

VOLUNTEER-PROFILES AND MOTIVATION  
SPORTS-VOLUNTEERING AS A PROCESS  
SPORTS VOLUNTEERING IN EUROPE  
HUMAN RESOURCE DEVELOPMENT  
VOLUNTEERING CULTURE  
RE-ASSIGNMENT

## Training4Volunteers

MAPPING STRATEGIES AND GOOD PRACTICES  
OF HUMAN RESOURCE DEVELOPMENT FOR  
VOLUNTEERS IN SPORTS ORGANIZATIONS IN EUROPE

NEEDS ASSESSMENT  
MODELS FROM PRACTICE  
EDUCATION AND TRAINING  
LEARNING OPPORTUNITIES  
EUROPEAN WOMEN AND SPORT  
RECRUITMENT UND ASSIGNMENT  
EXIT- AND CONTACT MANAGEMENT  
VOLUNTARY SPORTS ORGANIZATIONS



*Training 4 Volunteers* was funded with support from the European Commission under the Preparatory Action in the field of Sport Program (EAC/22/2010/080).

This publication reflects 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.

This publication was produced by the Leadership Academy of the German Olympic Sports Confederation.

Authors are Dirk Steinbach, Matthias Guett and Gabriele Freytag.

#### Acknowledgements

The authors like to express their gratitude to the following persons, who actively contributed to the *Training 4 Volunteers* project and this publication:

Craig Carscadden, Vilma Cingiené, Daniela Dasheva, Simone Digennaro, Stefka Djobova, Susan Hook, Bjarne Ibsen, Daniel Illmer, Karsten Osterlund, Gino Schiavone, Volker Schütz, Helen Tan, Ben O'Rourke, Muriel Bankhead

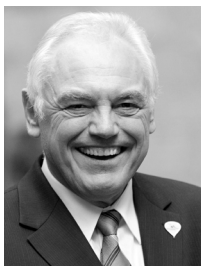


© Training 4 Volunteers 2011-2012. All rights reserved.  
No part of it may be reproduced or distributed, in any  
form or by any means, without the prior written permission.

# INDEX

Foreword   German Olympic Sports Confederation	7
Executive Summary	8
1   Preface	11
2   The Training 4 Volunteers Project	11
3   EU Policies related to Sport and Volunteering	13
4   Sports Volunteering in Europe – Macro and Micro Perspective	19
Macro Perspective: The Voluntary Sports Sector in Europe	19
Micro Perspective: Who is a Sports-Volunteer?	22
Volunteer-Profiles and Motivation	25
Sports-Volunteering as a Process	29
5   Human Resource Development for Volunteers – An Introduction	31
Specific Conditions for human resource development in	
Voluntary Sports Organizations (by Bjarne Ibsen)	32
Critique of Human Resource Development	33
Levels of Intervention	35
6   The Training 4 Volunteers Framework	35
6.1 The Voluntary Life Cycle	36
6.2 The Human Resource Development Cycle	37
Volunteering Culture	38
Needs Assessment	39
Recruitment und Assignment	40
Orientation	42
Education and Training	43
Retaining Volunteers	44
Recognition and Rewarding	44
Evaluation and Self-Assessment	45
Learning Opportunities	46
Re-Assignment	47
Exit- and Contact Management	48
6.3 Roles and Responsibilities	49
7   Current HR-Activities and HR-Priorities of Sports Organizations and	50
Sports Clubs in Europe	
Models from Practice	55
8   Diversity aspects	56
8.1 Reflections from European Women and Sport (by Helen Tan)	56
8.2 Reflections from the European Paralympic Committee (by Craig Carscadden)	57
9   Conclusions and Recommendations	61
Recommendations to Sports Organizations and Sports Clubs	61
Recommendations to Public Authorities and the European Commission	62
Further Research	63
Concluding Statements from Training 4 Volunteer partners	63
Bibliography	66
Annex	69





## FOREWORD

Walter Schneeloch

Vice President, German Olympic Sports Confederation

President, Leadership Academy of the German Olympic Sports Confederation

“Without the daily commitment and motivation of volunteers, the sports system in general with its wide range of leisure activities and competitive events and the 91.000 German sports clubs in particular would not be able to function.

Whether it is about running children's sports groups or providing training in the field of high performance sports, or about the collaboration within the executive committee of a sports club or sports federation, volunteers are indispensable. It is therefore of fundamental importance for any sports organization to find new ways of attracting more people who want to get involved in voluntary work.

The motivation to commit oneself to sport is closely connected to individual lifestyles as well as to social structures. Since a few years, individual lifestyles and social structures have changed rapidly and to the same degree, the expectations and demands of volunteers have changed, as we can observe particularly in Germany.

Both, the “sports development reports” from 2005 until 2012, published by the German Olympic Sports Confederation and the results from other surveys, like the “monitor of voluntary activities” that is published by the Federal Ministry for family affairs, senior citizens, women and youth of Germany show that the sports clubs and sports federations are being more and more forced to find and engage volunteers in order to carry out the association's tasks. Especially executive and leading positions are increasingly rarely taken.

A constant adjustment process is therefore necessary and has to be carried out by sports clubs and their federations. It is necessary to analyse, update and verify the existing structures so as to make sure that they are always up-to-date in terms of modern volunteer management. In order to achieve this goal, a good knowledge of peoples' expectations in regard to sports volunteering, as well as of the methods appropriate to be used by the sports clubs and sports federations is indispensable. The available publication provides some valuable information on both aspects.

Within the framework of the project *Training 4 Volunteers*, the topic of “volunteerism and volunteer management in sport” has been thoroughly and systematically analysed. An important aspect is that it is not only a detailed description of the condition of sports volunteering at European level but also that it has been possible to develop an idealized approach to systematic volunteer management.

We would like to thank the European Commission for supporting the project Training 4 Volunteers through which we obtained new and important insights into the field of volunteer management. Our gratitude also goes to all our cooperation partners for their support and the great collaboration during the project. The good working atmosphere and the trustful cooperation were essential for the excellent outcomes of this project.

I hope that this publication will have a wide circulation and that the proposed model of strategic human resource development in voluntary sports organizations will be put into practice by many clubs and federations.”

## EXECUTIVE SUMMARY

- Volunteer management is becoming increasingly important, due to the growing need and increased competition for skilled and motivated volunteers within and between all voluntary sectors.
- Sports organizations need to improve their current volunteer management activities through a process of engaging with and implementing human resource management tools.
- With its human resource development model, the *Training 4 Volunteers* project offers a framework to support the practical implementation of volunteer management and the exchange between different sports and member states.

More than 150 organizations from all 27 member states contributed to the European Commission funded *Training 4 Volunteers* (T4V) project, which reviewed and examined volunteer management in sport. Due to this broad feedback, the preparatory action project has gathered a most valuable compilation of data related to the issue at stake.

The large number of responses reflects the strong and distinct interest that sport organizations in Europe have in volunteering. This interest comes as no surprise, since voluntary sports organizations and their volunteers are generally referred to as the “backbone” or “lifeblood” of sporting structures in Europe.

However, the *Training 4 Volunteers* survey shows that the task of actively managing and developing this important resource has received surprisingly little attention from most sports organizations to date.

Regarding the quantitative developments of sports volunteering, the T4V results confirm the outcomes of existing surveys, revealing that there is no uniform or consistent overall picture of whether voluntary commitment is increasing or decreasing in European sports organizations. However sports organizations in Central Europe seem to experience more pressure than others.

The GHK Study on Volunteering in the European Union (2010) already suggested that a shift from the focus placed on participation figures towards the skills of volunteers is required, in pointing out that “the main challenge does not concern the number of volunteers, but is rather about finding adequate persons with the competences needed”

*Training 4 Volunteers* accentuated the wide-ranging approach of the GHK Study and took up one of the key recommendations, which states that “Practices in the management of volunteers must be improved” and advises the better use of human resource management tools.

During the 18 month project, *Training 4 Volunteers* focused on the two groups that form the main pillar of almost every voluntary sports club and sports federation in Europe - the voluntary leaders, managers and board members, and the voluntary coaches, instructors and referees.

As a guiding question the project has asked:

How can the individual volunteer be empowered to meet the increasing demands of the sports organization while volunteering in sport remains a valuable and attractive experience?

It is impossible to make a general prescription of how to manage volunteers within an organization: Each volunteer is unique, combining a specific motivation with personal expectations, individual skills and limitations. Furthermore, sports volunteering must be seen as a process in which a volunteer’s resources, expectations and needs change over time.

Therefore, the *Training 4 Volunteers* partnership approached the question above by developing a comprehensive framework to provide clear guidance, while at the same time leaving room for

individual adaption to the sports clubs unique profile: The human resource development cycle is the key element within this framework. It refers to the different stages of the individual volunteers' engagement and sets ten tasks for the corresponding volunteer management activities: It starts with the task of developing a volunteering culture, continues with a needs assessment, followed by recruitment and assignment, orientation, education and training. A specific focus is placed on the retainment of volunteers, which includes recognition and rewarding, evaluation and self-assessment, the creation of learning opportunities and re-assignment. Finally, exit and contact management complete the human resource development cycle.

The model provides a grid through which a sports organization may screen its current volunteer management activities regarding individual strengths and weaknesses. The model could function as a benchmark for the long term development of volunteer management activities while any of the above described stages may also be used individually to initiate a more systematic volunteer management policy.

In practice, most of the suggested instruments are already applied by at least some sports organizations in Europe. At the same time only very few organizations do have a systematic and comprehensive volunteer management policy. The *Training 4 Volunteers* surveys revealed for example that already 56% of the organizations which answered to the survey provide an educational program for voluntary coaches and instructors, whereas only 9% have a mentoring program.

However, two introductory aspects are generally considered necessary to pave the way for the successful implementation of any further human resource development measure: the creation of an attractive volunteering culture within the organization and the belief that systematic investment in volunteer management is worth the effort.

Ultimately, it is the local sports club that has to take the action of implementing volunteer management in the field. That is why the *Training 4 Volunteers* recommendations mainly address sport structures at grassroots level. With this in mind, it is essential that sport organizations and public authorities initiate this process and accompany it with lasting assistance.

In general *Training 4 Volunteers* hopes to raise all stakeholders' awareness regarding the fact that future competition for sports organizations will not only relate talented athletes, but also and especially for skilled and motivated volunteers.



# 1 | PREFACE

This publication's objective is to provide the reader with a review of the current status quo of volunteering and volunteer management in sport and an overview of the project activities and its specific outcomes, including a framework for strategic human resource development in voluntary sports organizations.

Although one needs to be mindful of the limitations of existing data and the restricted realms of this publication, by drawing conclusions, the report shall help opening the door for a European dimension of sustainable human resources development for volunteers in sport and it may give an impetus to further trans-national and trans-sectoral cooperation.

Due to the nature of preparatory action, this publication is not meant to be a scientific paper covering all details and concepts related to volunteering and volunteer management in sport, nor was it able to include all kinds and varieties of training or human resources development for volunteers in sport. Notwithstanding, this publication is duly built on the information received from the different sports federations, sport confederations, Olympic and Paralympic committees, ministries responsible for sport, and sport sector representatives who are dealing with volunteers and training in the field.

In regards of proper use of terminology, the *Training 4 Volunteers* project team is aware and acknowledges that there are considerable debates related to terminology and definitions, such as for "sport", "training" or "volunteering". We are aware that the translation and use of some terms might sometimes be difficult and that terms might be used differently amongst the European countries, although definitions of all terms as they relate to this publication are provided in the relevant chapters. For reasons of legibility, we also refrained from referring in every case to both sexes. References to persons are generally not gender-specific.

## SHORTCUTS FOR THE HURRIED READER

- If you are interested in the development of EC-policies on sport and volunteering, you should refer to *chapter 3*.
- If you would like to comprehend the considerations behind the suggested model, then *chapter 4.2* would be a good starting point.
- If the practical process of volunteer management is what you are looking for, then you should jump to *chapter 6.2*.
- Concluding recommendations can be found in *chapter 9*.

# 2 | THE TRAINING 4 VOLUNTEERS PROJECT

In Europe, voluntary sports organizations provide the backbone of the entire sports structure. Up to 19 million volunteers are active in about 650.000 – 700,000 sports clubs throughout the European Union (EU).<sup>1</sup> The European Union's White Paper on Sport recognises that volunteering in sports organizations provides many occasions for non-formal education and attractive possibilities for the engagement and involvement in society and that sport reinforces Europe's human capital through its contributions to formal and non-formal education.

According to a recent EU initiated study, there are still many challenges related to volunteering in sport in the member states. Among other aspects, volunteers are confronted with increasingly demanding tasks that require specific competences and skills, creating a tension between the forces of professionalization and the ability of volunteers to meet these demands.

A better management of volunteering resources is required, as a mismatch between the expectations of today's volunteers and the offer of sports organizations has been identified. The sector

<sup>1</sup> Based on the figures collected for the GHK Study on Volunteering. This number is a very rough estimate and has to be construed cautious, nonetheless it gives an impression of the importance of sports volunteering in Europe. For details on data collection and data quality cf. GHK 2010, 176.

study on volunteering in sport thus calls for a professionalization of human resource management practices, in order to improve the recruitment, training and retention of volunteers.

On 22 May 2010, a call for proposals to implement the 2010 Preparatory Action in the field of sport (EAC/22/2010) was published in the Official Journal of the European Union. The main objective of this call was to prepare future EU actions in sport, on the basis of priorities set in the White Paper on Sport by supporting trans-national projects put forward by public bodies or civil society organizations in order to identify and test suitable networks and good practices, including “promoting volunteering in sport”. The Commission department responsible for implementation and management of this action was the Sport Unit of the Directorate-General for Education and Culture (DG EAC).

In this context, a partnership of ten organizations from nine EU member states was formed to bid successfully for the project, entitled *Training 4 Volunteers - Mapping Strategies and Good Practices of Human Resource Development for Volunteers in Sports Organizations in Europe*.

## OBJECTIVES AND APPROACH

The *Training 4 Volunteers* project was conducted from 01 January 2011 until 30 June 2012 with the aim to broaden existing perspectives on education and training, and with the intention to support European sport organizations to develop their human resources for and through voluntary work in sport.

In short, the analysis was led by two research questions: First of all the partnership was interested in how the individual should be empowered to meet the requirements and increasing quality standards of the sports organization? Vice versa we wanted to know, how instruments of human resource management could be applied within voluntary sports organizations to make volunteering in sport a valuable and attractive experience for the individual.

Acting on the above mentioned recommendations of the DG EAC commissioned “Study on Volunteering in the European Union” (GHK 2010), the *Training 4 Volunteers* project developed a comprehensive framework of human resource development (HRD) for volunteers. This model links the individual, organizational and social level, and considers measures and instruments associated with human resources planning, recruitment and training.

Referring to this framework, in order to explore the current situation of education and training and the more comprehensive aspects of human resources development for volunteers in sports, *Training 4 Volunteers* mapped the supply and demands of selected sports organizations and public authorities, and identified models of good practices related to human resource development.

In practice, *Training 4 Volunteers* identified key players in human resource development for volunteers in sport, considered their expertise and the specific requirements of human resource development for volunteers in sport through a qualitative approach. With reference to the developed framework, the supply and priority setting of major sports organizations (umbrella organizations, selected sports federations) and public authorities responsible for sport in the EU member states was researched through a quantitative approach.

### T4V-SURVEY

Selected results from the above mentioned surveys will be highlighted throughout this report although a more comprehensive account of the empirical data will be given through further publications of the University of Southern Denmark. A description of the survey’s methodology is provided in the annex.

## PARTNERSHIP

The *Training 4 Volunteers* project is led by the Leadership Academy of the German Olympic Sports Confederation (Führungs-Akademie des Deutschen Olympischen Sportbundes e.V.). Within the German sport system, the Leadership Academy functions as the central training and consultation institution of voluntary sport, and – as part of the sports system – it is closely associated with all structures and networks of German sport.

Based on its experience and interest in further developing and aligning adequate and high-quality training for volunteers in sport, the Leadership Academy of the German Olympic Sports Confederation initiated the *Training 4 Volunteers* project and acted as its promoter. The project partnership consisted of ten organizations gathering a mix of key sport stakeholders from nine EU member states:

- European Observatoire of Sport and Employment
- Centre for Sport, Health and Civil Society at the University of Southern Denmark
- SkillsActive UK
- Lithuanian Academy of Physical Education
- National Sports Academy “Vassil Levski” Sofia
- School of Sports of the Italian Olympic Committee
- Malta Sport Council
- European Women and Sport
- European Paralympic Committee

Although these organizations themselves already formed a strong and multifaceted partnership, the *Training 4 Volunteers* outcomes would not been reached without the support of various (voluntary) collaborators outside the core project partnership. Altogether more than 150 organizations from 27 countries contributed to the project e.g. by completing the project’s mapping questionnaire on training providers for sport volunteers, the EU-wide surveys on volunteer management and development in sport, or through the provision of good practices related to volunteering in sport.

## 3 | EU POLICIES RELATED TO SPORT AND VOLUNTEERING

Volunteering is not a new phenomenon in Europe, and it often forms part of a certain way of the organization of a country’s society in regards of social responsibilities and engagement of its citizens. Policies related to volunteering are often implemented at the local and national level, mostly being an important driver of economic, social and political development.

Based on a recent United Nations commissioned study, in Europe, three approaches exist when speaking about policies related to volunteering in general: [1] “In Northern European countries like Norway, Sweden, Denmark, Germany, the Netherlands, the United Kingdom, and Ireland, volunteerism tends to be based upon well-established traditions and cultures – and governments have generally sought to regulate by removing obstacles to volunteerism and creating policies on volunteering.

However, for the most part, these countries have not adopted comprehensive unified volunteering laws. [2] Countries of the Mediterranean, like Italy, Spain, Portugal, and France, often have rich traditions of informal volunteering and have used volunteerism laws and policies to support and further expand these existing traditions. [3] Finally, in Eastern Europe, many countries have suffered from weak traditions of volunteering, whether formal or informal, and have sought to

use law and policy to define and promote volunteerism. Laws specifically on the topic of volunteerism have been passed in Croatia, the Czech Republic, France, Hungary, Italy, Lithuania, Luxembourg, Macedonia, Poland, Portugal, Romania, Spain, and several additional countries." (UN 2010, p.30).

Notwithstanding the above, decisions and regulations affecting volunteerism are also made at a trans-national level and some are even legally binding, as it can be the matter for the member states of the European Union. In this regard, this chapter will provide an overview of main policies relating to sports, to volunteering and sports volunteering at the European level. Being aware of existing typologies, theories and approaches that provide a basis for scientific analysis of European (sport) policies (network approach, governance approach, transactional or transnational approach, or European integration theories etc.) the following will focus on a process-related dimension concentrating on the emergence of individual phases of such European policies that may allow the reader to follow decision making and current developments in a more practical way.

## **THE EUROPEAN UNION: POLICIES RELATED TO VOLUNTEERING**

From a global perspective, Europe, in general, has a strong tradition of volunteering, and – as stated in the proposal for a Council Decision on the European Year 2011 – volunteering “is a core expression of civic participation and democracy, putting European values such as solidarity and non discrimination into action and contributing to the harmonious development of our societies” (EC 2009). In addition, volunteering is recognized being an important learning opportunity as it supports citizens to develop new or to improve personal skills.

Therefore, already in 1997, when the “Declaration on voluntary service activities” (No. 38) was attached to the Treaty of Amsterdam (Official Journal C 340), the importance of volunteering was formally recognized at the European level: “The Conference recognises the important contribution made by voluntary service activities to developing social solidarity. The Community will encourage the European dimension of voluntary organizations with particular emphasis on the exchange of information and experiences as well as on the participation of the young and the elderly in voluntary work”.

Even before this recognition of volunteering in a constitutionally relevant document, based on a strong demand by civil society and following initiatives of the European Commission, the Council and the Parliament, the European Voluntary Service (EVS) was initiated in the 1990s. Since then, the EVS forms part of the EU’s Youth in Action Program and is open to all young people aged 18 to 30, being considered a true “learning service”: “Beyond benefiting the local communities, by participating in voluntary activities, young volunteers can develop new skills and, therefore, improve their personal, educational and professional development. Volunteers can benefit from specific training throughout the activity and agree on their expected learning outcomes, processes and methods in advance.

Their learning experience is formally recognised through a Youthpass” (EVS 2012). To further its policy commitment to volunteering, for instance, the “Recommendation of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers” was launched.

Recognising the social and economic value of volunteering, in 2008, the European Parliament adopted a report on the “Role of volunteering in contributing to economic and social cohesion” that encourages “member states and regional and local authorities to recognise the value of volunteering in promoting social and economic cohesion; furthermore, encourages them to work in partnership with voluntary organizations and to follow meaningful consultation with the voluntary sector to develop plans and strategies to recognise, value, support, facilitate and en-

courage volunteering; also urges the member states to create a stable and institutional framework for the participation of non-governmental organizations (NGOs) in public debates" (EP 2008,1). Ultimately, in 2009, following the United Nations' International Year of Volunteers in 2001, a Proposal for a Council Decision was adopted calling for the European Year of Volunteering (EYV) in order to:

- [1] "Work towards an enabling environment for volunteering in the EU – To anchor volunteering as part of promoting civic participation and people-to-people activities in an EU context;
- [2] Empower volunteer organizations and improve the quality of volunteering – To facilitate volunteering and to encourage networking, mobility, cooperation and synergies between volunteer organizations and other sectors in an EU context;
- [3] Reward and recognise volunteering activities – To encourage appropriate incentives for individuals, companies and volunteer-development organizations and gain more systematic recognition for volunteering by policy makers, civil society organizations and employers for skills and competences developed through volunteering.
- [4] Raise awareness about the value and importance of volunteering - To raise general awareness of the importance of volunteering as an expression of civic participation and an example of people-to-people activity which contributes to issues which are of common concern of all member states, such as a harmonious societal development and economic cohesion."

The EYV was celebrated in 2011 in close cooperation with the member states, the European Parliament, the European Economic and Social Committee, the Committee of the Regions and with various civil society organizations. In the light of the European Year of Volunteering, several political statements regarding the support for volunteering were launched, including the Commission Communication on EU Policies and Volunteering: Recognising and Promoting Cross-border Voluntary Activities in the EU, the Council Conclusions on the role of voluntary activities in social policy, the EYV 2011 Alliance's Policy Agenda for Volunteering in Europe Document; the National Coordination Bodies' "Warsaw Declaration" in support of volunteering, the European Economic and Social Committee Opinion of the Commission's Communication on Volunteering; and, last but not least, also a conclusion directly referring to sport: The Council Conclusions on the role of voluntary activities in sport in promoting active citizenship.

## **THE EUROPEAN UNION: POLICIES RELATED TO SPORT**

Until 2007, the treaties establishing the European Union did not contain any articles that incorporated sport into primary law, but despite this, reference to sport was already made in constitutionally relevant documents. As volunteering was mentioned in the Treaty of Amsterdam in 1997, so was sport (No. 29): "The Conference emphasises the social significance of sport, in particular its role in forging identity and bringing people together. The Conference therefore calls on the bodies of the European Union to listen to sports associations when important questions affecting sport are at issue. In this connection, special consideration should be given to the particular characteristics of amateur sport".

Furthermore, within the framework of the Conclusions of the Presidency in Nice in 2000, the European Council developed an overall perspective of the role of sport. Later on, in 2007, the European Commission adopted a White Paper on Sport including a list of 53 separate actions named the "Pierre de Coubertin Action Plan" in order to "guide the Commission in its sport related activities during the coming years while fully taking into account and respecting the principle of subsidiarity and the autonomy of sport organizations".

With the entry of force of the "Treaty on the functioning of the European Union" in 2009, sport was incorporated into primary law. The significance of sport for Europe is since then explicitly ac-

knowledge and the promotion of sport as a European Community objective is emphasised and anchored through Article 165, stating that the European Union “shall contribute to the promotion of European sporting issues, while taking account of the specific nature of sport, its structures based on voluntary activity and its social and educational function”. To further its commitment to sport, in 2010, as a first document adopted by the European Union’s Education, Youth, Culture and Sport Council, the EU Ministers responsible for Sport adopted a resolution and two sets of conclusions in the field of sport, which in 2011 were followed by a resolution on a European Union Work Plan for Sport for 2011–2014 adopted by the Council of the European Union that may pioneer further sport political developments.

## **THE EUROPEAN UNION: POLICIES RELATED TO SPORTS VOLUNTEERING**

Considering its twofold benefits of contribution to social cohesion and personal development, as outlined above, volunteering plays an important role in the European Union and its member states. Interests of volunteering are therefore run and recognized as a transversal activity or even as a priority in several community programs, notably in the area of sports.

According to the DG EAC commissioned “Study on Volunteering in the European Union”, “the sport sector is the largest voluntary, non-governmental organization activity throughout Europe with the most volunteers involved” (GHK 2010, p.34). Alone within the structures of the DOSB app 8.8 million volunteers are engaged: 2.1 million in executive positions in sports clubs and federations and app 6.7 million as volunteers supporting at sports events (cf. Breuer 2011). This important role of volunteering in sport was already highlighted by the European Union in the Nice Declaration (2000) calling Members States to “encourage voluntary services in sport by means of measures providing appropriate protection for and acknowledging the economic and social role of volunteers, with the support, where necessary, of the Community”.

Sport and voluntary activities were recapped in the Aarhus Declaration on Voluntary work in Sport agreed on in 2003 and stating that “voluntary sport may help develop competencies important to democratic understanding, cooperation, gender equality, leadership and organization [and that] the principle of autonomy of sports organizations is a fundamental condition for voluntary sport. It is the members and participants who, through exercising of their democratic rights, make the decisions that affect the operations of their clubs and associations” (EU 2003a). In the same year, in a joint declaration by the Council and the representatives of the governments of the member states meeting within the Council on “the social value of sport for young people” it is stressed that “voluntary activities in sport should be fostered, with the participation and active contribution of all bodies concerned, especially of the volunteer youth sports associations and organizations” (EU 2003b).

In 2004, the EU Ministers responsible for sport decided to put volunteering in sport among the key issues of the then adopted EU Rolling Agenda for Sport, calling upon future EU Presidencies “to follow up their discussion of volunteering in sport, by developing proposals for promoting and sustaining the voluntary sector in sport, which they acknowledge to be vital to the sustainability of amateur sport in particular”. In order to respond to questions on how qualification, training and recognition of volunteers in sport could be improved and how nonprofit sports organizations could be supported to cope with new economic and legal conditions, in 2006, the EU Working Group “Non-Profit Sport Organizations” was created by the EU Sport Ministers and six meetings between 2007 and 2011 were held.

In 2007, the European Commission adopted a White Paper on Sport including a list of 53 separate actions named the “Pierre de Coubertin Action Plan” where it was again acknowledged that “voluntary activity forms the basis for the organization, administration and implementation of sport activities in all EU member states”, and where several actions refer to volunteering in sport:

"Action 10 refers specifically to the work of the Working Group "Non-Profit Sport Organizations"; Action 13 stipulates that "the Commission will further develop exchange of information and best practice on volunteering in sport involving **member states, sport organizations and local authorities**"; Action 14 states that "in order to understand better the specific demands and needs of the voluntary sport sector in national and European policy making, the Commission will launch a European study on volunteering and sport"; and Action 13 stipulates that "as a contribution to the reflection on the financing of sport, the Commission will carry out an independent study on the financing of grassroots sport and sport for all in the member states from both public and private sources, and on the impact of on-going changes in this area" (GHK 2010, p.36).

Ultimately, the Council conclusions on the role of voluntary activities in sport in promoting active citizenship, as the most recent document adopted in 2011, relates directly to volunteering in sport. The Conclusions reconfirm that "Sport is the biggest civil society movement in the EU [and that] Non-profit activities and structures based on voluntary activities are a fundamental condition for the provision of sport in the majority of member states". In this regard, it considers "voluntary activities in sport as an important tool for raising competences and skills", invites EU member states and sport stakeholders to "ensure that sports volunteers are offered the necessary training" and to "promote voluntary activities in sport as a form of non-formal and informal learning with a view to acquiring new skills and competences as well as constituting a part, along with formal education, of a dual career for athletes" (EU 2011).

## THE COUNCIL OF EUROPE

Further to the commitment demonstrated by the European Union, the Council of Europe (CoE) provides another good example of an international organization being particularly active in supporting and promoting both sport and volunteering. Similarly to the EU, the CoE aims to actively promote its key values in and through sport and emphasizes its policy commitment to sport. In this regard, the independence of sport has always constituted an essential principle in the dialogue between governmental and non-governmental representatives led by the CoE.

The institutional incorporation of sport already started in 1976 by establishing the Steering Committee for the Development of Sport (CDDS) based on Resolution No. (76)41 on the principles for a policy for sport for all. The "European Sports Charter", for instance (revised from the "European Sport for All Charter" in 1992) acknowledges that public authorities shall develop mutual cooperation with the sports movement and considers that it is necessary to agree on a common European framework for sports development in Europe:

It seeks to "enable every individual to participate in sport" (CoE 1992). Within the running of the CDDS fall, for instance, the ratifications of the Convention on Spectator Violence and Misbehavior at Sport Events (1985) and the Anti-Doping Convention (1989) that may form kinds of first supranational legislation for sport. After the closing of the CDDS in 2005, having truly considered that sport is a fundamental pillar of civil society and one of the most accessible channels for transmitting core values into everyday life, in 2007, the CoE created a new platform which aims at integrating sport organizations into the political processes: The Enlarged Partial Agreement on Sport (EPAS) (cf. Koenig & Guett, 2010).

Aligned with its commitment to sport, e.g. through Recommendation 1496 (2001), the Council of Europe considered also "voluntary action to be an important part of the social assets whose richness and diversity each country seeks to preserve and diversify". The CoE's General Assembly asked the Committee of Ministers to call on member states to seek to "identify and eliminate, in their laws and practice, any obstacles which directly or indirectly prevent people from engaging in voluntary action, and to reduce tax pressure which penalises voluntary action" and "give voluntary workers legal status and adequate social protection, while respecting their independence, and removing financial obstacles to volunteering."

Further to this, the “European Convention on the Promotion of a Transnational Long-Term Voluntary Service for Young People” stressed the importance of mobility of young volunteers for the CoE. Consensus of engagement in both areas, sport and volunteering, may be exemplified through the support of the COE towards the emergence of “stewards”, as outlined in the Recommendation (2008)<sup>1</sup> of the Standing Committee on the use of visiting stewards”.

In 2012, based on Article 165 of the Treaty of Lisbon, which amongst others requests the “Union and the member states shall foster cooperation with third countries and the competent international organizations in the field of education and sport, in particular the Council of Europe”, both the European Union and the Council of Europe laid the foundations to further join forces during the 12th Council of Europe Conference of Ministers responsible for Sport by adopting a common Resolution on “Current Issues in Pan-European Sports Cooperation” including acknowledgements on “Cooperation between the Council of Europe and the European Union”. Such supra and transnational collaboration might provide further impetus toward the development and further support of volunteering in sport and its recognition at the sport political level.

## THE EYV 2011 ALLIANCE

Further to the European intergovernmental organizations’ initiatives relating to volunteering, another example of transnational networking and initiation of volunteering policies is through the engagement of non-profit organizations. As one example, the European Volunteer Centre (Centre Européen du Volontariat – CEV) seeks to “create an enabling political, social and economic environment in Europe for the full potential of volunteering to be realized”.

The CEV is a European network of nearly 100 national, regional and local volunteer centres and volunteer support agencies across Europe. The aims of the CEV are, amongst others, to be a representative voice for volunteering in Europe, to strengthen the infrastructure for volunteering in the countries of Europe, and to promote volunteering and make it more effective (CEV 2012). The CEV was, for instance, a major driver and contributor to the European Year of Volunteering 2011 and forms part of the EYV 2011 Alliance. This EYV 2011 Alliance is an open and informal group of European networks active in volunteering, currently combining 39 networks gathering around 2.000 direct member and partner organizations all over Europe and beyond.

The sport movement is represented by the European Non-Governmental Sports Organization (ENGSO), the European Non-Governmental Sports Organization Youth (ENGSO YOUTH), and the International Sport and Culture Association (ISCA) (cf. EYV 2012).

In the light of the EYG 2011 and the Alliance, a Policy Agenda for Volunteering in Europe (PAVE) was developed that “provides recommendations for a more efficient and effective European policy framework to support and promote volunteers, volunteering, volunteer-involving organizations and their partners. [...] P.A.V.E stresses the need for a partnership approach which involves all stakeholders continuing to work towards an enabling volunteering infrastructure in Europe. Such an infrastructure would involve appropriate and necessary support mechanisms for volunteers and volunteer-involving organizations, including appropriate and sustainable funding.

It should provide coherent and cross-cutting policy approaches that reduce barriers to volunteering and involve the development of appropriate frameworks for volunteers and volunteer-involving organizations, which include recognising their rights and responsibilities” (EYV 2011 Alliance PAVE 2011, p.4).

## 4 | SPORTS VOLUNTEERING IN EUROPE – MACRO AND MICRO PERSPECTIVE

### Macro perspective: The voluntary sports sector in Europe

There is no doubt that volunteering forms the basis for the organization, administration and implementation of sport activities in the European Union. In some European countries, more than 10% of adults engage in the sport sector as volunteers, and in most member states sport constitutes one of the key areas of voluntary work.

#### T4V-SURVEY:

- Only 5% of the sports organizations from countries outside Eastern Europe report, that most of their affiliated sports clubs rely on professional/paid staff.
- The situation in Eastern Europe is different though. 42% of the organizations from these countries say their clubs predominantly employ professional/paid staff.

Notwithstanding the existence of certain communalities and aligned structures, such as the general organization of sports from local club level towards national and international sports confederations or/and Olympic committees mostly dealing with elite sports development, often referred to as the generic “pyramid system of sport” (cf. EC 1999), in Europe, there exists no single Model of Sport but considerable variations between and within the sport systems of the EU member states (cf. Henry & Ko 2010): The embodiment of sport at the national level establishes a broad variety, ranging from constitutional incorporation to rather occasional legal regulation (cf. Tokarski et al 2004); and the same applies for volunteering, including volunteering in sport.

In the following, the relevance, as well as selected commonalities and differences of sports volunteering between EU member states will be briefly outlined, in order to provide the reader with key information for better understanding and classification of the *Training 4 Volunteers* outcomes.<sup>2</sup>

## PARTICIPATION

Approximately 70 million Europeans are members of sports clubs, and, although hard to measure as e.g. no common definition of volunteering has been drawn specifically for the sport sector in the European countries, there are an estimated 19 million volunteers engaged in sport in Europe, with enormous differences in regards of absolute and relative numbers in the EU member states. From the GHK 2010 data, the following overview in regards of absolute and relative numbers in sports volunteering, as well as related quantitative developments may be drawn:

Tab. 1: Situation of sports volunteering in Europe

+		-		↑	↔	↓
strong absolute numbers in sports volunteering	strong relative numbers in sports volunteering	small absolute numbers in sports volunteering	small relative numbers in sports volunteering	increasing numbers in sports volunteering	stable numbers in sports volunteering	decreasing numbers in sports volunteering
> 100.000	> 10% of adult population	< 15.000	< 3% of adult population			
AT, BE, CZ, DE, DK, FI, FR, IE, IT, NL, PT, SI, SE, UK	DE, DK, FI, IE, NL, (SE, MT)	CY, EE, LV, LT, LU, RO	CY, CZ, EE, ES, GR, IT, LV, LT, LU, PT, RO	CZ, DK, EE, ES, FI, FR, IE, MT, NL	CY, SE, UK	AT, BL, DE, LU, LA, RO, SK, SL

<sup>2</sup> Most data of this chapter is drawn or elaborated from information provided in the DG EAC commissioned “Study on Volunteering in the European Union” (GHK 2010), if not indicated otherwise.

In countries like Denmark, Finland, Ireland or the Netherlands the number of volunteers is already high and still increasing. However, it is interesting to note that the number of organizations is increasing as well, which leads to an extended demand for even more volunteers. Some countries, e.g. Austria and Germany report an increase in the overall number of volunteers but a well documented decrease in the number of volunteers in sport (cf. GHK 2010, p.8; Braun 2011):

Tab. 2: Trends in sports volunteering in Europe

	Trends in the number of volunteers in the EU	Trends in the number of sport volunteers in the EU
Increase	AT, BE, CZ, DK, FR, EL, IT, LU, PL, ES Modest increase: EE, FI, DE, HU, RO, SL	CZ, DK, EE, FI, FR, IR, MT, NL, ES
Stable/Fluctuation	BL, IR, LA, LT, MT, NL, SE	CY, SE, UK
Decrease	SK	AT, BL, DE, LU, LA, RO, SK, SL
Unclear/no comparable information	CY, PT, UK	BE, EL, HU, IT, LT, PL, PT

Our data confirms the inconsistent picture from the GHK-Study. Within the different regions some organizations report an increase of sports volunteers in their clubs, while others have seen a decrease during the same period.

In regions with comparably high rates of sports volunteering (i.e. Nordic Countries and Central Europe), decreasing numbers of sports volunteers prevail, while organizations from countries with a lower level of sports volunteering (Eastern and Southern European countries) more often report an increase than a decrease of sports volunteers in their clubs.

The pressure on sports organizations from Central European countries seems to be especially high and in general the situation is more difficult in regard to the recruitment and retainment of voluntary leaders and managers than it is for coaches and instructors.

## T4V-SURVEY

“Within the last 5 years, has the number of voluntary leaders and managers in the clubs that are represented by your organization increased, decreased or stayed the same?”

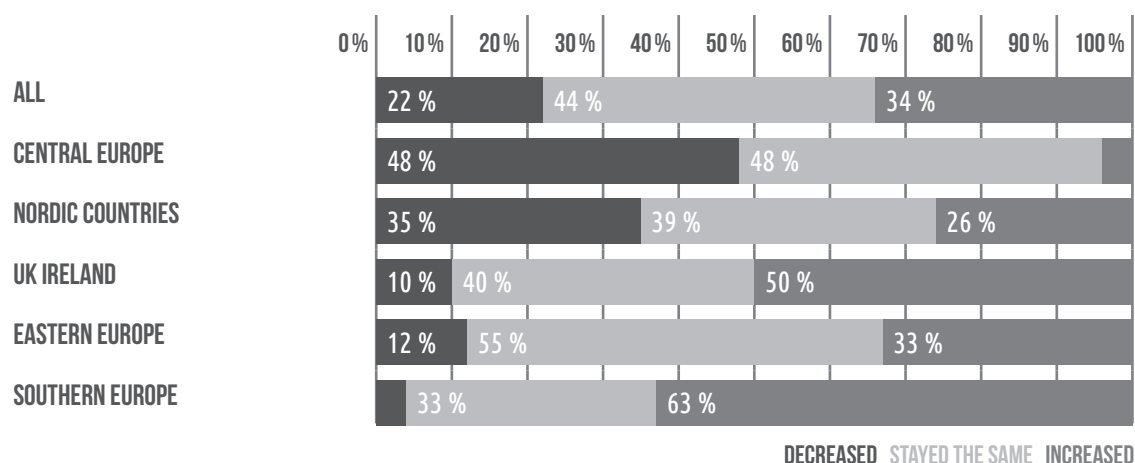


Fig. 1: Voluntary leaders and managers. Quantitative development.

## T4V-SURVEY

“Within the last 5 years, has the number of voluntary coaches and instructors in the clubs that are represented by your organisation increased, decreased or stayed the same?”

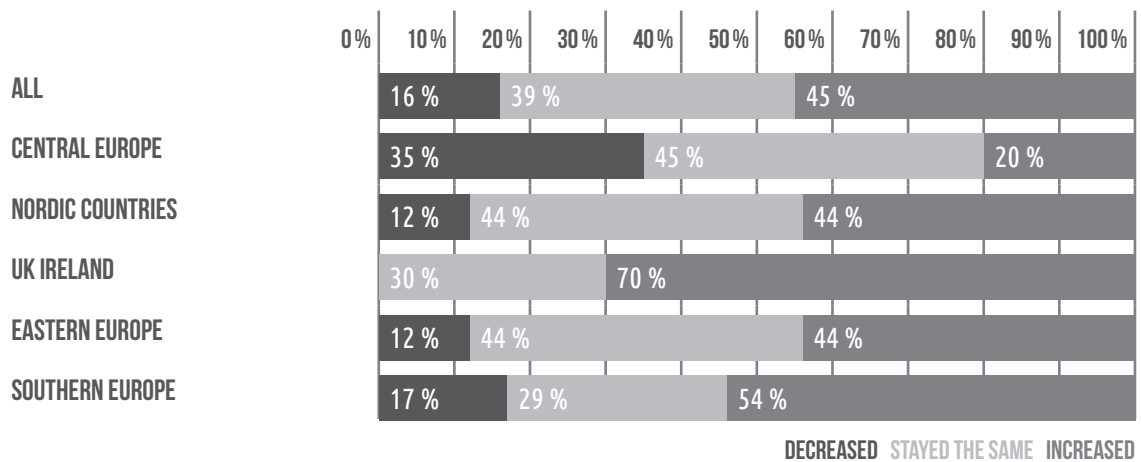


Fig. 2: Voluntary coaches and instructors. Quantitative development.

## CHALLENGES AND OPPORTUNITIES

Different traditions of voluntary engagement exist in Europe, and, consequently, the voluntary sector itself has developed differently in the member states, what makes it difficult to draw a fully aligned picture and strategy at the European level. Notwithstanding this, certain communalities and especially common challenges exist in the sports volunteering sector throughout Europe, and opportunities affecting all European citizens (or at least volunteers and voluntary organizations) may evolve from facing these.

In this regards, the study on volunteering in the EU revealed that “in most countries the main difficulty is not the decline in the number of volunteers, but the changes that are affecting the nature of voluntary engagement, as well as a mismatch between the needs of voluntary organizations and the aspirations of the new generations of volunteers. [...]

For this reason, the main challenge does not concern the number of volunteers, but is rather about finding adequate persons with the competences needed.

Stakeholders in many member states note the inadequate knowledge of the needs of the voluntary organizations, and the mismatch between supply and demand” (GHK 2010, p.228). In this perspective, the study indicates that the ten EU member states with higher shares of volunteers in sport relating to the total population (>5%), appear to share the following characteristics and “success factors”:

- [1] Overall long standing traditions with sport and volunteering in sport;
- [2] Policy focus at national level;
- [3] Well-defined organizational structures;
- [4] Various tax benefits and exemptions for volunteers and sport organizations;
- [5] Specific programs to volunteering;
- [6] Relatively low dependence on public funding; alongside
- [7] Several additional features to support volunteering in sport, including education and training, strategic partnerships etc.

Whilst, on the other hand, inhibiting factors and obstacles posed by the national policy, regulatory and institutional frameworks possibly affecting the shares of volunteers in sport (or affecting these in the future) comprise:

- Lack of policy focus;
- New requirements in relation to background checks, licenses & qualifications;
- Difficulties in accessing land and infrastructure; and
- Tension between government “social goals” and the autonomy of the sector.

The recruitment of volunteers is one of the main common challenges sport organizations in the EU are faced with. However, the issues identified go beyond the skills and qualifications required. In sum, they relate to: The specific profile required, the time volunteers are willing to invest, and the type of activities volunteers wish to undertake (GHK 2010, p.255).

Further to the recruitment and retention of volunteers, challenges related to sports volunteering from the GHK study include: the increasing professionalization of the sport sector (employees vs. volunteers); a lack of education, training and recognition, a lack of monitoring and data collection leading to a lack of information on volunteering in sport, and missing gender equality.

Opportunities for volunteering in sport, on the other hand, relate to the fact that the interest in volunteering in sport, in general, increased, that major sport events provide a boost to volunteering in sport (especially to the youth), that new ways of funding exist (e.g. tax relief) and that the economic value of volunteering in sport is finally (better) recognised.

One of the key recommendations, the European Study on volunteering has identified for the sports sector after its extensive and comparative research refers to the issue of human resources. The study points out, that:

“Practices in the management of volunteers must be improved. Voluntary organizations should be encouraged to make better use of Human Resource Management tools, which are too often considered as belonging to companies. Professionalisation of HRM practices is therefore needed to improve the recruitment and management of volunteers” (GHK 2010, p.268).

This is the actual link between the *Training 4 Volunteers* project and these previously undertaken European research activities on volunteering in sport. While the GHK-Study has identified the need for human resource management, *Training 4 Volunteers* has investigated how this could be done in the sector.

## **MICRO PERSPECTIVE: WHO IS A SPORTS-VOLUNTEER?**

As a first step on our way to introduce volunteer management or human resource development in voluntary sports organizations it is necessary to determine the target group. So, who is a sports volunteer? To answer this question, we need to look at the term as well as the phenomenon.

First of all it is important to note, that the term “volunteer” is ambiguous in an international context, as it is used as a generic term in English while it is understood more specifically (e.g. only for volunteers at sport events) in other languages, where the English word “volunteer” is used in addition to already existing terms like Ehrenamt, bénévole etc.

Thus, many persons who voluntarily work for a sports organization do not consider themselves to be a “volunteer” although their activity complies with the criteria that are usually used for a definition.

If we look at sports volunteering as a phenomenon, we speak about a wide range of settings, roles and behavior. Although, there is no single universally-accepted definition, there is a widely

accepted “consensus” across sectors and countries, that the following criteria describe the concept of volunteering:

Volunteering is an activity or work that some people willingly do without pay to promote a cause or help someone outside their household or immediate family (ILO 2008, UN 2009, 9).

The main elements of the volunteer concept in laws and regulations adopted by EU member states describe actions that:

- are performed with the free will of the individual
- are developed in the framework of non-profit, non-governmental organizations
- have no professional character
- are non-paid and
- carried out for the benefit of the community or a third party. (GHK 2010, 55)

While accepted in principle, “confusion often arises surrounding the idea that volunteerism is done without pay. In some contexts volunteers would not be expected to receive any kind of monetary compensation whatsoever, while in other places volunteers might be entitled to [...] reimbursements of expenses incurred” (UN 2009, 10).

The following statement from Bulgaria illustrates this in more detail:

□ **Stefka Djobova - National Sports Academy “Vassil Levski”, Bulgaria:**

“Again I would like to emphasize on the cultural differences of the concept of volunteering! The perception of what is considered as volunteering in Bulgaria is, that you do not expect anything and you do not receive anything at all. To make sure this difference to the “western” concept of volunteering is understood, I can give three examples from qualitative interviews with our sports federations:”

- Coaches, which according to the “western definition” work as volunteers, do not perceive themselves as real volunteers because they receive a certain percentage of the membership fee or occasionally they are reimbursed with some money from the municipality or the lottery
- According to the “western definition” all referees in Bulgaria work as volunteers, but because they get their travel expenses reimbursed and receive some payment for refereeing a game, they never report themselves as volunteers.
- The third example is from the ski federation: The technical staff is composed of qualified long term volunteers. Some of them took their holidays to do the slopes preparation for the World Cup in Bansko. But when asked, no one of them was perceiving him- or herself as a volunteer because the federation provided special clothes and ski passes, paid for their accommodation and reimbursed them with a daily payment of 20 Euro.

At the beginning of our interviews with the sports federations, the reaction was that, “except for events, we do not have any volunteers”. After a longer discussion on the definition of sports volunteering we then discovered, that 95 percent of the persons involved in the sports federations are actually volunteers.”

Being aware of this terminological difficulties and inconsistent concepts of volunteering, it seems impossible to distinctively determine across countries and sports who is a sports volunteer and who is not. In fact, the human resources of voluntary sports organizations in Europe comprise a wide variety of overlapping roles, functions and relations to the organization. Thus, figure 3 provides a more pragmatic approach to describe our target group.

The model distinguishes between volunteers and paid staff but also accepts that there is an area

in which voluntary and paid work may overlap. Within the sports sector this ambiguity is widespread and probably more common than in any other voluntary sector.

A second differentiation is related to the duration and regularity of the involvement. From a human resource development perspective the primary target group are those individuals that are involved on a regular basis and stay long enough to undergo a long term process. Nevertheless a tendency to shorter voluntary commitments for single projects or events can be observed. Therefore innovative concepts of human resource development for discontinuous volunteer careers will also be of interest.

A third classification refers to different roles and functions. Leaders, managers and board members, responsible for strategy, finances and management may be distinguished from coaches, instructors and referees who are delivering the “core services” of any sports organization. Besides these most important groups a wide range of activities and services is provided by “other staff and volunteers”.

Finally the model incorporates the specific role or position of a volunteer-manager or volunteer-coordinator which in fact is not yet established in many voluntary sports organizations in Europe.

## HUMAN RESOURCE OF VOLUNTARY SPORTS ORGANIZATIONS

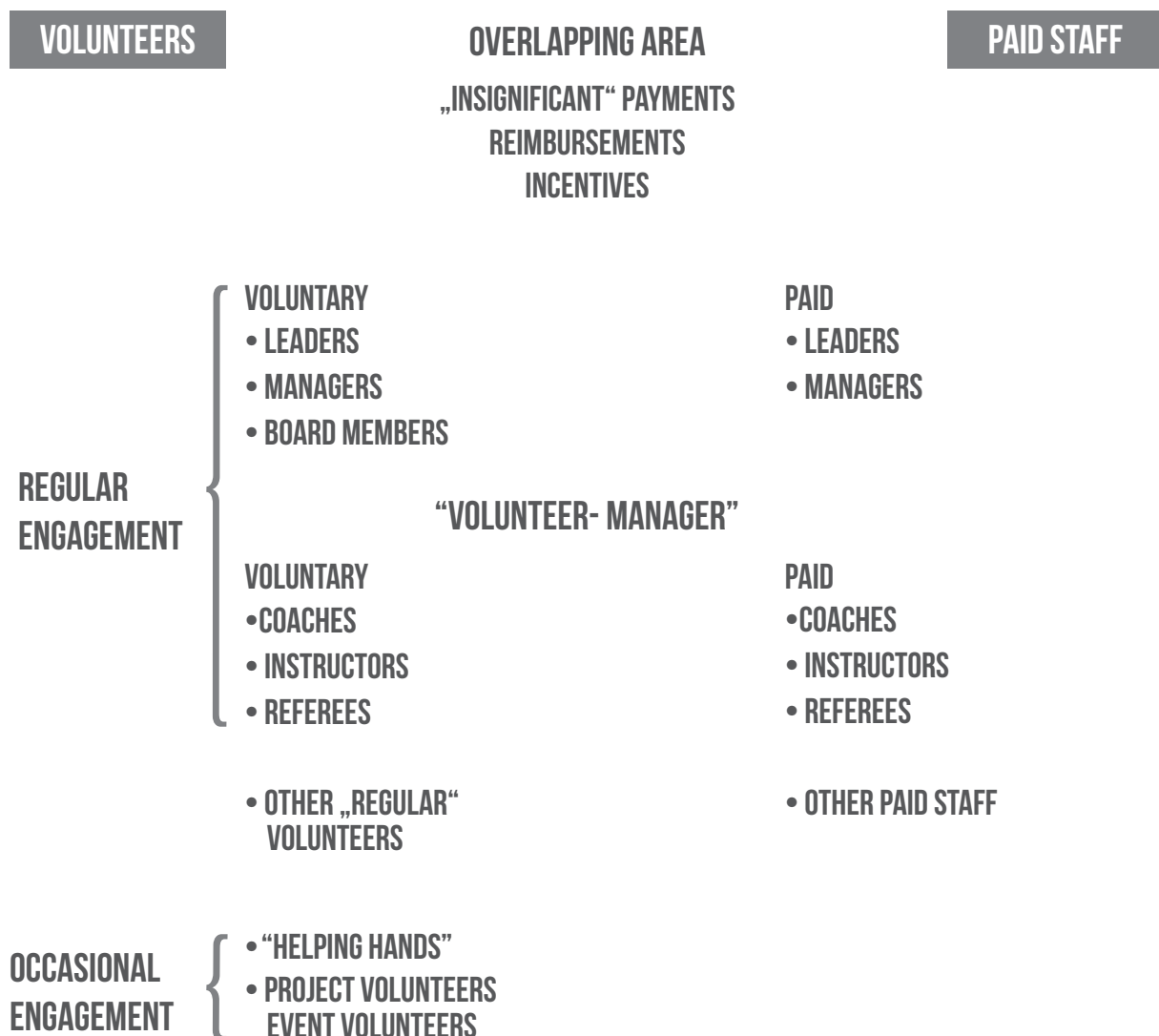


Fig. 3: Human resource of voluntary sports organizations.

Our framework refers to the entire human resources of the voluntary sports organization. However the focus is on the two groups that form the backbone of almost every voluntary sports club and sports federation in Europe. Namely the “voluntary leaders, managers and board members” and the “voluntary coaches, instructors and referees”

## **VOLUNTEER-PROFILES AND MOTIVATION**

Experienced volunteer-managers often emphasize, that it is impossible to provide a general recipe of how to manage and coordinate the volunteers within an organization because every volunteer is unique with his or her specific motivation, expectations, skills and restrictions.

This is supported by a waste amount of research investigating the motivation to participate and volunteer in sport. The GHK Study on Volunteering has reviewed the respective literature in the member states and “the majority of national reports have emphasized, that the factors that motivate individuals to volunteer vary considerably between individuals, age-groups, sectors and voluntary activities” (GHK 2010, 145).

Indeed, studies and sector experts list quite a number of various motivations to become a sports volunteer. For an overview, these motivations may be summarized under several overlapping categories which can be related to the following social and individual functions:

### **VALUES AND ALTRUISM**

*“I volunteer because I want to do something good and help other people and because I think that there is an obligation to “give something back to society”*

### **BELONGING AND SOCIABILITY**

*“I volunteer because this is an opportunity to meet “like minded people”, make friends and join other family members. It’s worth the effort because the group is worth it.”*

### **PERSONAL & CAREER DEVELOPMENT**

*“I volunteer because I can learn something, improve my skills and get new experiences. This will also help me to progress in other areas of my personal and professional life.”*

### **PROGRESS AND CHANGE**

*“I want to use my free-time as productively as possible. As a volunteer I can change something and make sure that things are getting done.”*

### **RECOGNITION AND STATUS**

*“I volunteer because as a representative of an organization I receive a specific personal and public attention and appreciation.”*

### **INTEREST IN A CAUSE OR ACTIVITY**

*“I volunteer because I simply like the activity. For me it is fun to do some manual work for the club. It is a good contrast to my day job.”*

### **PASSION FOR (A SPECIFIC) SPORT**

*“Handball is my life! I can’t play anymore but I still want to be part of this great sport”*

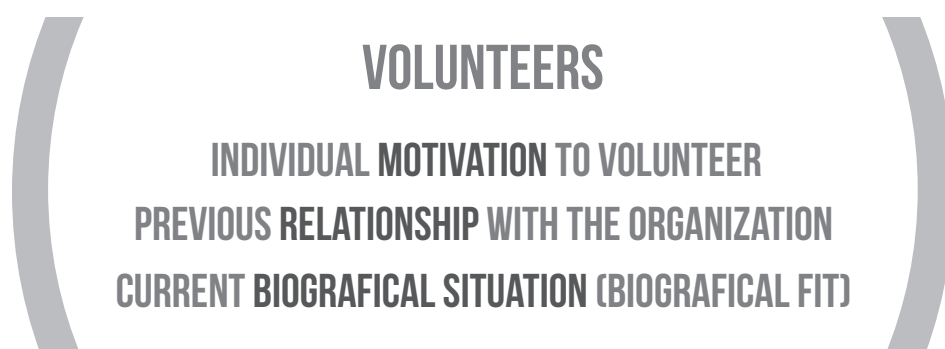
Empirical data from the German Volunteering Survey shows, that altruism is an important driver for voluntary engagement in sport over all age groups. Young people for obvious reasons are more frequently interested in personal and career development while (public) recognition of voluntary engagement is a something that older persons strive for (cf. Braun 2011).

Clary and Snyder rightly point out that successful recruitment depends on the degree of “match” between the volunteering opportunity and these personal and social functions. If the matching is done successfully volunteers derive greater satisfaction and it becomes easier to motivate people to initiate and sustain volunteering activities.

Hofmann (2009, 20) thus emphasizes, that it is important for the volunteer-manager to get to know the individual motivation, to be able to strike the right tone when the (potential) volunteer is addressed and to assign him or her an adequate position or field of activity.

We strongly agree that there is a requirement for individual support and recognition of every single volunteer, but with several million volunteers in sport in Europe it seems helpful to at least identify some prototypical profiles to guide our human resource development activities.

Besides the individual motivation to volunteer, these profiles would also have to consider biographical criteria (age, education, gender, family etc.) and the previous relationship between the (potential) volunteer and the sports organization.



*Fig. 4: Criteria for volunteer profiles.*

In 2010 Sport Wales commissioned a research from which four key volunteer profiles could be identified: Students, Sport Lovers, Parents and Skilled Volunteers (cf. Sport Wales).<sup>3</sup>

<sup>3</sup> Based on the Active Adults Survey 2008-09 and 109 follow-up qualitative interviews.



### **(FORMER) ATHLETES AND SPORT LOVERS**

*"After my own sports career I was looking for a way to keep in touch with the sport.*

*The feeling of helping kids and teenagers to make the same priceless experiences through sports as I did is my salary."*

*Jane (37 years, Birmingham, UK)*

These volunteers are often described in "worthy" terms, as paying back to the sport, or their community, as a reward or payback for earlier investment in them and their skills development. They will be driven by their "passion" for the sport. The satisfaction they receive in seeing their club, team or individual youngsters perform well is the prime motivation. Although they are seen as "altruistic" volunteers, the satisfaction they derive personally is key to their retention within the volunteer cycle.

**As they become older, can no longer compete through injury, or have reached advanced levels of expertise, they become involved in coaching or volunteering:**

- Wide age range, from 20 to 55
- More likely to coach, but older individuals may take on other roles
- Motivated by a passion for their sport
- May aspire to progress further as a coach
- Motivated by a need for experience or to develop a CV
- Aspire to a professional sport-related career
- Actively seek out opportunities to volunteer



### **SPECIFICALLY SKILLED (EXTERNAL) VOLUNTEERS**

*"My friend Laszlo knew that I have taught Hungarian to incoming students at the University for 15 years. When I retired, he hooked me up with the local Football Club where I now help young foreign players to learn our language and culture."*

*Erika (61 years, Budapest, Hungary)*

In many cases, the skilled volunteer is "in search of a cause", and there are large numbers of people with this kind of profile who volunteer for a range of charitable activities, often outside sport. They are typically older people, either retired or approaching retirement, who seek to extend their involvement in activities that they are interested in. For these volunteers the volunteer role may be as important as the cause, so the qualified accountant or bank manager seeks the role of treasurer more avidly than the nature of the organization that he or she will serve. Older volunteers are usually in transition from paid work to volunteering, seeking to remain active in retirement, the exact antithesis of younger volunteers.

**Hear about a club's needs through friends or family, and respond to that need**

- Typically aged 45 and above
- Tend to take on non-coaching roles
- Motivated by a desire to give something back to the community
- Tend to be asked through their existing social networks
- More likely to coach but take on a variety of roles
- Motivated to spend time with, and support, their children
- Little desire to progress, involved because they were asked

## PARENTS



*"I spend most of my weekends on the football fields of the region accompanying my children to the games. It started when my daughter's coach asked me to substitute him in one game. Since then I help out whenever I can."*

*Javier (43 years, Zaragoza, Spain)*

Parents are an obvious target audience for sports clubs, but there is also the risk that as their primary interest is their child, their involvement in volunteering follows the child rather than the sport, and can therefore be short-lived. They may leave the volunteer cycle prematurely.

### **Already on the sidelines, they usually get involved when the club expresses a need**

- Typically aged between 30 and 45
- More likely to coach but take on a variety of roles
- Motivated to spend time with and support their children
- Little desire to progress, involved because they were asked



## EVENT VOLUNTEERS

*"I volunteered at the Olympic Winter Games in 2008. I have never been active in sports but I like to watch. When the Olympics took place in my home town, I felt obliged to help out."*

*I may have continued volunteering, but I did not know who to ask."*  
*Giancarlo (62 years, Torino, Italy)*

In the recent past, the organizing committees of many major sport events have experienced an enormous interest in their volunteering programs. The 2012 London Olympics had a demand of 70.000 Volunteers. 300.000 persons applied. A desire for extraordinary and unique experiences and the limited duration of the required commitment seem to be important factors.

They are the group with the widest range of characteristics. They cover all age groups and they may be affiliated to sport, but this is not necessarily true for everybody. Their engagement may be short term only restricted to the event in question, but they constitute a potential of people who may be persuaded to engage in sports even after the event.

### **Being part of something "big" like the Olympics motivates them to volunteer.**

- Wide age range from 18–70+ years
- Some of them may have a clear idea of what they like to do but many of them also take the job they are assigned to
- Motivated by the idea of being part of a big event like the Olympic Games or a World Cup
- Unlikely to continue voluntary engagement after the event except the transition is actively managed



## ADOLESCENTS AND YOUNG ADULTS

*"I worked hard for my Club Manager C-License because it helps to polish up my CV for the next job interviews."*

Tom (23 years, Cologne Germany)

Young people are often motivated by self-development, seeking to develop skills and gain work experience as part of a degree or other educational course, with a view to getting on the career ladder.

They are the key group who may be interested in a qualification (e.g. a coaching license) in itself, rather than as a means to fulfill the activity (e.g. coaching), as they build up a portfolio of awards and certificates. They would also be interested in developing from their volunteer role into paid employment, and sports clubs would do well to support them in that aim.

### **Looking for experience and development opportunities that come with sports volunteering (particularly coaching):**

- Typically aged between 18 and 25; over half are male
- Usually coach rather than taking on other roles
- Motivated by a need for experience or to develop a CV
- Aspire to a professional sport-related career
- Actively seek out opportunities to volunteer

## SPORTS-VOLUNTEERING AS A PROCESS

Volunteering in sport is frequently discussed as a static condition. In other words the issue is reduced to the question if or why people do volunteer or not. This simplistic perspective is unqualified to describe, understand and develop voluntary involvement in organized sport.

We therefore rather suggest to regard sports-volunteering as a process. In literature a wide range of models is discussed, describing the stages of the "volunteer life cycle" (referring to the stages of a volunteering career) or the "volunteer development process" (referring to the tasks of human resource development).

Haski-Leventhal and Bargal (2008)<sup>4</sup> for example presume that there are five different stages in the volunteers' socialization. Their model accounts for the individual perspective, considering the personal experience and resources of the potential volunteer and the preconditions for progressing to the next stage: Nominee, newcomer, emotional involvement, established volunteering and retirement. Bussell and Forbes (2003) are searching for parallels to the Customer Relationship Life Cycle and suggest 3 stages: The determinants-, decision- and activity-stage.

Of course there are different journeys for different volunteers, so that it is necessary to restrict the analysis of the volunteer's resources, expectations and needs to the description of some rather generic stages of the volunteering process.

## PRE-VOLUNTEERING

Pre-volunteering refers to the period of time before a person actually starts to volunteer or takes over a new field of activity or voluntary function.

4 The Volunteer Stages and Transitions Model: Organizational Socialization of Volunteers, Haski-Leventhal, D. & Bargal, D. , 2008, Human Relations, 6 (1): 67-102

Some people actively search for an opportunity to volunteer or to take over a new voluntary responsibility, while a majority is just generally interested and open to become involved. Pre-volunteering is the stage, when the organization applies for the volunteer's services or searches for candidates to run for office.

At this stage, the potential volunteer needs information and transparency. He or she might be uncertain of what is expected exactly in terms of skills, time, support etc. The more reliable information is available, the easier it is to make a sustainable decision for a voluntary commitment. In sport, the stage of pre-volunteering is a little different than in many other voluntary sectors because most potential volunteers already do have some kind of relationship with the organization before they start to volunteer (e.g. as an athlete or parent of an athlete). Nevertheless a specific need for information and transparency of expectations must be assumed.

## **INCIPIENT VOLUNTEERING**

Incipient volunteering describes the immediate time after the commitment to volunteer for a specific activity or function was made. The need for information now shifts from the general expectations and terms to the practical questions of how things work and need to be done. Depending on his or her background, the newcomer will also need to develop new skills and resources at this stage. This is a critical time for the entire volunteering experience.

Orientation and guidance are dominant needs at this stage of the individual volunteering life cycle. Gradually as the new volunteer gains skills and experiences he or she makes the transition to the next stage and develops, what Haski-Leventhal and Bargal call "emotional involvement" when a volunteer is experienced enough to perform the role skillfully but still has the same enthusiasm as a newcomer. Volunteers at this stage are particularly effective.

## **ESTABLISHED VOLUNTEERING**

When a volunteer has gained experience, skills and knowledge over a longer time he or she may be seen as a "veteran". For these established volunteers, volunteer work is a part of life, they know what to expect from work, are knowledgeable and experienced. Those that reach this stage of the volunteer life cycle without leaving prematurely are the backbone of any voluntary organization. However, at this stage after years, the activity may start to become a tiring routine or the biographical fit might not be given anymore because the individual life situation has changed. Needs typically shift from information and orientation of the previous stages to a need for motivation, variation and adaption. Change and renewal can help to cope with fatigue or modified personal circumstances.

## **POST-VOLUNTEERING**

Today individuals need to cope with biographical changes and uncertainties. This also affects the way we volunteer. "Lifelong attachment" is replaced by the need for "biographical fit" (Braun 2011). People come into volunteering when it fits into their life and they leave when it doesn't. Haski-Leventhal and Bargal argue, that the retirement phase (i.e. retirement from volunteering) is generally a difficult and emotional step even for those who entered the phase tired or burned out. They report that former volunteers describe sadness and confusion.

Although most of the volunteers in Haski-Leventhal and Bargal's study did not return to the organization, their general commitment to volunteering remained. This is a good argument for an organization to maintain a positive relationship to those that have left – as a sign of recognition and gratitude as well as an opportunity to rerecruit them if personal circumstances change once again. In regard to the voluntary life cycle, the *Training 4 Volunteers* survey reveals two noteworthy

findings: First of all, for all stages of the voluntary life cycle 40–70% of the sports organizations say, their clubs pay little or no attention at all. This could either mean that only little attention is given to volunteer management in general or be construed as: Many sports organizations or sports clubs just don't apply this kind of thinking to differentiate their volunteer management activities. Second, only 40 % of the organizations say, their clubs invest into the preparation of voluntary engagement by putting a focus on pre-volunteering.

## T4V-SURVEY

“If you look at all the human resource development instruments and activities that are employed by your organisation and the affiliated clubs, how much attention is given to the following stages of volunteering?”

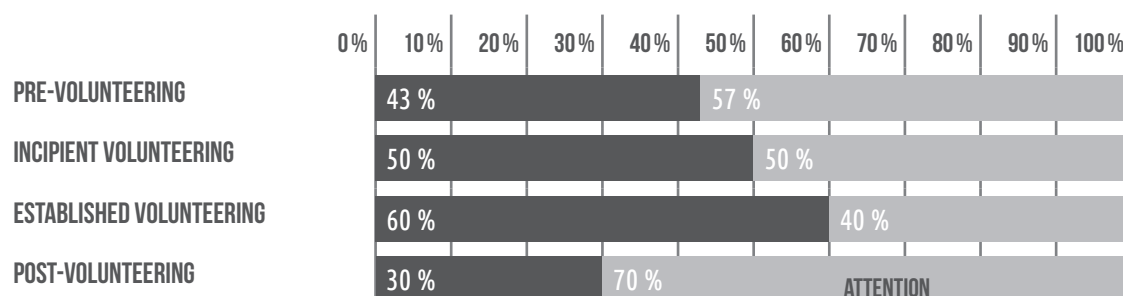


Fig. 5: Attention given to different stages of the volunteer life cycle.

Another perspective to describe volunteering as a process is focusing on the tasks, that must be fulfilled by the sports organization to react to the specific needs and expectations that a volunteer may have during each of the above mentioned stages of the volunteer life cycle:

A very systematic and well structured model of this type has been presented by Reifenhäuser, Hoffman and Kegel (2009, 78). Their “Engagement-Zyklus” refers to volunteering in general and describes six tasks:

- [1] Identification of potential areas of involvement,
- [2] description of vacant positions and advertising,
- [3] interviewing and agreeing on the commitment,
- [4] inducting and empowering volunteers
- [5] promotion and qualification of volunteers and acknowledgment of voluntary engagement
- [6] releasing volunteers and acknowledging voluntary activities.

Bringing this kind of “development process” in line with the requirements and conditions of the sports sector in Europe was key to the design of our human resource development framework (cf. chapter 6)

## 5 | HUMAN RESOURCE DEVELOPMENT FOR VOLUNTEERS – AN INTRODUCTION

What is human resource development and human resource management? The general background to our concept of human resource development for volunteers can be found in management theory and management practice. Various approaches of career development, human resource development, strategic human resource development, human resource management and strategic human resource management are established in the professional world.

When we look at some of the definitions, it quickly becomes clear, that these concepts are largely overlapping, as the development of individual skills and competences is central to each of these approaches. The differences are mainly related to the extent of change and development that is expected at the organizational and strategic level:

Simonsen (1997) for example describes *career development* as an ongoing process of planning and directed action toward personal work and life goals. "Development means growth, continuous acquisition and application of one's skills. Career development is the outcome of the individual's career planning and the organization's provision of support and opportunities, ideally a collaborative process." (as cited in McDonald & Hide 2005)

To Becker *human resource development*<sup>5</sup> is the approach of integrating education, personal and organizational development as well as the deduction of measures and strategies that are aiming at the qualification of human resources (Becker 2005).

This perspective is usually expanded when it comes to *human resource management* which due to Taylor, Docherty and McGraw (2008, 7) is "broadly defined as the policies, practices, procedures, and systems that influence the behavior, attitudes, values, and performance of people who work for the organization. An organization's HRM system at its most basic level administers people management systems which support broader organizational activities. In other words, the HRM system follows strategic decisions taken in the mainstream business and ensures that such decisions can be implemented effectively by coordinating the people-related aspects of them". The assumption, that as a matter of principle the individual development has to follow the organizational needs is questioned by Taylor, Docherty and McGraws when they suggest a *strategic human resource management* perspective to manage people in sports organizations (2008, 18ff): "Thus rather than seeing HR from a follower perspective vis-à-vis the strategic direction of the organization implementing effective HR systems accordingly, the SHRM view stresses that HRM can be a shaper and contributor to strategy and can have an active role in defining as well as implementing strategic decisions"

Another very helpful distinction of available approaches was suggested by Chelladurai and Madella (2006, x-xii): They distinguish between a *personnel administration* approach and a *human capital development* approach.

The first one focusing on the more technical relations between the organization and its employees/volunteers (how to recruit good employees and volunteers? how to orient and train personnel? how to provide the best incentives to enhance productivity? how to supervise and control employees and volunteers?) whereas the second one is paying attention to the development of individual capacities and organizational culture (how to advance people through the management of their careers and competencies? how to optimize their cooperation, creativity and capacity for innovation? how to set up convenient working and training systems?).

We share Chelladurai and Madella's view, that "In spite of their very different orientations, the two approaches to HRM [...] are not contradictory but are, in fact, complementary to each other."

## **SPECIFIC CONDITIONS FOR HUMAN RESOURCE DEVELOPMENT IN VOLUNTARY SPORTS ORGANIZATIONS**

### **BY BJARNE IBSEN**

Human resource development (HRD) has been developed for "professional" organizations, i.e. private economic companies and public institutions. The broad understanding of the concept is that it concerns the development of employees' personal and organizational competencies, skills and knowledge. HRD is designed to attract, select, develop, motivate and retain employees for the effective operation of the organization (Jackson & Schuler, 1995).

<sup>5</sup> "Personalentwicklung" in German language

It therefore typically includes activities such as career development, education and training, personal support (coaching, mentoring), but also organization development. It can also be understood as an effort to develop and expand the human capital within the organization through the development of both the organization as the individual employees in order to better achieve both objectives of the organization as well as the individual employees' ambitions.

Based on present knowledge, human resource development is not widely used in voluntary sports organizations and clubs and is therefore not researched much in the scope and impact of HRD in voluntary organizations (Cuskely, Taylor, Hoye and Darcy 2006: 142). Therefore there is also a shortage of studies of the effect of HRD in voluntary organizations (Cuskely, Taylor, Hoye and Darcy 2006: 142). Several countries – including Australia and England – have, however, consciously worked to promote participation in and development of the voluntary organized sport through HRD programs. There are several reasons for this.

First, many voluntary sports organizations and clubs indicate that it is difficult to recruit and retain volunteers. This is true even in countries where there has been an increase in the proportion of people working voluntarily – including in sports (Breuer and Wicker 2010: 16).

Second, there has been a partial “professionalization” of many sports organizations and major sports clubs – both in the vocational sense because of increased demand for professional standards and in terms of paid staff – and some organizations and clubs have become more “business-like”.

Third, this can be explained by the fact that some organizations and clubs have more competition from commercial sports organizations (eg gyms).

Finally have parts of the voluntarily sports organizations experienced increased expectations from the public sector – among other things to increase number of members and to participate in partnerships with public institutions eg in order to get the physically inactive to exercise and to promote integration of people of different ethnic origins, etc.

For these reasons Cuskely, Hoy and Auld claim, that “It is no longer a question of whether volunteers ought to be managed but how should they be managed in a way that does not impinge upon a fundamental condition of volunteering” (ibid, page 80).

## **CRITIQUE OF HUMAN RESOURCE MANAGEMENT**

Cuskely, Hoye and Auld (2006: 82) found that club development programs in several countries have devoted significant space to volunteer management, but they criticize the way HRM is used. The traditional HRM paradigm – as presented above – ignores the specific character of voluntary sports organizations, because many of the concepts and methods come from HRM in private economic business and public institutions. Meij and Hoogstad – who Cuskely et al are inspired by – distinguish between “program management” (= the traditional approach to HRM) and ‘membership management’, which they claim is more firmly based on voluntary organizations' specific characteristics (Cuskely et al 2006: 83). Some of the inconsistencies between the basis of traditional HRM and voluntary sports organizations (particularly sports clubs) are as follows:

[1] A traditional HRM approach – as presented above – begins with an examination of the organization's strategies and long-term goals in order to estimate current and future needs for volunteers. This builds on the assumption that the overall goals and their implementation can be determined independently of the “employees”.

Voluntary associations, however, rarely work this way (especially the smaller sports clubs). Sports associations are indeed – like other formal organizations – goal-oriented, ie. they deal with a

limited but defined part of members' lives. But voluntary associations differ from other types of organizations thereby, that there is a close correlation between the association's goals and its volunteers interests and motivation. Moreover, voluntary organizations differs from the more professional organizations by having a democratic structure, since it is the members that in principle determine the association's objectives, activities and leadership (Horch 1994. Ibsen 1992).

[2] Voluntary organizations therefore also differ from professional organizations by the fact that many of the volunteers are democratically elected. It typically applies for voluntary leaders in boards and committees. Recruitment and selection of the most qualified volunteers is secondary to the democratic principles upon which voluntary sports organizations and clubs are founded. However, sports clubs also use many volunteers that are not democratically elected. This applies first and foremost to coaches and "sporadic volunteers" (Wicker and Breuer 2011). And many associations make a selection of possible candidates for various positions before the general assembly where the members choose which of the candidates they prefer.

[3] Many voluntary organizations are often in the situation that they can't choose between plenty of qualified candidates for a job or position, as a private company or a public institution usually can when the organization is seeking a new employee. The voluntary organizations must get along with the persons who actually want to volunteer and also need to accept the way they prefer to carry out the tasks.

[4] Because of the above characteristics in the recruitment of volunteers and because volunteers are much less dependent on the organization than employees of a professional organization usually are, volunteers often act more autonomous and independent from the club or organization they volunteer for – in a way which they find meaningful and manage to carry out their tasks. This independence leads to less subordination to a common organizational behavior, demands from the board etc. The traditional HRM approach assumes that the organization must find volunteers that match the predefined tasks („From Task to volunteer"). In a voluntary organization it's however often the opposite order („From volunteer to task/assignment").

[5] HRM does not take into account that volunteers often have different tasks and positions at the same time. "They are decision-makers, producers, consumers, and at the same time, financiers of the clubs's sport supply" (Wicker and Breuer 2011). And they can be both coach and member of the board of the club. The roles and tasks are not always as specialized and differentiated as in a professional organization.

[6] Voluntary sports clubs tend to operate on the basis of informal, interpersonal and valuebased control mechanisms rather than bureaucratic control (Pearce 1993). In professional organizations, there is often a clear distance („arm's length") between management and employees and the expectations and requirements are explicit. In voluntary organizations, the relationship is much closer and integrated and expectations are more implicit.

[7] The last difference to be emphasized is that the recognition in traditional HRM happens on the grounds of performance. In voluntary organizations it is – often – just as much friendship, loyalty towards the club or many years of voluntary effort and similar that is recognized and "rewarded"..

Meij and Karr describe the fundamental difference between "program management" and "membership management" in this way: "Program management identifies specific operational tasks to be undertaken prior to recruiting volunteers to do these tasks. In contrast, membership management focuses on the volunteers themselves, taking into account the expectations of existing members and ensuring that the task fit these expectations"(Cuskelly, Hoyer and Auld 2006: 82).

Despite these specifics, the *Training 4 Volunteers* approach is geared by various sources of traditional human resource management (or "program management" as Meij and Karr would say). This is mainly because there is a vast amount of well documented experience available but also because these approaches provide a comprehensive and clear structure for human resource development. However we are aware, that the above mentioned aspects must be taken into consideration for every step of volunteer management and volunteer development. We refer to

these specifics of voluntary sports organizations again in the following. In sport, we are, however, still in the process of finding out what works best for which kind of organization. Those sports organizations and sports clubs that might be inspired by this report to start a more systematic and more comprehensive volunteer development policy should thus be aware that *Training 4 Volunteers* doesn't provide a perfect set of coordinates but rather a rough map for pioneers in the sector.

## LEVELS OF INTERVENTION

Human resource development is about recruiting, developing and empowering people. Thus, human resource development interventions are primarily directed to the INDIVIDUAL LEVEL although to some extent the required human resource development interventions will aim at the organization rather than the individual.

The majority of sports-volunteers devote their services to the local sports club or other sports organizations at grassroots level. It is this type of organization that constitutes the organizational level where the better part of the human resource development interventions take place. As a specific of the sports sector we do have a pyramid shaped system with a large number of grass-root organizations which are voluntarily affiliated to a smaller number of assumably more professionalized voluntary organizations at a superior level (governing bodies of sport, umbrella organizations, Olympic and Paralympic committees etc.).

This type of institution plays a different role in promoting human resource development for volunteers and will therefore be considered as an additional organizational level in our framework. And finally both, individuals and organizations are embedded into a specific socio-political and cultural context. This context is important to understand the divergent initial situations for sports-volunteering and the different approaches to volunteer management. Local and national governments as well as the European Union are not directly involved into volunteer management but supposed to promote a supportive environment for volunteering and the development of volunteers at the socio-political level.

## 6 | THE TRAINING 4 VOLUNTEERS FRAMEWORK

*Training 4 Volunteers* has developed a framework of strategic human resource development in voluntary sports organizations which takes the above mentioned aspects into consideration. Acknowledging the enormous diversity of voluntary sports organizations in Europe, the model is "generic" and suggests a systematic procedure for volunteer management in grassroots sports organizations in Europe. The model defines what must be one and argues why this is important.

What is explicitly emphasized here is that there are many different ways to fulfill the tasks described in our model, depending on the cultural background, the type of sports or organization etc. The framework does not provide a simple recipe to implement volunteer-management in any sports organization, but it encourages a specific thinking and approach to this problem.

This is necessary to enable the exchange of experience between organizations, sports and member states. The project wasn't designed to reinvent the wheel in regards to the management and development of volunteers. It rather tried to assemble the existing jigsaw parts into a simple yet comprehensive model.

We hope, that the suggested framework will,

- help to develop a common understanding of what we mean when we speak about "human resource development" in the context of sports-volunteering
- create awareness and promote a more systematic, more active and more comprehensive approach to human resource development of sports volunteers

- help to define roles and responsibilities in regard to human resource development for sportsvolunteers
- function as a reference or analytic framework to identify possible strengths and weaknesses of a specific sport or sports organization's human resource development activities improve the comparability between member states and sports and thus facilitate the process of learning from each other
- support European sports organizations to deduce their specific procedures to manage and develop their volunteers.

## 6.1 THE VOLUNTARY LIFE CYCLE

As already explained, we regard sports-volunteering as a process which – from the individual perspective – can be reduced to four generic stages (see chapter 4).

Except if he or she drops out prematurely, every volunteer will undergo this stages of this life cycle and possibly start afresh before taking over a new function or field of activity. Although each individual will bring different resources and experiences and a different profile, the general needs are similar for anyone in each of these stages (see chapter 4).

The voluntary life cycle is the innermost loop in our framework.

### NEED FOR

- respectable transition into retirement
- acknowledgement
- gratitude

### NEED FOR

- information and
- transparency

### NEED FOR

- motivation
- adaption
- new perspectives

### NEED FOR

- resources
- orientation
- and guidance

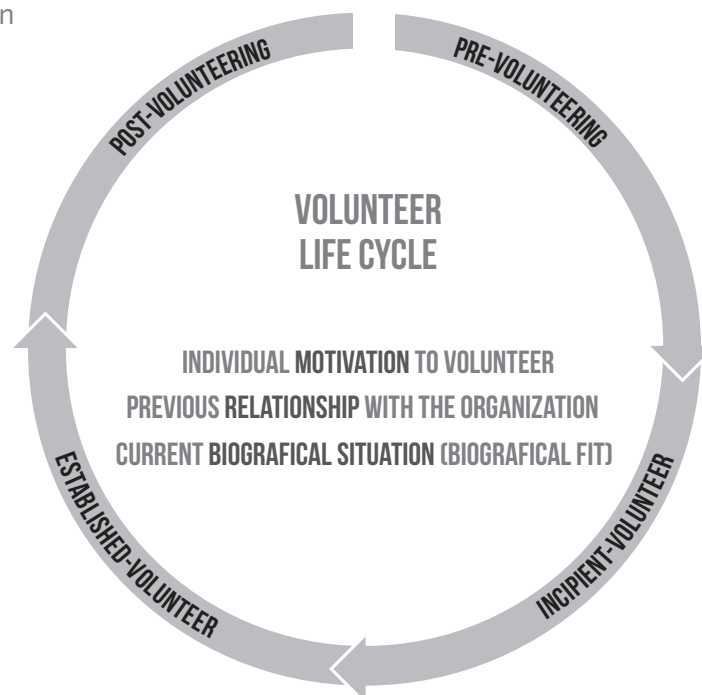


Fig. 6: Volunteer Life Cycle

## 6.2 THE HUMAN RESOURCE DEVELOPMENT CYCLE

At the organizational level, we can define a set of tasks alongside the volunteer life cycle. These tasks have to be fulfilled by the organization in order to respond to the specific needs of the individual volunteer during each stage of his or her voluntary life cycle. This process describes how the organization actively tries to support and develop the individual.

We call it the *human resource development cycle*.

Some tasks just need to be tackled once during the volunteer's life cycle while others have to be carried out repeatedly. In particular for the stage of established volunteering the respective tasks need to be repeated over and over again. To emphasize this, we have allocated these tasks to the *retainment cycle* in figure 7. The entire human resource development cycle, shown in this figure, is the key element of our approach to strategic human resource development in voluntary sports organizations. Each of the ten tasks will be described in more detail later.

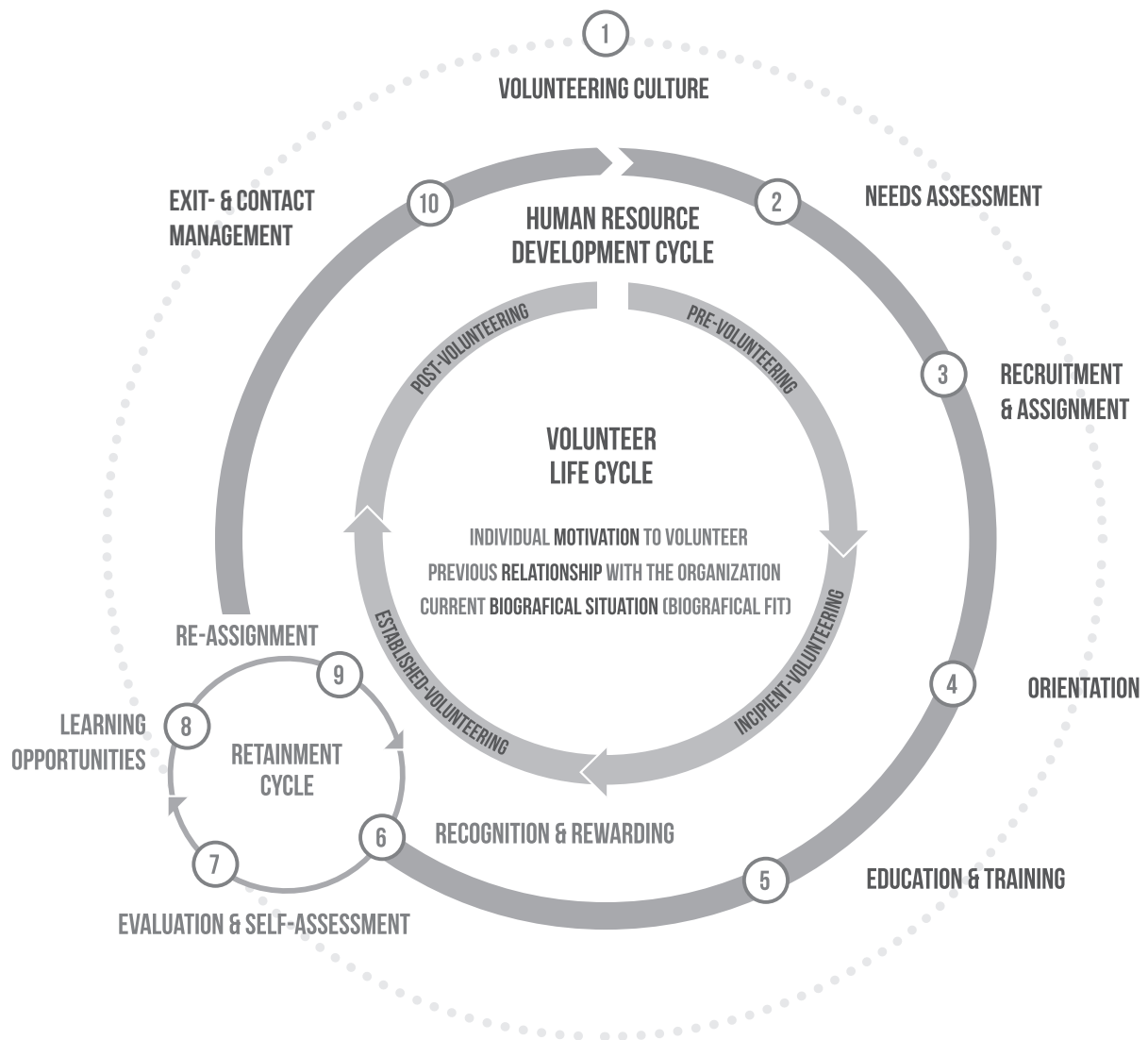


Fig. 7: Human Resource Development Cycle

Where applicable, we will refer to the specifics of the sports sector, type of organization or member state to illustrate, how the concept could be adapted to the specific needs and resources of different sports organizations in Europe.

## VOLUNTEERING CULTURE

In this chapter human resource development is described as a step by step process. In a comprehensive approach to volunteer management each step must be taken. The existence of a supportive organizational or volunteering culture may, however, be the most important aspect of successful volunteer management. Schein defines the organizational culture "as a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration that has worked well enough to be considered valid [...]" (2004, 17). A certain behavior or *modus operandi* (e.g. systematic volunteer management) can only be successfully implemented into an organization if it is in line with these basic assumptions.

Before a sports club or another sports organization starts to set up a volunteer management scheme as suggested in this report, it is important to answer a few questions about the organization itself: "What kind of organization are we?" "What do we expect for the future?" "Why do we rely on volunteers?" "Who 'owns' this club and who takes the decisions?" "Who is responsible for the management and development of the clubs volunteers?"

The results of our survey reveal a more or less ambiguous picture, if it comes to these questions. European sports organizations highly value the concept of voluntarism as such, but there is no unanimous perspective in regard to the future role of volunteers in sport.

### T4V-SURVEY

- 55 % of the organizations think, that for most of their clubs, voluntarism is a goal in itself, while 23 % say that this only accounts to a few of their clubs and only 8 % of the institutions see a majority of their clubs systematically strive for professionalization
- However, only 40 % of the organizations believe, that within the next 10–15 years, the majority of "their" sports clubs, will still be managed by volunteers.

If an organization strives for professionalization or doesn't believe that volunteers will play an important role in the future, the organization will less likely invest into its volunteers.

Another aspect concerns the assumed roles of members and volunteers. "Does the organization expect its members also to volunteer or is it acceptable for an organization, to have a small number of (paid) staff and volunteers providing services for a larger number of members that act like "customers"? It is important to decide on this question and communicate the organization's expectations to the members.

Furthermore, "ownership", participation and decision-making should be discussed in regard to volunteer management. "Who is the 'perceived owner' of the club: All members, those that work or volunteer for the club, the board or maybe the club president? "Who takes the decisions and what is more important in decision making, efficiency or consensus and participation?"

If an organization attaches great importance to participation and flat hierarchies, then the human resource development process will be implemented differently than in a club or federation with a more top-down oriented management.

This illustrates, that the organizational culture has practical implications on the implementation of human resource development. First of all, a sports organization must generally believe that a systematic investment into its volunteers is necessary and worth the effort. This should entail an explicit decision to actively manage and develop the organization's volunteers.

When this primary decision is taken, it must still be clarified who is responsible for the management and development of the organization's volunteers. "Is it a general task of the management or should it be assigned to a specific person or function?"

And if yes, “Would it be better to have a voluntary or professional volunteer-manager?” If the organization has taken the decision to actively manage its human resource it is fundamental to know, “if the club’s human resource policy is rather inclusive or selective?”

### T4V-SURVEY

- One third of the organizations would assign the task of volunteer management to a specific person or function, one third thinks it is a general task of the management while the last third of the organizations is undecided.
- 24,2 % of the organizations say, that “all who wish to volunteer for a sportsclub must be accepted” while 44,4 % would rather “select the most qualified volunteers”

## NEEDS ASSESSMENT

Needs assessment is generally recognized as the first step in human resource management since it is essential for any subsequent intervention. Needs assessment should take two perspectives into account:

- the needs and aims of the sports club
- the needs and aims of the clubs (potential) volunteers.

In relation to both perspectives, needs assessment is meant to inform about current as well as future needs. Despite its function as the first step of the human resource development cycle, it is a continuous process in which the sports club should regularly analyze and compare its objectives and resources.

Needs assessment enables the sports club to fill its human resource gaps and/or adapt the clubs tasks to the available human resource capacity. This matching process is an essential step in order not to put too much strain on the organization and its volunteers.

Systematic needs assessment should produce three outcomes:

- First of all the club should develop a detailed and reliable account of all functions and fields of activity that need to be filled by employees or volunteers in order to meet the organization’s defined mission, statutes and objectives. If this assessment is done critically, dispensable and indispensable tasks and functions should become discernible during this process.
- Second, needs assessment must provide a likewise picture of the club’s current workforce. This includes the size (number of available staff and volunteers) as well as the quality (strengths and weaknesses) of its human resource.
- Finally a concerted picture of the clubs future should result. This forecast should include plausible expectations about the future environment, the club’s future tasks and objectives as well as the (voluntary) workforce available in the future.

These considerations constitute the foundation for all subsequent human resource management interventions. By comparing and aligning these outcomes, targeted and efficient human resource management interventions become possible in the first place.

There is no standard procedure to produce the above mentioned outcomes. Depending on the clubs level of development and organizational culture different approaches may be appropriate for different sports clubs. Moreover each instrument may of course be used with more or less effort and accuracy.

- To define the functions and fields of activity, an organizational chart might be a good start. It should not only denominate functions, structures and hierarchy but also clearly assign responsibilities and terms of office where applicable
- Written “job analysis/job descriptions” will add to an overview of what is really needed and

expected in the club. Skill requirements, tasks, activities and responsibilities should be described for every key function or field of voluntary activity. The more detailed and realistic these descriptions are, the easier it becomes to identify areas of over- or understaffing. Besides, transparent expectations also contribute to the willingness of potential volunteers to actually take over a position.

These first steps should refer to the club's mission, statutes and objectives and are thus more or less independent from the actual human resource.

- We therefore also need some "stock taking" about numbers and functions of the actual volunteers and staff. This might result in some sort of "volunteer and staff appointment scheme". This tool should be updated continuously to answer such questions as: "Which positions are vacant or who might drop out due to age or termination of office?"
- These stock taking activities can be extended to include qualitative aspects and potentials for voluntary activity. Targeted conversation and surveys among members, informal interviews with new members, mini-questionnaires for parents etc. can be used, to take stock of skills, qualifications, interests, expectations or willingness to volunteer of every individual connected to the club.

Finally, as human resource management is a powerful tool to proactively prepare an organization for the future, an idea of plausible future developments must be developed. Both, analytic and normative questions should be discussed: "How will the environment and the sports market change? And "What are our long term strategic goals?"

- An environmental analysis or explorative scenarios might be used to answer the former question, while a strategy paper or normative scenarios could be applied to the latter.

In voluntary sports clubs, usually no self-contained or objective human resource department will implement the above mentioned processes. Functions, jobs and areas of responsibility will thus have to be described by staff or volunteers, who actually hold these positions or oversee these areas of responsibility. This might create some conflicts of interest or organizational blindness. External consultation or benchmarks and examples defined by sports organizations at superior level (Federations, National Olympic Committees etc.) might help.

Every step a voluntary sports organization takes in terms of human resource management should be planned actively rather than undergone unplanned. Knowing and aligning the needs and aims of both, the club and its (potential) volunteers will reduce strain and avoid frustration. Taking some time to analyze and plan thoroughly will go a long way.

## **RECRUITMENT UND ASSIGNMENT**

Recruitment describes the entire process of searching, finding and hiring a person for a (voluntary) activity or function in the organization. Assignment is part of the recruitment process and includes activities such as selection, matching and defining mutual commitment. Recruitment for voluntary collaboration in a sports club may be carried out internally (i.e. among those persons, that are already related to the organization such as athletes or parents of active children) or externally (i.e. among persons that are not yet linked to the club).

If a sports club or other sports organization has basically decided to pursue an active human resource policy, then search- and selection criteria for the recruitment and assignment process are needed. These criteria must be deduced from the findings of the preceding needs assessment procedure and from superior strategic considerations.

Both, the sports club and the individual volunteer may benefit from targeted selection and matching, as expectations, requirements and resources are presumably much better aligned. A high person-task fit will contribute to the quality of the organization's services as well as the satisfaction of

the volunteer. However, resentments against targeted selection of volunteers are still widespread in voluntary sports organizations.

## T4V-SURVEY

- 25% of the organizations that answered to the Training 4 Volunteers survey believe, that “all who wish to volunteer for a sports club must be accepted” while 45% say that “sports clubs must find and select the most qualified volunteers”.
- 30% are undecided on this question.
- Sports organizations from the Nordic and Central European countries are much more reluctant to the idea of selection among potential volunteers.

Anyway important to note is, that recruiting the right person does not necessarily mean the person with the highest formal qualifications, but it rather means hiring the person that has the competencies required for a job and moreover blends well into the culture of the club.

A formal or informal commitment of both, the sports club as well as the volunteer may round off this step. In some cases, the assignment process can go even further. This step of the human resource development cycle could also include the mutual definition of objectives and a break down of tasks into priorities or explicit action plans (depending on how formal and structured the organization and its volunteers want to work).

An ideal recruitment and assignment process would produce the following outcomes:

- The club has a strong and competent voluntary work force that is capable to run and develop the organization according to its mission
- More precisely, all functions and key activities foreseen in the club’s statutes and strategy are always filled with capable and motivated staff and volunteers
- The club’s volunteers are assigned to tasks and activities that match their skills and interests and neither “over- nor underchallenge” them permanently.
- The sports club and its volunteers do have some kind of formal or informal agreement in which both parties define their commitment and the terms of the voluntary engagement.

Recruitment and assignment comprise a multitude of tasks which could be allocated to 4 consecutive steps. For each step different tools could be applied, in which each club must select those that serve its purposes.

- As a first step, the sports club should (regularly) perform a targeted campaign to inform, address and recruit volunteers. Such a campaign might either be targeted for a specific profile of potential volunteers (skills, qualifications, age, sex etc.) or for a specific position or field of activity (talent scouting, coordination of a specific event, financial management of the club etc.). The more explicit and transparent the club defines its needs and expectations at this stage, the easier it is to develop a pinpoint recruitment campaign. Addressing potential volunteers should start inside the club’s own membership. A widespread argument why people do not volunteer is, that “they were not asked”. An important precondition for such direct recruitment among club members is of course some basic information about their skills and interests (see needs assessment). External recruitment could imply advertisement through websites, newsletters, newspapers or volunteer agencies. While the latter is quite common in other voluntary sectors, **only very few sports organizations in Europe do use these tools.** The situation in the UK is an exception though.
- A second step includes selection and matching. While during recruitment for major sport events, potential volunteers have to take regular job interviews, in most sports clubs this step will be constricted to an informal conversation between club representatives and the new volunteer to agree on the terms of the volunteer’s involvement. Nonetheless we recommend to have some

type of interview with every new volunteer, as a good understanding of the volunteers motivation, strengths and weaknesses will later feed into successive steps of the human resource development process.

- At some point of the recruitment process both, the sports club as well as the volunteer should explicitly declare their commitment. A formal (written) or informal (oral) agreement should at least regulate the content and duration of the voluntary activity. Additional topics such as insurance issues, compensation of expenses or mutual obligations may as well be included.
- In larger sports organizations and more complex fields of voluntary activity the assignment process could also include measures to operationalize tasks and responsibilities. As in professional organizations priority lists, work- and action-plans etc. would then be applied. For the majority of grassroots sports clubs though this will go way too far.

Recruitment and assignment for sports volunteering must consider at least three specifics:

- Obviously, an organization that is trying to recruit volunteers is missing one of the strongest arguments in any other recruitment process, monetary payment. Thus recruitment for sports volunteers is a mutual application process, in which the sports club must showcase other potential benefits, that might be related to the voluntary activity.
- A very important specific refers to the recruitment of volunteers for an official function in the organization. If a democratic election is required by the clubs statutes, it is possible that a person which for its skills and qualifications would be a suitable candidate for a certain function, does not get the necessary votes to be elected. Or vice versa, an elected person does not fulfill the skill requirements for the assigned position. This democratic structure is a valuable characteristic of sport in Europe. Significant and transparent job descriptions may yet contribute to the most rational decisions in the elections of voluntary leaders and board members.
- Self-assignment to certain tasks and responsibilities is another aspect the *Training 4 Volunteers* partners described as a specific behavior of sports-volunteers. In many cases sports clubs and other sports organizations do function because somebody is willing to take matters into his or her hands. But self-assessment may be deceiving so that candidates claim functions they are unable to fill out properly. Again, an active and transparent human resource management policy may help to prevent, that some individuals who are missing the necessary skills do “capture” the club through self-assignment.
- Finally, sports organizations provide a large proportion of their services to children and other vulnerable groups. Extraordinary standards of “consumer” protection therefore apply for the sector. In some member states criminal record checks are already mandatory for staff and volunteers of sports clubs. Experience from the UK and Denmark show, that this hampers the recruitment process and puts off some potential volunteers. Uncomplicated procedures and active communication may help to reduce these unintended side-effects.

## ORIENTATION

Orientation plays an important role in developing a stable and flexible human resource. It may include orientation at various levels of the club (its structure, its culture or its internal and external networks). Coming into the club or a specific group within the club (e.g. the board) as a newcomer or taking over a new field of responsibility is a crucial period for every volunteer. A well designed orientation process can diminish stress on new volunteers, make them feel welcome and reduce the probability of turnover.

Orientation can not only enhance the pace at which new volunteers are able to perform their new tasks, but also facilitates the process of committing them emotionally to the club. Taylor, Doherty & McGraw suggest, that the “newcomer’s understanding about an organization begins before they even enter the workplace/position and continues as they adapt to their role” (2008, 57).

Expected benefits are that

- new volunteers quickly develop an understanding of the club's organizational culture and identity
- new volunteers are confident about their role and responsibilities
- new volunteers are able to perform their assigned tasks and know where to get support if needed.

There are several approaches to promote orientation for new sports-volunteers:

- A written volunteer policy may give some general orientation and define the basic points of voluntary work within the club. Current research from Denmark indicates, that a written voluntary policy is an effective tool in volunteer management (Osterlund 2012).
- Larger sports clubs and sports organizations may also use more detailed written material to standardize the orientation process of new volunteers. Handbooks, guidelines, wikis etc. are possible instruments.
- A more individualized approach might implement a mentoring program or a buddy system in which an experienced volunteer helps a newcomer to find his or her way.

## EDUCATION AND TRAINING

Education and training are generally considered to be key tasks in human resource development and empirical data confirms this perception. The German sports development report for example shows, that clubs with higher investment in qualification do significantly better in recruiting and retaining volunteers and most other problems (Breuer and Wicker 2010, p. 20f).

In most sports and member states a differentiated system of courses and programs already exists. The *Training 4 Volunteers* survey has shown, that education and training is the most widespread human resource development activity in European sports organizations.

Probably no other voluntary sector does have a comparably diversified system of specific education and training programs. In Germany, national and regional sports organizations provide some 660 programs which are in line with a national qualification framework of the sport system. Sports-volunteers possess more than 500.000 valid certificates.

However, education and training activities of sports organizations predominantly focus on sport related skills. While 56 percent of the organizations that answered the *Training 4 Volunteers* survey provide an educational program for coaches and instructors, only 29 percent do the same for voluntary leaders and managers.

Adequate education and training will ensure, that...

- first of all the individual volunteer is competent and well prepared to deal with the activities that are assigned to him or her. This will help the individual to accomplish its higher tasks and thus ensure that the volunteering experience is a positive experience
- second, if you look at it from the organization's perspective, everyone who works for the club will be enabled to meet the self-defined quality standards and expectations of the organization

Typical tools and instruments would be

- a national qualification framework of the entire sport system
- national or sport specific qualification standards
- education programs and courses for coaches, instructors, referees etc.
- education programs and courses for leaders and managers etc.
- short courses for coaches, instructors, referees etc.
- short courses for leaders and managers etc.

- licence renewal courses
- e-learning programs and courses
- topic related trainings

These tools must primarily be developed and provided by national and regional governing bodies of sport. At club level there is a responsibility to inform volunteers about these education and training opportunities and motivate volunteers to participate.

Our survey identified significant differences between member states. More sports organizations in the Nordic Countries and the UK provide education and training programs in general and education and training programs for voluntary leaders and managers in particular. On the other hand the Nordic countries prefer “short courses” while “licences and certified courses” are more common in Central Europe.

The Eastern European approach is generally different, as for many activities in the sport system a specific academic education is expected. These different approaches are closely related to the effort of balancing competing needs such as the demand for a sufficient number of voluntary leaders, managers and coaches, the limited time of these volunteers to be spent on training and education and the quality requirements connected to the educational program.

Recommendations from partners in regard to education and training for volunteers include the following:

- Provide flexible education and training schemes (time) and improve accessibility (distance) to take other pressures into account (job, family)
- Improve the transferability and portability of skills to add extra value to your programs
- Make sure your education and training program connects to the actual requirements and activities
- Do not only focus on sport specific skills and knowledge but also on personal, social and strategic competences
- Provide sufficient training opportunities on management and leadership

## **RETAINING VOLUNTEERS**

Biographical discontinuities, increasing job and life demands, new leisure opportunities and an increasing competition for competent volunteers put pressure on voluntary sports organizations. Recruiting a volunteer is one thing, retaining a volunteer is another. Some turnover will bring new ideas and energy into a sports club or sports organization, but hiring new volunteers can also be a time- and energy consuming process and if a key person leaves the organization a substantial amount of knowledge and experience is lost.

Therefore, any sports club should have an interest in reducing the turnover of volunteers and staff to a reasonable level. This requires a focused strategy and an understanding of volunteer-retainment as a continuous, non-stop process. Important aspects of the retainment cycle include recognition and rewarding, evaluation and self-assessment, the creation of learning opportunities and reassignment (cf. Taylor, Doherty & McGraw 2008, 99ff).

## **RECOGNITION AND REWARDING**

Recognition and rewards are good tools to acknowledge good performance and make the volunteers feel esteemed and appreciated. As Kegel says, recognition is the “salary” of volunteers (2009, 73).

A well-designed reward and recognition program can promote the sports club’s goals by reinforcing

ing desired values, behaviors and results. It can create an environment in which people want to perform to the best of their abilities and amplify retention by communicating each volunteer's importance to the success of the organization and by building a sense of belonging and pride. The most important approach to recognition and rewarding is to understand which kind of incentives impel a person to volunteer. Taylor, Doherty & McGraw (2008, 160) refer to different secondary needs (need for achievement, need for power, need for affiliation), that people may seek in work or voluntary engagement. According to Braun (2011) volunteers are searching for symbolic (prestige, recognition), social (relationships and networks), cultural (knowledge, competences, participation) and/or economic (tax relief, financial compensation) capital. With different motivations to volunteer one incentive may have a completely different value for different persons. This is where initial interviews with volunteers (cf recruitment and assignment) unfold their value.

The outcome of this step of the human resource development cycle is simple:  
Satisfied and motivated volunteers!

Established instruments for recognition and rewarding are manifold. They reach from simple behaviors like saying thank you to the coach after each work out to nationwide incentive systems for volunteers (e.g. Ehrenamts card). Typical practices include:

- Establishing a culture of appreciation (e.g. listening to the ideas of volunteers, simply saying thanks)
- Social events and team building (e.g. an annual volunteer party)
- Formal recognition and public attention (e.g. certificates, awards, volunteer days)
- Material incentives (e.g. free sports gear, discount programs)

Rewarding volunteers is (more or less) restricted to non-monetary rewards. However, the perception of what is a salary, a reimbursement of costs or a simple monetary or non-monetary acknowledgement of voluntary work varies over time and culture.

As a consequence of the professionalization of the sport system, professionals and volunteers perform similar jobs and tasks in sports clubs and other sports organizations. One may be paid while the other one isn't. Experience shows, that this often causes tension and incomprehension. Voluntary work is one of the main resources of sports clubs in Europe. Reinvest in this important resource and regularly evaluate if the clubs volunteers are satisfied.

"One fits all" does not work for recognition and rewarding of volunteers. Make sure you know about the motivation and expectations of your volunteers and provide the "right" incentives. Volunteers contribute in many different ways to the functioning of their sports club. Some contributions are obvious others are not. Make these hidden activities more visible.

Recognition and rewarding may be done internally, but in some cases the club could also promote external recognition and rewarding (e.g. proposing s.o. for a prize or award).

## **EVALUATION AND SELF-ASSESSMENT**

Evaluation and assessment are common practice in a regular working environment. Within the context of voluntary work it rarely happens, although an appropriately conducted (self-) assessment is a chance to step back and look at the bigger picture and positive feedback on a regular basis does more to drive success in an individual than most other performance related manner. Performance reviews are an opportunity to formally communicate to the club's volunteers that their contribution to the organization is relevant. But of course performance evaluation must be applied very carefully when working with volunteers. Formulating criticism and suggesting change is much more difficult with volunteers as they provide their services for free and their relationship with the organization might be more fragile than the relationship of a paid employee. What is more, there is no human resource department who is formally responsible to implement

such kind of evaluation and assessment.

Some form of (team based) self-evaluation or self-assessment might therefore be a more appropriate solution for voluntary sports organizations.

Evaluation and self-assessment

- will help to measure “job satisfaction” and identify needs for support and resources among the club’s volunteers
- provides an opportunity to align goals and expectations within the club
- ensures, that the organization’s quality standards can be met
- is a good way to mutually learn from experience.

Possible instruments comprise

- Informal feedback, appraisal interviews
- group discussions
- appreciative inquiry.

The following recommendations should be taken seriously as this part of the human development process must be applied with care:

- Use team- and task oriented evaluation measures instead of person oriented tools
- Define goals together and focus on (e)valuation rather than on control
- Develop a systematic and continuous approach to evaluation and self-assessment instead of applying ad-hoc procedures when shortcomings and dissatisfaction become obvious
- If necessary employ someone from outside to accompany the process

## **LEARNING OPPORTUNITIES**

Learning opportunities for sports-volunteers can be divided into two categories:

- formal training and education
- informal learning

Building on their fundamental education and training programs, most European sport organizations provide some kind of further training and skills enhancement courses, sometimes linked to specific licence renewal obligations. In addition, voluntary work in a sports club or other sports organization provides a variety of informal learning opportunities. We can even go as far as to say that sport is one of the most important fields for informal learning in society.

Both formal and informal learning, can significantly add extra value to the volunteering experience. Therefore it is important to comprehend the sports club not only as a provider of sports and physical activity, but also as a learning field for volunteers.

The outcomes of informal learning are not always visible at first sight and they are not necessarily sport specific. A large part of informal learning is conveyed unconsciously or en passant. However, informal learning processes play an important role for the individual volunteer’s experience since they contribute to the volunteer’s personality and development.

Whereas formal training and education requires a structured program of further education (e.g. seminars, workshops, retraining etc.), usually to be offered at regional or national level, informal learning opportunities are rather a product of culture and attitudes on grassroots level (openness

for innovation and new approaches, belief in the volunteer's skills and decisions, shared responsibilities, positive failure management etc.). In addition, informal learning must be guided and supported. Systematic reflection of the volunteer's action and experience is therefore an important task of human resource development.

A formal further education program should closely follow the actual needs from practice and give answers to upcoming questions.

The outcomes are:

- Quality, progress and development of the organization.
- Motivated and committed volunteers, since they see the sports club not only as a workplace that benefits from their skills, but also as a learning field for themselves.

The instruments are similar to what was already described for education and training (seminars, trainings and courses, training on the job, inhouse trainings) complemented through tools which promote reflection (evaluation, mentoring, consulting, supervision etc.)

Learning is closely linked to emotions and attitudes. The voluntary character and the positive image of sport thus make voluntary engagement in a sports club a very promising learning field. Establishing extensive constraints however (e.g. for licence renewal) may create redundant obstacles to volunteering. Formal training programs should therefore primarily focus on current issues and questions that are actually significant in the volunteer's day to day work.

Besides, any sports organization should develop a learner friendly environment and organizational culture (e.g. should the delegation of specific tasks be accompanied by the delegation of powers and responsibilities).

## **RE-ASSIGNMENT**

Re-assignment is a retention method as well as an important part of individual career development. It can be used to align organizational goals with the volunteer's personal development goals. It is thus another important strategy to retain motivation by creating new opportunities and challenges.

For established volunteers routine may lead into boredom with an activity or function. Practical experience and human resource development measures add to the individual's potentials. New interests and ambitions may be a consequence. Personal circumstances (job, family etc.) change over time and create new constraints for voluntary engagement. And finally the organization itself may develop, take over new responsibilities or change its strategy.

All these are possible causes to regularly review the person-task fit and possibly reassign the functions, targets and responsibilities of volunteers. Especially when the biographical fit is not given anymore, re-assignment is the only effective strategy to avoid dropout and retain a volunteer's commitment. The expected outcomes include

- Motivated and committed volunteers
- Improved person-task fit
- Reduction of drop-out and turn-over
- Individual and organizational development

Tools could be:

- Appraisal interviews (as part of evaluation and self-assessment)
- Job- or task sharing as a reaction to changing personal circumstances or overstrain
- Identification and description of potential career paths to create new perspectives. Yet, in most

voluntary (sports-) organizations classical job promotion can't be employed. Defining a career path may thus be more difficult. Career should therefore be understood as a wider concept and include other development opportunities.

Re-assignment in voluntary organizations should prioritize the individual perspective. The organization and its structures must adapt much more to the individuals needs, than in a professional employer-employee relationship.

## **EXIT- AND CONTACT MANAGEMENT**

With regard to biographical discontinuities and increasing job and life demands it is impossible to prevent turnover among a sports organization's volunteers. It is therefore important to accept, that volunteers do have to interrupt their voluntary engagement or leave the organization. The termination of a voluntary engagement is the final step within the human resource development cycle and still a part of the entire volunteer management process.

First of all, an explicit declaration of the volunteer's commitment during recruitment should be released through an explicit termination of this commitment.

Second, every volunteer who has devoted his or her time and skills to the organization should be entitled or receive some proof of his or her engagement. Formal acknowledgement may be an instrument to (temporarily) mark the end of a specific volunteer career in a respectful and satisfying way. It is the legacy the volunteer keeps from his/her volunteer experience.

Third, exit and contact management is related to the question of how the sports organization could develop a continuing relationship with its former volunteers because this might enhance chances, that a former volunteer restarts his or her engagement when individual biographical circumstances have changed again.

This kind of thinking is not yet established in voluntary (sports) organizations but worth to be considered. Organizing Committees of major sports events currently work on this topic as they are trying to conserve the human resource legacy of their events.

Fourth, exit management involves succession management which at best includes the planned search and preparation of a successor for a specific function or field of activity or at least the facilitation of an orderly handing over of tasks and materials.

Fifth, exit management contributes to the organization's reputation. The sports club should make sure that people who are leaving the organization or (maybe just the board within the organization) do give a positive account of their volunteering experience.

Most sports organizations seem to have little interest in and experience with this aspect of volunteer management.

Possible instruments for implementation comprise

- exit interviews
- formal acknowledgement (certificate, volunteer passport, letter of reference)
- targeted communication (newsletters, birthday cards etc.)
- alumni meetings / invitations

As a recommendation concerning the acknowledgement of voluntary engagement CONI suggests to interact with your (former) volunteers to make sure you provide acknowledgements that serve the individual's purposes, as this may be different for different people, depending on age, experience or future perspectives.

## 6.3 ROLES AND RESPONSIBILITIES

It is the sports organization at grassroots level i.e. the local sports club that is responsible for the implementation of human resource development for sports volunteers.

- The clubs must realize that the future of sports-volunteering depends, among other aspects, on how sports organizations at grassroots level deal with their volunteers.
- The clubs must assign the task of active volunteer management to either the board or a specific function in the organization.
- Furthermore the sports clubs at local level need to be prepared to invest (time, effort, money) into the development of their voluntary workforce even if this is challenging because the club already lacks the manpower to perform its primary tasks ( i.e. organizing the actual sports programs and competitions).

But of course, the clubs at local level are usually run by volunteers. So the provider and the target of a human resource activity might at this level be one and the same person. This is where the approach starts to turn in circles if the SPORTS ORGANIZATIONS AT SUPERIOR LEVEL (i.e. the governing bodies of sport, umbrella organizations, Olympic and Paralympic committees etc.) do not get involved.

Sports organizations at superior level usually possess more professionalized structures than the local clubs and therefore play an important role in implementing human resource activities in sport.

- First of all, it should fall into their area of responsibility to increase awareness for the need and the benefits of a more active volunteer management policy amongst the local clubs and club leaders.
- Second, the sports federations face the challenge to analyze existing approaches to volunteer management (e.g. the one suggested in this publication) and adapt them to the specifics of their sport and the scope of their sports clubs. This kind of "translation" is necessary to bring complex concepts and considerations down to grassroots level.
- Third, exemplary procedures or materials and consultation efforts are needed to implement systematic human resource activities at club level.
- Last but not least sports organizations at regional and national level should implement systematic human resource development within their own structure to gain experience and to be credible in regard to the topic.

*Public authorities and the EC* are, with a few exemptions, not directly involved in practical human resource development activities of sports volunteers. Yet in some member states where local authorities function as sports providers themselves this might be different. But it is of course their responsibility to create a voluntary friendly environment. The supporting and inhibiting factors have already been mentioned in chapter 4.

Figure 8 summarizes the aspects discussed in chapter 6. The illustration describes the project's framework of human resource development for volunteers.

# STRATEGIC HUMAN RESOURCE DEVELOPMENT IN VOLUNTARY SPORTS ORGANIZATIONS

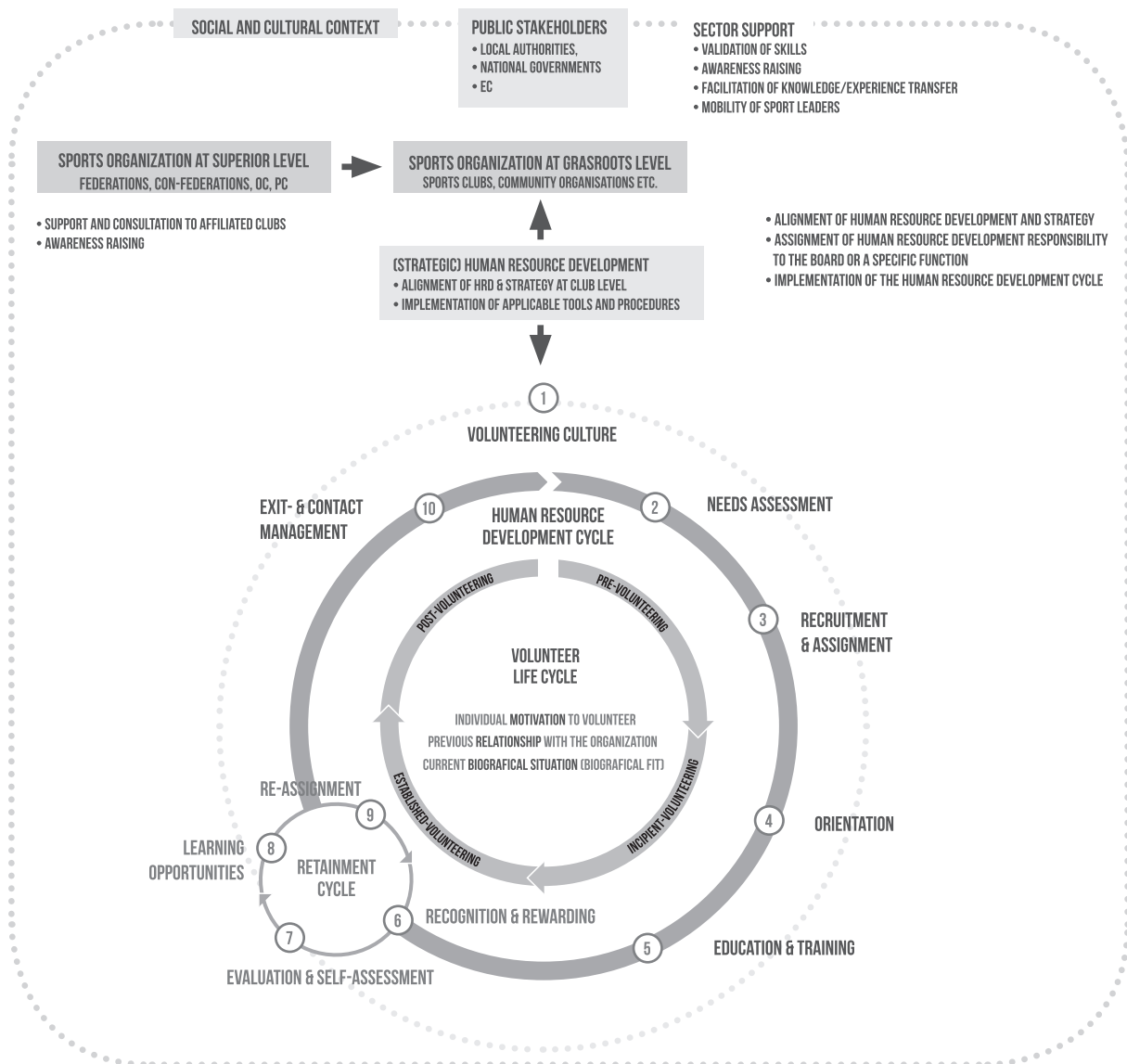


Fig. 8: Strategic human resource development in voluntary sports organizations

## 7 | CURRENT HUMAN RESOURCE-ACTIVITIES AND HUMAN RESOURCE-PRIORITIES OF SPORTS ORGANIZATIONS AND SPORTS CLUBS IN EUROPE

Results from the *Training 4 Volunteers* survey provide information about what is already done by the sports organizations and sports clubs in Europe to manage, develop, and support their volunteers. The survey asked which approaches and instruments “to increase the volunteers’ commitment, capability and motivation to volunteer” are already in use by the sports organizations that answered to the survey (see table 3). In addition the organizations were asked to specify the most important human resource development instruments and to describe the situation in the affiliated sports clubs (see table 5).

Tab. 3: Approaches and instruments applied by sports organizations at superior level (part 1)	AL N=125		APPLIED (BY REGION)					APPLIED (SIZE BY INDIVIDUAL MEMBERS)		
	APPLIED	PRIORITY	NC N=24	UK N=13	CE N=24	EE N=37	SE N=27	< 2.001 N=39	2.001- 50.000 N=44	> 50.000 N=36
HUMAN RESOURCE DEVELOPMENT INSTRUMENTS (IN % OF ORGANIZATIONS THAT ANSWERED THE TRAINING 4 VOLUNTEERS SURVEY)										
WE OFFER SHORT COURSES (A FEW HOURS) FOR VOLUNTARY COACHES/INSTRUCTORS	48,0	20,8	66,7	69,2	45,8	29,7	48,1	46,2	47,7	50,0
WE OFFER SHORT COURSES (A FEW HOURS) FOR VOLUNTARY LEADERS/MANAGERS	41,6	15,2	70,8	69,2	41,7	24,3	25,9	17,9	38,6	69,4
WE DO HAVE AN EDUCATIONAL PROGRAM FOR VOLUNTARY COACHES/INSTRUCTORS (TYPICALLY TO BE COMPLETED WITH SOME KIND OF LICENSE OR CERTIFICATE)	56,0	41,6	91,7	69,2	79,2	18,9	48,1	48,7	50,0	75,0
WE DO HAVE AN EDUCATIONAL PROGRAM FOR VOLUNTARY LEADERS/MANAGERS (TYPICALLY TO BE COMPLETED WITH SOME KIND OF LICENSE OR CERTIFICATE)	29,6	13,6	70,8	53,8	33,3	2,7	14,8	15,4	22,7	52,8
WE OFFER LICENSE- /CERTIFICATE RENEWAL COURSES FOR VOLUNTARY COACHES/INSTRUCTORS	44,0	20,8	50,0	61,5	79,2,	16,2	37,0	35,9	36,4	66,7
WE OFFER LICENSE- /CERTIFICATE RENEWAL COURSES FOR VOLUNTARY LEADERS/MANAGERS	16,8	5,6	20,8	46,2	33,3	5,4	0,0	7,7	6,8	38,9
WE DO HAVE A MENTORING- PROGRAMME FOR OUR OWN VOLUNTEERS (I.E. VOLUNTEERS OF THE FEDERATION/ASSOCIATION ETC.)	24,8	4,0	20,8	38,5	29,2	18,9	25,9	23,1	13,6	36,1
WE DO HAVE A MENTORING- PROGRAM FOR VOLUNTARY LEADERS/MANAGERS OF THE CLUBS	9,6	0,8	8,3	23,1	12,5	2,7	11,1	7,7	4,5	16,7
WE OFFER TRAINING COURSES (WHICH ARE NOT PART OF THE REGULAR LICENSE- OR LICENSE RENEWAL-SYSTEM) ON SPECIFIC TOPICS FOR VOLUNTARY COACHES/INSTRUCTORS	52,8	19,2	87,5	69,2	83,3	29,7	18,5	38,5	50,0	75,0
WE OFFER TRAINING COURSES (WHICH ARE NOT PART OF THE REGULAR LICENSE- OR LICENSE RENEWAL-SYSTEM) ON SPECIFIC TOPICS FOR VOLUNTARY LEADERS /MANAGERS	33,6	8,0	58,3	69,2	62,5	8,1	3,7	23,1	25,0	58,3
WE ORGANISE SEMINARS AND CONFERENCES ON VOLUNTEER-MANAGEMENT AND VOLUNTEER-DEVELOPMENT	40,0	12,8	83,3	53,8	41,7	18,9	22,2	23,1	34,1	66,7

NC=Nordic countries, UK=British islands countries, CE=Central European countries, EE=Eastern European countries, SE=Southern European countries

*Tab. 4: Approaches and instruments applied by sports organizations at superior level (part 2)*

Tab. 4: Approaches and instruments applied by sports organizations at superior level (part 2)		ALL N=125		APPLIED BY REGION						APPLIED SIZE BY IND. MEMBERS		
HUMAN RESOURCE DEVELOPMENT INSTRUMENTS	APPLIED	PRIORITY	NC N=24	UK	CE	EE	SE	< 2,001 N=39	2,001– 50,000 N=44	> 50,000 N=36		
WE PROVIDE INTERNET RESOURCES TO SUPPORT VOLUNTARY COACHES/INSTRUCTORS (E.G. MODEL WORK OUTS ETC.)	32.8	15.2	58.3	46.2	54.2	5.4	22.2	23.1	20.5	58.3		
WE PROVIDE INTERNET RESOURCES TO SUPPORT VOLUNTARY LEADERS MANAGERS (E.G. MANAGEMENT TOOLS, MODEL JOB DESCRIPTION ETC.)	32.0	14.4	45.8	76.9	54.2	5.4	14.8	10.3	15.9	72.2		
WE PROVIDE WRITTEN MATERIALS TO SUPPORT VOLUNTARY COACHES/INSTRUCTORS (E.G. MODEL WORK OUT ETC.)	48.0	18.4	70.8	61.5	79.2	10.8	44.4	41.0	29.5	75.0		
WE PROVIDE WRITTEN MATERIALS TO SUPPORT VOLUNTARY LEADERS / MANAGERS (E.G. MANAGEMENT TOOLS, MODEL JOB DESCRIPTIONS ETC.)	36.0	7.2	54.2	76.9	62.5	0.0	25.9	17.9	18.2	75.0		
WE DO HAVE A VOLUNTEER-MANAGER OR VOLUNTEER-COORDINATOR IN OUR ORGANISATION	31.2	14.4	33.3	38.5	37.5	18.9	37.0	28.2	34.1	27.8		
WE PROVIDE CONSULTATION AND ADVISORY OPPORTUNITIES FOR OUR CLUBS	62.4	32.0	95.8	61.5	79.2	45.9	40.7	46.2	61.4	19.4		
WE DO HAVE A SYSTEM TO ACKNOWLEDGE SKILLS AND QUALIFICATIONS WHICH WERE ACQUIRED THROUGH VOLUNTARY WORK IN OUR ORGANISATION OR THE AFFILIATED CLUBS (E.G. VOLUNTEER PASSPORT, VOLUNTEER CERTIFICATE ETC.)	14.4	3.2	12.5	30.8	12.5	13.5	11.1	15.4	6.8	19.4		
WE DO HAVE AN ANNUAL CELEBRATION OF VOLUNTEERS AND/OR AWARDS TO SELECTED VOLUNTEERS AND CLUBS	38.4	18.4	45.8	84.6	50.0	16.2	29.6	30.8	27.3	61.1		
WE DO HAVE A REPORTING SYSTEM TO REGULARLY MAP THE STATUS AND DEVELOPMENT OF QUALIFICATIONS IN OUR ORGANISATION AND THE AFFILIATED CLUBS	24.0	9.6	25.0	53.8	33.3	10.8	18.5	15.4	25.0	36.1		
WE CO-OPERATE WITH VOLUNTEER AGENCIES TO RECRUIT NEW VOLUNTEERS	14.4	4.8	0.0	38.5	16.7	16.2	11.1	12.8	13.6	13.9		

Tab. 5: Approaches and instruments applied by sports clubs at local level		APPLIED BY		APPLIED BY AT LEAST SOME OF THE CLUBS								
		ALL N=125				BY REGION					AVG. CLUB SIZE (BY MEMBERS)	
		MAJORITY OF CLUBS	MAJORITY OF CLUBS	NONE/FEW CLUBS	WE DON'T KNOW	NC N=24	UK N= 13	CE N=24	EE N=37	SE N=27	</=100 N=72	<100 N=46
HUMAN RESOURCE DEVELOPMENT INSTRUMENT APPLIED (IN % OF ORGANIZATION THAT ANSWERED THE TRAINING-4-VOLUNTEERS SURVEY)												
THE CLUB HAS A WRITTEN POLICY OR STRATEGY FOR THE DEVELOPMENT AND QUALITY OF VOLUNTARY WORK IN THE CLUB		6,0	29,1	48,7	16,2	50,0	54,5	45,5	9,1	37,0	27,9	43,2
THE CLUB HAS A SPECIFIC VOLUNTEER-COORDINATOR OR A SIMILAR POSITION AIMED AT RECRUITING VOLUNTEERS AND IMPROVING VOLUNTARY WORK IN THE CLUB		4,3	25,0	52,6	18,1	29,2	54,5	36,4	12,1	36,6	25,4	34,1
THE CLUB PURSUITS AN ACTIVE RECRUITMENT STRATEGY (I.E. THE CLUB IS SEARCHING FOR PERSONS WITH SPECIFIC SKILLS IN AND OUTSIDE THE SPORTS ORGANISATION)		4,3	33,3	48,7	13,7	33,3	45,5	59,1	18,2	44,4	35,3	38,6
THE CLUB CO-OPERATES WITH VOLUNTEER AGENCIES TO RECRUIT NEW VOLUNTEERS		0,9	7,8	69,8	21,6	0,0	9,1	4,5	14,7	12,0	10,4	4,5
THE CLUB PROVIDES WRITTEN JOB DESCRIPTIONS TO INFORM (POTENTIAL) VOLUNTEERS ABOUT THE REQUIREMENTS CONNECTED TO SPECIFIC POSITIONS		0,9	32,7	50,4	15,9	43,5	45,5	54,5	15,6	24,0	27,2	41,9
THE CLUB TAKES (INFORMAL) INTERVIEWS WITH POTENTIAL VOLUNTEERS TO FIND OUT IF THEIR EXPECTATIONS, SKILLS AND QUALIFICATION MATCH WITH THE NEEDS OF THE CLUB		3,5	25,7	48,7	22,1	25,0	27,3	38,1	28,1	28,0	28,1	29,5
NEW VOLUNTEERS SYSTEMATICALLY RECEIVE AN INTRODUCTION /INDUCTION TO THE ORGANISATION OF THE CLUB AND THEIR NEW VOLUNTARY POSITION OR ACTIVITY		9,8	30,4	42,0	17,9	41,7	54,5	40,9	30,0	44,0	34,4	46,5
VOLUNTARY COACHES/INSTRUCTORS ARE OFFERED TO PARTICIPATE IN EDUCATIONAL PROGRAMMES OR OTHER TRAINING ACTIVITIES		32,7	30,1	27,4	9,7	95,8	81,8	61,9	18,8	26,9	55,4	74,4
VOLUNTARY LEADERS/MANAGERS ARE OFFERED TO PARTICIPATE IN EDUCATIONAL PROGRAMMES OR OTHER TRAINING ACTIVITIES		20,2	26,3	41,2	12,3	75,0	81,8	61,9	18,8	26,9	40,0	54,5
THE CLUB (SYSTEMATICALLY) ASSIGNS A MENTOR TO NEW OR YOUNG VOLUNTEERS TO GUIDE THEM DURING THE INITIAL TIME OF THEIR VOLUNTARY ACTIVITY		7,1	20,4	51,3	21,2	25,0	27,3	28,6	28,1	28,0	23,4	27,3
THE CLUB PROVIDES SUPERVISION OPPORTUNITIES TO IT'S VOLUNTEERS		1,8	22,1	53,1	23,0	16,7	18,2	19,0	28,1	32,0	75,0	81,8
THE CLUB SYSTEMATICALLY ACKNOWLEDGES SKILLS AND QUALIFICATIONS WHICH WERE ACQUIRED THROUGH VOLUNTARY WORK IN THE CLUB (E.G. CERTIFICATE OF ACTIVITIES ETC.)		3,5	32,5	49,1	14,9	33,3	36,4	45,5	34,4	32,0	35,4	31,8

## MODELS FROM PRACTICE

The presented survey results provide a first quantitative picture of the existing human resource development activities in European sports organizations. Of course there is much more behind these numbers. As a follow up of the quantitative surveys, the *Training 4 Volunteers* partnership identified some interesting practice to complement the proposed framework and emphasize the variety of different ways to implement the suggested steps on the human resource development path. The following examples are neither a systematic nor comprehensive compilation of the current volunteer management practices in European sports organizations, but they may illustrate how the generic steps of our rather “technical” framework can be put into practice in many different ways.

To start with the creation of a volunteer friendly organisation the *Danish Gymnastics and Sports Association* (DGI) has developed a new management philosophy for all of their voluntary sports clubs. They called it the “Trilogi”. The idea behind it is to react to the changing requirements in daily life by replacing the position of the traditional chairman through a three-person leadership group. The new structure reduces the individual strain on voluntary leaders and allows for faster decision making. DGI has experienced that „Trilogi” has made it easier to attract voluntary leaders to the sports clubs. The German Basketball Club Linden Dudes is following another approach: They are trying to develop a specific and attractive “style” for their club. They systematically use new media in organizing the clubs tasks and they clearly define why it is attractive to participate and what is expected from members and volunteers.

Similar, there are different approaches to the recruitment of new volunteers: The football club VV Berkum in the Netherlands developed a recruiting campaign to turn all of its members into volunteers. The club started its recruiting campaign with an article in the local media informing the members (and the public) about the campaign. The next step was contacting all members by mail about the recruitment campaign and the need for more volunteers. Additionally, it was announced that all members will be called by other members. After the mailing, all members were called by other members to ask them whether they were willing to volunteer. All callers used a prepared interview guide.

The result of the campaign were 510 telephone interviews with members, 70 new volunteers and 30 new sponsor contracts. The Norwegian Olympic Committee employs a low barrier strategy to recruit new coaches among youngsters. Within their “YouMe” program, young students receive an activity training to provide physical activity for their peers at school before they get recruited by the local sports club for a more extensive voluntary role by the end of the school year.

Finally experiences of sports organizations that co-operate with volunteer agencies might be of interest when it comes to recruiting new volunteers. The Romanian Paralympic Committee or the Amateur Swimming Association in Britain are some of the pioneers in this field.

If we look at the task of Orientation V-Cricket proposes written orientation materials for volunteers: As a suggestion for information to be included in a volunteer manual they list e.g. chapters on the club structure, key people within the club, external contacts the individual may need to communicate with to carry out their role, responsibilities and a role outline etc. More person related approaches to orientation employ mentors and buddies.

The German Gymnastics Confederation has implemented a specific mentoring program for women in leading positions in sport while the English Federation of Disability Sport provides the “activity buddy resource”. This guide gives a clear explanation of the concept of a buddy, what their role is and is not and the benefits of becoming a Buddy and the challenges which the individual is likely to meet.

The biggest variety in implementing a specific step of the human resource development cycle can be found in the practice of education and training. The range of approaches starts with unique and specific trainings like e.g. a blind futsal seminar for coaches, organized by the Hellenic Paralympic Committee and continues with more elaborated educational programs such as the four level education system of the Czech Association for Sport for All ending with complex national education frameworks as established by the German Olympic Sports Confederation.

To give one last example of the existing multitude of practices to volunteer management we could mention the different approaches to acknowledge voluntary engagement. Sport England for example provides the “activepassport” which is an online tool to record continuing professional development. The “activepassport” can be purchased by individuals or organisations. Unlike a standard CV, the qualifications and experience on an „activepassport“ have been validated, ensuring candidates possess the right skills, training, and experience. Over 20,000 people in the UK currently have an activepassport, and more than 40 UK sport and leisure CEOs representing 70% of the workforce have now signed a skills protocol, committing they will work towards their employees holding and maintaining an activepassport as standard. In Switzerland something similar is provided by the regional sports confederation of the Swiss Kanton Zurich: Since 2006 the ZKV issues a certificate for sport volunteers who hold/held a responsible position in the organization of a sports club or sports federation for at least 4 years with at least 100 hours per year dedicated to this voluntary activity.

Clubs and federations propose to award this certificate to an individual. The ZKV verifies the application through an independent jury and issues the certificate. The certificate values the voluntary activity (by expressing the gratitude of society) and gives a detailed description of the activity and related responsibilities (as an acknowledgment of skills, experience and qualifications acquired during this activity).

This very brief and arbitrary presentations of practices shall illustrate two aspects:

- [1] If we look at the big picture, there are already a lot of interesting and effective practices in volunteer management and human resource development in European sports organisations.
- [2] Yet, most of these approaches are self-contained measures rather than comprehensive human resource development programs.

It is thus not necessary to re-invent the wheel, however these different aspects of volunteer management and volunteer development must be integrated, adapted to the cultural context and made applicable for sports organizations at grassroots level. A structured framework as developed by the *Training 4 Volunteers* partnership can help in practice to establish the connections between single measures and to facilitate the exchange of knowledge and experience between sports and sectors.

## 8 | DIVERSITY ASPECTS

From the beginning of the *Training 4 Volunteers* project it was clear, that diversity is an important topic in relation to human resource development in sport. However, the partnership decided not to overstretch the complexity of the approach by considering diversity aspects within each step of the project. Instead both special interest groups involved in the partnership provide some reflections from their point-of-view here.

### 8.1 REFLECTIONS FROM EWS

BY HELEN TAN

European Women and Sport is a network of over 550 contacts across Europe who work, volunteer or are interested in women's issues in sport. This network provides support, guidance and connections for women in sport, and is involved in projects such as *Training 4 Volunteers* when it can add a different viewpoint or highlight women's issues. European Women and Sport was particularly keen to be involved with the *Training 4 Volunteers* project, given the impact that women have volunteering roles in sports across Europe.

Studies across the world have shown that in general more women volunteer than men. As has been discussed, rates of volunteering vary widely from country to country, but in the vast majority of cases, volunteers are more likely to be women than men, and women with children and those who work have higher volunteer rates than other women. Clearly these are busy women, who also commit a proportion of their spare time to volunteering.

However, when it comes to sport this trend is reversed: Sports volunteering is a domain where the gender balance of volunteers is unusual. In Scotland, Reid (2009) found that while 54 % of all volunteers are women just 43% of sports volunteers are women. The reasons for this have not been thoroughly researched, but some potential explanations include; lower participation rates in women meaning they are less exposed to the sporting environment, greater childcare responsibilities and the higher rate of male sports coaches affecting the overall volunteer rate. This is despite the assertion of the surveyed sports organizations in all geographies that their secondary focus is women when dividing volunteers into demographic groups, with young people first, 65 percent of the organizations have "a lot of attention" or, "comparably much attention" on women.

Women then represent a potential market for sports organizations that is currently underutilised, and could make a significant difference to the success of these organizations, bringing different skills and experience to their roles. This is where the *Training 4 Volunteers* project, its outputs and follow ups, can play a vitally important role in ensuring that sports organizations are benefiting from the widest range of potential volunteers possible. It has been discussed previously that sports organizations are under more pressure to meet legislative requirements and increasing quality standards, placing more emphasis on the skill sets that volunteers can bring with them, or that the sports organizations can assist the volunteer to develop. In the search for talented, committed and knowledgeable volunteers, sports organizations have to be able to attract, retain and reward volunteers from all sectors of society and from all demographics.

This is where human resource management instruments can play a large part in ensuring that volunteers are able to have their needs met, and therefore extend the established volunteering stage of the voluntary life cycle described in section 6.1. However, before women can progress to established volunteering, there are some real barriers to entry into the life cycle, given that women are less likely to participate in sport, sports organizations may need to look outside the traditional volunteer recruitment path of approaching members to ensure that they are full utilising the skills available to them. This focus on internal strategies for volunteer recruitment means that women

are less likely to either be approached or even find out about opportunities, more active external methods may increase the number and quality of women volunteers within sports organizations. Research has shown that, in particular, the first impression, welcome and orientation that women receive on introduction to an organization is crucial to maintaining the levels of interest. For many women it can be daunting to enter a sports organization for the first time, and this is where buddy systems, an inclusive environment and a friendly face can make a significant difference.

The quality and variety of human resource management used within stages 1-5 of the human resource development cycle outlined in section 6.2 will play a large part in determining the quantity and quality of volunteers that are available to sports organizations, not just females but from all demographics. The female demographic is not a homogeneous group, and therefore the wider the range of recruitment, training and assignment tools used, the greater the chance of attracting and retaining potential volunteers. The *Training 4 Volunteers* project has demonstrated that there is very limited use of these tools in sports organizations and a very limited range of tools are utilised, this is an area where greater usage can have a significant effect. Mattingly and Bianchi (2003) argued that women's free time is likely to be more fragmented into smaller units and more contaminated by non-leisure activities, especially caregiving tasks. Sports organizations need to be aware of information such as this, so that human resources management instruments can be implemented to ensure that, for example, volunteer roles are segmented even further or potentially job-shared to encourage more women volunteers.

A more comprehensive approach to human resource development benefits not only women, but all groups of existing and potential volunteers, allowing them to reach their full potential and in turn for the sports organization to achieve its goals. A personalised approach utilising carefully selected tools from a range of available tools needs to be adopted by sports organizations in order to attract and retain their volunteers, and to keep these volunteers up-to-date, informed and able to perform in their roles to the best of the abilities. European Women and Sport would support further work in the area of human resource development; identifying practices, providing guidance and templates for sports organizations and educating the whole sector on the need for a more professional approach to this subject.

## **8.2 REFLECTIONS FROM THE EPC**

### **BY CRAIG CARSCADDEN**

The European Paralympic Committee (EPC) is a leading stakeholder in the disability sports sector within Europe; a sector that in general is heavily dependent on volunteers. This was highlighted in the DG EAC commissioned "Study on Volunteering in the European Union" (GHK 2010) and now again countersigned in the survey on human resources development and human resources management for volunteers in sports organizations, which forms part of this project. Despite its prominence within the sector, the EPC as an organisation does not buck this trend. It may come as a surprise to many reading this document that the EPC Board who are charged by the EPC members with fulfilling the goals and ambitions of the organisation, is made up entirely of volunteers. In light of its own structure and the high propensity of volunteers with the disability sports sectors from grassroots to the elite level, it is no surprise that the EPC was keen to become a partner in the *Training 4 Volunteers* EU preparatory action in sport project. The EPC values volunteers and understands the need for volunteers to be properly trained and motivated in order to retain their services. Any project that highlights the worth of volunteers and provides a steer as to their training needs must be welcomed and fully supported.

The EPC interest in the project goes beyond its own structure or that of its members. The EPC's mission statement, is "to secure the provision of excellent sporting opportunities for European athletes with a disability as part of the world-wide Paralympic movement". The EPC sees the phrase within its mission statement "the provision of excellent sporting opportunities" as going

wider than those disabled sports people wishing to compete at the highest level. The EPC sees this also as encompassing opportunities for disabled individuals who wish to become coaches, officials, administrators and managers at the highest level within the sports sector either in a paid capacity or as volunteer. The EPC has long felt that those with a disability are underrepresented in these roles within the sports sector. The preparatory statistical work of the *Training 4 Volunteers* project confirms the EPC's perception. The EPC involvement in this project highlighted to the other participants the need for the right environment to be created, whereby those with a disability can enter the sports volunteer sector and more importantly receive the necessary training to remain in and progress upwards within the sector in order that they hold more influential positions. By doing so this theme has been highlighted within the project itself which in turn may influence future policy in this area and help the EPC achieve its objectives.

As discussed earlier in this report, *Training 4 Volunteers* identified key players in HRD for volunteers in sport organisations, considered their expertise and the specific requirements of human resource development for volunteers in sport through a qualitative approach, and elaborated a concerted and more elaborated human resource development framework for volunteers. With reference to this framework, the supply and priority setting of major sports organisations – including National Paralympic Committees – responsible for sport and disability sport in the EU member states was researched through a quantitative approach. In this regards , the EPC read with great interest the findings of this survey and was pleased to see that ten of its members took time to complete the survey. As stated in the introduction, this survey highlighted the dependency the disability sports sector has on volunteers. The importance the disability sports sectors places on volunteers may be one reason why there was such a high response rate amongst the National Paralympic Committees.

The survey highlights some stark differences in the reliance on volunteers and attitudes towards volunteering between European Regions. The Nordic countries, Central Europe and the UK and Ireland have a long tradition of volunteering and this is reflected in a high proportion of volunteers and a positive attitude to volunteering in the sports sector in these regions. The same tradition is not prevalent in Southern and Eastern Europe and this historical factor is reflected in a lower proportion of volunteers and a less positive attitude towards volunteering in these regions. The EPC acknowledges that these differences are significant and that sport policy makers including the EPC and its members need to take account of when dealing with this issue.

The EPC feels however that this fact should not be allowed to overshadow other equally important trends that the survey highlights:

The first of these points is that none of the demographic groupings used in the survey have indicated that they do not expect a significant change in the level of volunteers within their organisations. This means that the sports sector in general will be resourced by volunteers for the foreseeable future. The EPC feels this has major implications for both volunteers and the end users of sports organisations especially in those demographic areas where they are also facing problem in recruiting. Based on the findings of previous mapping of the workforce situation in the disability sport sector in Europe which highlights the fact that disability sport organisations still face immense difficulties in recruiting highly qualified human resources and as they encounter significant skills shortages and skills gaps .

If this is the case then if these sports organisation want to maintain or more importantly improve the services they provide to their customers, then they will have to make major investment in training their volunteer. The EPC also acknowledges that all organisations have human resources churn. This is natural and healthy for an organisation as it brings new blood into the organisation. As new blood comes into an organisation training must be provided, in order to bring new recruits up to the standard of their more experienced counterparts otherwise the quality of service provided by the organisation will fall.

If sports organisations are going to be reliant on volunteers in the long term they must consider the age profile of both their current volunteers and that of the wider community. It is EPC experience that many volunteers in certain sports within sector are in the third age. Track and field is certainly one sport where this would be the case. This in itself is not a problem and in many ways is to be expected as this group are the individuals with the free time to contribute to an organisation. In the sports sector however many of these individuals are not new to the sector as they retire but are long established within their respective organisations.

Potentially these well-established volunteers could be a block to new volunteering blood coming into the sector e.g. young people are more likely to want to interact with their peer group and an organisation with a high proportion of older people may not be perceived by the young as the most obvious organisations to become involved with.

There could also be an argument made that the older generation are less comfortable with diversity issues, which could make life more difficult for disabled within such organisations. An equally valid argument can be put forward that this group of volunteers remain within organisations because new volunteers are not coming forward. Whichever is the case, and it is probably a mixture of both, there is implication for training volunteers. If it is the first then the environment within sports organisations needs to change to encourage more younger people to become volunteers with sports organisations including meaningful training packages and clear career progression. When changing the environment and culture within a sports organisation the needs and aspiration of disabled people should also be taken into account.

Consideration should be made to whether there are barriers, physical, procedural or of attitude that prevents disabled people actively participating as a volunteer. Accessibility – whether referring to physical access or being welcomed by the sports organization in general – may be “the” key word within such consideration. This point applies equally to the mainstream sports sector as it does in the disability sports sector.

As stated in the introduction to this project, disabled people are under-represented in the sports volunteer sector. If an organisation gets the environment right then it could create a whole new pool of potential volunteers. After all the latest studies suggest that 10% or 65 million people have a disability in the EU and 30% of the population aged 55–64. So as the EU population gets older, this pool will expand further. If it is the latter then the organisation needs to ensure that its long standing volunteers remain motivated and abreast of the latest developments within their sector.

In its early phase of development, the disability sports sector was made up of a high portion of willing helpers, many of whom had little or no experience of elite high performance sport. Some were disability specialists with a passing interest in sport, others were enthusiastic parents. In short, the sector was so embryonic that if you were interested in becoming involved you could do. In the intervening decades although there is still a high percentage of volunteers, the disability sports sector has been successful in its attempts to make its structures attitudes and outlook more professional.

This more professional approach includes up skilling those involved as volunteers. It should be noted that although progress has been made in this area there is still a long way to go until the skill level within the disability sports sector is on a par with their mainstream counterparts. The EPC was therefore surprised and mildly concerned at the high percentage of sports organisations in central Europe who state they would take on any volunteer that approached them. The EPC does not advocate organisations turning volunteers away but it does strongly believe that organisations should make sure that the skill set of a volunteer are matched to an appropriate role within an organisation.

The third indication from the survey that concerned the EPC was the lack of management training provided to volunteers. The EPC, like the vast majority of organisations in the sport sector, is run on a not-for-profit basis. If however organisation, like the EPC, is to deliver an effective service to its members they must be run on business lines, meaning efficient structures, clear goals and objectives, and working to a business plan. To do this, organisations need to either provide management training to volunteers or recruit volunteers who have these skills already. This is particularly pertinent to the disability sector where volunteer administrators/ managers dominate within the sector.

Another aspect that may be missed if organizations are not managed correctly is their legal obligation in terms of health and safety and their statutory obligations to the disabled.

There was much debate within the project group whether the model was new and actually added value to the project and would benefit the sport sector. The EPC strongly believe that the model does add value to the project and sport sector. The model itself may not be totally new but in many ways that is irrelevant. What is new and innovative is how the model has been used in the context of volunteer within the sports sector. The EPC values volunteers and understands the need to consider them as human resource assets without which the EPC or the wider disability sports sector would not flourish.

The model may not fit perfectly for every country or for every organisation within a country and no one would really expect it to. The EPC see it as a very useful tool that will remind sport organisations that volunteers are a human resource and should be recruited, trained, assessed and valued as you would a paid member of staff. To this end the EPC will certainly use the model as an aide memoire in future when the issue of volunteers is discussed and encourage its members to do so as well.

Despite the progress made to improve the professionalism and skill of those within the sector, disability sports still find it difficult to find and retain qualified staff. One reason put forward for this is the lack of quality in-depth training offered. The model discussed may help focus the mind of the disability sports sector on the need for training. Good examples of quality training do exist, e.g. the IPC officials and classification training provided by the IPC academy is one area of good practise. This development came about as a direct result of a shrinking and aging pool of trained personnel especially amongst classifiers. Classifiers are unique to the disability sport sector with no obvious mainstream equivalent. Many are medical doctors and physiotherapists and trying to attract and retain such highly qualified professions to act in volunteer represents a challenge to the sector.

Earlier in this discussion the importance of creating the right environment to allow disabled people more opportunities to become volunteers was muted. The EPC firmly believes that the model will assist in achieving this aim. If organisations take on board that volunteers are a human resource that should be nurtured and valued, it should mean that disabled volunteers currently in organisation will be better supported. It follows that if those disabled people are being provided the correct support and training then it will make it easier for others to follow suit. In general terms, if the profile of volunteering is raised and more individuals participate as volunteers then the likelihood is that more disabled people will also volunteer.

The EPC is not advocating positive discrimination to increase disabled participation. However sports organisations when recruiting volunteers could adopt policies used in the business world to increase participation of disabled people like the guaranteed interview scheme if they meet the minimum qualification for that role.

As stated in the introduction, the EPC values volunteers and understands the need for their volunteers to be properly trained and motivated in order to retain their services.

The *Training 4 Volunteers* project highlights the worth of volunteers and provides a steer as to their training needs, so the EPC fully endorse its findings.

The project is a preparatory piece of work that maps the current attitudes to volunteers and the quality of training currently received. It highlights stark cultural and political differences in the propensity to volunteer and attitudes to volunteering in the different geographical zones within Europe. Despite these differences there was a consistent theme amongst all these zones, namely that the rate of volunteering within sports organisations would increase or remain the same in the coming years.

Volunteering will therefore continue to play an integral part in sports organisations, including for the development of disability sport – whether mainstreamed or in disability sport organisations, where financial resources are often still problematic and dependency on volunteers are assumed to be even higher. If such organisations are to maintain or improve their level of performance then they will have to look carefully at how they recruit and retain volunteers.

To do so, sports organisations must adopt a more business-like approach to how volunteers are treated within sports organisations. This point leads nicely to the Volunteers life cycle model that formed a significant part of the project's conclusions. This model highlights the fact that volunteers are a human resource and they should be treated as such. It highlights to organisations that if they create the right environment in terms of recruitment, training, evaluation and rewards, the right volunteers will be recruited and retained.

From the EPC's stand point, creating the right environment should also mean dismantling the barriers that prevent more disabled people from playing an active part as volunteers within the sports sector.

## 9 | CONCLUSIONS AND RECOMMENDATIONS

The management and development of sports-volunteers is a subsidiary task. What happens at grassroots level, in each of the 650.000 local sports clubs in Europe is eventually decisive. However the local sports club will need the impetus to act on this topic as well as the practical support from the assumably more professionalized sports organizations at superior level. Public authorities must create the environment in which this is possible.

The European Commission should primarily assist in awareness raising and the exchange of knowledge and experience. Our recommendations are therefore presented in a bottom-up approach, starting with what should be done at club level and ending how the EC and a potential future sports promotion program could contribute.

### RECOMMENDATIONS TO SPORTS ORGANIZATIONS AND SPORTS CLUBS

- [1] Sports organizations and sports clubs need to understand, that they are competing for a scarce resource (qualified volunteers) with competitors inside and outside the sports sector. Thus, they need to be more systematic and more active in the recruitment, retainment and development of volunteers.
- [2] As a precondition, before putting efforts into the implementation of a new volunteer development scheme, any sports organization or sports club must clarify its organizational culture and seek to create a volunteer friendly organization.
- [3] Sports organizations and sports clubs need to invest (time, effort, money) into the development of the people that voluntarily contribute to the organization even if it is challenging because the club already lacks the manpower to perform its primary tasks. Sports organizations should accept that volunteering is not for free, yet the return on investment is high.

- [4] Sports organizations and sports clubs should understand that the management and development of volunteers is a comprehensive process which must be integrated into the overall strategy of the organization. They should try to follow some kind of structured process as we do suggest with our framework. However, they need to make sure they go at their own pace and acceptable level of bureaucracy. If in doubt, the more simple and pragmatic way should be preferred.
- [5] Sports organizations and sports clubs should invest into the retainment of volunteers. At the same time they need to accept that contemporary voluntary is voluntary engagement for a limited space of time. Fluctuation is part of the game and the dynamic of this process is not only a threat, but also a chance for an organization to advance if an active human resource policy ensures a constant supply.
- [6] The sports sector is by far Europe's largest voluntary sector. However the sports sector should be open to learn from other voluntary sectors, which already act more systematic and professional in regard to selected aspects of volunteer management and development. Sports organizations at all levels should systematically exchange and compare experiences in regard to volunteer management and development with other voluntary organizations inside and outside the sector.
- [7] Voluntary sports organizations at regional and national level (i.e. governing bodies of sport, umbrella organizations, Olympic and Paralympic Committees) must take the lead. They should first raise awareness amongst their affiliated clubs for the need and the benefits of a more active and more systematic volunteer management policy amongst the local clubs and analyze existing approaches to volunteer management, adapt them to the specifics of their sport and the scope of their sports clubs and bring them down to grassroots level.

## RECOMMENDATIONS TO PUBLIC AUTHORITIES AND THE EUROPEAN COMMISSION

- [8] Sports-volunteering in the European sport system depends on the existence of a reliable structural framework. Member states should thus focus on the promotion of voluntary sport structures (i.e. clubs and federations). Promoting project based volunteering (events, temporary initiatives etc.) may create some extra value but can't replace strong organizational structures.
- [9] Both, member states and the European Commission should maintain the policy focus, that was created during the European Year of Volunteering 2011. More specifically, the European Commission should establish an *Expert Group on Sports-Volunteering* or alternatively bring the topic of human resource development for sports-volunteers on the agenda of the existing *Expert Group on Education and Training in Sport*
- [10] Again both, member states and the European Commission should promote and develop practical instruments to acknowledge the skills and experiences, acquired through formal and informal learning in sports-volunteering.
- [11] The EC should promote and facilitate the exchange of voluntary sports-leaders and committed sports-volunteers.
- [12] The EC should promote further research to illuminate the mechanisms of how the implementation of human resource development actually effects the functioning and efficiency of voluntary sports clubs at the local level in more detail.

## FURTHER RESEARCH

The Centre for Sport, Health and Civil Society at University of Southern Denmark has carried out the *Training 4 Volunteers* surveys. As a follow up of this preparatory action research CISC suggest a more profound research based on the following approach:

- [1] A quantitative survey on human resource development at local (club) level: The purpose of this study would be to receive a reliable picture of the prevalence of different types of human resource development activities at the level of local sports clubs and greater knowledge on how this effects the functioning and efficiency of these clubs.  
The study could include approximately 1.000 local sports clubs from five countries, each prototypically representative for one of the following regions: Nordic Countries, UK, Central Europe, Eastern Europe, Southern Europe.
- [2] An intervention study on the effect of a targeted human resource development program in sports organizations. The purpose of this second part of the study would be to elucidate the effect of the approach proposed as a result of the *Training 4 Volunteers* project. The study would be conducted in four steps:
- Sports organizations from two different sports and from the same five countries (see above) would be selected for the study.
  - In each of the five countries two sports organization at regional or national level, representing the two sports would be selected for the study.
  - The strategic human resource development approach developed by the *Training 4 Volunteers* project would be implemented in each of the organization and its clubs.
  - The effectiveness and efficiency would be examined through interviews, records of activities and a survey of the clubs which have participated in the intervention.

## CONCLUDING STATEMENTS FROM TRAINING 4 VOLUNTEER PARTNERS

□ Ben O'Rourke – SkillsActive UK

"Volunteers are the lifeblood of sport in Europe, providing the foundations for the sector to augment and grow. SkillsActive is delighted to have been involved in the *Training 4 Volunteers* project which has not only succeeded in highlighting the key role which volunteers play, but more importantly how this vital resource can be retained, motivated and developed.

In providing a clear set of parameters for the management of volunteers – including the essential recognition of skills and competencies – the *Training 4 Volunteers* project has ensured a legacy which can impact positively on stakeholders throughout the sector."

□ Bjarne Ibsen - Centre for Sports, Health and Civil Society

"Centre for Sports, Health and Civil Society, University of Southern Denmark, has participated in the project *Training 4 Volunteers* with great pleasure. New Danish research shows, that sports clubs that focus on management of volunteers are better at recruiting and retaining volunteer leaders and coaches than other clubs without that focus. This project has developed important guidelines on how to manage volunteers in a way that respects the specific character of a democratic, non-profit sports club where volunteers are the most important resource.

The project has uncovered big differences between the EU-countries on how easy or difficult it is for the clubs to recruit volunteers and how much the sports clubs use

volunteer management. EU-initiatives must be aware of these differences. The project does however also show, that we lack evidence about the effect of different management approaches and methods."

□ Gino Schiavone - Malta Sports Council

"As partners in the *Training 4 Volunteers* project KMS (Malta Sports Council) feels that it has been instrumental in participating and bringing to the group the aspects of small countries with regards to small clubs and associations. On the other hand KMS has understood and will implement some aspects of this project with particular reference to the *Training 4 Volunteers* diagram as proposed with a view for co-ordinating better the formal and informal training for volunteers depending on financial assistance."

□ Helen Tan – European Women and Sport

"European Women and Sport (EWS) greatly appreciates the inclusion of the gender diversity perspective into what is a very comprehensive and well-managed project. Providing the European sporting system with tools, resources and ideas to more effectively manage the volunteer workforce is crucial to its sustainability and long-term success. Women and girls still face increased barriers to volunteering in sport at all levels, and have unrealised potential in this area. The application of the human resource development cycle in clubs, federations and sporting bodies will assist in ensuring that female volunteers feel welcome, valued and able to perform to the best of their abilities. EWS looks forward to assisting our members from across Europe in the practical application of the learning derived from this project."

□ Craig Carscadden - European Paralympic Committee

"Volunteers are the bedrock that disability sport is built, without them the sport would not function. It was therefore important that the European Paralympic Committee (EPC) was represented on this group. The group were very receptive to the EPC's ideas and proposals throughout the project. This was true in terms of how the disability sector retain and recruit volunteers but more importantly about raising awareness amongst volunteers about the needs and aspirations of disabled sports people and understanding of what adjustments can be made to allow more disabled people to become volunteers and progress positively along the volunteer career pathway."

□ Aurélien Favre - European Observatoire of Sport and Employment

"It is recognised that the Sport and Active Leisure sector has the potential to make a huge impact on the economy, the health of a nation and social cohesion. We believe that if the sector is to capitalise on these opportunities and meet these challenges, it has to continue to change and evolve. A key component is the workforce which includes paid and unpaid people. It is indeed a people facing sector and to deliver new and different opportunities for everyone to participate in sport and physical activity then the sector must have a workforce with the right skills to lead and deliver to a new and expanding market. The sector strongly relies on volunteers so it is crucial to make sure that volunteers are recognised, valued and can have access to training to be equipped with the right skills to fulfill their mission. EOSE was really pleased to be actively involved in the *Training 4 Volunteers* project and we strongly hope that the European Commission will now pursue its support to the volunteering issues"

□ Simone DiGenaro - CONI School of Sports

"Considering the direct involvement that CONI School of Sports has in the voluntary sector, the participation in the *Training 4 Volunteers* project has represented an important opportunity in terms of development of the quality of the training courses provided in favour of the main national sports organizations.

The voluntary sector represents, in Italy and in Europe, the backbone of the sport movement: the *Training 4 Volunteers* project, keeping the pace with the EU strategy and policies, offered a better understanding of the whole sector and a strong support to the harmonisation of the national policy and strategy to the European guidelines."

□ Stefka Djobova - National Sports Academy „Vassil Levski“

"The most important benefit from our participation in the *Training 4 Volunteers* project was that we included the topic of volunteering in sport for discussion on the national sport agenda. We discussed a lot about the attitudes towards volunteering, the understanding of the concept and actions towards the development of a culture of volunteering.

Our main challenges in short term perspective is to bring back the positive attitude towards volunteering and to raise the awareness of the potential of a systematic approach towards human resource development of volunteers."

## BIBLIOGRAPHY

Becker, M. (2005): Personalentwicklung. 4th Edition Stuttgart.

Braun, Sebastian (2011). Ehrenamtliches und freiwilliges Engagement im Sport. Sportbezogene Sonderauswertung der Freiwilligensurveys 1999, 2004 und 2009. Cologne: Sportverlag Strauß

Breuer, C. (Ed.) (2011). Sportentwicklungsbericht 2009/2010. Analyse zur Situation der Sportvereine in Deutschland. Köln: Sportverlag Strauß

Bussell, H. and Forbes, D. (2003) ,The volunteer life cycle: a marketing model for volunteering', Voluntary Action, 5 (3), pp.61-79.

Cuskelly, G.; Hoyer, R. and Auld, Ch. (2006). Working with volunteers in sport. Theory and practice. pp 94 – 108. Routledge.

European Volunteer Centre / Centre européen du volontariat (2012) at <http://www.cev.be>

European Commission (1999). The European Model of Sport. Consultation document of DG X. Brussels: EU

European Commission (2001). Recommendation of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers. 2001/613/EC. Brussels: EU

European Commission (2007a). White Paper on Sport. COM(2007)391final. Brussels: EU

European Commission (2007b). Summary of the replies to the Questionnaire sent to the Working Group in September 2007. EU Working Group "Non-Profit Sport Organizations" Brussels, 14 November 2007

European Commission (2009). Proposal for a Council Decision on the European Year of Volunteering (2011). COM(2009) 254 final. Brussels: EU

European Council (2000). Nice Declaration on the specific characteristics of sport and its social function in Europe, of which account should be taken in implementing common policies. At: [http://ec.europa.eu/sport/documents/doc244\\_en.pdf](http://ec.europa.eu/sport/documents/doc244_en.pdf)

European Parliament (2008). European Parliament resolution of 22 April 2008 on the role of volunteering in contributing to economic and social cohesion. 2007/2149(INI). Brussels: EP

European Union (2003a). The Aarhus Declaration on Voluntary Work in Sport. At: [http://ec.europa.eu/sport/library/documents/b21/doc292\\_en.pdf](http://ec.europa.eu/sport/library/documents/b21/doc292_en.pdf)

European Union (2003b). Joint declaration by the Council and the representatives of the governments of the member states meeting within the Council of 5 May 2003 on "the social value of sport for young people". At: [http://eur-lex.europa.eu/LexUriServ/site/en/oj/2003/c\\_134/c\\_13420030607en00050005.pdf](http://eur-lex.europa.eu/LexUriServ/site/en/oj/2003/c_134/c_13420030607en00050005.pdf)

European Commission (2001): A European Area of Lifelong Learning. P 57-58

European Year of Volunteering 2011 Alliance (2011). Policy Agenda for Volunteering in Europe. Working towards a true legacy for EYV 2011.

European Year of Volunteering 2011 (2012) at <http://www.eyv2011.eu/>

European Voluntary Service (2012) at [http://ec.europa.eu/youth/youth-in-action-programme-me/european-voluntary-service\\_en.htm](http://ec.europa.eu/youth/youth-in-action-programme-me/european-voluntary-service_en.htm)

EuroVolNet Project (2012): <http://www.eurovolnet.info/>

GHK (2010). Volunteering in the European Union. A Final Report submitted for the Directorate General Education and Culture on 17 February 2010.

Haski-Leventhal, D.; Bargal, D. (2008), The Volunteer Stages and Transitions Model: Organizational Socialization of Volunteers, *Human Relations*, 6 (1): 67-102

Henry, I. & Ko, L.-M. (2010). European models of sport: Governance, organizational change and sports policy in the EU. In Tokarski, W. & Petry, K. (Ed.) (2010). *Handbuch Sportpolitik. Beiträge zu Lehre und Forschung im Sport. Band 172.* Schorndorf. Hofmann-Verlag.

Horch, H.-D. (1994). On the socio-economics of voluntary associations. *Voluntas*, 5(2), 219-230.

Ibsen, B. (1992). *Frivilligt arbejde i idrætsforeninger [Voluntary work in sports clubs]*. Systime. Denmark

International Labor Organization (2010) *Manual on the Measurement of Volunteer Work* (November 17, 2008), p. 10-11.

Kelly, D. (2001): Dual Perceptions of HRD: Issues for Policy: SME's, Other Constituencies, and the Contested Definitions of Human Resource Development. *Human Resource Development Outlook*, Pacific Economic Cooperation Council Development Task Force 2000-2001, July 2001, 53-68.

Koenig, W. & Guett, M. (2010). Der Europarat und sein Beitrag zur Sportentwicklung. In Tokarski, W. & Petry, K. (Ed.) (2010). *Handbuch Sportpolitik Beiträge zu Lehre und Forschung im Sport Band 172.* Schorndorf: Hofmann-Verlag

McDonald, K. & Hite, L. (2005): Reviving the Relevance of Career Development in Human Resource Development. *Human Resource Development Review* December 2005 4: 418-439,

Reifenhäuser, C.; Hoffmann, S. Kegel, T. (2009): *Freiwilligen-Management*. Zielverlag, Augsburg.

Taylor, T.; Doherty, A. & McGraw, P. (2008). *Managing People in Sport Organizations: A Strategic Human Resource Management Perspective*, 1st ed. Burlington, MA: Butterworth-Heinemann

Tokarski, W., Steinbach, D., Petry, K. & Jesse, B. (2004). *Two Players One Goal? Sport in the European Union*. Oxford: Meyer & Meyer

United Nations Volunteering (2010). *Laws and Policies Affecting Volunteerism Since 2001*. New York: UNV

United Nations Volunteering (2011). *Drafting and Implementing Volunteerism Laws and Policies. A Guidance Note*. New York: UNV

Wicker, P. and Breuer, Ch. (2011). Scarcity of resources in German non-profit sport clubs. In *Sport Management Review* 14 (2011), 188-201.



## ANNEX

Survey methodology: The questionnaires were developed by the “Centre for Sports, Health and Civil Society at the University of Southern Denmark” in cooperation with the Leadership Academy of the German Olympic Sports Confederation and other members of the *Training 4 Volunteers* project group.

The study included two surveys: One to a selection of sports organizations in each of the 27 member states and one to the ministries or agencies responsible for sport in each country.

Between 14 to 26 sports organizations from each country were invited to participate. The selection included all umbrella organizations and 15 to 20 governing bodies of sport in each country. Selection criteria included size and type of sports as well as national specifics.

The study was conducted as an electronic survey. The questionnaire covered mainly “fixed” response options with the opportunity to deepen the answers. The questionnaire was distributed in English, German and French. Countries and organizations that did not reply received two reminders.

125 sport organizations answered the “organization questionnaire” which this report refers to. It is important to note though that the national sports organizations provided the information relating to the local club level. Depending on the insight the federations have on what happens in their affiliated clubs, results should be interpreted with care.

Due to the selection criteria and the different response rates in the 27 member states, the survey can not be classified as representative for the entire voluntary sports sector in Europe. However the answers provide a good first picture of how sports organizations think and act on the investigated area.

In some parts of the report a distinction is made between five groups of countries:

The Nordic countries: 19 percent of the responses come from sports organizations from the Denmark, Sweden and Finland. They belong to the Nordic region of Europe; they are all characterized as universalistic welfare states; the totally dominant religion is Protestantism; and the extent of volunteering in general is relatively high compared with other European countries.

The British islands countries: 10 percent of the responses come from organizations in the United Kingdom and Ireland. Both countries are characterized as liberal welfare states but are different on the religious dimension. The extent of volunteering is on average compared with the rest of Europe.

Central European countries: 19 percent of the responses come from Austria, Belgium, Germany, Luxembourg and the Netherlands. The welfare state in these countries is characterized by the corporate principles, and Roman Catholicism has great importance. The extent of volunteering is high compared with the other countries in Europe (but lower than in the Nordic countries).

Southern European countries: 22 percent of the responses come from sports organizations from Cyprus, Malta, Greece, Italy, Spain, Portugal and France. The welfare state in these countries is also characterized by the corporate principles and the totally dominant religion is Roman Catholicism and the Orthodox Church. The extent of volunteering is much lower than in the Nordic, Central European and British countries.

Eastern European countries: 30 percent of the responses come from sports organizations from Bulgaria, Czech Republic, Hungary, Poland, Romania, Slovakia, Slovenia, Latvia and Lithuania. The main common denominator of these countries is that they previously belonged to the Eastern European communist bloc.

The extent of volunteering differs a lot with some countries (Slovenia and Slovakia) on a relatively high level and other countries on the same low level as in the Southern European Countries.



## **CONTACT**

FÜHRUNGS-AKADEMIE  
Deutscher Olympischer Sportbund

Training 4 Volunteers Project

Willy-Brandt-Platz 2  
50679 Köln  
Germany

## **WEB**

<http://www.t4v.eu>



**FÜHRUNGS** ▶  
**AKADEMIE**  
DEUTSCHER OLYMPISCHER **SPORT**BUND