



Co-funded by
the European Union

Volunteering in sport Managing Volunteers in Sport - Training Curriculum A Toolkit





Image by Freepik

Table of Contents

Disclaimer	3
About VSport Project	4
Training methodology for volunteer managers	4
1. Introduction to quality management system in civil society/ Sport sector and Volunteering	5
1.1. Work plan and program of the training module, Get to know each other, What is volunteering?	5
1.2. Public policies on volunteering and best practices form EU	6
1.3. Management of sport organisation areas – Strategy	8
1.4. Management of sport organisation areas – Financing and Promotion	10
2. Teamwork, communication, leadership and presentation skills, Volunteer management cycle	11
2.1. Teamwork and communication	11
2.2. Leadership and presentation skills	17
2.3. Planning the inclusion of volunteers and volunteer job description	25
2.4. Volunteer recruitment	28
3. Volunteer management cycle and Case study	30
3.1. Volunteer selection	30
3.2. Orientation and supervision of volunteers (coordination)	34
3.3. Volunteer feedback, the evaluation of the volunteer program and rewarding volunteers	41
3.4. Pannonian Challenge Case study	48
Conclusion	62
References	63

Disclaimer

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

About VSPORT - Volunteering in sport - Project

The sports sector, especially at the local level, relies heavily on volunteers in sports for engaging more people for being physically active. The involvement of volunteers in sports is a key factor in the success and long-term sustainability of sports clubs, organizations, and events. Sports organizations and clubs all over Europe play a crucial role in encouraging and engaging people to get physically active.

The VSport project refers to the contribution of all participating organizations to promoting voluntary activities in sports and developing awareness towards such involvement. The following project objectives have been specified because of bringing positive solutions to the described situation:

- To promote volunteering in sports through extra-curricular activities and courses given increasing innovation capacity of sport clubs delegates and other related target groups to involve volunteers
- To embed innovative approaches towards volunteering in sports, through mainstreaming the development of awareness towards volunteering actions in sports;
- To encourage sports clubs to stimulate volunteering in sports given developing such mindsets among their members
- To stimulate sports clubs on how to better engage volunteers in their activities
- To enhance the volunteering spirit among young people in sports practice in general
- To demonstrate the benefits of multidisciplinary educational approaches by the development of a "Training module and training guide on enhancing volunteering in sports";
- To encourage the development of a multilevel cross-sectorial system that fosters learning through direct involvement in volunteering in sports activities.

Partners in the project are;

REGIONALNE CENTRUM WOLONTARIATU (coordinator, Poland),
MUNDUS BULGARIA (Bulgaria),
BIDERBOST BOSCAN & ROCHIN SL (Spain),
PANNONIAN (Croatia),
SPIN SPORTS INNOVATION GMBH & CO KG (Germany),
WORLD UNIVERSITY SERVICE-ÖSTERREICHISCHES KOMITEE VEREIN (Austria) and
SAVEZ SPORT ZA SVE VOJVODINE (Serbia).

Volunteering in the sports in Action (VSport) project will during the 24 months actively work on delivering the following intellectual outputs;

1. Comprehensive international research on volunteering in sports
2. Training guide/ Toolkit for volunteer managers
3. Web platform for supporting the work of volunteer managers in sports



Image by Freerik



Image by Freepik

Training methodology for volunteer managers

Volunteers that managers are looking for are both passionate and have the skills necessary to carry out the tasks that meet sports organisations objectives. Every organisations' goal is to recruit and attract volunteers that are motivated and eager to participate. In fact, organisations that take the time to implement organised volunteer programs are more likely to enjoy greater volunteer retention and engagement. It is well known that prepared volunteers make for happy volunteers.

But who is responsible for implementation of volunteer programs within sport organisations? Not all EU countries have the same legislation on volunteering but nevertheless sports organisations that involve volunteers (either short or long term) share the same responsibility for their volunteers. Focusing on the fact that the majority of sports is run by generally small, not-for-profit sports clubs and associations who are the backbone of many local communities it is valid to conclude that they are mostly managed by volunteers. With this in mind the term 'volunteering' covers a diverse range of activities and it both includes members who volunteer in the positions as coaches, administrators and committee members within sports clubs but also in addition, sport volunteers are also to be found in significant numbers helping running of specific sports events and other activities. Since the latter are usually not formal members of the organisation but are involved in short-term activities their involvement requires a highly organised approach hence the importance of educating professionals within the sport sector for the position of a volunteer manager.

With this in mind, within this training guide/ toolkit we offer strategies for developing an effective training program for volunteer managers with the sole purpose to educate volunteer managers and/or further improve their abilities to identify, attract, retain and recognise volunteers involved in various activities related to sport event organisation.

Day 1

**INTRODUCTION TO QUALITY MANAGEMENT SYSTEM
IN CIVIL SOCIETY/SPORT SECTOR AND VOLUNTEERING**

Session 1 Work plan and program of the training module,
Get to know each other, What is volunteering?

Goal: Welcoming participants, introducing goals
of the training module and introduction to the topic of volunteering

Activities:

Agenda presentation (10') - go over the agenda of the training day as well as following days, provide necessary info on the venue (break time space that is available, restroom etc.), explain the goals of each session.

Get to know each other (30')
First impression

Divide the group into pairs. Ideally, people in pairs shouldn't know each other. Ask each of the participants to say something about the person they are a couple with. It should look like this: "I imagine that you like ... that you are ..."

Each pair has 5 minutes to do this.

Of course, the questions can be modified. In the end, all participants sit in a circle and answer the questions themselves: what they like, who they are, and what they are interested in. In the end, each of the participants can share a short reflection on whether they assessed their partner well.

Additionally making participants comfortable and have them answer the following question:

What kind of sport are you?

Each person briefly describes their characteristics by saying what kind of sport they are. For example: "I am football because I like cooperation, I am well organized."

Quiz what you know about volunteering in your country (25')

- ask the group the following questions;

- What do you know about volunteering in your country?
- What are the legal regulations for volunteering in your country? Is there a document that defines this?
- What requirements must be met to become a volunteer? Who defines these requirements?
- What documents are required to start working with volunteers?
- How is the matter of the age of a volunteer? Is there an age limit for becoming a volunteer?
- What organizations do you know that professionally work with volunteers?
- Give examples of major sports events in your country in which volunteers played an important role.

Check their knowledge of volunteering in their country. Give the correct answer after each question.

Session 2 Public policies on volunteering and best practices from EU

Goal: Define volunteering and legal framework in your country, identify the relations between volunteering and sport

Activities

Presentation about volunteering (15') - prepare a short presentation about the most important aspects of volunteering in your country (definitions, legal aspects). This will be a summary of the previous exercise.

Some inspiration from other countries (20') - present to the group descriptions of good practices from 3 VSport partner countries. Allow them some time to note down the most interesting information.

Poland – The Volunteer Ambassadors program

The Volunteer Ambassadors program has been conducted since 2017 by the Regional Volunteer Center in Kielce. The project aims at promoting volunteering activities, involving young people in action volunteering, and spreading the idea of volunteering and social involvement in the local community.

The program selects so-called Volunteer Ambassadors, i.e. leaders of Kielce schools, who undertake to promote volunteer activities in their school, promote actions and events organized by RCW (Regional Volunteer Center). They also provide support in recruiting volunteers for many sports and city events. Ambassadors work directly with the volunteering coordinator of the RCW, and thanks to their involvement, information about events carried out by the RCW reaches the students of Kielce schools, i.e. our potential volunteers. Information about a particular event is sent to the ambassadors, and then they, through various available channels, pass it on to all the students of their school and collect a list of candidates. The list of potential volunteers are forwarded to the coordinator, who, with the support of the Ambassador conducts the recruitment.

Target group: Young people of Kielce schools, leaders in their schools who want to promote community involvement

Results: Thanks to the Volunteer Ambassadors Program, at its peak, we managed to involve 30 schools from Kielce and the surrounding area, with which we established agreements and engaged in our activities. These were 30 people and 30 establishments to which information about our need for volunteers went directly, on a priority basis. Thanks to the Volunteer Ambassadors Program, we reached more than 3,000 students who could potentially become volunteers. This solved the problem of the lack of volunteers for major sports and city events.

Germany – Voluntary Social Year (FSJ) in Sport and the Federal Volunteer Service (BFD) in Sport

Voluntary services in sport /Freiwilligen-Dienste in Sport) [21] are a particularly interesting tool for promoting young involvement in sports.

The Voluntary Social Year (FSJ) in Sport and the Federal Volunteer Service (BFD) in Sport, is offered to all people interested in sport who want to volunteer in certain areas of sport.

It is primarily aimed at young people who do not yet know what training or profession they want to take up after school, who first want to do something practical after school that they enjoy, or who want to make good use of the waiting time for a training place or university place.

The terms and conditions state that volunteers can get involved in different areas of sport, that they will receive at least 25 training days during their 12 months of service, that they are entitled to holidays, social security, and pocket money of 330€ and that the time spent in voluntary service can also be counted as a waiting semester for university if required.

Austria – Sport Austria Management certificate course

Sport Austria and the three umbrella organizations ASKÖ, ASVÖ, and SPORTUNION provide full-time employees and voluntary officials of sports clubs/associations in Austria with free access to sports club-specific training courses. Thanks to a new system based on workshops, the needs of the individual participants can now be addressed even better. In addition to the now much more flexible time management, the Sport Austria Management certificate course offers the possibility of specializing in personal areas of interest or work and tasks. The participants are supported by well-known experts from the associations and external experts with help and advice.

To be certified, participants must complete a total of 11 workshops, including 9 compulsory modules and 2 elective modules. A certain number of workshops from the different thematic blocks are mandatory.

The course consists of compulsory modules such as sports structure in Austria; communication and personal development; socio-political aspects; association law in sports clubs; finances; and marketing and public relations.

Additionally, elective modules need to be selected to enable participants to specialize according to their interests or areas of responsibility/focus of work. The content and main topics of the elective modules include (among other topics) sponsoring and social media marketing; team building and conflict management; ethics in sports; and project management and strategic development.

Discussion of the notes (20') - ask participants what they think about best practice examples. What advantages and difficulties do they see?

What can I take? (10') - each person gets two sticky notes and writes which good practices from three countries they choose for themselves, what they can use in their organization, and why? The notes (sticky notes) are collected on a flipchart.

Materials needed

Presentation about volunteering, A4 papers, flipchart paper, coloured sticky notes, pens and markers

Session 3 Management of sport organisation areas – Strategy

Goal: Describe needs assessment and planning of activities, state the roles of members, paid staff and volunteers

Activities:

A short presentation about organizations (20') - each participant briefly presents the organization where they work. Max 2 minutes. Let them share what their organization does, what resources and funding sources it has, how many paid staff they have, and the scope of its work with volunteers.

SWOT Analysis (20') - divide the group into 3 teams. Each group needs to prepare a SWOT analysis of the selected organization they represent. Their task is to try to identify the strengths and weaknesses of the organization as accurately as possible and name the favourable factors and those that are a threat. Each group has 15 minutes to complete the exercise and 5 minutes for presentation. They will then exchange prepared analyses and, based on the analysis and previous presentations choose a development strategy for the organization.

SWOT ANALYSIS - WHAT YOU NEED TO KNOW

SWOT analysis is one of the basic methods of strategic analysis. In short, it is an analysis of the strengths and weaknesses of a given organization. You can find the information on how to perform a SWOT analysis below. Familiarise yourself with the information and then perform a SWOT analysis of your organization. A well-executed exercise will be a starting point for you to choose an appropriate strategy for the development of your organization.

SWOT is an acronym for:

- S for strengths - positive internal factors. It's the internal power, the resources of our organization. They should be taken care of to maintain them in the future as well. They can be used for company expansion activities. They are for example; well-qualified staff, a large number of volunteers, large financial resources, steady sources of funding, well-equipped headquarters of the organization)
- W for weaknesses - negative internal factors. The focus should be on eliminating them so that they do not weaken their strengths. This is important because they limit the development of the organization. Examples of weaknesses include; low financial resources, lack of competent staff, low number of committed volunteers, lack of appropriate tools for operating)
- O for opportunities - positive external phenomena and processes that can be used to develop your organization. They can also offset weaknesses. The focus should be on making the most of the available opportunities. Examples of opportunities include; a good location of your organization, high interest in a particular sport, an upcoming major sports event, and supportive local government)
- T for threats - negative external phenomena and processes that can block the development of an organization. The focus should be on preventing threats from affecting the organisation's potential. Specific actions are needed for achieving this. Examples of threats:
 - a large number of sports organisations in your area, unfavorable location,
 - low interest in the field of sports your organization is involved in,
 - legal changes that make it difficult for your organization to operate.

Strategy preparation (25') – provide the group with information on different Strategy types. Once they are familiar with them each group chooses and prepares a strategy for the development of the selected organisation. Then each group will present their analysis.

STRATEGY TYPES

Depending on which sides dominate your SWOT analysis, you have the following strategies to choose from:

1. Aggressive strategy (strengths and opportunities) - if the dominant factors in your organization's SWOT analysis are strengths and opportunities, you should take an aggressive strategy. In this situation, you should focus on your company's strengths to take advantage of opportunities.
2. Competitive strategy (weaknesses and opportunities) - is the best choice in the case of weaknesses dominating over strengths, but with external opportunities. In this case, the organisation should take advantage of the opportunities and focus on offsetting the weaknesses.
3. Conservative strategy (strengths and threats) - the organization has a great deal of internal potential, but needs to deal with external threats. It should use its strengths to overcome the threats.
4. Defensive strategy (weaknesses and threats) - the worst possible situation, in which external threats are amplified by the company's internal weaknesses. The focus should be on the organisation's survival.

Materials needed

Presentation, projector and screen, flipchart or A4 paper sheets for group work, pens and markers



Image by Freerik

Session 4 Management of sport organisation areas – Financing and Promotion

Goal: Examine financing options/ funding schemes, recognize and connect marketing and volunteering

Activities:

Discussion on the situation on the financing of sports organisations in the country (20') – have a discussion on financing of sport organisations, both related to sport events organisation and volunteer program implementation. Share with them what possibilities there are in your city, county, country. Make sure you cover most common ways sport organisations finance their projects (own funds - membership fees, registration fees, if the subject is able to provide services or sell merchandise, donations, sponsorships etc.; national public funding - co-financing of projects through public tenders; European funds - co-financing of projects through Erasmus+ programs etc.)

Sharing experience (20') – participants share how they raise funds in their organisations, talk about good practices and interesting ideas, and write the best ideas on flipchart.

Questions to ask;

- How is your sports organisation financed?
- What are the most common funding challenges your organisation faces?
- Is the financing of your sports organisations sufficient?
- What could be done to improve the financing of sporting events?
- What could be done to improve the financing of the implementation of volunteer programs?

How to promote sports volunteering and sports organisations (25') – play to participants a short video encouraging volunteering;

BECOME A VOLUNTEER AT THE PARIS 2024 GAMES or
Your journey to becoming a Volunteer | Qatar 2022

Ask participants how they liked them, do they think these are encouraging enough to get involved, what would be the main reason for not implementing a similar video in your sports organisation and what key information are shared in the videos. Compare the volunteering roles presented in the video with your organisations volunteering roles.

Prepare two flipcharts, write two titles:

What should the promotional material contain?

What shouldn't be included in promotional materials?

Each participant should write one idea on each flipchart.

Materials

Flipchart, markers and pens, laptop, projector

Day 2

**TEAMWORK, COMMUNICATION, LEADERSHIP AND
PRESENTATION SKILLS VOLUNTEER MANAGEMENT CYCLE**
Session 1 Teamwork and communication

Goal: State what is quality teamwork, the importance and advantages of teamwork and decision making, match communication types – balance of different styles, recognise communication skills (importance of improving them) and common mistakes.

Activities:
Introduction (10')

The trainer explains the objectives and structure of the day.

Importance of Quality Teamwork (10')

The trainer presents quality teamwork and why it is important in sports organisations.

TEAMWORK

Teamwork can be described as the process of collaboration among a group of individuals who combine their individual skills and knowledge to achieve a common goal. This collaboration involves the integration of mutual assistance, information exchange, effective communication, coordination and balance of members' contributions, mutual support, effort, cohesion and team spirit. Teamwork involves individual decision making, but always with the common goal in mind, and all members are responsible for the achievement of that goal. In summary, teamwork is a participatory process that involves the cooperation of members to achieve a common goal efficiently and effectively.

Quality Teamwork

Quality teamwork refers to the ability of a team to work effectively and efficiently together to achieve a common goal, through effective and harmonious social and technical interaction in six key facets:

- communication - open and effective
- coordination - clarity of roles and responsibilities and constructive conflict resolution and constant feedback
- balance of member contributions - involves the active participation and contribution of all team members
- mutual support - mutual trust and respect
- effort - involves the team's ability to adapt and respond to changes in circumstances and project objectives as well as the ability to learn and continually improve and
- cohesion - connection and focus on the common goal of all members.

Benefits of Teamwork

The benefits of teamwork in organisations are manifold. First, an efficient team is an asset to an organisation as it has the ability to tackle complex tasks and facilitate communication by providing a better space for open discussion and cooperation among team members. In addition, teamwork in the workplace has been shown to increase innovation and creativity by allowing team members to bring unique and distinctive perspectives to the table.

Among the key benefits that teamwork can offer to a particular individual and to the organisation as a whole are:

1. Increased creativity and learning.
2. Strengthened trusting relationships among team members.
3. Conflict resolution.
4. Fostering ownership and commitment of team members.
5. Promoting healthy risk-taking.

It is important to understand the stages of team development in order to properly build a team and maximise the benefits of teamwork.

“Building a bridge” (15')

1. Divide participants into teams of 4-5 people.
2. Explain that the goal of the activity is to build a sturdy bridge that can support a tennis ball.
3. Give the materials to each team and give them a limited amount of time to build their bridge.
4. During construction, teams should work together and collaborate to make sure their bridge is sturdy and strong.
5. Once the construction time is up, tests will be conducted to verify the strength of the bridges.
6. Time will be given for teams to improve their designs and retest.
7. The winning team will be selected based on the strongest design.

After the activity, have a brief group reflection and discuss how teamwork and collaboration were important to the success of the activity and how these elements can be applied in sports organisations to create strong and effective teams.

Ask the trainees following questions:

- How did you agree on who does what?
- Which roles would you say each of you had?
- How did you feel listening to others' suggestions?
- Did you consider the opinion of others easily?
- Were you helping one another? How?
- Was it more difficult to ask for help or give help?
- Did you learn anything new about yourself?
- Who is most responsible for the team's success?

Presentation on the different communication styles and skills (10') - explain the different communication styles and their impact on the effectiveness of communication in sports organisations is presented. Communication skills necessary for effective volunteer management in sports are identified.

Communication

Communication can be defined as the act of imparting or transmitting ideas, information, knowledge, thoughts, and/or feelings, by means of written or verbal messages and has been referred to as a process whereby we understand others and, in turn, endeavour to be understood by them. The communication process follows the same basic steps: First, an individual decides to send a message to someone. Then, the sender converts (encodes) his or her thoughts into a message. Third, the verbal or nonverbal message is channelled to the receiver. Next, the receiver interprets (decodes) the message. Finally, the receiver deciphers the message based on the content and an emotion conveyed and responds internally.

Effective Communication

Effective communication is a vital part of the success of any sports organisation. Research has shown that effective communication improves understanding, increases team cohesion, improves performance, and reduces conflict within the organisation. The aforementioned references have studied various aspects of effective communication in sports organisations, including leadership strategies and communication styles.

Effective communication is an essential tool for any sports organisation. Sport leaders and managers can use appropriate communication strategies and skills to improve team performance, reduce conflict, and build a more inclusive and cohesive culture.

Different communication styles

The different communication styles are ways in which people express themselves verbally and nonverbally in a social interaction. The four commonly recognized communication styles are passive, aggressive, passive-aggressive and assertive.

- The passive communication style is characterised by avoiding conflict, being submissive, and not openly expressing one's needs and feelings. In a sports organisation, this could lead to members not talking about their concerns or problems, which can lead to frustration and unresolved tensions. Passive communication can also lead to missed opportunities to offer solutions to problems and improve team performance.
- Aggressive communication style is characterised by being domineering, hostile and demanding. This can lead to members of the sports organisation feeling intimidated, unable to express their opinions and frustrated. In addition, aggressive communication can generate resistance and rejection of ideas and suggestions, which can negatively affect team dynamics.
- The passive-aggressive communication style combines elements of the two previous styles and is characterised by being indirect, sarcastic and challenging. In a sports organisation, this communication style can lead to conflict and misunderstandings, as members do not directly express their concerns and instead use irony and sarcasm to express their frustrations.
- The assertive communication style is characterised by being direct, honest and respectful. This communication style fosters openness, trust and problem solving. In a sports organisation, assertive communication can help build healthy and effective relationships among members, and can foster cooperation and teamwork.



Image by pressfoto on Freepix

Hypothetical cases group exercise (10')

The facilitator presents two hypothetical cases. Participants work in pairs. Each participant works on addressing one case/problem (points a. and b.) and once both have completed answers they exchange handouts and evaluate each other's communication styles (points c. and d.). They then discuss the differences in types and skills used in the exercise and emphasise what they feel are most important to effectively manage volunteers.

Case I. Volunteers

Lounge zone

You find yourself at the volunteers lounge zone in the midst of the event and overhear a group of volunteers plan to do a nasty prank at the expense of a volunteer that is generally shy and not present at the moment.

What will you say/ do?

a. Non-verbally _____

b. Verbally _____

* * *

How would you describe this style?

c. _____

d. _____

Case II. Late to shift

A volunteer keeps coming late into his shift for two days in a row and therefore the work he needs to cover is not being done on time, you feel he isn't very motivated so you decide to address the issue. Before you get a chance to talk to him you find out from other volunteers in his team that the reason for this is the fact that he parties too much on a night out. When he finally comes on shift, you get him aside to a more private area and confront the issue letting him know you are aware of the reason behind it. This is when he starts to shout loud enough that everyone looks at you. He justifies by saying he does it in his free time and that the main reason he signed up to volunteer was to have fun with his peers.

What will you say/ do?

a. Non-verbally _____

b. Verbally _____

* * *

How would you describe this style?

c. _____

d. _____



Image by Freepik

Present them with examples of different communication styles during the evaluation of their answers.

	Passive	Aggressive	Passive-Aggressive	Assertive
Behavior	Keeps quiet. Doesn't express feelings, needs or wants and apologises when expressing oneself. Puts oneself down frequently. Hides one's disagreement with others. Inconveniences oneself.	Express one's feelings and wants as though any other view is unreasonable or stupid. Dismisses, ignores, or insults the needs, wants, and opinions of others.	Fails to meet the expectations: forgets, delays etc. Denies personal responsibility for own actions. Sarcastic. Agrees to avoid discussion then looks for ways to defect on the agreement.	Expresses one's needs, wants, and feelings directly and honestly. Expects others to be equally open and honest. Allows others to hold other views without dismissing or insulting them.
Nonverbal	Makes oneself small. Looks down, hunches over, avoids eye contact. Speaks softly.	Makes oneself most important. Looks threatening. Fixed and penetrating eye contact. Loud, uses shouting.	Usually mimics the passive style.	Relaxed. Comfortable body language (movements are casual). Frequent eye contact (but not glaring).
Beliefs	Others' needs are more important. Others' contributions are more valuable. Own opinions and contributions are worthless.	One's needs are more important and more justified than others. Has more rights than others. Own contributions are more valuable. Others are silly, wrong, or worthless.	Sense of entitlement to get everything your own way. Doesn't hold responsibility for own actions.	One's needs and those of others are equally important. Has equal rights to express oneself. Both parties have something valuable to contribute. Responsibility for own behaviour.
Emotions	Fears rejection. Helplessness, frustration, and anger. Resentment towards others. Reduced self-respect.	Anger. Power when winning over others. Potentially feels remorse, guilt, or self-hatred for hurting others after confrontation.	Fear of rejection if being direct or assertive. Resentment of people's demands and powers. Fear of being confronted.	Positive feelings about self. Positive ways of treating others. Good self-esteem.
Goals	Avoids conflict. Pleases others at own expense. Allows others to take control.	Wins at any expense. Controls others. Always makes sure others know who's in charge.	Gets own way without taking responsibility. Gets own way without having to assert oneself.	Keeps fair boundaries of mutual respect. Expresses without having to win all the time. Finds agreement. Doesn't control anyone.

*Randy Paterson 2000. Reprinted from The Assertiveness Workbook, published by New Harbinger Publications. Permission is granted for reproduction of this form for personal use

Identification of the most common communication mistakes and strategies to avoid them (10')

The most common communication mistakes in sports organisations are presented and strategies to avoid them are discussed.

A group exercise can be used for participants to identify the most common mistakes in their organisation and propose strategies to avoid them.

Example: The facilitator can present a hypothetical situation of a coach who is not listening to the concerns of his players and how this has affected the team's performance. Participants should work in small groups and discuss the most common communication errors that can lead to this situation and propose strategies to avoid these errors. Afterwards, the groups can present their findings and discuss together to come up with a common list of mistakes and strategies.

Identification of the most common communication mistakes

- Lack of clarity: Communication can be vague or unclear, making it difficult for people to understand what is expected of them.
- Lack of feedback: Lack of feedback can be frustrating for team members and volunteers, as they do not receive feedback on their performance or have the opportunity to share their own ideas and comments.
- Cultural differences: in a multicultural environment, lack of understanding of cultural differences can lead to inadequate communication among team members: lack of communication among team members can lead to conflict and lack of coordination.
- Lack of listening skills: lack of listening skills can lead to misunderstandings and lack of understanding of others' needs and expectations.
- Over- or under-communication: over- or under-communication can be problematic and affect team performance.
- Inappropriate use of technology: inappropriate use of technology can lead to communication problems, such as failure to respond to emails or overuse of text messaging and to misunderstandings or communication problems.

How to avoid communication mistakes

- Focus on the issue, not the person by using 1st person narrative rather than YOU Speech. Ex. 1st person: *'I am worried about the relations within your group and I would appreciate your help.'* vs. YOU Speech: *'You are not a good team player.'*
- Be genuine rather than manipulative.
- Empathise rather than remain detached by using **non violent communication**: *'I + feeling description + behaviour description'*. *Rosenberg's giraffe and jackal language
- Be flexible towards others.
- Do not finish others sentences or prepare your answer before the person is finished stating their case. Understand prior to replying.
- Be present in the conversation (not doing other activities while 'listening').
- Speak only on your behalf, not in the name of others.
- Use open questions and affirming responses.
Ex. Open questions: 'Can you describe what happened?, What do you mean when you say..?, Which of the proposed suggestions do you agree with?'
Ex. Affirming responses: 'You say that.., It seems that..., If I understand well.., You meant..'

Materials needed: Presentation, projector and screen, duct tape, wooden sticks, rubber bands, tennis balls, handouts of hypothetical cases for group work

Session 2 Leadership and presentation skills

Goal: Identify and explain leadership styles, identify types of crisis and experiment with crisis management processes, describe basic presentation skills and elements of successful presentation

Activities:

Leadership styles explained (15') – explain the importance of leadership for sport organisations, present leadership styles and qualities needed for effective leaders.

Nature of Leadership

Leadership must be provided in any situation in order to make things happen. Leaders provide direction and help everyone to move towards agreed goals. Although there are various explanations of the differences between management and leadership, there is a general consensus that leadership is about the ability to influence others in the pursuit of organisational goals. This means that, although all managers should be able to lead, not all leaders will be managers, as leadership is not necessarily related to a specific position in the organisation. Leadership can be perceived as;

- The ability to influence people toward the attainment of organisational goals.
- Leadership is reciprocal, occurring among people.
- Leadership is a "people" activity, distinct from administrative paper shuffling or problem-solving activities.
- Leadership is dynamic and involves the use of power.

Being a proven leader in one situation does not necessarily guarantee success in another.

The situation itself has a direct relationship to the type of leader that will emerge and the success they will experience. Leadership effectiveness appears to be the result of at least three complex factors: the individual, the needs of those being led and the conditions of the immediate environment.

Leadership versus Management

Leadership; Promotes stability, order and problem solving within existing organisational structure and systems. Take care of where you are!

Management; Promotes vision, creativity, and change. Take you to a new place!

Leader Qualities

SOUL

Visionary
Passionate
Creative
Flexible
Inspiring
Innovative
Courageous
Imaginative
Experimental
Initiates change
Personal power

Manager Qualities

MIND

Rational
Consulting
Persistent
Problem solving
Tough-minded
Analytical
Structured
Deliberate
Authoritative
Stabilizing
Position power

*Source:
Genevieve
Capowski,
"Anatomy
of a Leader:
Where Are the
Leaders
of Tomorrow?"
Management
Review,
March 1994, 12

Leadership theory groups

(1) Trait theories with personality traits characterising leaders

Trait theories argue that effective leaders share a number of common personality characteristics, or "traits." Early trait theories said that leadership is an innate, instinctive quality that you do or don't have. Thankfully, we've moved on from this idea, and we're learning more about what we can do to develop leadership qualities within ourselves and others.

Trait theories help us identify traits and qualities (for example, integrity, empathy, assertiveness, good decision-making skills, and likability) that are helpful when leading others.

However, none of these traits, or any specific combination of them, will guarantee success as a leader. Traits are external behaviours that emerge from the things going on within our minds – and it's these internal beliefs and processes that are important for effective leadership.

Trait	Description
Openness	Being curious, original, intellectual, creative, and open to new ideas.
Conscientious	Being organised, systematic, punctual, achievement-oriented, and dependable.
Extraversion	Being outgoing, talkative, sociable, and enjoying social situations.
Agreeableness	Being affable, tolerant, sensitive, trusting, kind, and warm.
Neuroticism	Being anxious, irritable, temperamental, and moody.

*(Goldberg, 1990)

(2) Behavioural theories describing the leader's behaviour

In the 1930s, Kurt Lewin developed a framework based on a leader's behaviour.

He argued that there are three types of leaders:

Autocratic leaders make decisions without consulting their teams. This style of leadership is considered appropriate when decisions need to be made quickly, when there's no need for input, and when team agreement isn't necessary for a successful outcome.

Democratic leaders allow the team to provide input before making a decision, although the degree of input can vary from leader to leader. This style is important when team agreement matters, but it can be difficult to manage when there are lots of different perspectives and ideas.

Laissez-faire leaders don't interfere; they allow people within the team to make many of the decisions. This works well when the team is highly capable, is motivated, and doesn't need close supervision. However, this behaviour can arise because the leader is lazy or distracted; and this is where this style of leadership can fail.

Clearly, how leaders behave affects their performance. Researchers have realised, though, that many of these leadership behaviours are appropriate at different times. The best leaders are those who can use many different behavioural styles, and choose the right style for each situation.

Qualities needed for effective leaders

- Age and experience – Greater skill is often associated with age and experience and, in some cultures, simply being older will cause people to think you are a good leader.
- Technical skills – If the task requires technical skills, those with these skills will often be considered as leaders.
- Style – A good leader will be able to adapt their leadership style to the situation, moving between being task-oriented and process-oriented as appropriate.
- Position of control within organisation – People in powerful positions are often assumed to be leaders. It is certainly much easier to influence people if you are at the top of the organisation rather than the bottom.
- Personal qualities – Good leaders are consistent, patient, empathetic, fair and equitable and communicate well.

When developing your leadership qualities, ask yourself the following:

What are the privileges related to being in a leadership position in your organisation?

What are the responsibilities that come with this position?

What skills does a person need to be an effective leader in your organisation?

What characteristics do you think are important for someone in this position?

Discussion (10') – ask participants following questions and have a small group discussion.

- Can you name/remember a leader from history?
- What do you like about his/her leadership style?

Try to recognize which of the mentioned leadership styles characterises that leader.

Let's try to find a famous leader for each of the listed leadership styles;

- authoritarian (autocratic)
- participative (democratic)
- delegative (Laissez-faire).

Crisis Management (10') – present definition of a crisis, list types of crisis and proactive crisis management tools.

Crisis Management

A crisis is a disruption of the predictable course of things that breaks previous expectations

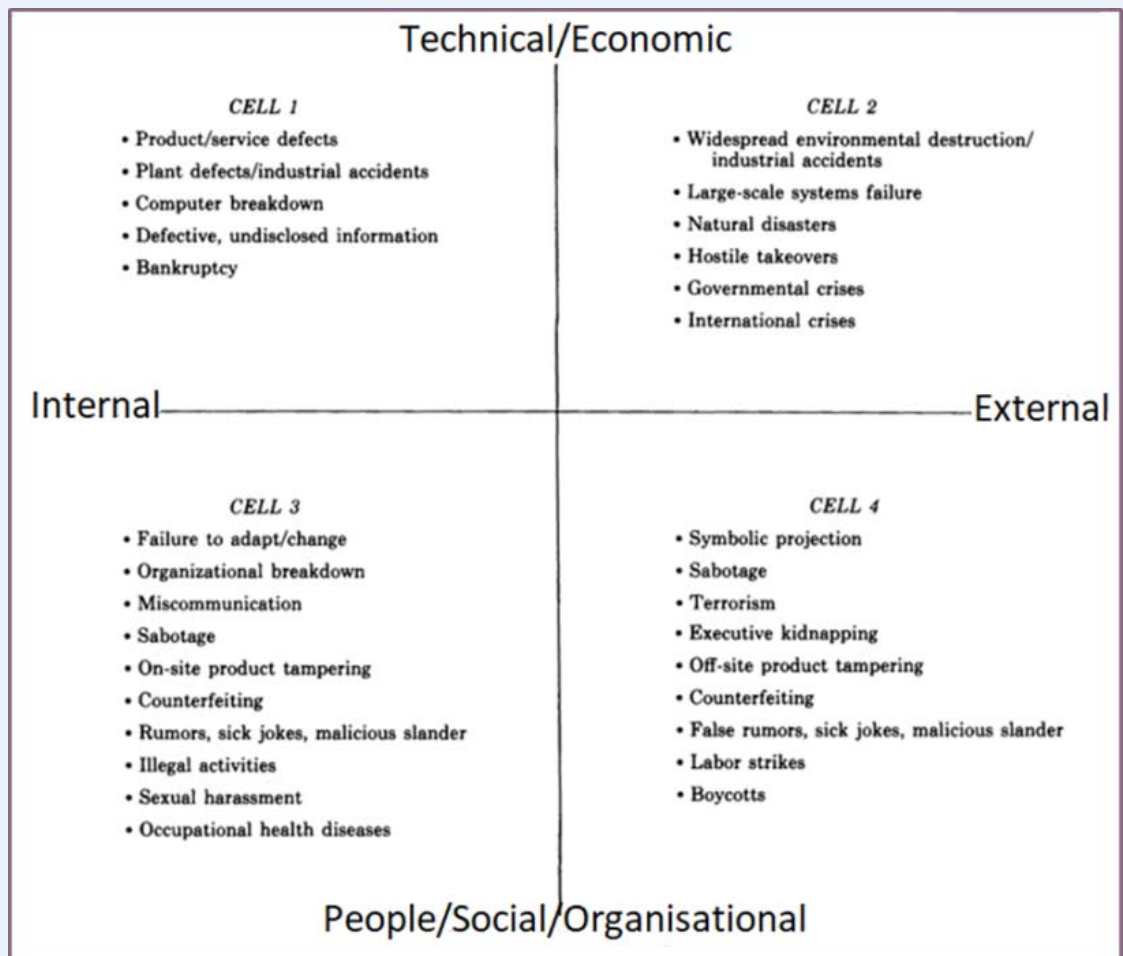
Crisis management can be perceived as a proactive process with the given steps and features, with the aim of preventing and effectively dealing with a crisis, Veronika Vašíčková (2019)

- The first step, a part of proactive management, is the prediction of the crisis in the form of vulnerability analysis in the organization or situation (which types of crises can happen)
- This consistent analysis leads to the identification of warning signals, which serve as a basis for crisis plans and scenarios.
- The permanent evaluation of warning signals is an essential part.
- The purpose is to avoid a potential crisis, minimize the extent of the losses that have arisen from the crisis and reduce the crisis duration.
- Proactive crisis management is a continuous process of prediction, prevention and preparedness, control, recovery, learning, and evaluation of the whole process.
- No crisis management approach will not avert all crises, sometimes only eliminate the consequences of crisis damage, mitigate the crisis, and effectively deal with it.



Image by Freepik

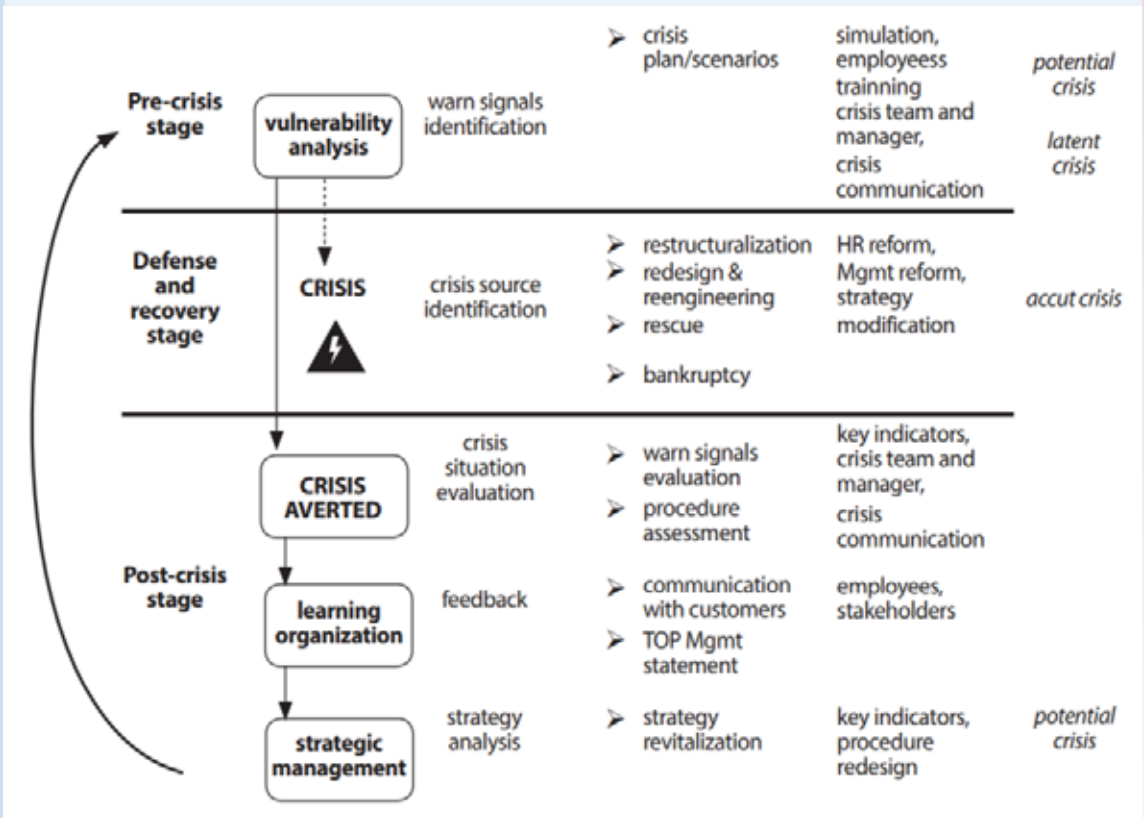
Types of crises



*Types of Corporate Crisis by Mitroff, Pauchant and Shrivastava

Proactive Crisis Management Process (PCMP)

To resolve the crisis, a crisis team or crisis manager should be established to deal with it. Crisis communication plays an important role, both with employees and the external environment—stakeholders and customers. The last step in the process is the area of strategic management, crisis management should play an essential role in strategic planning. Based on the experience gained during crisis management, it is necessary to link the crisis plans or scenarios with strategic plans.



*Veronika Vaříčková (2019)21, p74

This model characterises individual proactive crisis management procedures that have been identified and modified based on literature research21. In view of the fact that a significant part of proactive crisis management is the identification of warning signals and the creation of a crisis mechanism, it is necessary to develop a clear procedure for this step at the pre-crisis stage.



Image by rawpixel.com on Freepik

Proactive Crisis Management Process (PCMP)

To resolve the crisis, a crisis team or crisis manager should be established to deal with it. Crisis communication plays an important role, both with employees and the external environment—stakeholders and customers. The last step in the process is the area of strategic management, crisis management should play an essential role in strategic planning. Based on the experience gained during crisis management, it is necessary to link the crisis plans or scenarios with strategic plans.

Crisis management exercise (10') – in groups of 3 make a vulnerability analysis and confront at least 4 types of potential crisis to your project/organisation by drafting a risk log. Warn signals belong to which stage of the proactive crisis management process? a) potential crisis, b) latent crisis, c) acute crisis d) post crisis stage.

My project/organisation faces to following risks:

Description of risk	Level of risk (low, medium, high)	How to mitigate
Computer failure	medium	Redundant systems (a 2nd computer in reserve)
Bad weather	low	?
Miscommunication	?	?
...		

What are presentation skills? (10') – present key points to successful presentational skills.

Presentation skills include;

- Ability to deliver a clear and effective presentation.
- Ability to communicate your ideas in a way that engages and motivates your audience.
- A good presentation can make a big impact on your audience and can help to persuade them of your point of view.
- Knowledge on how to structure your talk, how to use visuals effectively, and how to deal with nerves.

Benefits of presentation skills;

- Increased confidence
- Improved public speaking skills
- Enhanced written communication skills
- The ability to lead and motivate others
- Enhanced problem-solving abilities
- Improved negotiation skills
- Stronger time management skills
- Greater creativity
- The opportunity to make a positive impact on others

Structure of successful presentation

1. Determine the purpose of your presentation / Do you want to inform, persuade, to motivate or entertain your audience? Is it a given topic or a topic of free choice?
2. Know your audience: Who will be watching or listening, where and when? / Colleagues, clients, management, non-experts /Consider age, sex, culture /Consider knowledge, skills, motivational level /What are the needs, wants, and concerns of the audience? /Venue: Seminar room, conference room, auditorium? /Time of day: Morning, afternoon, evening, before or after lunch?
3. Structure your content:
 - Introduction: Welcome the audience, introduce yourself and the subject and mention the benefit for the audience, present the structure of your presentation, explain the rules for questions
 - Main body: Present subject itself
 - Conclusion: Summarise and emphasise the main points, thank the audience, invite questions.
4. Choose your delivery method: Use slides, props, videos or other visual aids /Check the needed equipment in advance
Preparation of slides: Font size, high-resolution images, use of tables and graphs, check grammar and spelling, emphasise with different size and/or colours /Prepare handouts if necessary
5. Practice, Practice, Practice: Experiment with different techniques and find out what works best for you

Methods of structuring your message

1. SCQA method by Barbara Minto - this method provides a logical flow to structure your message. SCQA stands for Situation, Complication, Question, and Answer. It begins with the current situation, then comes the problem (complication), followed by the question regarding the core issue, ending with your solution for the problem.



SITUATION

Define the problem and state the set of facts related to the current situation.



COMPLICATION

This is the problem that you are working on or the change in circumstances.



QUESTION

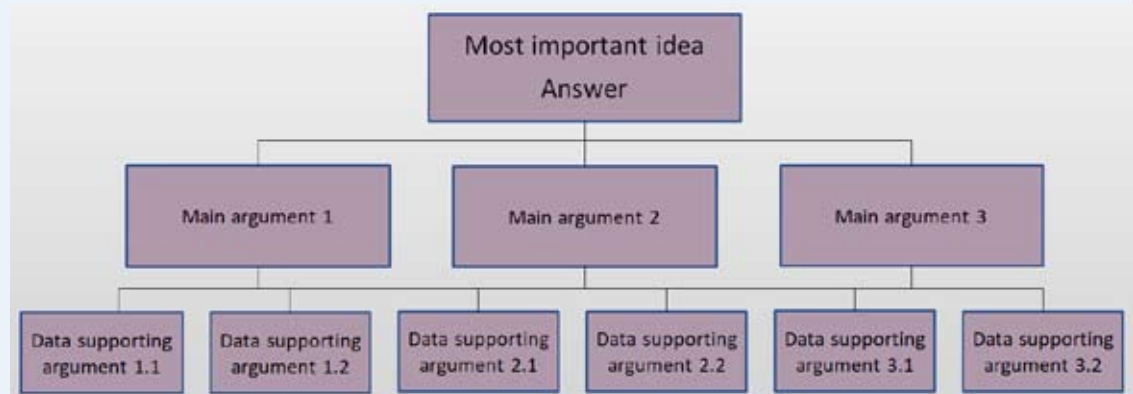
The question identifies your hypothesis regarding the solution.



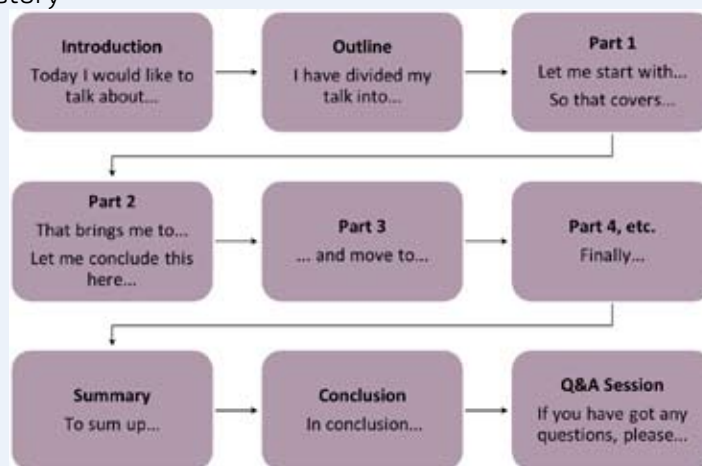
ANSWER

The answer is the response to the questions you have asked.

2. Pyramid Principle by Barbara Minto - the information is presented in the form of a pyramid, with the core idea at the top, which is then broken down by revealing fine details. It provides the answer at the beginning, followed by supporting arguments, which are then followed up with data and facts. This enables the audience to see the supporting argument, data, and facts in light of the hypothesis presented at the start.



3. Linear like a story



Stage fright – how to avoid it

- Be well prepared!
- Practice before the presentation
- Start confidently with the introduction
- Posture, voice, diction
- Know how to use the equipment
- Remove distractions (movement, audio)

Group exercise (10') - think of one topic that you would like to present to the volunteers. Then choose one method of structuring the message (SCQA, Minto pyramid or linear) and prepare a short presentation.

Explain your presentation to the person you are paired with and explain to them the basic idea behind your presentation.

Materials needed: Presentation, laptop and projector, risk log handouts, flipchart or A4 paper sheets for group work, pens and markers

Session 3 Planning the inclusion of volunteers and volunteer job description

Goal: Discuss volunteer program creation, explain the purpose and advantages of volunteer job description

Activities:

Theory input (10') What is volunteer management? What are its elements? What questions does volunteer management answer?

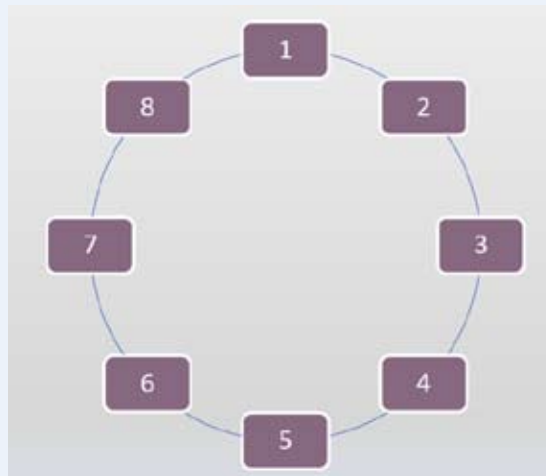
The educator writes on the board the first associations by training participants about the concept of volunteer management. He asks questions of the participants: why do we need volunteers? Who will manage the volunteers? How many volunteers do we need? Where will we find funds to work with volunteers? The answers to these questions will facilitate the creation of volunteer forms in later exercises.

Volunteer management cycle - work in the plenum (15')

The cycle of volunteer management

The participants have the task of arranging the elements of volunteer management elements according to a logical sequence that they will receive on colored cardboard.

Volunteer management cycle



After participants have correctly placed volunteer management cycle elements continue with explanation of elements of volunteer management by groups and discussions.

Volunteer management cycle

1. Planning the involvement of volunteers - create a volunteer program, discuss the motivation of volunteers
2. Description of the volunteer position - explain the purpose, advantages, expected results, responsibilities of the volunteer and the organisation
3. Finding volunteers - define the process of finding volunteers, how to formulate a message/volunteer application form
4. Selection and inclusion of volunteers - determine the structure of the interview, tips for selection and how to order a potential volunteer
5. Orientation and training of volunteers - explain the rules of conduct, create a structure for training volunteers, define the tools that will be used to keep records of volunteers

6. Supervision and follow-up of volunteers - to illustrate what supervision means, to clarify the differences and roles between supervision and support
7. Assessment (evaluation) of volunteer work and programs - come up with useful tips for an evaluation interview with volunteers
8. Recognition of volunteer work/rewarding - construct a formal and informal reward system

Planning the involvement of volunteers (10') – explain the importance of planning for involving volunteers into a sport organisation as well as how to prepare volunteer roles description.

Planning the involvement of volunteers

Answers questions;

- Why do we need volunteers?
- How many volunteers do we need?
- What is the profile of the volunteer we need?
- Who will coordinate work with volunteers?
- Where does the demo find funds for working with volunteers?
- What is the attitude of most members of the organisation regarding the involvement of volunteers?

Volunteer coordinator/ manager key skills;

- FACILITATION: Unifies the ideas and efforts of the group, Knows how to create a whole and build a team
- ORGANISATIONAL: Knows how to set priorities, knows how to delegate tasks
- COMMUNICATION: Perfected active listening and assertive communication style (listens, understands, remembers and transmits)

Description of the volunteer position

PURPOSE;

- It offers volunteers the meaning of their engagement and strengthens motivation
- Defines the organisation's expectations as well as the results that volunteers should strive for

IMPORTANT!

- Involve volunteers in the process of revising the existing job description

ADVANTAGES;

- Easier introduction to work/volunteer engagement
- Established line of responsibility
- Strengthening teamwork
- It leaves the impression of a professional approach - strengthening the motivation of volunteers

WHEN THE JOB DESCRIPTION IS WRITTEN...

Answer the following questions:

- Is this job description realistic?
- Does it correspond to a volunteer engagement or does it reveal the need for a new job?
- Is the description interesting and attractive?
- If I were a volunteer, would I sign up to volunteer?
- Is the organisation realistic in terms of finding a person who will match this job description?

Scale of attitudes about the work of volunteers (10')








The room is divided into two parts. "YES" is written on one side of the room and "NO" is written on the other side. The participants are instructed that the educator will read some statements related to the work of volunteers, i.e. what we can hire volunteers for. After each statement is read, the participants should decide, if they agree with the statement, to go to the "YES" mark, and if they disagree, to go to the "NO" mark as close as they agree with the statement. After each statement, the participants start a discussion about why they are in that position. During the discussion, participants can change their attitude, that is, their position in relation to the labels.

Example of statements:

- Volunteers can be assigned for;
 - checking tickets and issuing accreditations
 - sales of sport event merchandise
 - entering scores and results of the sport competition
 - bartending
 - delivering sport equipment to athletes
 - translation of official press releases
 - construction of infrastructure for the contest
 - maintaining the cleanliness of the sport venue
 - supervising obligations to sponsors are in accordance with agreements
 - providing medical services
 - kicking out problematic visitors
 - providing information on the sport schedule to athletes and visitors
 - organising logistics for receiving assets and inventory tracking

Volunteer job description group work

(20') The participants will be divided into groups, each group receives an event in which the volunteers should participate (European wrestling competition, regional table tennis competition, bicycle race through the city, etc.) and a document (a form for developing a volunteer position) that should be filled. The form contains clear questions for developing a volunteer position description.

	PERSON RESPONSIBLE FOR VOLUNTEERS
	VOLUNTEERS BENEFITS
	VOLUNTEERS ROLES
	TIME PERIOD OF VOLUNTEERING
	DUTIES AND RESPONSIBILITIES DESCRIBED
	EXPECTED RESULTS
	COMMUNICATION CHANNELS

After filling out the form, the participants should present their volunteer positions in front of the other groups. The educator needs to initiate discussions and encourage participants to discuss the products.

Materials needed: Elements of volunteer management on cardboard/papers of different colours and scheme of the volunteer management cycle, crepe tape, statements on paper for the educator, developing a volunteer position form hand, flipchart, markers, A4 papers, pens and markers for each participant



Image by Freepik

Session 4 Volunteer recruitment

Goal: Demonstrate finding volunteers process and how to formulate a message

Activities:

Finding volunteers (10') – present key elements to finding volunteers.

Finding volunteers answers following questions;

- Where does the organisation find volunteers?
- How does the organisation find them?
- What message do we want to send to potential volunteers?

KEY ELEMENTS IN FINDING VOLUNTEERS:

- Matching/identifying the needs of potential volunteers
- Choosing the right/appropriate method

APPROACHES:

1. TARGETED – presentations to interested groups/individuals; brochure/flyer; services of the Volunteer Center
2. PERSONAL - word of mouth to friends and acquaintances
3. OPEN ACCESS - announcements in the media (press, radio, internet portals, TV jingles); posts on own channels and channels of related organisations (website, social networks); distribution of leaflets and posters, lectures in communities where there are potential volunteers (schools, universities, sports clubs, etc.)

DO NOT ✗ convince individuals that it would be good for them to volunteer

DO ✓ show individuals what they can do by volunteering

Ideal volunteer - Work in groups (30')

Participants will be divided into groups according to the previous tasks they did (developing a volunteer position). The task they need to do is to draw/illustrate on a large piece of paper the "ideal volunteer" they need for the event they have defined. The drawing should contain the characteristics that the organiser expects - age, knowledge, skills, experience and others. A creative approach to illustration is expected.

After groups have drawn their ideal volunteer, have them introduce the "ideal volunteer" to the group and discuss where to find such a person.

The educator will initiate a discussion on the topic of where the volunteers are, how they are informed, which communication channels they use, which communication channels they have used so far, and what has proven successful, etc.

Finding volunteers (10') – present best ways how to formulate a message

Volunteers needed – the message

- Statement of need - tells why the work the volunteer will perform is important
- Directed to the targeted needs of the community in which you operate, and not to the specific needs of the organization
- The message indicates to the volunteer how he can contribute to solving the problem

TIPS

- The message is interesting and stimulating to interest the person/s to call
- The message is simple and easy to understand (avoid professional words and jargon)
- The message contains all the necessary information for volunteers
- The message does not require additional effort from the potential volunteer to understand what you are looking for volunteers for
- The message is not sent before the plan and tasks for the volunteers are made

VOLUNTEER APPLICATION FORM should ask for information such as:

- basic information about the volunteer (name, surname, address, contact information...)
- education, specific knowledge, and skills
- motivation
- interests
- time availability

Call for volunteers - Work in groups (15')

The participants return to the groups in which they developed volunteer positions and their ideal volunteer and have the task of creating a text inviting volunteers to volunteer.

Together, the developed volunteer position and this cover letter for a volunteer are two instruments for informing and inviting volunteers.

Materials needed: Presentation, projector and screen, flip chart papers, A4 papers, markers, crayons, crepe tape

Day 3

**VOLUNTEER MANAGEMENT CYCLE AND ITS MAIN PHASES
PANNONIAN CHALLENGE CASE STUDY**
Session 1 Volunteer selection

Goal: Interpret interview structure, make up tips and how to say no to a potential volunteer

Activities:

Introductory presentation (15') - tips on what to do before, during, and after an interview. Examples of things to consider when constructing questions.

Volunteer Interviews

An interview is a two-way process: it's a valuable tool to see how a potential volunteer "fits" into your organisation, as well as a way for your organisation to present yourself and argue why an applicant would want to volunteer with you.

Before the interview ask yourself:

- Is your interview formal or informal?
- One-on-one or in a group?
- How long do you want it to take (important if you want to have one after another)?
- Do you want to take notes?
- Does the applicant need to prepare anything beforehand (a portfolio, their CV, etc.)?
- How are you going to make the decision of who was chosen?

Prepare how you're going to present the role and relevant questions. Each applicant should answer the same set of questions. Questions should always be relevant to the role. Avoid "yes" or "no" questions - ask open ended questions and don't be afraid to ask the volunteer to elaborate on their answer.

Interview structure:

1. Warm up questions - they enable the volunteer to feel comfortable
2. Introductions - introduce yourself and give the purpose and a brief description of the course of the conversation
3. Presenting the role in detail - give a realistic description of the volunteer work and information about the volunteer's position in the organisation
4. Asking questions - make sure you ask questions according to the selection criteria
5. Time for the applicant's questions - check if the volunteer needs more information
6. Ending the interview with setting up a date when they can hear from you - inform the volunteer about further steps in the candidate selection procedure (e.g. the date when they can expect feedback, etc.).

During the interview

1. Acknowledge that interviews are stressful, and put your applicant at ease with some warm up questions, like: how was your day? Have they got anything else planned for the day? Start the conversation and make them feel welcome. Have a beverage to offer at hand.
2. Introduce the interviewer(s), their roles, and how the interview is going to go. By informing the volunteer of what they can expect, they are less likely to stay nervous.
3. Present your organisation and the role that the applicant could fill. Make sure to give them details on what exactly they will be doing. This is the time to ask your questions. Always allow time for the applicant to ask questions at the end.
4. Let the applicant know when they can hear back from you (2 days, next week, etc.) and thank them for coming.

After the interview

Refrain from choosing somebody on the spot, even if you find them suitable – this will give you more time to reflect on your decision, whilst also giving them time to consider the commitment.

Once decided, give successful applicants a chance to accept or deny. If they accept, inform them of the next steps (training, documents, etc.)

It is extremely important to let unsuccessful applicants know that they did not get the position and why (for example: there was a large number of applicants for limited positions, or you were looking for someone with a specific skill set/ experience).

You can let them know via phone call, email, letter, etc.



Image by rawpixel.com on Freepik

Group exercise - mock interview with hidden motives (25')

Divide the group into pairs. Each pair assumes a role of interviewer and applicant. Each pair has 5 minutes to come up with an organisation in question. Each interviewer draws 2 pieces of paper from BOWL 1 (Interviewer), and each applicant draws 2 pieces of paper from BOWL 2 (Applicant). Each bowl contains motives, objectives, restrictions, things to be mentioned during the interview.

The pair has 10 minutes to conduct a short interview following the tips presented during the theoretical part. The aim is for them to find out/ask about the things mentioned on their pieces of paper.

Debriefing: take 5 minutes to ask the whole group how the exercise went. Were they surprised by anything? Did they have any difficulty working with their assigned roles? Is there anything they could have done differently?

INTERVIEWER / VOLUNTEER COORDINATOR

- You need someone to work on the weekends.
- You need someone who loves pets.
- You need someone that's good with children 6 - 12.
- You need someone who loves hiking and has good orientation skills.
- You need someone who lives close.
- You need someone who's passionate about their volunteering experience.
- You need someone who has previous experience in volunteering.
- You need someone who is good at building and construction.
- You need someone with great communication skills.
- You need someone who can coordinate others.
- You need someone to help you organise files.
- You need someone who has experience working in adult education.
- You need someone who has experience in working with disabled children.
- You need someone who knows how to drive.

APPLICANT / VOLUNTEER

- You have a 5 year old child.
- You work 4 times a week.
- You need a flexible schedule.
- You have 3 pets and need to take care of them.
- You have previous experience in working with children as a camp counsellor.
- You have a passion for travel and want to know if this job requires travelling.
- You're motivated to help, but you have no previous experience.
- You're chronically ill and you can't overuse your back.
- You have university to attend to, so your availability changes from time to time.
- You want to gain relevant work experience, and you want to know if there's a certification you get after volunteering.
- You're passionate about the mission, but you're hesitant to work in a team.
- You want to know how many hours a week you have to commit to.
- You prefer doing over planning.

How to say NO to a potential volunteer (10') - present some tips on how to decline volunteers offer

Explain clearly and honestly what the organisation needs. Try to get to know their motives and connect them with jobs that can ensure their fulfilment. Nothing is taken for granted, so expectations and possibilities should be clearly stated.

Here are ways to say "no" to a volunteer:

- No.
- The position you are best qualified for is already filled.
- We do not have any position that is suitable for your skills at this time.
- I would suggest you contact _____.
- Our program does not demand the skills you are offering. Thank you for applying.
- Your interests and skills are not a good match for us, but _____ is looking for volunteers with your exact qualifications.
- I don't think this volunteer opportunity is the right fit for you. We don't wish to lose your skills and talents and would like to offer you a position doing _____.
- Let me refer you to the local Volunteer Centre.
- After you receive some additional training, contact the local Volunteer Centre for some more appropriate options.
- Have you considered volunteering in/at _____?
- I have some reservations as to whether or not this is the best opportunity for you. Would you be comfortable with me referring you to _____?
- Thank you for taking the time and exploring the opportunity of becoming a volunteer in our organisation. Although this position would not be a good fit for the skills you possess, I believe your interest in _____ will lead you to find more appropriate opportunities.

Accepting or declining volunteers - group work (15')

Participants are still in the same pairs as in the previous exercise. This time Interviewers get to decide if they would accept or decline their applicants/ volunteer and have to deliver the news.

At the end, take 5 minutes to talk to the pairs. Ask the interviewers to explain their decision and ask the applicants if they're still interested in volunteering.

Materials needed:

Presentation, projector and screen, 2 bowls, cut out sentences from the mock interview, extra pieces of paper and pens (in case they decide to take notes)



Image by Freerick



Image by Freepik

Session 2 Orientation and supervision of volunteers (coordination)

Goal: Explain rules of conduct, construct task assignment, illustrate differences and roles between supervision and support, discover records keeping tools

Activities:

Introductory presentation (10') - tips on how to structure volunteer training and introduction to some records-keeping tools.

Introducing volunteers to the organization

Volunteer orientation and training are crucial for the proper retention of volunteers. Once properly introduced to the structure of the organization and its tasks, volunteers shorten their orientation phase, which saves time for you, the organizer, and helps them to feel comfortable with their role faster.

ORIENTATION – Acquaintance of volunteers with the organization and programs.

TRAINING – The process of preparing volunteers to perform specific tasks, activities, or jobs.

Preparing the orientation or training

Try to put yourself into their shoes - what would you like to know if you were new?

What's my role in the overall structure?

Who do I report to?

What are the steps I need to take to fulfill my role?

What happens if I make a mistake?

Where can I find all the information I need?

The training

1. Make sure your training aligns with your organization's values and communicate them to new volunteers - set expectations and present their rights and obligations.
2. Give them a structure they can refer to. Having clear rules and expectations eliminates misunderstandings.
3. Give them an overview of the organization and everyone's role in it, including theirs. This gives them a clear picture of where they fit into the organization. They should understand the structure of the management in case of mistakes, reporting, and who they'll be teaming up with.
4. Demonstrate how to fulfill their activity, and let them replicate. Provide them with references before, during, and after the orientation.

For most people, giving them an example followed by an action is the best way to retain information. Be aware of different learning styles and adjust accordingly.

Providing them with references could mean:

- giving them access to your volunteer network;
 - giving them a list of their responsibilities;
 - providing them with the right materials;
 - showing them where to find the right information;
 - Introduce them to your organization's data system.
1. Match them with a more experienced volunteer. This helps them to ease into the community, as well as giving them a mentor to refer to. An experienced volunteer can show them how to navigate tasks, overcome obstacles, and how to successfully function and excel in their new role.
 2. Ask them for feedback and answer questions. After the training, they are bound to have questions. Make sure they have the space for inquiries. Feedback is beneficial to your organization, and it will help to create flawless training for new volunteers. Continue to communicate with volunteers after the orientation. It's helpful to have a monthly evaluation or check in with them once in a while.

Volunteer network

Providing volunteers with an online network is not only helpful for them to stay up to date with activities but also for you to have easy access to an updated database.

Some helpful tools

1. Facebook groups: A lot of people already have Facebook profiles, so inviting them to a group is convenient. They get notifications of group posts, you can use hashtags to separate topics, make specific chats for a faster communication, and monitor events and interactions on your organization's profile. In a group, you can share files, photos, and other documents. A disadvantage of Facebook groups is that without a proper filtering system, it can get messy fast and information could get lost.

2. Google Drive: Having a Google account gives you a lot of possibilities. You can store all files and documents in a cloud, whilst having control over who has access. Using Google Drive allows you to create Folders for specific departments and storing all information in one place.

Google also offers a long list of features, such as:

- Google Meets, where you can have meetings
- Google Forms, where you can create questionnaires
- Google Spreadsheets, where you can make spreadsheets with your team
- Google Jamboard, an interactive whiteboard for brainstorming with the team, and many more

A disadvantage of Google is that free storage is only 15 GB, and once someone has access to documents - they can give this access to others without your permission.

3. Trello: Trello is a project management tool. It has the unique feature of creating boards for your teams, which helps to stay on top of things visually. You can use Trello for:

- organising events,
- storing documents,
- the on boarding process,
- task management
- task assignment and keeping track of process

A disadvantage of this software is that it doesn't have a reporting feature or time tracking. It can be mostly used for organization.

4. Get Connected: This software has been made specifically for volunteer management. Some features include scheduling and hours tracking, storing documents and e-signatures, custom volunteer profiles and an app for easy access anywhere, groups and teams, and event management.

Get Connected won several awards for its efficiency and customer satisfaction.

A disadvantage of this software is its price - you can schedule a free online demo, but there is no possibility to use the app for free.

5. Volunteer Local: This software has been made specifically for nonprofits. It aims to streamline volunteer engagement and simplify record-keeping. Features include: Collecting volunteer data, Real-time reporting, Scheduling and online check-ins, and Recruiting teams. A downside to this software is that to get registered, it requires a refundable deposit from the volunteers. The app itself is not free, but there is a 14-day trial version available.

6. Point: This is software for volunteer management, that is free for non-profit organizations. It offers:

- an admin dashboard for easier coordination
- website integration for streamlining the recruitment process
- volunteer platform (on iOS and Android)
- a non-profit directory so local volunteers can find your organization
- analytics and automatically generated reports
- time tracking
- group management

There is an option of purchasing a plan with more features, but the free version has all the necessities for Volunteer coordination.

Getting your volunteers committed (15') – explain the impact of motivation for volunteers

What drives us to initiate and sustain behavior, what stimulates us to take action and adhere to our activities?

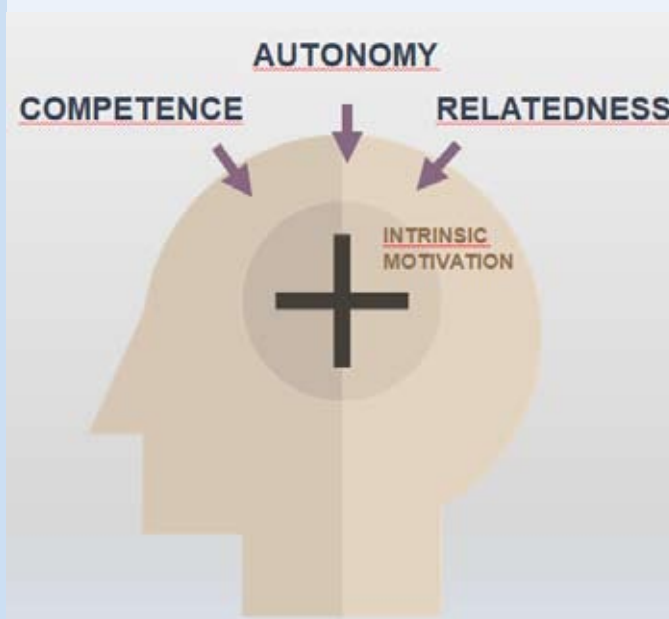
Have participants list all possible reasons why people volunteer in sport and write it down on a flipchart. You should cover various reasons such as: 'To meet new friends,' 'To give back to the community,' 'To learn new skills, etc.

Explain that motivation is what determines the dedication of a volunteer and why you should consider motivation when structuring job descriptions as well as rewarding volunteers.

After you've listed volunteers – motives present a theory that can help to understand the concept of motivation and tips on how to ensure volunteer retention.

Edward Deci and Richard Ryan have proposed a very useful theory; Self-Determination Theory (SDT) describes the human motivation to achieve personal growth and well-being through the fulfillment of three innate psychological needs: autonomy, competence, and relatedness.

Self-Determination Theory emphasizes the importance of supporting individuals' autonomy and providing them with opportunities to develop their competence and sense of relatedness to foster intrinsic motivation in any given field.



Autonomy: Autonomy refers to the need to feel in control of one's own life and decisions. It involves having the freedom to make choices and act on them, without feeling pressured or coerced by others.

Competence: Competence refers to the need to feel capable and effective in one's actions and pursuits. It involves having the skills and resources necessary to achieve one's goals and feeling a sense of mastery and accomplishment in one's endeavors.

Relatedness: Relatedness refers to the need to feel connected to others and to belong to a social group. It involves feeling a sense of closeness and intimacy with others and experiencing positive social interactions and relationships.

Getting volunteers committed can be challenging, but if you manage to address the three basic psychological needs of autonomy, competence, and relatedness you will have a good chance of gaining the commitment of your volunteers.

To do so follow these 7 Tips:

1. Communicate the mission and goals of your organization: When volunteers understand the purpose and goals of your organization, they are more likely to stay committed.
2. Provide training and support: Providing volunteers with adequate training and support can help them feel more confident and prepared for their roles.
3. Recognize and appreciate their contributions: Recognizing and appreciating the efforts of your volunteers can help them feel valued and motivated to continue their work.
4. Create a sense of community: Encourage volunteers to connect and build relationships. This can help create a sense of community and belonging.
5. Give volunteers meaningful work: Ensure that volunteers are given tasks that are meaningful and aligned with their interests and skills. This can increase their sense of fulfillment and motivation to continue volunteering.
6. Provide opportunities for growth and development: Provide volunteers with opportunities for growth and development, such as training, mentoring, or leadership roles. This can help them feel valued and invested in the organization, increasing their commitment.
7. Stay in touch: Regularly communicate with volunteers and keep them updated on the organization's progress and impact. This can help them feel connected and invested in the organization's success.

Exercise on volunteer orientation (20')

In groups of 3 work on organizing orientation for volunteers. Use the events from previous group work (developing volunteer positions and ideal volunteer descriptions for European wrestling competitions, regional table tennis competitions, bicycle races through the city, etc.). The orientation needs to include valuable information about the event and event staff such as the program schedule, who volunteers will report to, what communication channels will be used, what are rules of conduct at the event, what happens in case something goes wrong, etc.).

Presentation on supervision (10') – explain the terms of supervision and the difference between monitoring, the importance of supervision, and significance of balancing supervision and support.

Supervision as part of the volunteer-management process

Supervision plays a crucial role in volunteer management by providing guidance, support, and feedback to volunteers. Supervision ensures that volunteers are properly trained and understand their roles and responsibilities, which in turn helps them to perform their tasks effectively.

Effective supervision also helps to maintain volunteer motivation and engagement, by providing recognition and opportunities for personal and professional growth. Additionally, it allows volunteers to communicate any issues or concerns they may have and provides a mechanism for addressing and resolving these issues.

Supervision also helps to ensure that volunteers are adhering to organizational policies and procedures, and are working towards the achievement of organizational goals. It can also help to identify areas where additional training or support may be needed and ensure that volunteers are working in a safe and supportive environment. Overall, supervision is a critical component of volunteer management and can help to ensure that volunteers are making meaningful contributions to the organization, while also helping to foster a positive and supportive culture for volunteers.

Monitoring performance

Monitoring performance can refer to the organizational and individual levels.

The first question relates to whether the organization or team is implementing its tasks, projects, and events within the given timeframe and budget. This falls within the scope of general management or project management and will therefore not be discussed in this learning module.

The second aspect refers to the behavior and performance of the individual. (How) does the individual volunteer contribute to the different tasks of the organization? This can be defined as supervision and belongs to the scope of volunteer management.

Overseeing and supporting your volunteers

Overseeing and supporting the work of your volunteers involves a combination of assigning the right tasks, providing useful training, setting appropriate goals, monitoring individual performance, providing feedback, and recognizing achievements. Some of these tasks, such as goal setting or training, have already been discussed in previous modules. We will therefore focus on performance monitoring and giving feedback.

There are different ways to monitor the performance of your volunteers:

- Metrics: Comparison with pre-defined indicators such as number of hours volunteered or tasks completed.
- Observations: Observing volunteers while they are performing their tasks.
- Peer- or Team evaluations: Peer- or Team evaluation involves volunteers providing feedback on their performance to each other.
- Regular check-ins, performance, and feedback conversations: Talking to your volunteers regularly, listening to their perspective, understanding their support needs, and providing fair, appreciative, and honest feedback.

Balancing control and support

Controlling volunteers can be challenging as they are not paid employees, and they often have their own goals and motivations for volunteering. However, it's still important to establish clear expectations and guidelines for the volunteer's work to ensure that they are meeting the organization's needs. This can involve setting specific tasks and deadlines, providing training and resources, and regularly checking in with volunteers to assess their progress.

At the same time, it's important to provide support and guidance to volunteers to help them succeed in their roles. This can involve providing ongoing training and professional development opportunities, recognizing and rewarding their contributions, and creating a positive and supportive work environment. It's also important to listen to volunteers' feedback and concerns and to be responsive to their needs.

Overall, balancing control and support is essential for effective volunteer management. Too much control can stifle volunteer engagement and motivation, while too little control can lead to inefficiency and a lack of direction. Similarly, too little support can result in volunteers feeling unsupported and undervalued, while too much support can lead to a lack of accountability and a sense of entitlement. Finding the right balance will depend on the specific needs and goals of the organization and the volunteers involved.



As a volunteer manager, you have a responsibility both to your organisation and to the volunteers entrusted to you.

Discussion (10')

Take a few minutes to discuss the following questions with participants.

- What can you actually expect from your volunteers?
- Can someone who is not paid for their work simply do whatever they feel like doing or does the volunteer also have an obligation towards the organisation that can be required from them?
- How can you ensure that your volunteers show the necessary commitment so that you don't have to push or control them a lot, and they enjoy doing their tasks instead?

Materials needed: Presentation, screen and projector, flip charts or big sheets of paper, pens, markers



Image by Freepik

Session 3 Volunteer feedback, the evaluation of the volunteer program and rewarding volunteers

Goal: Make up useful tips for evaluation conversation with volunteers, describe good practice examples and important rules for rewarding, construct formal and informal rewarding system

Activities:

Introduction to providing Feedback (10')

Providing feedback to your volunteers can be difficult, as they are giving their time and energy to your organisation "for free". Therefore, you may have the feeling that you cannot criticise them when they are not performing well.

But remember that learning from their voluntary work is what creates added value for the volunteers. So your feedback provides a valuable asset for your volunteers as it helps them to develop and grow. They will benefit from both positive and critical feedback, as long as it is meaningful, honest, fair and appreciative. What is important is how feedback is provided.

Several examples on how to provide feedback:

Appreciative Feedback Approach

When providing feedback or when guiding a team- or peer feedback process try to follow the appreciative feedback approach.

Appreciative feedback is a method of giving feedback that focuses on identifying and acknowledging positive aspects of an individual's performance or behaviour. It is a constructive feedback approach that involves 4 key steps:

1. Identifying strengths: Begin by identifying specific strengths or positive aspects of the individual's performance or behaviour. This can include specific skills, attitudes, behaviours, or actions.
2. Providing specific examples: Provide specific examples of when the individual demonstrated those strengths or positive aspects of their performance or behaviour. This helps to contextualise the feedback and make it more concrete.
3. Expressing gratitude: Express appreciation or gratitude for the individual's positive contributions. This helps to reinforce positive behaviour and encourage continued growth.
4. Encouraging growth: Finally, encourage the individual to continue to build upon their strengths and positive aspects of their performance or behaviour. This can involve setting goals or providing resources to support continued growth.

Compliment Sandwich Approach

Sometimes it is also necessary to give negative or critical feedback. Here the sandwich technique helps to keep the focus on appreciation and development.

The sandwich technique, also known as the "compliment sandwich," is a method for giving critical feedback that aims to soften the blow of criticism by "sandwiching" the criticism between two positive comments or compliments.

1. Start with a positive comment: Begin by highlighting something positive about the person's work or behaviour. This helps to establish a positive tone and builds trust.
2. Provide critical feedback: Next, offer your criticism or feedback. This should be specific, constructive, and focused on the behaviour or performance, rather than the person themselves. Be clear and direct, but also respectful and empathetic.
3. End with a positive comment: Finally, end on a positive note by offering another compliment or positive comment. This helps to reinforce the person's strengths and builds their confidence.

Positive Gossiping

The Positive Gossiping Game is an activity that promotes positive thinking, teamwork, and a supportive culture. The game involves individuals taking turns sharing positive thoughts or comments about others in the group.

Start the game: Choose one person to start the game. This person should share a positive comment about someone else in the group, such as "I really admire how organised you are," or "You always bring a positive attitude to the team."

Pass the baton: The person who receives the compliment then passes the baton to someone else in the group, sharing a positive comment about them. This continues until everyone in the group has had a turn.

Keep it positive: The focus of the game is on positive comments only. Negative comments or criticisms are not allowed. The goal is to create a supportive, positive environment.

The Positive Gossiping Game is an easy activity to boost morale, build relationships, and create a positive attitude and environment. It can be played in a variety of settings, and it is a great way to start the day, end a meeting or gathering, or just boost everyone's spirits!

Exercise on task assignment Volunteer feedback (10')

Split into pairs. Each pair has to give feedback to each other about their performance or behaviour during the first few days of this training course. If there is nothing to criticise, just invent an issue to exercise. Pairs have 15 minutes to complete the exercise. They should use one of the mentioned approaches; Appreciative Feedback Approach, Compliment Sandwich Approach or Positive Gossiping.

Evaluation methods presentation (10') - provide information about evaluation of the volunteer program as well as volunteer work.

Staff and volunteers are the backbone of your organisation, and they are undoubtedly your most valuable resource. Without them, your organization would not be able to function properly and achieve its objectives. Therefore, it is crucial to know and understand your volunteers as well as possible.

This is why as a volunteer manager you should regularly and systematically evaluate how your volunteers feel involved, prepared and supported by your organisation. Your program evaluation can be conducted at different points in time, for example once a year, on the last Friday of each month, or at the end of each volunteers' tenure with your organisation.

Depending on how often you want to carry out such an evaluation, you can use standardised tools (like questionnaires) or practical methods like verbal flashlight. Also, a mix of formal and more hands-on approaches can be useful.

Different tools and methods to evaluate your volunteer programme

Here are suggestions of both, formal and informal instruments:

1. Questionnaires

Written questionnaires are a proven and useful tool. It is important that questions are easy to understand and relevant for your organisation and your volunteers.

The advantages of a written survey are, for example, that its respondents have time to think about their answers, that they can give honest and critical feedback, that all your volunteers are heard equally and that comparison with previous results is possible.

You would typically use this tool at longer intervals or before a volunteer leaves the organisation.

If you want to create such a questionnaire for your organisation, you could ask questions concerning the following issues:

- How did you hear about our volunteer program?
- How satisfied are you with the volunteer training and orientation provided?
- Did you feel adequately prepared for your volunteer role?
- How often did you volunteer during the past year?
- What was your primary motivation for volunteering?
- What did you enjoy most about volunteering with our organisation?
- Was the volunteer work meaningful to you?
- Did you feel valued and appreciated as a volunteer?
- Were you able to make a positive impact through your volunteer work?
- Was the volunteer work challenging but rewarding?
- Were there any challenges or obstacles you faced while volunteering?
- Was the volunteer work well organised and managed?
- Would you recommend our volunteer program to others?
- Do you plan to continue volunteering with our organisation?
- Is there anything we can do to improve our volunteer program?

These questions can and should be adapted to suit the specific needs of your organisation's volunteer program.

Based on our experience it is more useful to ask open-ended questions to allow volunteers to provide detailed feedback and suggestions for improvement.

2. Focus Groups

Another way of collecting systematic feedback from your volunteers would be through focus group interviews.

Focus group interviews are a qualitative methodology in which a small group of people (typically 6-10) are brought together to discuss a particular topic or issue. A moderator guides the discussion, using open-ended questions to elicit opinions, experiences, and attitudes from the participants. Unlike with a written questionnaire, the focus group setting allows for group interaction and dynamic discussion, which can lead to the emergence of new ideas and insights. You would also use this tool at longer intervals, before a group of volunteers leaves the organisation as scheduled or when there are certain issues which need to be resolved.

3. Flashlights

The Flashlight method is suitable for a quick evaluation immediately after an activity or event.

It involves having each person in the group provide their feedback one by one.

The feedback should be focused on a specific issue, and each person provides their thoughts or observations in a brief and concise manner.

The method is designed to provide a group with multiple perspectives on a given issue, and it allows for everyone in the group to be heard and to have their opinions valued.

Questions to be asked would be something like: "What did you learn today?"

"How did our activity go with the participants" or "How did we work together as a team today?"

4. Living Statistics

Living Statistics is another hands-on approach to getting feedback from a group on any given topic. It helps your group to visualise attitudes, satisfaction or state of information in relation to a given issue, question or topic.

The method involves having participants in a group stand in different parts of the room or space, depending on their responses to a question or statement.

For example, the facilitator may ask a question such as "How many of you feel satisfied with the current state of our project?" and then ask participants to move to different parts of the room to represent their answer (e.g. those who are very satisfied stand to the left, those who are not satisfied stand to the right).

The facilitator then asks participants to explain their positions and share their perspectives with the group. This method allows participants to see the distribution of responses and engage in a group discussion about the data. The living statistics method can be used to gather information about a range of topics, including opinions, preferences, and experiences.

5. Creative Feedback Methods

Creative feedback methods are interactive and engaging techniques that encourage participants to express their opinions and perspectives in a non-traditional way.

Forum theatre is one such method, which involves a scripted performance that highlights a problem or issue, followed by an interactive discussion with the audience. The audience members are invited to participate by stepping onto the stage and taking on the role of a character in the play, and then suggesting alternative actions or outcomes to resolve the conflict or issue. This method allows participants to engage in a safe and supportive environment and to explore different perspectives and potential solutions to real-world problems.

Other creative feedback methods include role-playing, storytelling, visual arts, music, and dance. These methods encourage participants to use their imagination and creativity to express their thoughts and feelings in a way that may be more comfortable or effective than traditional feedback methods.

How to use the evaluation results

Regardless which method you use to evaluate your volunteer programme, you should handle the evaluation results in a professional and constructive manner:

Take time to review the evaluation results carefully. It's important to listen attentively to your volunteers or read their feedback in order to understand their messages to you. Keep an open mind and don't take negative feedback personally. Remember that the purpose of getting this feedback is to help you improve and enhance your volunteer program.

Look for common themes in their feedback. If multiple volunteers are mentioning the same issue, it's a sign that it's an area that needs improvement.

Prioritise the areas that need improvement and focus on the issues that have the most significant impact on your organisation or the experience of your volunteers

Thank volunteers for their feedback and let them know how you plan to use it to improve the volunteer program.

Discussion (15') - take a few minutes to discuss the following topics with participants.

- Volunteers are not paid for their work or, in the case that they receive some kind of monetary compensation, this should at least not be the primary motivation for them to become involved. Otherwise, we should consider their engagement to be a job and not a voluntary activity. Having said this, does it mean that volunteers are a cheap workforce, a resource for which nothing has to be offered in return?
- Which formal and informal incentives you have been using in the past to reward your volunteers. With which have you had positive or negative experiences?
- How do you try to establish a general culture of recognition and appreciation in your organisation? Any tips and tricks from your side?

In your discussions, you probably came to the conclusion that the statement that volunteering is free is not true. Volunteering is not free. It only works in the long run if the volunteer gets something back for his or her commitment. However, what this "something" is, that a volunteer expects in return can be of a very different nature, it is usually intangible and sometimes not easy to identify.

This can make it difficult to develop an effective recognition and rewarding scheme.

Presentation on rewarding (10') – explain terms and definitions of recognition and rewarding of volunteers

Volunteer Recognition is about acknowledging and expressing appreciation for the contributions of volunteers through non-tangible means, such as verbal or written expressions of gratitude, public acknowledgement, or opportunities for personal and professional growth.

Volunteer Rewarding refers to providing tangible incentives or benefits, such as gifts, stipends, discounts to volunteers as a way of acknowledging their services. However, in practice it is sometimes difficult to distinguish between the two approaches. Of course, a bouquet of flowers has a material cost, but the actual value for the volunteer more likely consists in the intangible recognition that is expressed. Formal Recognition and Rewarding schemes are structured and organised, with specific policies and procedures in place. These approaches are usually implemented by public authorities or bigger organisations and are often part of a larger volunteer promotion scheme. They may include certificates, awards, public recognition, rebate programs, professional development opportunities etc.

Informal Recognition and Rewarding schemes are usually more flexible and casual. They may be implemented on an ad-hoc basis, without formal policies or procedures in place. This may include simple gestures such as a thank-you note or a small gift, and may be implemented by individual volunteers or organisations.

Both, formal and informal schemes can be effective in recognizing and rewarding volunteers for their work and dedication.

The key to developing an effective recognition and rewarding scheme is to find the appropriate recognition for different volunteers or volunteer groups. The better you know your volunteers and their needs and expectations, the better you can give them the recognition and rewards that will motivate them personally.

Examples of formal incentives

- Certificates or awards for volunteer service
- Public recognition at events or on social media
- Letters of recommendation or references for job or educational opportunities
- Opportunities for skill-building or professional development
- Access to exclusive events or experiences
- Gift cards or discounts from local businesses
- Branded clothing or merchandise
- Invitation to volunteer appreciation events or ceremonies
- Nominations for awards or recognition in the community, volunteer of the month or year recognition programs
- Opportunities for leadership roles within the organisation, participation in decision-making or strategic planning for the organisation

Examples of informal incentives

- Verbal expressions of gratitude and appreciation from staff or beneficiaries of the organisation
- Personalised notes or cards from staff or beneficiaries
- A shout out or mention in a staff meeting or newsletter
- Offering a snack or small treat during volunteer shifts
- Asking for volunteers' input on decisions or projects
- Celebrating volunteer birthdays or other special occasions
- Providing a flexible schedule or allowing volunteers to choose their preferred tasks
- Hosting a volunteer appreciation or social event
- Providing opportunities for volunteers to share feedback or suggestions for improvements
- Creating a sense of community among volunteers by facilitating social connections and team-building activities.

Tips and tricks;

- If a volunteer is being thanked and recognized for their engagement, this should be honest and authentic.
- Rewards and recognition should be adequate and proportionate to the commitment made. Not too much and not too little.
- Volunteers who show comparable commitment should also be rewarded in a comparable way.
- Build a consistent and transparent rewards system and make sure that everyone in your organisation embraces a culture of mutual appreciation and respect.

Tools for fun recognition game with volunteers; Thank you Bingo
Create a "Thank You Bingo" grid consisting of a 5x5 square with each row and column containing a different message of thanks, such as "Thank you for your time," "Thank you for your creativity," "Thank you for your flexibility," etc.

Give each volunteer a bingo card and have them team up with other volunteers. Start the game by drawing messages of thanks from a bowl or container and reading them out loud. If a volunteer has a message of thanks on their bingo card, they can mark it off. The game continues until someone has a complete row or column of marked off squares.

Once someone yells "Bingo!" pause the game and award the winner with a prize or reward.

You can play this game during a social gathering for your volunteers. It is a fun and interactive way to thank volunteers for their work while also promoting collaboration and engagement within the group.

Practical exercise (15') – One Fits All Won't Work

In groups of 3-4, choose one person from the following 4 groups which are common among sports volunteers; Youth, Former Athlete, Parent, Silver Ager.

First give them a biography (age, name, place, job etc.) and then discuss what kind of reward or recognition might or might not motivate them to start or continue being a sports volunteer?

10-15 min for brainstorming, then discuss your ideas with the other groups.



YOUTH

(FORMER)
ATHLETE

PARENT

'SILVER
AGER'

Materials needed:

Presentation, projector and screen, pens, markers, papers

Session 4 Case study

Goal: Practice of the operational context of managing volunteers pre, during and post events

Activities:

Pannonian Challenge introduction (10') – present to participants an urban sports event that recruits volunteers in event organisation. This case study will be the basis of the following group work. You can also show them a highlight video of the event so they get a better outlook on the event:

<https://www.youtube.com/watch?v=9kMr8pYMavU&t=33s>

Pannonian Challenge extreme sport festival introduction

This festival of extreme sports has found its place among the best ones in South East Europe and is attracting an increasing number of visitors and athletes to Osijek, Croatia. A festival that from its humble beginnings has grown into a famous event over two decades, is appreciated around the world due to its long tradition.

The Forerunner and zero edition event was first hosted in the summer of 1999. when several extreme sports enthusiasts presented themselves to the Osijek audience. The association continued to introduce extreme sports to audiences in a casual way in the following years, not forgetting how it all started, but following world trends, which with the hard work of its members and volunteers led to a festival of enviable level. For two decades, the Pannonian Challenge has hosted the world's best extreme athletes and regional musicians, who have entertained thousands of visitors in Osijek.

The sports program of the event consists of three competitions and attracts the world's best athletes in the disciplines of SKATE, INLINE and BMX Freestyle Park. In addition to the sports program, Pannonian Challenge also hosts a photo exhibition, music concerts, Break Dance and graffiti writers contest promoting urban culture and sporting image of the event.

Throughout 5 days a mix of sport and urban culture takes over the city of Osijek.

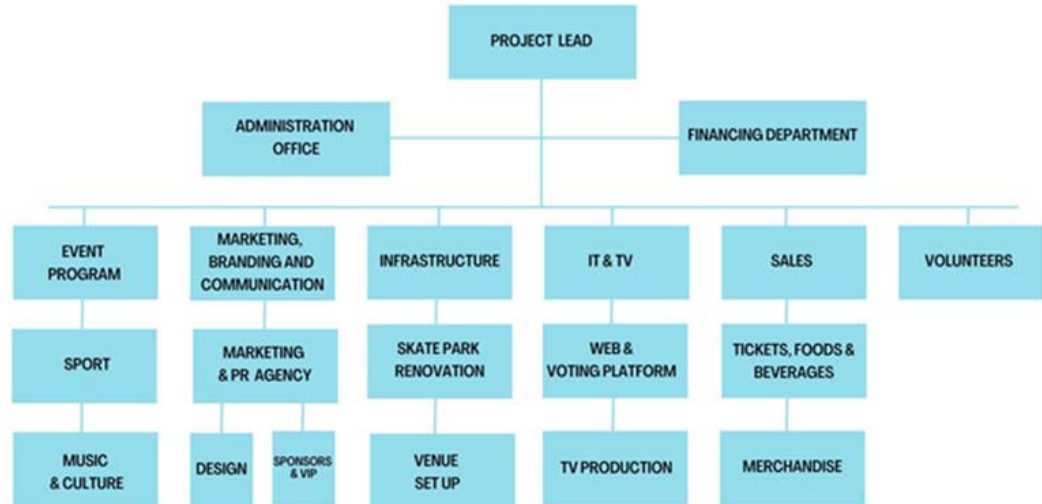
Over 150 athletes participate in the competition, over 50 accredited media representatives, approx. 10000 visitors come to the event, among them over 200 people are on the VIP list (supporters, partners, sponsors etc.).

The event takes place at two locations, a sports program at Osijek skatepark on the left bank of the river Drava, and concerts are usually in the old town of Osijek called the Citadel.

The entrance to the sport and culture program is free and for the music program a symbolic price is charged (festival tickets and single tickets are available).

Pannonian welcomes aboard 50 to 100 volunteers each year to participate in the organisation of the event; they volunteer in 10 to 15 different sectors. Average age of volunteers is 19.5 years. Volunteer coordinators manage volunteer programs and support sector managers in leading volunteers.

PANNONIAN CHALLENGE ORGANISATIONAL STRUCTURE



PANNONIAN CHALLENGE PROGRAM

*Sports program - skate park Osijek**Wednesday, June 15*

- opening of the skate park, gathering of athletes/ open practice (bmx, skate, inline)

Thursday, June 16

- 8:30 – 9:30 INLINE PRACTICE
- 9:30 – 10:00 INLINE PRO warm up and qualifications
- 12:00 – 16:00 INLINE AMATEUR warm up and CONTEST
- 16:00 – 18:00 INLINE PRO warm up
- 18:00 – 20:00 INLINE PRO final
- 20:00 AWARD CEREMONY
- OPEN PRACTICE

Friday, June 17

- 8:30 – 9:30 SKATE PRACTICE
- 9:30 – 10:00 SKATE PRO warm up and qualifications
- 12:00 – 16:00 SKATE AMATEUR warm up and CONTEST
- 16:00 – 18:00 SKATE PRO warm up
- 18:00 – 20:00 SKATE PRO final
- 20:00 AWARD CEREMONY
- OPEN PRACTICE

Saturday, June 18

- 8:30 – 9:30 BMX PRACTICE
- 9:30 – 10:00 BMX PRO warm up and qualifications
- 12:00 – 16:00 BMX AMATEUR warm up and CONTEST
- 16:00 – 18:00 BMX PRO warm up
- 18:00 – 20:00 BMX PRO final
- 20:00 AWARD CEREMONY

Sunday, June 19

- back up day (in case the contest from previous days needs to be postponed due to unfavourable weather conditions)
- CLOSING DAY

Music program – Citadel, Osijek

Wednesday, June 15

- 20:00 – 02:00 – opening party DJ Umbo, Helena Mikac & Vladimir Bozic

Thursday, June 16

- 20:00 – 02:00 – Peznt, Pips & Goran Kolak

Friday, June 17

- 20:00 – 02:00 – Tensal (Madrid), Insolate & Phrasal

Saturday, June 18

- 20:00 – 02:00 – Richard Zepezauer (Berlin), DJ Evan B25, Fusion

Culture program - skate park Osijek

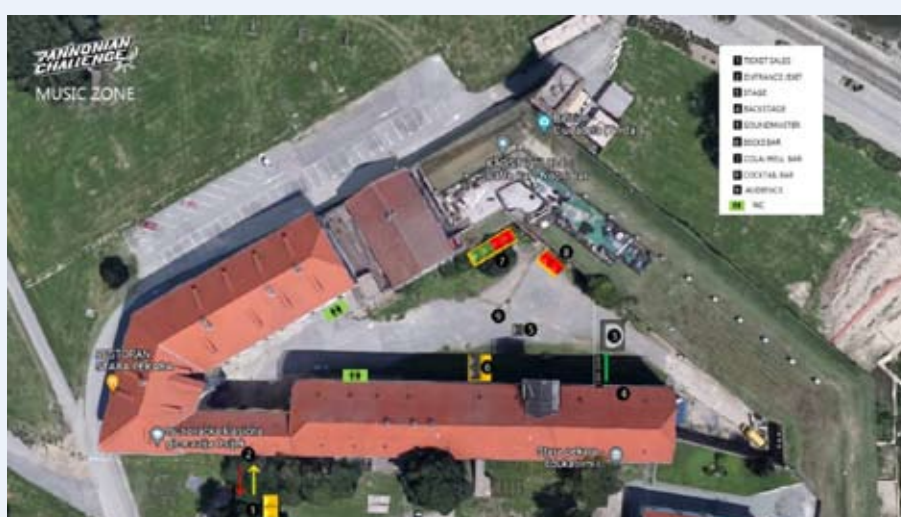
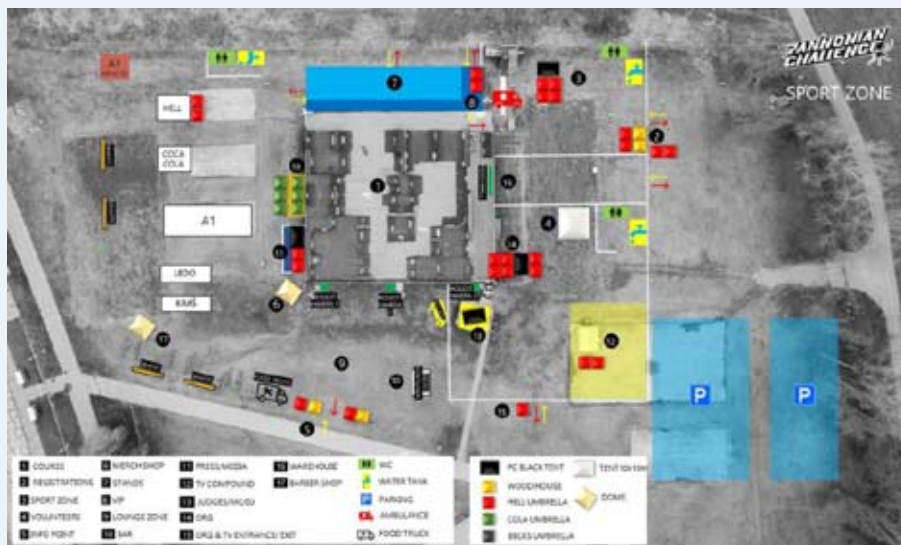
Wednesday - Sunday, June 15 - 18

- Photo exhibition 'People of Pannonian'

Thursday, June 16

- 15:00 Break Dance workshop
- 17:00 Graffiti writers contest

PANNONIAN CHALLENGE VENUE



Case study exercise (approx. 50')

Have participants form 2 groups. Each group is provided with Pannonian Challenge case study handouts containing main information about the event; introduction, organisational structure, program schedule and venue images.

Participants need to construct PRE-event, DURING event and POST-event operations of the Pannonian Challenge volunteer program.

Group work

Each group has the assignment to work out most important tasks:

- a. creating a volunteer program for Pannonian Challenge;
 - decide which sectors need volunteers and how many volunteers are needed
 - write job descriptions and required qualifications
 - define when and where you'll need volunteers, create work schedule for sectors
 - list services/benefits you're able to provide to volunteers
 - define communication channels and tools for volunteer management
- b. set up a registration/ application form for volunteers;
 - define for how long will the applications be open
 - list what information the application needs to contain and which data it needs to gather
 - specify where and how you will share the volunteer opportunity notice
- c. put together a schedule for conducting interviews and come up with questions you'd ask volunteers
- d. set up a volunteer training/ orientation – describe what information Pannonian Challenge volunteers need to get
- e. construct a 'day in the life' of a volunteer manager – describe how would supervising volunteers look like
- f. come up with ideas on how Pannonian Challenge rewards volunteers
- g. set up channels for maintaining communication with volunteers after the event

Comparing

Finally, compare their work with the real event.

PRE-EVENT PLANNING:

1. Assignment of a Volunteer Coordinator

This person possesses a variety of skills and personality traits, has excellent organizational skills, and is attentive to detail. A volunteer coordinator is self-motivated, even-tempered, a good mediator/has good people skills, is patient, able to see the big picture, able to handle multiple projects simultaneously, able to prioritize, maintain focus, and delegate.

Volunteer Coordinator has the most important role in the pre-event phase and post-event communications. During the event, Volunteer Coordinator has a supporting role and is a mediator between volunteers and managers from all sectors, which includes volunteers in their work.

Pannonian Challenge has had the same coordinator for the last 7 years and this person's involvement in the event is confirmed 6 months before the event (middle of December each year).

2. Creating the Volunteer program

Volunteer Coordinator, in cooperation with other members of the organizational team (primarily those who will have volunteer manager roles during the event), arranges the activity plan of the volunteer program.

A coordinator helps with communicating instructions to sector managers and volunteers regarding rights and obligations, answers questions about scheduling, and gives information on how volunteers' records need to be kept, while on the other hand, the manager is responsible for leading the volunteers and accomplishing organizational goals once the coordinator has recruited volunteers for the job.

Things that are included in the plan:

- Which sectors need volunteers and how many are needed?
in the Pannonian Challenge case it is between 10 to 15 sectors
- Who is the person in charge of volunteers within each sector?
each sector has a manager who is in charge of managing volunteers as well
- What will volunteers be doing, written job descriptions need to be created.
list of available positions with job descriptions is created
- Where will they need to be (which location) and how do they get there?
- When do you need them and for how long (sectors have different needs)?
a
- What services/benefits/parking/uniforms are available?
t-shirts, accreditations, free concert tickets, free public transportation, free parking, meal and snacks, beverages, lounge zone, sponsors merch, and gift packages for best volunteers...

What channels of communication will be used?

- In the prevention phase volunteers are primarily contacted by email, after the recruitment process is finalized group messages are used – both direct messaging (Whats app) and via social media channels. Pannonian has a FB group called VolonterOs that counts 490 volunteers –the group is a closed one and consists of volunteers from previous years and legal guardians of minors and each year new volunteers are added. This group is used for communicating general information to all volunteers. Direct messaging is used for communicating specific information within each sector.

How will volunteers' records be kept?

Pannonian uses a Google Drive folder for records keeping, volunteer coordinator is responsible for the creation of the folder and it contains all necessary tools for volunteer management such as the registration form, interview schedule, volunteer needs list, volunteer toolkit, tables for volunteer working hours records keeping for each sector that is shared with the manager responsible for the sector, etc.

This plan is in place before any public announcement is made because, as with ticket sales, interested volunteers will assuredly start inquiring immediately. For the Pannonian Challenge, the activity plan is finalized by the end of February.

List of available volunteering positions with a job description

1. Infrastructure

Description of tasks: help with the venue setup; assistance to workers with tidying up tools, assembly/ disassembly of stands, installation of fences, painting, and help in cleaning the course during breaks and the competition.

Required qualifications: responsibility, diligence, flexibility, teamwork, dexterity

No volunteers needed: 10 to 15

Venue: skate park

Availability: 10.6. – 22.6.

Shifts: morning (8.30 am – 2.30 pm), afternoon (2.30 pm – 8.30 pm)

2. Maintenance

Description of tasks: keeping the venue tidy, cleaning the course during breaks and the competition, keeping the volunteer tent clean, and taking care of cleaning supplies and other work accessories.

Required qualifications: responsibility, diligence, self-initiative, teamwork

No volunteers needed: 8

Venue: skate park

Availability: 12.6. – 20.6.

Shifts: morning (8.30 am – 2.30 pm), afternoon (2.30 pm – 8.30 pm)

3. Info point

Description of tasks: directing visitors, knowing the event schedule, sports, and culture program, distribution of accreditations, keeping records of registered media in an Excel table, communicating with the security team regarding parking, etc.

Necessary qualifications: English speaker (additional languages knowledge is a plus), good communication skills, use of Excel spreadsheets, empathy, responsibility

No volunteers needed: 6

Venue: skate park

Availability: 12.6. – 20.6.

Shifts: morning (8.30 am – 2.30 pm), afternoon (2.30 pm – 8.30 pm)

4. Athlete hospitality

Description of tasks: taking care of athletes, making sure that there are enough refreshments and snacks in the athlete zone and at the starting position within the course, cleaning and maintaining the area, knowing the sports schedule

Required qualifications: English speaker (additional languages knowledge is a plus), communication, empathy, diligence, teamwork

No of volunteers needed: 6 to 8

Venue: skate park

Availability: 12.6. – 20.6.

Shifts: morning (8.30 am – 2.30 pm), afternoon (2.30 pm – 8.30 pm)

5. Music hospitality

Description of tasks: cleaning and maintenance of the backstage, care of performers

Required qualifications: legal age, English speaker (additional languages knowledge is a plus), flexibility, responsibility, communication skills

No of volunteers needed: 5

Venue: Citadel

Availability: 14.6. – 19.6.

Shifts: evening (6.00 pm – 10.30 pm), night (10.30 pm – 3.00 am)

6. Registration of athletes

Description of tasks: keeping records of athletes who have confirmed registration, helping with the application for competition, collecting registration fees (manager is always with volunteers and is in charge of register calculation)

Required qualifications: English speaker (additional languages knowledge is a plus), responsibility, seriousness, communicativeness

No of volunteers needed: 6 to 8

Venue: skate park

Availability: 12.6. – 20.6.

Shifts: morning (8.30 am – 2.30 pm), afternoon (2.30pm – 8.30 pm)

7. VIP hospitality

Description of tasks: keeping records of VIP guests in an Excel table and distributing tickets, maintaining the VIP zone, handing out brochures, and instructing VIP guests who participate in awards ceremony

Required qualifications: communicative, cheerful spirit, use of Excel table, knowledge of public

events and people from public life

No of volunteers needed: 4 to 6

Venue: skate park

Availability: 14.6. – 19.6.

Shifts: morning (8.30 am – 2.30 pm), afternoon (2.30 pm – 8.30 pm)

8. Press team

Task description: instructing media in the press protocol, distributing promotional materials, translating texts, writing articles

Required qualifications: developed communication and technical skills, knowledge of various social platforms, oral and written communication skills, good knowledge of English, public speaking skills

No of volunteers needed: 2 to 4

Venue: skate park

Availability: 12.6. – 19.6.

Shifts: morning (8.30am – 2.30pm), afternoon (2.30pm – 8.30pm)

9. Marketing

Description of tasks: branding of the skate park, installation of sponsors' materials (banners, roll-ups, beach flags, etc.) and their removal before, during, and after the event

Required qualifications: responsibility, flexibility, dexterity

No of volunteers needed: 6 to 8

Venue: skate park

Availability: 10.6. – 22.6.

Shifts: morning (8.30am – 2.30pm), afternoon (2.30pm – 8.30pm)

10. TV production

Description of tasks: help with TV production; provide TV crew with information about athletes for broadcast purposes, watch for possible errors in live broadcasts and streams on various devices, bring refreshments, etc.

Required qualifications: responsibility, flexibility, speed, dexterity

No of volunteers needed: 2

Venue: skate park

Availability: 14.6. – 19.6.

Shifts: morning (8.30am – 2.30pm), afternoon (2.30pm – 8.30pm)

11. Social media channels

Task description: creating content for social media, posting on social media channels, tracking athlete engagement and reposting/tagging, etc.

Required qualifications: daily use of different social platforms, creativity, speed

No of volunteers needed: 3 to 6

Venue: skate park

Availability: 10.6. – 22.6.

Shifts: morning (8.30am – 2.30pm), afternoon (2.30pm – 8.30pm)

12. Security

Description of the task: help the security guards with audience monitoring and reporting potentially dangerous behavior to the security guards. Limited to sports programs only.

Required qualifications: responsibility, patience

No of volunteers needed: 3 to 6

Venue: skate park

Availability: 14.6. – 19.6.

Shifts: morning (8.30am – 2.30pm), afternoon (2.30pm – 8.30pm)

13. IT

Description of tasks: assistance to judges with the voting platform, responsible for devices

judges use (tablets, chargers, adapters, routers, etc.)

Required qualifications: education in computer science, flexibility, responsibility

No of volunteers needed: 2 to 4

Venue: skate park

Availability: 14.6. – 19.6.

Shifts: morning (8.30am – 2.30pm), afternoon (2.30pm – 8.30pm)

14. Rapid Response Team

Description of tasks: taking care of the volunteer designated area, distribution of volunteering equipment, beverages, and food, help the coordinator with administrative work, and assist in other sectors as needed as they can be sent quickly to a trouble spot

Required qualifications: flexibility, responsibility, self-initiative, teamwork

No of volunteers needed: 6 to 8

Venue: skate park

Availability: 10.6. – 22.6.

Shifts: morning (8.30am – 2.30pm), afternoon (2.30pm – 8.30pm)



Image by Freerik

3. The recruitment process is fully defined

Volunteer Coordinator is in charge of creating a volunteer registration/ application form, an established information database, and target markets for recruiting, i.e., people, groups, various civil society organizations, etc. The preparations for recruitment are finalized by the end of March.

The registration/ application form consists of 4 sections:

- Pannonian Challenge general information – date and a brief program of the event, data on volunteering opportunities; volunteering dates, available shifts and required working hours, perks and benefits, rights, obligations, and rules of conduct at Pannonian Challenge, selection process.
- Volunteer Personal data – name, age, gender, residence, occupation, availability, preferences and motivation, contact information, garment size, dietary requirements, SOS /legal guardian contact information.
- Brief description of all available positions for which we recruit volunteers.
- Opting for the first and second choice of available positions.

4. Opening of online applications

The applications for Pannonian Challenge volunteers open in the spring, either end of March or the beginning of April, and are open for a minimum of 28 days.

Volunteers often realize the seriousness of the engagement only during the interview, and this is the time when we have most cancellations so, for this reason, we keep applications open pretty much up to orientation and training of volunteers, in the middle of May.

The information on opening the applications and registration link is shared on;

- Pannonian Challenge website and social media channels,
- Media announcement is prepared and shared via local media and
- Notice is sent to other local civil society organizations (Student Choir of Osijek University, Croatian Red Cross, Center for Social Teaching, Public social care organizations, Youth Work Associations, Volunteer Center Osijek, and other organizations in our municipality to reach the target audience.

5. Processing and screening of applicants

All registered volunteers are sent an email confirmation of their application by the volunteer coordinator. Confirmation notes are sent weekly and also contain instructions on when the volunteer can expect the next contact from the coordinator.

Once the registrations are closed volunteer coordinator does screening of applicants and prepares the schedule for conducting interviews.

6. Interview, assessment, and selection of volunteers

Interviews are conducted throughout three weeks (April to May), scheduled in 5 to 6-time slots depending on the number of registered volunteers.

Volunteers who have volunteered at the Pannonian Challenge in previous years are interviewed in group sessions while newcomers are scheduled for one on one 5-10' interviews with the coordinator.

One-on-one interviews are about getting to know volunteers, Focusing on individuals is important in this stage as volunteers' experience needs to be positive so it's crucial to identify the skills and preferences of each volunteer to match them with adequate work positions.

The interview consists of 3 stages:

1. general information – introduction, occupation, and hobbies, for example, volunteer is asked:
 - I have read your application, but please tell me a bit more about yourself
 - what do you do, are you in school, do you plan to enrol in a college
 - what are your hobbies
 - name 3 virtues you possess
 - do you have any previous volunteering experience and if yes do you think you have gained any new competencies during volunteering
2. competencies – coordinator gets to know what competencies volunteers possess;
 - what skills and knowledge do you have that would contribute to the event
 - can you work in MS Office, what functions do you use in Excel
 - are you familiar with Google Sheets
 - can you manage social media accounts, which ones do you use
 - how good is your English, can you describe this room to me in English for example
 - do you consider yourself a communicative
 - do you get stage fright
 - do you have daily household chores you are responsible for
 - do you prefer working alone or in a group
3. motivation – volunteer needs to elaborate on the reason they applied to volunteer at Pannonian Challenge, expectations on volunteering experience are discussed, and their availability in consideration to their private obligations;
 - what made you consider volunteering at Pannonian Challenge and what do you know about the event
 - what are your expectations from volunteering
 - how much time can you commit to voluntary work, are there any limitations to your commitment to volunteer
 - what do you hope to gain from this experience, why did you choose this specific sector

With minors the coordinator also inquires about the parents' opinion about the volunteer's decision to volunteer, since minors must submit the written consent of their parents/ legal guardians if they are selected.

Assessment is done right after the interview while the impression is still fresh. We use an assessment questionnaire that covers topics on general appearance, reaction to questions, disposition, interpersonal skills and physical restrictions. During the assessment it is noted as to what position should volunteer be best considered for and for what position should the volunteer be held in reserve. If further review is needed it is noted so. In any case volunteers are encouraged to contact the coordinator after the interview if they feel they missed to share any additional information.

Selection is mostly about matching individual volunteer preferences to the most appropriate volunteer roles and job tasks. We make sure to consider the nature of supervision, operating conditions, nature of the work itself when aligning volunteer preferences to job roles, tasks and the managers to who they will be assigned to.

Once the volunteers have been selected and assigned to the sectors, they receive a selection notification as well as information about the assigned sector – information on their volunteer manager, their contact information and instruction on further steps; for instance when to expect their manager to contact them, in what way they will be contacted – established communication channels are shared.

This is the part after which volunteer coordinator takes on more of a supporting role and volunteer managers take over. Managers need to follow instructions given by the coordinator, get in contact with their volunteers and organise orientation meetings.

DURING EVENT PHASE:

1. Orientation and training of volunteers

Selected volunteers are required to go through training prior to volunteering at the event. A list of volunteer rights and obligations is an essential part of the training and volunteers are once again introduced to volunteering policies and procedures in Croatia. Training of volunteers manages volunteer coordinator with few additional staff members who cover most important organisational sectors, usually project admin, event program and infrastructure team leads. It is done at the end of May.

At the training we go over rules of conduct at the event emphasising;

- the dress code rules - wearing an official PC branded outfit (t-shirt, hoodies, caps, accreditations etc.) is mandatory during the shift. If they wish to stay at the venue once their shift is over (for instance to watch the contest or stay at the party) they need to change. The rule is if you are wearing the outfit you are available to be assigned a job. By wearing PC branded outfit volunteers become part of the organisation and need to act in accordance to it whenever they wear it in public – this means also they are expected to behave even in their private time when they wear it.
- importance of sportsmanship like behaviour – volunteers are prohibited to drink, smoke and do drugs while volunteering, the importance of a team player mindset is highlighted.
- logistics – event logistics is covered with volunteers, they get information on defined staff structure and lines of communication. Volunteers must know to whom they report, especially in an emergency situation. Since we're organising a fairly big event that requires many volunteers over a period of days we prepare a volunteer toolkit/ event brochure. It includes information about the event itself, venue information with a diagram showing key locations, a venue evacuation plan, event schedules, available transportation options etc.

Once the training is done volunteers are contacted by volunteer managers for further orientation – each sector has its own group chat for quicker communication. Volunteer manager goes over specific job description of their sector in more detail, the schedule for each sector is agreed on with volunteers, they are given specific information for example that they are expected to show up at the volunteer zone first and sign up on their arrival time, next is to report to their work station, which assignments are expected to be completed for each day (not all days have same workload), etc.

An orientation with volunteer managers not only provides important information to volunteers but gives managers the opportunity to motivate volunteers and to explain the importance of their support.

Not all sectors require volunteers prior to the event (for example athlete registrations, info point) but all volunteers are required to volunteer a minimum of 12 hours prior to the event - they can do so in any of the other sectors that do require volunteers in the days before the event such as marketing, social media, infrastructure etc. In this way all volunteers get in contact with most of the staff of the event and they get to know the core organisational team and learn who they can turn to for additional support during the event.

One final on arrival training is provided prior to the first day of the event – this is the time to introduce the event venue set up on site, outfits, parking passes, accreditations, working materials are distributed.

With all of the aforementioned accomplished, volunteering at the event itself is more enjoyable.

2. Supervision and monitoring of volunteer work

On a daily basis volunteers show up, report to their work stations, do their jobs and leave their shift. Volunteer managers and other staff members must provide excellent supervision and, most important, equip the volunteers with working materials needed to do their jobs.

Managers need to provide clear instructions on volunteer tasks and responsibilities with defined priorities.

Monitoring of volunteer work and efficiency varies since sectors have different indicators for completing tasks. For example, marketing manager will determine whether the volunteers have placed promotional materials in accordance with the positions of individual sponsors and if all necessary materials are used up, IT manager will check if the volunteers have gathered all distributed equipment and put the tablets on charge after the contest is done, sport hospitality manager will occasionally check if there is enough refreshments in the sport zone etc. This creates room for exchange of views on the progress of work and allows volunteers to suggest changes in the task framework. Each volunteer manager needs to keep records of volunteers working hours on a daily basis (a sign in/ check out sheet is available to managers at all times in the volunteer zone for additional support if needed).

Managers are encouraged to keep notes on volunteers' performance and volunteers are encouraged to give feedback either in person to manager, volunteer coordinator or using a form at their check out table. Getting input from volunteers has been extremely valuable to conducting each next event as it allowed us insight into which volunteer managers would benefit from additional education on volunteer management, what procedures could be improved etc. In regards to volunteers it is important to get information on which volunteers take their assigned jobs lightly and which are more responsible – this information is taken into consideration in the volunteer rewarding process.

3. Rewarding volunteers

It's important to remember that whatever we provide for volunteers, it is always far less than what we'd pay for comparable labour.

Pannonian provides items such as t-shirts, caps, hoodies, stickers, ensures free public transportation and parking at the venue, a volunteers lounge area, meals, snacks and beverages, music program tickets etc.

In Croatia a volunteer has the right to receive a certificate of volunteering and competences acquired through volunteering/ volunteering booklet in accordance with the Law, if requested so this is something we also prepare for all volunteers.

In addition, the Pannonian Challenge has established a reward system in such a way that volunteers' work is highly recognized. As of the start of our volunteering program 'Pannonian friends with VolonterOs' in 2013 we have included sponsors in rewarding volunteer work.

Anonymous voting system for the best volunteer is formed. Volunteers as well as volunteer managers participate equally in voting. The number of volunteer working hours is added to the voting results and this gives us the ranking of the 12 best volunteers who are awarded with sponsor packages.

Best volunteer is awarded with a free drivers' licence course and other volunteers get valuable gifts (quality backpacks, portable drives and chargers, wireless headphones, sportswear, sunglasses and the like depending on what sponsors we've managed to negotiate).

They all appeal to our volunteers and make them feel appreciated.

POST-EVENT COMMUNICATIONS

Finally—it's over! Volunteers have departed, the venue has been vacated, the event has been declared a success, and we have over 50 volunteers excited about staying involved. Whatever post-event communication projects we do or don't do affects our organisation's future.

1. Volunteer party

To finish up the event our volunteers need closure. Each year we organise a volunteers' party during which we have an informal awards ceremony for volunteers to distribute certificates of participation, volunteer booklets and awards for best volunteers. A party is staged a couple of days after the event tear down as a way to express our appreciation. This is the opportunity for us to discuss their experience once the event hype is over and the impressions have slowly settled down.

2. Maintaining communication

Establishing an effective communications system that will be used after the event is a priority for Pannonian as we aim to keep a certain number of volunteers involved over a period of 2 to 4 years. Our organisation maintains the ability to do some quick-recruiting of volunteers for other projects, therefore keeping up with volunteers is mandatory. How do we maintain communication with volunteers after the event?

Using direct email and/or text messages (not group emails or newsletters) as this has proved to be most effective. Volunteers like to have a sense of individual approach so we make sure we deliver. This method is used when we want to involve volunteers in other specific activities.

Yearlong maintenance of the social media volunteering group also gives rather good results. Prior and during the event group serves the purpose to share necessary information that is of value for all volunteers (opening of applications, announcing dates for the training, if there is a job that all volunteers could help with regardless of their selected/assigned sector – for instance painting of skate park is something that all volunteers want to participate in since this is the best time for them to bond as a group prior to the event and they usually talk about this with pride for days). After the event this group serves a purpose to invite volunteers to participate in other sport events in our local community as well as to share information on educational and youth exchange opportunities our organisation can help them participate in.

Publishing news articles, event videos, photo galleries that include volunteers is a way to thank them for their contribution after the event.

3. Involvement in other association (and partner organisations) projects

Pannonian often involves volunteers in other projects such as participating in surveys of various projects related to sport and/or volunteering, giving statements about their volunteering experience we can use in media publications, including them in more detailed assessment process for the purpose of our yearly volunteer program report, inviting them to volunteer in other sport events or EU projects. For example, we've encouraged volunteers without previous experience in Erasmus+ to participate and travel to various EU countries etc.

Questionnaire (5')

Evaluate participants' reactions to training. Ask them to complete a questionnaire about their overall satisfaction with the training experience so you can modify the way you conducted the workshop in the future.

Example of questions to be asked;

Were training goals clearly stated before you started the course?

Are the training goals relevant for your professional improvement?

Would you say the training has adequate sequence and flow?

Would you have preferred more interactivity within the training?

Which sessions did you feel were lacking? In what way were they lacking?

Were your training expectations fulfilled?

How could we improve the learning experience?

Materials needed:

Handouts of the case study, flipcharts or A4 paper sheets for group work, 1 flipchart with listed group work tasks (a. to g.), pens, markers, tape



Image by Freepik



Image by Freepik

Conclusion

Effectively managing volunteers empowers sports organizations to increase volunteer engagement, cultivate lifelong relationships, grow the impact of their events, boost revenue, and ultimately power their mission altogether. Neglecting several aspects of the program and focusing more heavily on recruitment, for example, won't ensure smooth sailing in the volunteering environment.

Setting foundations in creating a successful volunteer management program most often turns out to be the best asset to any sports organization. You want volunteers to stick around! That means investing time and resources into those relationships upfront and ensuring every aspect of your program contributes to a positive experience for your volunteers. Ultimately, investing in those relationships and empowering volunteers to drive your mission forward will repay dividends over time.

With this in mind, the developed Training guide/ Toolkit for volunteer managers is developed to help out sports organizations further educate those who work closely with volunteers. The initially developed methodology was tested out within the VSport project through 5 days of workshops conducted with volunteer managers and those who wish to become one in 7 partner countries. The final methodology presented in this guide is the evaluated version ready for use. It walks through all the essentials sports organizations need to orient with volunteer management covering topics such as policies and best practices on volunteering, strategic planning, financing and promotion of sports organisations, teamwork and communication, leadership and presentation skills, volunteer program creation, volunteer position development, volunteer recruitment and supervision, feedback and rewarding volunteers.



Image by cookie-studio on Freepik

References

1. Brandi Gratis, 2021., Using a SWOT analysis to develop core business strategies, Nulab Learn Centre, Strategy and planning
2. <https://www.fwd-sport.de/de/die-freiwilligendienste/informationen/>
3. <https://www.sportaustria.at/de/start>
4. Hoegl, M., 2008., Teamwork and innovation, paper presented at PMI Research Conference: Defining the Future of Project Management, Warsaw, Poland, Newtown Square, PA: Project Management Institute
5. Jonathan Farrington, 6 Benefits of Teamwork in the Workplace, Sandler Systems LLC
6. Randy Paterson, 2000., The Assertiveness Workbook, New Harbinger Publications
7. Marshall Rosenberg, 2003., Nonviolent Communication: A Language of Life, 2nd edition, PuddleDancer Press
8. Leaderships styles: FH Joanneum, Erasmus+ SportGO project co-funded by the European Union
9. Genevieve Capowski, 1994., Anatomy of a Leader: Where Are the Leaders of Tomorrow?, Management Review
10. Goldberg, L.R., 1990., An alternative description of personality: The big-five factor structure, Journal of Personality & Social Psychology, 59, 1216–1229.
11. Ian I. Mitroff, Paul Shrivastava and Firdaus E. Udwardia, 1987., Effective Crisis Management: The Academy of Management Executive (1987–1989), Vol. 1, No. 4, pp. 283–292.
12. Veronika Vašíčková, 2019., Crisis management process: a literature review and a conceptual integration, Acta Oeconomica Pragensia, 27(3–4), 61–77, <https://doi.org/10.18267/j.aop.628>
13. Minto B., 2009., The Pyramid Principle: Logic in Writing and Thinking, Prentice Hall, Financial Times
14. SCQA Framework: Definition, Examples & How To Use It, <https://slidemodel.com/scqa-framework-guide/> (Retrieved on March 10, 2023).
15. https://www.literacymn.org/sites/default/files/ways_to_say_no_to_a_volunteer.pdf
16. https://volunteerdublincity.ie/wp-content/uploads/2016/08/Guide_to_Interviewing_Volunteers.pdf
17. <https://www.volunteerhub.com/blog/engaging-volunteer-orientations/>
18. <https://doublethedonation.com/volunteer-management-tools/>
19. Richard M. Ryan and Edward L. Deci, 2000., Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being, American Psychologist Journal
20. Sophia Palahicky, 2020., Enhancing Learning Design for Innovative Teaching in Higher Education, IGI Global; 1st edition