

**MINISTRY OF EDUCATION AND SCIENCE OF RUSSIAN FEDERATION  
FEDERAL AGENCY FOR TOURISM  
RUSSIAN ASSOCIATION OF TOURISM INDUSTRY  
NATIONAL TOURISM ACADEMY  
SOCHI STATE UNIVERSITY  
THOMPSON RIVERS UNIVERSITY, CANADA  
SHEFFIELD HALLAM UNIVERSITY, THE UK**



**VI International Conference  
«OLYMPIC AND PARALYMPIC GAMES LEGACY:  
INNOVATIONS, TECHNOLOGIES, PERSONNEL »**

14 – 16 February, 2014

Sochi, 2014

**CONFERENCE VENUE:** Sochi State University, Sochi, Plastunskaya Str. 94,  
14-16 February

**THE PURPOSE OF THE CONFERENCE:** Post-Olympic Legacy: international expansion of cooperation and sharing experience of Olympic Legacy programs implementation; personnel and volunteers training for XXII Olympic and XI Paralympic Winter Games Sochi 2014.

**Organizing Committee:**

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Vetitnev A. M., Chair of Management Department, Deputy Chair, SSU  
Volkov A. N., Dean of Engineering and Ecologies Faculty, Deputy Chair, SSU  
Lebedeva N.V., Dean of Law, Deputy Chair, SSU

## Conference Schedule

### 14 February, 2014

Arrival of the participants.

### 15 February, 2014

9<sup>00</sup> – 10<sup>00</sup> Participants registration (Plastunskaya, 94)

10<sup>00</sup> – 10<sup>20</sup> Conference opening

Welcome speeches of the guests addressed to all the conference participants

10<sup>20</sup> - 12<sup>00</sup> Plenary Conference

### **Passing of the Olympic Legacy Fire: Vancouver 2010 – London 2012 – Sochi 2014**

**Order-** reports and speeches about 15 minutes

**Chairman** – Galina Romanova, (Sochi, Russia), Doctor of Economics, Professor, Rector of Sochi State University

#### **1. Ann Terwiel, Professor, Thompson Rivers University, Canada Olympic Volunteers**

During the bid process and in the lead-up to the Olympic and Paralympic Games there is much discussion about the trained volunteer workforce that will apply their skills later in the host community, or in their home towns and cities, adding to the social capital of those jurisdictions. Looking at the 2010 Games in Vancouver and the 2012 Games in London there are lessons to be learned to ensure that knowledge and enthusiasm for volunteering transfers from the Games to host and home communities of those volunteers, in order to ensure that the pre-Games promises of a trained and passionate volunteer workforce come to fruition. The post-event volunteer intentions of the volunteers themselves are high, but studies show that once the Games are over, volunteers generally fail to meet those elevated intentions. While those who have no previous volunteering experience may be more likely to volunteering in the future, many experienced volunteers participate in voluntary activities at about the same level as they did prior to the Games, and some actually volunteer less than they did prior to the Games. The motivation to volunteer at Olympic and Paralympic Games often have much to do with the Games themselves, and the fact that it is a once in a lifetime chance to volunteer at Games hosted in one's own country or community. As the Games,

nationalism and pride are linked to the decision to volunteer, once the Games are over, community organizations that hope to make use of returning Games volunteers may have a difficult time tapping into these same motivations.

This paper explores the reasons why it has been difficult to maximize the volunteer legacy for host communities and organizations that rely on volunteers, and what communities can do to help increase the possibility that volunteers will either remain involved, or increase the amount that they volunteer. This paper relies upon past studies of volunteer motivation, volunteer training, volunteer management and volunteer intentions, as well as the experiences of communities and organizations at the Vancouver 2010 and London 2012 Olympic and Paralympic Games.

## **2. Guy Masterman, Head of the Academy of Sport and Physical Activity, MBA, Sheffield Hallam University, Sheffield, United Kingdom** Creating an Olympic Legacy for a University

Can a university create an Olympic legacy? How can a university create an Olympic legacy? In the case of Sheffield Hallam University in the UK this has been achieved in less than a decade of planning and implementation that began with a simple provision of student volunteers to a number of sports and their world championships.

With a history of having provided student volunteers for the 2003 World Indoor Athletics Championships and the 2007 Archery World Cup, and through various personal contacts, an opportunity arose for Sheffield Hallam to select and train a number of students to work in various roles at the World Swimming Championships in 2008 in Manchester. The success of this relationship was a catalyst for the development of a more formal approach to event management and Olympic education in particular. Negotiations were struck with BOCOG in Beijing for an involvement in their Games in 2008. It was the same sort of thing again, student volunteers but in this case the difference was that this project was thousands of miles away.

These were ways in which Sheffield Hallam sports students could gain a unique experience and enhance their employability and so in 2009 the University exploited its position still further and formed a partnership with LOCOG. The result was an unprecedented degree programme that saw 300 students on 3 year degree programmes undertake Olympic media and press management training. The University's own experts together with LOCOG executives designed and delivered the curriculum in both Sheffield and London. This was augmented by 200+ of those students being recruited into key volunteer roles at the Olympic and Paralympic Games and their test events.

Meanwhile by 2010 the University had recognised the strategic importance of sport and formed an Academy of Sport and Physical Activity. This brought together its teaching department and three world class research centres to create a business that now has 1600 students and 130 academic staff. In addition to providing first class sports degree programmes, the research expertise was exercised to provide services to all kinds of clients and in particular elite athletes and sports governing bodies. The objective for the sports was simple, more medals. With investment in new facilities and ground breaking research and knowledge transfer the University was able to deliver this success. At the 2010 Olympics, Amy Williams won gold on a skeleton that had been developed following R&D work at the Academy's Sport Engineering Centre. Working with 15 sports and on 30 different performance enhancing projects the Academy was

able to directly help Team GB win 24 medals at the 2012 Olympics, 11 of them gold.

A number of other countries wanted this kind of support and so relationships were built with the likes of US Diving and Brazil Judo. The latter based themselves at Sheffield Hallam in their training for 2012 and subsequently won a gold and three bronzes, their biggest medal haul. What quickly followed was a unique agreement with the Brazilian Government and its Ministry of Sport which is currently being worked up with the objective of winning Brazil more medals at its own RIO 2016 Games.

In addition, and wanting to make the most of this unprecedented market position, the University also formed a relationship with Sochi 2014. The outcome is that there will be as many as 30 Sheffield Hallam students and staff in Sochi working in skilled roles in the media and press operations following training in Sheffield which ostensibly means that the Academy is the only volunteer training camp outside of Russia.

The University has now grown a sophisticated legacy that can move from one Games to another. It has several layers of provision. At the heart are unique experiences for students and at the cutting edge are medal winning athlete support services that the University, at least, hopes will be a sustainable legacy for many years to come.

### **3. Galina Romanova,**

Rector of Sochi State University (Sochi, Russia)

### **Sergey Romanov,**

Associate professor, Sochi State University (Sochi, Russia)

Lessons on Olympic Winter Games 2014: Social-Economic Aspects

**Annotation.** The report touches upon the Olympic Winter Games in Sochi as important experience to analyze social and economic organizational factors and realization of mega-events.

### **4. Christopher Gas,**

Founder & Managing Director, EDUSENCE, Kamloops, Canada

**Natalie Martins,** Student of Master in Sports Administration, Russian International Olympic University, Sochi, Russia (Brazil)

Building on Strengths, Trends and Innovation: Sochi as a National Centre for Beach Sports

**Annotation.** The report devoted to Building on Strengths, Trends and Innovation: Sochi as a National Centre for Beach Sports

12<sup>00</sup>-12<sup>30</sup> **Coffee break**

12<sup>30</sup>-15<sup>00</sup> **Conference continuation**

## **International and native experience of Olympic Legacy building and employing**

1. Martin Müller, Prof., Dr., Geographer and Research Professor, Swiss National Science Foundation at the University of Zurich, Zürich, Switzerland  
The Seven Deadly Sins of Mega-Event Planning

Cost overruns, displacement, gentrification, oversized infrastructure, elite capture, environmental degradation – this is but a small selection of the classic negative impacts of hosting mega-events. But what are the planning failures that lead to these adverse outcomes? And what can cities, governments and citizens do about them? This lecture distills the seven deadly sins of mega-event planning, ranging from central state planning to mega-event seduction. It provides examples of their disastrous consequences and contemplates potential policy approaches to tackle them.

2. Alexander Vetitnev, Nadezda Bobina (Sochi, Russia)  
Residents' attitude towards Olympic Games Sochi- 2014 (preliminary report)

**Annotation.** The preliminary results of survey (their attitude towards Olympic Games 2014) among 1048 citizens of Sochi are represented.

3. Giacomo Pellegrini, Dr. , Director of International Educational Operations, Global TESOL College Canada, Toronto, Canada  
Teaching English: Changing the World One Classroom at a Time

Over the past 25 years, there has been an explosion with methods and techniques in the training the International English teacher. Globally, many countries simply required a potential English teacher to have the mere presence of a heartbeat combined with the ability to converse in English, as basic qualifications enabling the teacher to commence a teaching contract. These basic skill requirements mushroomed over the years into an overload of methodologies that require the teacher to select from an array of options which may not be understood or even identified by the beginner teacher. Their relevance in the classroom is mixed. Today's global economy and shrinking technologically world requires the teacher to understand the human condition and the challenges facing students preparing to learn anything, yet alone a potentially frightful subject such as a new language. Good teaching is more than selecting methods: it requires knowledge of one-self and of the human condition. It requires understanding of cultures.

Using interviews, focused group discussions, surveys of over 500 teachers as well as supervised work results of 45 teachers as well as 10 interviews with English language supervisors overseas, we examine those aspects of teacher training which do not address the whole person, that ignore life issues which affected their own learning curve and further fail to offer the teacher candidate the opportunity to engage in understanding their own personal upbringing and past learning challenges. The basic question is posed for the student in the mind of the teacher: "are you living your own life values, or are you living the values of others emphasized by your own upbringing?" We offer evidence of innovation in the classroom, using warm-ups, play, drama, dance, movement, music and other non-

traditional approaches for all age levels resulting in a more comfortable learning situation which brings substantially stronger learning outcomes than the traditional results achieved with the focus strictly on vocabulary acquisition, sentence structure, grammar and language competency tests. The approach empowers students to take the same journey to one-self and thus leads to a more self-empowered student and the creation of a risk-free environment. Learning only takes place where risk-taking is encouraged and the result of the process is changing the world, one classroom at a time.

4. Fertala Alois Franz, Mag., Teacher, Kaerntner Tourismusschule, Warmbad Villach, Austria  
Sustainable Projects of Leisure Tourism in Carinthia

**Annotation.** In the report the Carinthia District is taken into consideration as a successful pattern of constant tourism improvement.

5. Tatiana Arsenyeva (Tver, Russia)  
Olympic volunteerism institute as a resource of healthy lifestyle programs among youth

**Annotation.** The Olympic Volunteer Project 2014 – unique development element of the Olympic volunteerism institute in current Russia.

6. Alexander Saytburhanov (Tver, Russia)  
Organizational and legal activity aspects of volunteer centers in sphere of education.

**Annotation.** The report highlights organizational and legal activity aspects of volunteer centers in sphere of education.

7. Galina Romanova, Andrey Apuhtin, Ludmila Beloslutseva (Sochi, Russia)  
Business tourism in Sochi: problems, perspectives and new capabilities

The article is devoted to the current problems and perspectives of business tourism in Sochi. The development of this segment of tourism may attract extra thousands of tourists. Development prospects of Sochi are associated with the forthcoming tourist boom and reincarnation of this local-popular resort into the international tourist destination. Business tourism is supposed to become an integral part of the local market development. The future of business tourism in Sochi will depend of different limits and factors such as transport and communication infrastructures, natural and urban environments, openness to tourism, availability and cost of services etc. Sochi has a good potential to become a leader in business travel sector and after the Olympic Games it will substantially increase. The development of business tourism on the local level will reduce seasonality.

8. Dmitry Malashenkov, Gennadiy Bobkov, Alexander Evtuh, Arkadiy Kozlovsky, Vadim Morozov, Chekirda Igor Fedorovich  
Olympic Legacy: material and non-material aspects

**Annotation.** In this article material and non-material aspects of using Olympic Legacy are considered.

9. Alexander Vetitnev (Sochi, Russia)  
Volunteerism as a realization of residents' relation to mega-events.

**Annotation.** It is reported that volunteerism is a form of realization residents' relation to mega-events.

10. Hmaira Zagladina (Moscow, Russia)  
Volunteerism as youth social important initiative

**Annotation.** The article is devoted to precise interpretation of volunteerism as a social important phenomenon in Russian education, which allows consider volunteerism as an effective way of society strengthening, innovative and modern improving of the country.

11. Leonid Kalinkin (Moscow, Russia), Konstantin Tomilin (Sochi, Russia), Dmitry Malashenkov (Moscow, Russia)  
Sochi-2014: Eco-Sport and Eco-Sportive Science

Researchers solved a problem of practical use by preparation and carrying out Winter Olympic games in Sochi in 2014 of experience of greening of large-scale international sports competitions, proceeding from the concept of a sustainable development of human community and the nature accepted at the World forums of the UN in Rio de Janeiro in 1992 and Johannesburg to 2002 (RIO +10) and stated in the ecology-focused documents of the International Olympic Committee.

12. Elvira Lazareva, Galina Gudkova (Ulyanovsk, Russia)  
Typological energy muscles supply peculiarities of athletes specialized in short/long distance running.

Athletes sprinters and stayers are characterized by different types of energy supply of muscle activity. Stayers have dominant type of power exchange is aerobic and sprinters has anaerobic type.

Found that aerobic type of power supply corresponds with astenotorakalnym type of constitution, the highest level of overall physical performance and more advanced apparatus of external respiration and sprinters' anaerobic energy type with a muscular type of constitution, lower overall physical performance and less developed apparatus of the external breathing.

13. Maria Krashennokova (Chelyabinsk, Russia)



## Training of volunteers for the Games Sochi 2014 by the example of the volunteer center of Chelyabinsk

**Annotation.** In the report is considered the preparation for the Games Sochi-2014 by the example of volunteer center in Chelyabinsk.

14. Alexander Vetitnev, Nelly Savelieva, Larisa Galtsova (Sochi, Russia), Tatiana Alimova (Moscow, Russia)

Creating of the valuation system and qualification certification in the health-improving and recreation tourist sphere, as one of the Olympic and Paralympic Heritage program factors

For realization of a Postolympic heritage in the form of a sports infrastructure important creation in region of conditions for development of the organisations of sphere of a recreation and sports tourism. As a key resource of these organisations the personnel acts. It demands activization of works on creation of branch system of an estimation and certification of qualifications. In the given work the conceptual model of the given system described from a position of allocation of the basic participants and definition of key parametres of their functioning is offered.

15. Leonid Kalinkin, Tamara Dolmatova, Dmitry Malashenkov (Moscow, Russia), Maria Michel (Cologne, Germany)

Employment of Olympic Legacy in Sochi: perspective component «Sochi-way»

**Annotation.** In this article the important part of Olympic Heritage is considered to employment opportunity of material-technical source of Olympics “Sochi-2014” for leading the competitions among volunteers and personnel, sportsmen professionals from summer sports.

16. Alexander Kvashin (Sochi)

Physiological adaptation of volunteers working in mountain cluster

**Annotation.** This article touches upon physiological adaptation of volunteers working in mountain cluster.

17. Nodar Kikava (Sochi, Russia)

Psychological defense strategy and its impact on the way of behavior in conflict situations among adolescent volunteers in situation of communication.

**Annotation.** Communication is considered as one of the basic, leading activities, a person possess.

18. Vachagan Zaharyan (Sochi, Russia)

The family matter in forming psychological welfare and safety among teenagers

**Annotation.** A family creates on basis of love, but chief purposes are related with solving great number of problems that come through life. The majority of these purposes are connected with supporting (surviving, raising and backing) of a child.

19. Galina Bryuhanova, Sergey Romanov (Sochi, Russia)

Personnel training in tourist industry on urgent medical issues during carrying out international public events

This report describes the spectrum of selected infectious diseases in travelers in 2013–2014. Sochi State university to educate students on faculty of tourism and service on travel medicine risks, provide information, based on scientific studies, documents WHO, disease surveillance to assist tourist management for health-care providers travelers in deciding the vaccines, medications, and other measures necessary to prevent illness and injury during travel.

20. Andrey Apuhtin (Sochi, Russia)

Tourist marketing in the light of generation gap theory

**Annotation.** This report emphasizes tourist marketing in the light of generation gap problems.

21. Larisa Romanova, Nadezda Serdukova (Sochi, Russia)

Improving Sochi as tourist destination after the Olympics.

Sochi tourist destination promotion in the post-Olympic period is an important topic for tourist market participants, local authority and researchers. Tourist destination promotion system is an essential factor to enlarge tourist flow to Sochi. The authors are thinking how to use Olympics image effect and Olympic heritage prospects.

22. Natalia Pilosyan, Svetlana Kunchevskaya (Sochi, Russia)

Adaptive sport for intellect retarded persons

**Annotation.** The article highlights the history of sport developing for intellect retarded persons.

23. Romualdas Kazimerovich Malinauskas (Lithuania)

Anxiety and mental resistance factors for candidates for athletics candidates to junior and teenagers' teams of Lithuania

**Annotation.** The article emphasizes Anxiety and mental resistance factors for athletics candidates to junior and teenagers' teams of Lithuania

24. Andrey Glushenkov, Marina Fomneko (Sochi, Russia)

Voluntary movement

When Volunteers of America was founded in 1896, volunteerism derived from a military context and to “volunteer” one’s time in service to others was a full-time commitment. They volunteered their whole lives to help people in need. This included - not only volunteering their time - but also their hearts, their spirits and their professional prosperity. Today, Volunteers of Russia help million people through programs that are staffed by full-time, paid professionals who have adopted this same ideal of service as their full-time mission. However, that does not mean that they do not also depend on an army of modern-day “volunteers” who offer their free time to support volunteer programs nationwide.

25. Maria Ransberger (Germany), Evgeniya Vidisheva (Sochi, Russia)

Economic influence of global sport events

**Annotation.** The article highlights th economic influence of global sport events in particular countries.

26. Jennifer Walinga, Associate Professor and Director of School Victoria, Royal Roads University, PhD, (Victoria, Canada)

The Sport We Want: Promoting Values through Sport Education and Rescuing Sport's Reputation

In 2002, the Canadian Centre for Ethics in Sport (CCES) supported a cross-Canada study by Decima to explore Canadian opinions of sport participation. While Mulholland (2008) concluded that 90% of Canadians believe sport participation has the capacity to contribute to the economic, health, cultural, moral and spiritual lives of the broader Canadian community, Ifedi (2008) shows that from 1992 and 2005 sport participation has dropped by 60%. According to a comprehensive survey in 2005, Canadians would like to see coaches, educators, and policy makers better align sport participation and delivery with positive societal values in order to better leverage the power of sport to enhance human and social development (True Sport, 2005). To that end, the goals of this case study analysis were to: (a) better understand the values that people want from participation in a sport experience, (b) reveal and capture what specific values sport can teach; (c) determine what coaching practices ensure athletes are learning values through sport; (d) determine what factors support the translation of these learnings into personal and professional impact outside of sport; (e) document how to better facilitate and actualize human and social development through sport participation.

**15<sup>00</sup>-16<sup>00</sup> – Dinner**

**16<sup>00</sup>-18<sup>00</sup> – Conference continuation. Summing-up. Resolution.**

**19<sup>00</sup> – Supper**

**16 февраля 2014 г.**

Leaving of the conference participants

