are also involved in the project design and in the follow-up phase.

A project team is led by a project manager, who ideally is a director assigned specifically to the project and who has several assistants working for them. The project team has to report directly to the project manager, and the lines of authority are well-defined so team members can concentrate on the project's objectives. Project manager tasks include:

- Developing the project plan;
- Managing deliverables according to the plan:
- Recruiting project team members;
- Leading and managing the project team;
- Establishing a project schedule/timeline and determining each phase;
- Assigning tasks to project team members;
- Providing regular updates to the VP AA and the entire board.

The project team members will have more specific tasks, but will usually be responsible for:

- Contributing to overall project objectives;
- Completing individual deliverables;
- Providing expertise;
- Documenting the process.

The advantages of a project team are that everyone in the team is an expert on that specific project and has defined and specific tasks. It is clear for example that the Assistant for Judges in a moot court is responsible for finding, recruiting and communicating with judges. The disadvantage of this is that the team can become inflexible; all projects have periods of high workload and periods of lower workload, and the project team structure does not allow much flexibility in moving assistants from one project to another. This can be counter-productive, as an Assistant for Teams for an ENC may have skills and knowledge that could be used in another competition, for example, a CIC.

An example of an Academic Competition (here ELSA Negotiation Competition) project team could be:

	Assistant for Judges
Director for ENC	Assistant for Teams
	Assistant for External Relations

Agile teams

Agile teams allow more flexibility than project-specific teams because they are not assigned a certain area or project. Instead, they flexibly join different areas and projects as needed, e.g. a team for knowledge management or data protection.

The advantage of an agile team is that it offers more flexibility in terms of workload and workflow. However, as these teams often work across several teams and areas, it is essential to have a set team leader who is responsible for managing the team and reporting back to the board. Furthermore, good communication and transparency are key for the team to function.

Setting a Team

Once you have decided in the team structure(s) you wish to utilise, you need to decide who will be in your team. When choosing your team, you need to first outline which tasks will be essential to the project, such as finding judges for an essay competition, securing a venue for an ENC or similar. If you do not have specific tasks, you will not be able to delegate efficiently, and therefore, this first phase of analysing the workflow in the project is vital. Ask yourself:

- What needs to happen for the project to be a success?
- Which steps lead up to such a successful scenario?
- Can these tasks be separated and delegated externally?
- Should these tasks be delegated, or can I handle them myself?

Once the list of tasks has been generated, you can start grouping them into several positions. In appointing team members, you should look for people who have both the ELSA knowledge and soft skills you are looking for, and remember that as long as the applicants are motivated, they can always be taught the specifics of each ELSA project.

How to Delegate and Trust

The ability to delegate makes the difference between a hard worker to a great leader. As a board member, Head of OC, project manager or similar, delegation is therefore essential for you. Delegation can be challenging though, and below, this handbook will provide simple steps on how to ensure successful delegation.

Set tasks

As mentioned above, for a team to function, they must have specific tasks, and the first step in delegating is therefore to separate specific tasks for your team members to perform. You can delegate using a simple Excel or Word table or more advanced team management platforms as outlined in 2.4 below.

Set expectations

Once the tasks for delegation have been identified and described, the team leader and team member should set expectations for the tasks. Firstly, decide what the goal (or Key Performance Indicator) is for each task, to ensure that all parties are working towards the same result. As most ELSA officers will be working voluntarily and part-time, it is also essential to ensure that the team member has the interest and availability needed to undertake the task. Finally, set deadlines, both for sub-goals and the finalised result.

Building trust

For perfectionists, delegation can be problematic. An officer may think that they need to perform every task themselves to control the process. Please remember, however, that this association relies on everyone working together in the pursuit of a just world. This section will include a few pieces of advice to give the perfectionist peace of mind when delegating.

Firstly, carefully evaluate what only you can do and perform only those tasks. If a task can be completed by someone else to an acceptable level, it should be delegated, and you should spend your limited time on tasks that only you can perform. This is the best way to efficiently use the available resources. Even if you are not comfortable delegating the entire task, consider whether someone else could do the initial draft so you only have to review and polish it off.

Secondly, resist taking back control. Once you start to let go of control, inevitably there will be a time when something does not get done in the way that you would prefer. Your initial reaction may lead you to blame yourself for letting go. However, instead of immediately putting the work back on your agenda, evaluate whether you could do anything differently when delegating in the future; could you communicate more clearly, should the KPIs be different, or should you have more sub-goals and follow-up sessions?

In addition, explain to your team members what was needed for the work to be completed and give them the opportunity to learn and improve.

Team Management Platforms

Many platforms exist for managing teams and projects, and you should use whatever works best for your team. The platforms outlined below are therefore only examples.

G-Suite

The G-Suite offers many applications for team management, and as your ELSA e-mail is connected to the G-Suite, it serves an excellent starting point for project management. You may consider using:

- Google Drive for sharing documents allowing everyone in your team access to the entire project folder;
- Google Meet for scheduling calls with your team;
- Google Calendar for scheduling meetings and reminding of key deadlines.

Slack

Slack is a business communication platform that offers chat rooms (channels) organised by topic, private groups and direct messaging. You may create one private channel per project and invite only the people working on that project. If you wish to contact one person only, you can use the direct messaging option.

You can integrate several systems and apps into Slack such as Google Drive which allows you to share documents faster and easier.

Notion

Notion is an application designed to help teams organise, track and manage their work. Teams can create projects, assign work to teammates, specify deadlines, and communicate about tasks directly in Notion. It also includes reporting tools, file attachments, calendars and more.

Keeping Up Motivation

While team members usually will be highly motivated upon their initial appointment, motivation may fade over time. Keeping a team motivated, therefore, is a key task for every team manager.

Explain your reasons

If your team does not understand why a task is important and why they are assigned to it, they will not feel motivated to complete it. Hence, the team manager should provide context as for the importance of the task and explain how it contributes to the completion of the project. Do also explain why you have chosen that team member for the task and what they may gain from completing it; this increases the personal relevance and the probability of follow-through.

Inspire and create trust

Your team members need to understand not only what the task is, why it is important and why they are performing it, but also exactly what is needed for them to be successful. If the project manager has a precise outcome or methodology in mind, it is essential to communicate that to avoid misunderstandings. A team member trying their best but failing to meet the expectations of their manager will be demotivated and this should be avoided. Once clarity is established, confirm their interpretation again to make sure that they have fully understood what is expected of them.

Engage at the right level

The team manager should maintain engagement in the task at a level sufficient for them to deliver the agreed support and accountability. However, should the manager become too involved and end up micromanaging their team members, this will be de-motivating and the team members will assume that their manager does not trust them. On the other hand, of the team manager becomes too disassociated with the task they may miss the critical moments where a supportive comment or vital piece of feedback would be essential. Finding the right level depends on proper communication and a certain degree of trial and error.

Giving Feedback

Team members will not improve unless they receive feedback to learn where they perform well and where they may improve. Feedback can take several forms and will depend on the team and the tasks at hand:

- Weekly or monthly calls to assess the team member and their progress;
- Setting goals/KPIs and following up on whether these have been achieved.

When providing feedback, make sure that you:

- Prepare in advance;
- Are specific and provide examples;
- Avoid exaggeration (do not use words like “never”, “all” and “always” because the team member will likely get defensive);
- Give feedback from your perspective (start your sentences with “I”);

- Remember positive aspects (a tip could be to mention one positive aspect per point of criticism);
- Limit your focus to fewer issues so as not to overwhelm your team members.

3. Crisis Management

Being a project manager is usually rewarding, however, a project management crisis occurs. Crisis management is the application of strategies designed to help an organisation deal with a sudden and significant negative event. Crisis always requires that decisions be made quickly in order to limit the damage to the project. When facing a project management crisis, the most important is to stay calm and to think of a backup plan.

If you want your project to pass as smoothly as possible, it is important to think about how you can avoid a project management crisis. During the planning phase, identify risks and plan for the ways to minimise those risks, establish a monitoring or early warning system, and develop a crisis response plan (plan B, plan C, etc). Make sure that you have an organising team that can help when a crisis occurs and never hesitate to ask them for help.

- Example: Your National Group is planning a national ELSA Negotiation Competition, which requires a pair number of participating teams. You count on 8 teams participating. It often happens that teams drop out on the day of the competition, thus it is important to prepare a plan B schedule that can be adapted to a lesser number of teams, as well as a plan C schedule that can be adapted to impair a number of teams participating. Prepare plan D in the case that a judge drops out last minute.

When a crisis occurs, communicate as much as possible, both internally (with your project team/OC) and externally (with external partners/participants). After the event, evaluate the project and crisis that occurred and share your tips and tricks with your successor in order to prevent new crises from happening.

4. Ensuring Legality

Ensuring the legality of our activities is one of the most important things in our activities. However, since our jurisdictions are different, it would be impossible to give an extensive list of all requirements to be checked; though it is possible to provide you with several principles, which you might want to comply with.

- Ensure that your activity is in line with the applicable legal base of the country where an activity will take place;
- Ensure that your activity is in line with the statutes and orders of your legal entity (association, society, union, non-profit organisation, etc.);

- Ensure that your activity complies with all legal obligations related to the organisation of the activity/event.

  → Nota bene: this is particularly important, in case your event generates revenue, and your income might become taxable. Please, consult your Treasurer on these matters.

- Ensure that your activity complies with the statutes and orders of ELSA International.

Terms and Conditions

What are Terms & Conditions?

Terms and conditions set out an agreement between the ELSA group as the service provider and the ELSA member who wants to use that service (i.e. project). The ELSA member must agree to abide by the terms and conditions in order to use the offered service.

When should Terms & Conditions be used?

Consider whether terms and conditions should be used for your ELSA project. This should at least be the case where the participants pay for their participation, such as a moot court. Including terms and conditions will help you in case of a dispute and the need to cancel the project.

Structure

The terms and conditions of course depend on your jurisdiction, however, consider including the following:

- Parties: Who are the parties to the agreement (i.e. the ELSA group and the participant);
- Scope: What does the agreement apply to (i.e. the project);
- Obligations of the Parties: What do the parties have to do (e.g. pay the participation fee, provide accommodation etc.);
- Rights of the Parties: Which rights do the parties have (e.g. right to participate);
- Force majeure: Define the circumstances that would count as force majeure;
- Cancellation: Define when cancellation may happen from each party with and without liability;
- Termination: When does the agreement end;
- Severability: Set out that even if some sections of the agreement or unenforceable, the remainder of the agreement will still remain in force;
- Applicable law: Which law applies to the interpretation and dispute resolution of the agreement;
- Dispute resolution: How should disputes be resolved?

Data Protection

Before going into details, please always contact your Secretary General (or a person appointed/elected as responsible for data protection matters).

As part of our association is subject to EU laws, the General Data Protection Regulation is applicable when a national of an EU Member State is involved in an activity/project. For the activities happening outside of the area of effect of EU legal acts, national rules should apply.

When organising an event, it is highly recommended to spend sufficient time to ensure that compliance with data protection rules is in place. Several tips (the list is non-exhaustive):

- Ensure compliance with the principles of data processing (Article 5) and your capability to demonstrate (prove) such compliance.
- Identify on which basis your processing is lawful (Article 6). Please, make sure that if your basis is consent, the conditions for consent are complied with (Article 7).
- Do not process special categories of personal data ('sensitive data') without a solid legal basis to do so (Article 9).6 Sensitive data includes dietary requirements!
- Prepare a privacy statement and ensure that all required information is included in the statement (Articles 12 – 14).
- Implement some safeguard measures, such as pseudonymization and anonymisation, especially when you feel that data is processed on a large scale or there are additional risks (Article 25, 32).
- Make sure that when you contract with a company and you transfer personal data to them, the contract clauses ensure your rights as data controllers, and they are aware of their responsibilities as data processors (Article 28).
- In case you transfer personal data to countries outside of the effect of the GDPR, make sure that you can demonstrate compliance with Articles 44 – 49 of the GDPR.