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CHAPTER

HUMAN RESOURCE MANAGEMENT

PART ONE
LEADERSHIP

PART TWO
TEAMWORK

PART THREE
WORKING WITH VOLUNTEERS

PART ONE *L E A D E R S H I P*

Everyone will agree that organisations need good leadership. Fundamentally, success in endeavours relying on the effort and skill of people is based on how well the organisation is led. Other factors – information, preparation, organisation, communication, motivation and execution – are also important, but without quality leadership they will not be enough to ensure the organisation prospers and achieves its goals. When it comes to explaining what good leadership is, however, things become a little more complicated and contentious. It is easier to point to examples of good leaders than to be exact and concise about what is involved in being a good leader. One thing is clear, however, there is more to being a good leader than just being in a position of leadership.

A ## Leadership Development

In the context of a national athletic federation, we can take a practical approach and think of leadership in terms of constituent parts. The will to control events and make a difference, the understanding to chart a course and the power to get a job done co-operatively using the skills and abilities of other people are elements which would be central to any definition. In other words, leadership encompasses areas of character, knowledge and management skills.

However, there can be no specific programme for becoming a leader. Likewise, a fixed recipe of how to lead will be of limited long-term value. The environment in which your federation operates and the demands placed on it change. What is successful today may be out of touch tomorrow. The knowledge and skills which contribute to leadership, therefore, must also evolve. While there are some people who seem to be born leaders, most people, including those already in leadership positions, with the right motivation and effort can develop their ability to lead. This can be done by studying the underlying principles and actions of good leadership practice and then adapting them to your situation. While the list is long and many appear daunting, most of the points are achievable.

To develop your ability to lead effectively you will need to:

■ Study the aspects of character associated with good leaders such as determination, integrity, honesty and enthusiasm and develop them within yourself through careful, intentional practice.

■ Set the right tone by your actions and beliefs, thus creating a clear, consistent and honest model to be followed.

■ Pay close attention to communication and communication skills.

■ Create a sense of value and purpose in the work to be done, so that others believe in what they do and do it successfully.

■ Help to establish clear objectives for the organisation and high standards for the work to be done.

■ Develop an atmosphere of enthusiasm in which individuals are stimulated to perform

well, find fulfilment, gain self-respect and play an integral role in meeting the organisation's overall goals.

■ Recognise what best motivates each individual and work with these motivations to achieve objectives and standards.

■ Be sensitive to the needs and expectations of others.

■ Define clear responsibilities and structures so collective effort is enhanced, not hindered.

■ Keep your composure and learn to wait for the right time to make decisions and take actions.

■ Think clearly, but allow intuition to influence rationality.

■ Act decisively but ensure your decisions are soundly based and not impulsive.

■ Look for tomorrow's problems and issues today to detect signs of changes and pitfalls.

■ Learn to adapt to change, embrace it and turn it to your advantage.

■ Remember that in an organisation such as a federation where people have a choice whether or not to be involved, the power to lead is given by those being led – it is grounded in mutual consent, expectations and commitment.

VISION

One of the defining characteristics of leadership is vision. In this context, a vision is a view of a realistic, credible and attractive future for the organisation. It describes an organisation which is better than the one which exists now, and what that organisation can accomplish.

Leaders are instrumental in defining and communicating their organisation's vision. Above all, they must focus firmly on the future – on what will be – and motivate everyone to work towards it.

Organisations without a vision develop conflicting priorities, waste resources and frequently wander off track.

However, a clear vision that is properly communicated will provide a spark that lifts an organisation, energises its employees and volunteers and captures the imagination of the public. Organisations with a shared vision are likely, deliberately or unconsciously to turn it into a self-fulfilling prophecy.

B   Leadership Styles

In the past, people in sports organisations may have accepted that it was the role of leaders to be dominant and authoritarian. In the modern world people are exposed to wider views; volunteers in particular have a greater choice of activities and everyone's vocabulary includes the word "why?". This does not necessarily have to be seen as a challenge to your position, but as a healthy curiosity.

To develop your leadership ability you could look closely at the leadership style or styles you tend use in your work or daily life. In simple terms, four distinct styles can be identified:
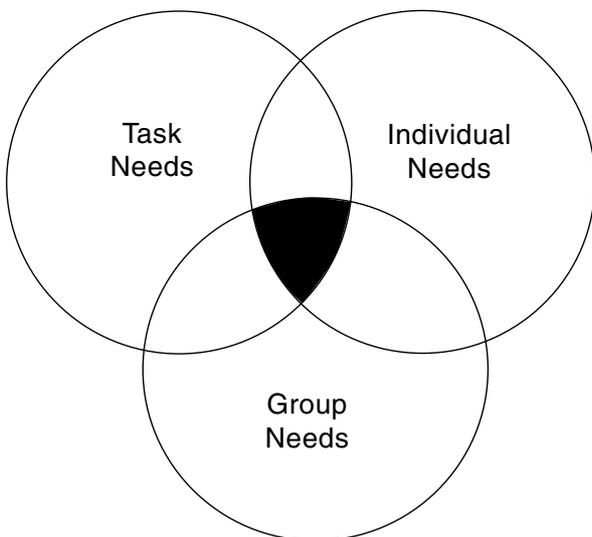
■ **Authoritarian/Directive** – The leader decides what needs to be done and tells everyone in the group what and how to do it.

■ **Democratic** – The leader involves the entire group in deciding what and how to do something.

■ **Participative/Supportive** – The leader offers advice to individuals within the group so that they can determine what needs to be done and how carry out the roles they set for themselves.

■ **Laissez-faire** – The leader leaves group members to decide what they should do and how they should approach tasks themselves.

When thinking about it, you may find that there is one of these styles which you already use more frequently or with which you feel most at ease. You may also be able to think of specific examples when you have used or tend to use each of the styles.

The best leadership style is, of course, the one which works in the situation – taking into account your personality, the characteristics of the individuals in the group and the conditions of the immediate environment. However, as stated above, there really is no recipe for leadership behaviour let alone one that would be appropriate to all the different situations we could describe. Therefore, while the four-style analysis of leadership may offer one framework for examining leadership, it is inevitably over-simplistic.

C Individual, Group and Task Needs

A more useful and practical approach may be to consider the various situations in which you work and the functions which you must perform if a group you are leading is to carry out a task effectively. In each situation there is a set of needs which must be balanced. This model is best described as three overlapping circles:

Inevitably there will be some tension between these areas. To be a consistently successful you, as a leader, will have to be aware of the needs of all three and seek to harmonise them. Rather than relying on inherent characteristics or an unchanging leadership style, your effectiveness will result from adapting your style to the situation while applying the principles of good leadership listed above.

- **Task Needs** – These include the need for the job at hand to be clarified and achieved. If a group does not make progress towards its goal it will become frustrated and demoralised. Leaders must ensure that the criterion of success are as important for the individuals of the workforce involved (volunteers, colleagues, players) as it is for themselves.

- **Individual Needs** – One asset that all leaders have in common is followers. Since leaders can achieve little alone, they need the support and commitment of others to share their vision and accomplish tasks. Therefore, leaders must be able to motivate (as opposed to manipulate) others. This means knowing how to satisfy the expectations, needs and goals of the individuals who constitute the group. It also means showing them how their roles fit into the overall task (their contribution), making sure they know their specific responsibilities and providing feedback on their performance.

- **Group Needs** – These include building, co-ordinating and maintaining the group so that it can achieve the task. Ideally a group should co-operate and work together as a team. Leaders need to be able to manage any conflicts which arise so they contribute to, rather than detract from, the overall aims and task goals.

PART TWO *T E A M W O R K*

In sport there is a tendency to use the word team only to refer to the players of a game. Teams, however, exist in most organisations to give a structure to work and activities – the staff in an office, a committee or a project group could all work as teams. Teams working collaboratively are capable of achieving more than individuals working in isolation or than a group of people working individually. On the other hand, teams do not function effectively simply because they exist. The volume, variety and demand for quality in the work of a national athletic federation mean that there is no way an individual could run a federation to anything more than minimal standard on his or her own. Developing and managing teams is a solution to this problem and, therefore, a critical challenge for a federation leader.

A   **W h a t   i s   a   T e a m ?**

Teams are stronger than groups; they are more than just a collection of individuals with certain skills. The difference between a team and a group is partly a state of mind. It is also a way of behaving and working collaboratively which is often called teamwork. As in sports, a team without team spirit or teamwork is really just a group of individuals that hopes to be successful.

Members of effective teams normally have different roles related to the team's task, but they also share a common purpose and see the big picture of what the team is trying to accomplish. They understand and value each other's contributions. They support each other. They share information, responsibility, work load, recognition and rewards with each other.

By bringing together people with diverse experiences and opinions, teams have the potential to deliver results superior to those of individuals working in isolation: more creative solutions, better decision making and increased productivity.   Moreover, successful teamwork leads to the development of skills in all members of the team and to a long-term strengthening and development of the whole organisation.

In the context of a federation, developing teams of paid staff and/or volunteers to meet day-to-day and special project needs is a human resource approach which is completely in line with the short- and long-term interests of the organisation. The aim must be to transform existing groups into effective teams or, where there is a task but no group, to build a team.

However, teambuilding and teamwork are not an effortless panacea or a 'quick fix' for a federation. They take time, constant effort and a commitment to change on the part of leaders and team members. Moreover, successful teams will eventually require a level of autonomy, which means leaders giving up some of the command-and-control structure which may have served them well in the past. Indeed, the 'democratic' and 'participative/supportive' leadership styles are normally best for meeting the individual,

group and task needs of teams undertaking challenging work.

NATURAL ORGANISATIONS

Sun Tzu, a much respected Chinese military strategist who lived more than 2600 years ago, described successful armies as "natural organisations", meaning they shared three basic characteristics:

■ "They exist to serve a defined purpose."
■ "They seek the best possible intelligence as the basis for decisions and action."
■ "They are essentially formless, adapting and flowing around obstacles and challenges, always seeking the most effective path."

In recent decades, management theorists have noted the resemblance between Sun Tzu's natural organisations and many temporary project teams in modern businesses.

These teams bring together human and material resources to accomplish a defined set of objectives, and once the objectives are met they disband. They are information based, improving efficiency by ensuring their members have and exchange data quickly to make and execute informed decisions. They structure themselves according to the requirements imposed by their objectives and environment and concern about "the way things have always been done" is reduced.

Sun Tzu's model for effective organisations could come from today's management journals. Their main characteristics appear among those commonly associated with the most successful organisations existing now.

B Teambuilding

Teams and teamwork do not just happen. Each team is a system with complex relationships and dynamics. Its success depends as much on how its members interact rather as on their technical expertise. Therefore a team must be built up carefully over time and managed skilfully, with particular attention paid to motivation, delegation and the management of conflict.

Building successful teams starts with a team leader. This role is crucial, particularly in the early stages. The leader must recognise and harmonise the needs related to accomplishing the task, maintaining the team and the individuals who make up the team. In a group of individuals available for selection into a team there will normally be some who are vague conceptual thinkers, some who are 'workhorses', some who need the task spelt out for them, and some who can process ideas endlessly.

As a team leader you must try to select people with compensating strengths and weaknesses. To arrive at a good team you are likely to need people who for example:

■ Create useful ideas.

■ Analyse problems effectively.

■ Get things done.

■ Communicate well.

■ Have technical abilities related to the task.

■ Can control work.

■ Can evaluate logically.

■ Are good at writing or speaking.

You should decide in what proportion these skills are needed for the task and select team members accordingly. If you inherit a ready-made team, you should go through the same process to see if you need to reshuffle or reinforce it.

You should also understand that in addition to technical or task related roles, there are informal, team-dynamic roles which the members play as the team functions. The number and type of these roles varies according to the circumstances, but some of the more common ones are:

■ **Shaper** – Pushes the team towards action, sets objectives and priorities, looks for outcomes.
■ **Innovator** – Develops new ideas and approaches to problem solving.
■ **Teamworker** – Supports and reinforces others, improves communications and fosters team spirit.
■ **Completer** – Works to prevent mistakes, ensures attention to detail.

Your initial aim should be to find the optimal size and mix for the team. This does not mean it is necessary that each individual is the perfect person to play a

Key Actions	Task	Group	Individual
Define Objectives	Identify task and constraints.	Involve group, share commitment.	Clarify objectives, gain acceptance.
Plan	Establish priorities, check resources, set standards.	Consult, consider others' ideas, develop structure and systems.	Assess skills, set targets, delegate.
Brief	Brief team, check understanding.	Answer questions, obtain feedback.	Listen, encourage, enthuse, develop commitment.
Support/ Monitor	Report progress, maintain standards, discipline.	Co-ordinate, reconcile conflict, maintain open ethos and awareness of team function.	Advise, assist, reassure, recognise effort, counsel. Avoid acrimony or coercion.
Evaluate	Summarise progress, review objectives, replan if necessary.	Recognise success, learn from failure.	Assess performance, appraise, guide/train.

particular role. Indeed, the you may have no option but to work with a group as it is and try to develop roles which suit the abilities of the individuals and meet the needs of the team and task. However, in all cases, your focus should be on the strengths of the individuals; weaknesses should be seen as development opportunities.

Once established, teams need to be developed and managed in terms of their ability to interact, solve problems and make decisions. This will require considerable effort on your part. The grid above provides a useful framework of key actions for the operation of a team leader.

C Motivation

Motivation is important whether the members of a group are paid staff or volunteers, and therefore it is a key to developing teams and teamwork. It is not simply about being enthusiastic (although in the right amount, this helps) nor about urging people on. It is about identifying what is important to each person and trying to ensure that they gain what they want from

TEAM MOTIVATION ✔ LIST

☐ **The Individuals:** Get to know each team member individually – talk and listen, keep up with what is happening to them.

☐ **The Team:** Have an activity for all members to participate which is special for the team setting it slightly apart from other groups.

☐ **Achievement:** Agree targets for each team member.

☐ **Responsibility:** Delegate more of your own work, especially parts which are interesting or exciting. This will create incentive and give you more time to manage people.

☐ **Consult:** Involve team members in as many decisions as possible. Seek their views and advice, particularly about change.

☐ **Recognition:** Immediately recognise good job performance. Encourage team members to recognise each other's contributions. Acknowledge success. Identify what went well.

☐ **Advancement:** Encourage team members to develop skills/competencies. Counsel them about why they want to achieve. If possible, provide opportunities for training.

their involvement. It is about matching the needs and interests of the individual with the benefits and opportunities of the job.

As a team leader it is crucial that you understand what motivates people. This, of course, varies from individual to individual and changes over time. However, you can start to build this understanding by investigating what motivates you, particularly with regard to your work in your federation. This will help you analyse what motivates those for whom you are responsible.

From a practical point of view the most basic motivational actions you can take are to check regularly that :

- You are doing all you can to make sure the work is interesting, challenging and demanding for those working with you.
- People know what is expected of them and when they are meeting your high standards.
- Rewards are clearly linked to effort and results.

THE REAL MOTIVATORS

Money and status obviously play an important role in motivating people but they cannot be relied on exclusively. There are other motivating factors which may be of equal or greater importance:

- **Achievement -** Most people want the satisfaction of making a meaningful contribution. They are rarely content to plod along mechanically. Team leaders who recognise this and provide opportunities for others to attain their individual levels of achievement will frequently be surprised at the results.
- **Recognition -** It is a natural inclination for people to want their work recognised. Praise and feedback stir people to achieve even more.
- **Advancement -** Experience has led some leaders to believe that people are basically uninterested in work and need a combination of carrot and stick to react. However, research shows that this is not generally true. Most people want to move on to more challenging situations and will continue to make increased efforts to cope with them.
- **Interest -** The chance to practise a skill or use intelligence at work motivates most people. Job satisfaction comes from doing what is seen to be worthwhile and challenging.
- **Responsibility -** Most intelligent, skilled people are happy to accept responsibility and authority. They do not need to be forced.

D Delegation

Delegation is not the same as giving out work. There are certain duties in team working situations which fall naturally into the lap of other people, and the only action required by the leader is to decide which person is given a particular piece of work to do, depending, for example, on the individual's work load. Delegation is when you as the group leader deliberately choose to give someone the responsibility and authority to carry out a piece of work which you could have decided to keep and carry out yourself.

Effective delegation increases your available time to carry out other important work. It is also a good motivational tool which can help to develop your team and the individuals on it.

Of course, there can be risks to delegation and effective delegation is not easy. However, if done well, the advantages to the individuals and the organisation usually outweigh the risks. Moreover, successful delegation is a mark of good leadership.

As a team leader you should be prepared to delegate the responsibility for the required task and the authority needed to accomplish it but you can never delegate accountability.

It is important to understand the differences between these three terms:

- **Responsibility** – Refers to an act or course of action which is required as a part of a role. In this context it means the work that is delegated.
- **Authority** – Is strictly the right or power to command, demand, rule, judge or make decisions. In the context of delegation, it suggests that the person to whom a task is delegated must be given the authority in order that the responsibility can be successfully discharged.
- **Accountability** – Means the ultimate responsibility for the success or failure of a task or assignment.

BARRIERS TO DELEGATION

In some federations those in positions of responsibility are reluctant to delegate, even though it would be good for them and the organisation. Some of the more common reasons for this reluctance are:

■ The possibility that the work delegated might be done wrong, that nobody can do the job as well as the leader.
■ The chance that overseeing the work takes more time than if the leader just does it.
■ The feeling that delegation reduces the leader's personal importance or power.
■ The desire by the leader to hang on to the more exciting and responsible aspects of his/her job.
■ The fear that subordinates who are successful will get all the glory and possibly the job of the leader.

E Conflicts, Consensus and Confrontation

Conflict is a part of all inter-personal relationships. In fact, a certain degree of conflict is essential to developing productive relationships. It is also essential for the function of effective teams. However, to be of value, conflict must be managed and resolved in an effective way. Whenever there is more than one person involved there must be a process to make decisions, to recognise and solve problems and to resolve any conflicts which may arise.

People adopt a variety of strategies for dealing with conflict – from pulling back and trying to pretend it does not exist, to being forceful and intimidating in an effort to "win" regardless of how the other person might end up feeling, to searching for common ground which allows both parties to achieve their goals as much as possible and allows their relationship to strengthen.

No one conflict management strategy is effective in all cases. However, in team situations it is often useful to try to resolve conflict by reaching a *consensus*. The nature of consensus means that the solution is reached by the whole team and accountability is accepted by the whole team.

Leaders who can successfully build consensus throughout their team or organisation across all issues will improve the general atmosphere and will increase the chances that members will work together for the common good. The consensus building process can be simplified into the following steps:

■ **Identification** – Agree upon a definition of the problem and identify who needs to be involved if

EFFECTIVE DELEGATION ✔ LIST

☐ Choose a task or job which can be delegated. (If you are honest, there will be few things that cannot be delegated.)

☐ Identify the key elements of the task.

☐ Select an individual whose skills, interest and available time match the task.

☐ Agree parameters, deadlines, resources, responsibility.

☐ Check understanding.

☐ Give authority necessary to complete the task.

☐ Monitor regularly to ensure key elements of the task are completed satisfactorily.

☐ Provide ongoing support, including being available for questions or advice.

☐ Give recognition when the task is accomplished. Remember that it is unfair to present someone else's work as your own.

☐ Evaluate performance (delegate's and leader's) and apply lessons to future tasks.

consensus is to be reached. Secure a commitment to collaborate – if participants do not want to seek common ground, it is a waste of time and energy to proceed.

■ **Direction Setting** – With all participants, establish the agenda and ground rules for proceeding. Participants then explore information, share knowledge, ideas and opinions and explore potential options – this allows people who are part of a problem to become part of the solution. After discussion and debate, participants reach agreement on the way forward and 'close the deal' with a decision.

■ **Implementation** – All participants build external support for the decision reached. Each must convince their own constituents of the validity of the process and the rationale for the decision reached.

8 PRINCIPLES FOR CONSENSUS BUILDING

Although each consensus building process demands different levels of influence, openness, power and results, the following principles are a guide for leaders:

1. People need a reason, a common concern to participate in the process.

2. All people with a significant interest in the issue should be involved in the process.

3. Participation must be voluntary.

4. Participants are involved in designing the process.

5. Flexibility is essential to the process, allowing for different directions to emerge.

6. Everyone must have equal access to information and the opportunity to participate.

7. Acceptance of the diverse values, interests and knowledge of the parties is essential.

8. Commitment to implementation and effective monitoring are essential parts of any agreement.

In some cases, the best way to resolve a conflict is on an individual basis; to use communication actively to arrive at a 'meeting point' where it can be confronted and discussed openly. The word confrontation can be used in the sense of dealing with a situation in a hostile, combative way. However, this is not how confrontation is used to resolve conflicts.

Confrontation, in this context means the individuals in conflict face each other and deal with the issues involved to arrive at a resolution. Confrontation is a positive action. Used skilfully it can clear the air, strengthen relationships and improve the team-

dynamics.

Many people find it difficult to obey the first rule of confrontation – to think before they speak or act. As far as possible, it is best to remove unnecessary emotions from the conflict situation. One should never rush in, stating the solution to the problem. Instead, an effort should be made to identify the problem and work together to find the solution. It must be accepted that it may not always be possible to reach a solution with just one meeting. This is partly due to the emotional nature of confrontation and it is wise to separate after discussing the problem to allow time for reflection.

If confrontation is the appropriate way to deal with conflict it should be started as soon as practically possible, rather than leave the problem to escalate and become more difficult to deal with. Anyone involved in a confrontation should be aware that their non-verbal communication should be consistent with their verbal messages. They should also ensure that confrontations should take place away from uninvolved parties.

Evaluating Teams

As a team leader you should ensure that every aspect of the work of your team is monitored and evaluated. In addition to providing opportunities for improving the function of the team, the process of evaluation can be a strong motivating factor. Features which should be included in your evaluation are:

■ Clarity of objectives.

■ Group interaction.

■ Trust and support.

■ Use of routine procedures.

■ Use of appropriate leadership styles.

■ Motivation.

■ Delegation.

■ Conflict management and resolution.

■ Fitting into the organisation as a whole.

The lessons learned should be fed back to all team members and, if appropriate to other teams within the

In most national athletic federations the main human resources are volunteers. Whilst more and more federations are taking on paid staff part-time or even full-time, the success of most of their activities is still dependent on the quality and contribution of the volunteer base. Therefore, the ability to recruit and retain volunteers is critical.

It is the responsibility of a federation's office holders to ensure that it effectively manages its volunteers and that it assists the organisations in the sport, such as clubs and schools, to develop their volunteer management skills. A thoughtfully planned and developed volunteer management programme will enable people to grow and mature with their organisation – thereby meeting the needs of both.

A **Assessing the Needs**

Assessing the federation's needs means answering the fundamental question: ' What volunteers do we actually need to accomplish our goals?' Too often, organisations start recruiting volunteers for a project or activity without determining exactly what type of volunteers are needed and what they are needed for. Determining human resource needs is a key element of the planning process, which is covered in Chapter 5. If proper planning has been carried out, it should be easy to review the following questions:

■ What do we want to do?
■ How are we going to do it?
■ Who do we have available to do it?
■ Who/what do we need to accomplish our plans? – Have we compared what we need with who is available and interested?

The gap between who is available and who/what is needed provides the direction for recruitment.

B **Recruitment**

A recruitment programme aims at finding the right people to carry out the tasks identified, but it also involves making sure the federation is seen as attractive by potential recruits. This can start with current volunteers *'talking up'* or speaking positively about the federation. It is much easier to recruit people to an organisation which is seen as positive and attractive. Athletics has many positive images associated with excellence, development of youth, healthy and fit bodies, etc., and their value in attracting new volunteers should not be overlooked.

To carry out the recruitment programme, a carefully selected individual or team should be assigned responsibility. Their main tasks include:

■ Prepare a description of the job or task (including an accurate estimate of the time

commitment required).

- Identify the benefits or rewards.
- Locate people with the abilities sought and with needs that can be satisfied by working on the job or task.
- Gain a commitment from the volunteer.

Experience has shown that personal contact is by far the most successful method of recruitment. Specific rather than general recruitment is far more successful. The following checklist provides a useful approach for making a personal or direct contact with a potential volunteer:

Although less direct, the following techniques are also useful approaches in reaching potential volunteers:

- **Media appeals –** (newspaper ads, press releases, radio ads, television spots).
- **Special events** – (competitions, exhibitions, training camps).
- **Printed material** – (newsletters, pamphlets, community notice boards).
- **Speeches or presentations** – to schools, service clubs, special interest groups.
- **Displays** – at fairs, shopping centres.

Ideally, everyone who is already a volunteer should have some obligation to recruit other volunteers. A federation could double its volunteer force if each member recruited just one additional volunteer!

C Placement

The volunteer who approaches the federation or who is recruited by way of a general or indirect call for volunteer assistance must be properly placed. Never knowingly make a bad match. Recruiting a volunteer whose personal needs cannot be met by the federation, or placing a volunteer in a job which will not satisfy the federation's needs, will only result in failure. Therefore, the aim of the federation should be to recruit and place with a win-win philosophy.

A valuable tool for good placement is the position description. Few organisations would consider hiring a paid staff member without a job description, yet too rarely is this seen as important for volunteers. This attitude undervalues volunteers and undermines the effectiveness of the organisation. Position descriptions facilitate recruitment as potential volunteers can make an informed decision if they know exactly what they are being asked to do and what is involved. In addition, position descriptions can suggest training needs.

A position description should include:

- Position title.
- Purpose of the position.
- Tasks required.

DIRECT RECRUITMENT ✔ LIST

- ☐ Know the nature of the federation's need and be able to describe the job or task in some detail (time commitment, type of work).
- ☐ State the purpose of the call or visit immediately.
- ☐ Describe the federation and the project or activity.
- ☐ Explain why the recruit is seen as a possible volunteer.
- ☐ Review the job and what is expected of the volunteer.
- ☐ Explain the benefits and rewards of the job.
- ☐ Outline the support and training which would be offered.
- ☐ Secure a commitment.

- Responsibilities and authority of the position.
- Time requirements.
- Reporting relationship or position supervisor.
- Benefits and possible rewards.

D Orientation and Training

The orientation process begins with initial contact and continues until the volunteer is carrying out assigned duties effectively. A federation's volunteer orientation programme should provide:

- An enthusiastic welcome.
- Full and honest information about the federation.
- A clear description of expectations.
- An opportunity for the volunteer to get involved immediately.

Many organisations focus the process by conducting orientation sessions to welcome new volunteers, introduce them to their fellow volunteers and explain the job or task to which they have been assigned. Other organisations employ a *buddy* system where each new volunteer is linked with a more experienced volunteer who is available to answer questions and provide guidance. This buddy is also in a good position to provide feedback to both the volunteer and the organisation.

7 TIPS FOR SUCCESSFUL VOLUNTEER RECRUITING

1. Do specific rather than general recruiting.
2. Determine the skill,abilities needed.
3. Be honest about the type of work and time needed.
4. Allow potential volunteers to respond - don't force or shame them into it.
5. Be enthusiastic.
6. Keep a skills bank of current and potential volunteers.
7. Have a year-round recruiting programme.

With either approach the information provided to new volunteers should highlight the following aspects about the federation:

- History.
- Vision and values, mission and goals.
- Structure, constitution and by-laws.
- Programmes and activities (including a "who's who").
- Financial position.
- Operating policies and guidelines.

For certain jobs or positions training may be needed. Training should aim at enhancing specific job skills and helping the volunteer adjust to new responsibilities. An effective training programme is also a strong motivator of volunteers. Possibilities for training may exist with local educational institutions or it may be necessary to design a specific programme to meet the needs of the federation. Skilled individuals within the federation or from other organisations are often extremely flattered and willing to provide training to others.

E Recognition and Retention

Volunteers are extremely valuable and deserve considerable praise and thanks. Sadly they seldom receive such rewards. The media and general public pay tribute to elite athletes, but they forget to mention those who have made it all happen at local, regional and national level – the volunteers. People expect so much from them, but give so little recognition in return.

Retention begins with understanding and valuing what motivates volunteers. People generally volunteer in order to satisfy personal needs. These needs may include:

- Feeling a part of something special or important.
- Giving back for something they received from sport.
- Using specialised skills.
- Desire for challenge and personal growth.
- Learning.
- Public or community service.
- A sense of belonging.
- Recognition and status.

- Power and control.

- Meeting new friends.

- Reducing loneliness.

The key to retaining volunteers is to identify and respond practically to what motivates them. For example:

- If the need is for social interaction, provide opportunities for meeting people in social settings. The federation may decide to include a social component in all meetings and business events.

- If the need is for personal growth, provide opportunities for learning new skills or assuming additional responsibilities. The federation may decide to schedule training events or consider promotional opportunities.

- If the need is for recognition or status, provide public praise and the assurance that volunteers are making a significant contribution to the federation. Ways to recognise the contributions of volunteers include:

  - a public thank you, personal thank you,thank-you letter,

  - press releases,

  - acknowledgement in reports,

  - service pins,

  - long service awards,

  - excellence awards,

  - recognition dinners or events,

  - sponsorship to attend international events.

3 TIPS FOR RETAINING VOLUNTEERS

1. Assign 'supervisors' – possibly volunteers themselves – to meet with each volunteer regularly to review:

- Information about new developments in the organisation.
- Progress with assigned tasks.
- Achievements.
- Problem areas.
- Feelings about the job and whether personal needs are being met.
- Additional training needs.

2. Very simple actions can make a volunteer feel valued. A birthday card, a sincere thank you,or taking the time to chat with them are all good tools.

3. Never knowingly waste a volunteer's time. It demonstrates clearly that you do not value them.