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# Volunteering in sport Managing Volunteers in Sport - Training Curriculum





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### About VSPORT - Volunteering in sport - Project

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

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

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

Partners in the project are;

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

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

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



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## Day 1

**INTRODUCTION TO THE PROJECT  
AND QUALITY MANAGEMENT SYSTEM  
IN THE CIVIL SOCIETY/SPORTS SECTOR**

## REGIONAL VOLUNTEER CENTRE

**Session 1**

Introduction to the vSport project, Work plan, and program of the training module, Get to know each other

**Goal:** Welcoming participants, introducing our project

**Activities:****A presentation about the project (10')**

Provide a short presentation of the Vsport project – what is the goal, the planned outputs, duration, and partners.

**Agenda presentation (25')** - go over the agenda for the rest of the day as well as the following days, and provide necessary info on the venue (break time-space that is available, restroom, etc.) Handout out the self-assessment quiz for trainees to fill out. Instruct them not to overthink and choose answers that represent them the best. Have them calculate the score and write them down. Keep their quizzes and let them know they get to retake them at the end of the workshop and compare if they would change any of the answers with the knowledge they gain.

**Get to know each other ( 45`)***First impression*

We divide our group into pairs. Ideally, people in pairs shouldn't know each other. We ask each of the participants to say something about the person they are a couple with. It will look like this: "I imagine that you like ... that you are ... Each pair has 5 minutes to do this.

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

*What kind of sport are you?*

Each person briefly describes their characteristics by saying what kind of sport they are.

For example, I am football because I like cooperation, and I am well organized.

**Materials:** quiz



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## Session 2

Introductory session on the topic of volunteering, public policies on volunteering, and the role of the sports sector in society

**Goal:** define volunteering and the legal framework in your country, and identify the relation between volunteering and sport

### Activities:

**Quiz what you know about volunteering in your country (25')** - ask the group questions from the presentation. Check their knowledge of volunteering in their country. Give the correct answer after each question.

**A presentation about volunteering (20')** - prepare a short presentation about the most important aspects of volunteering in your country (definitions, legal aspects). This will be a summary of the previous exercise.

**Some inspiration from other countries (20')** - each person receives information about volunteering in the countries of the project partners and descriptions of good practices and they have 20 minutes to read and note down the most interesting information.

**Discussion of this read notes (30')** - ask what they think about what they read. What advantages and difficulties do they see?

**What can I take? (20')** - Each person gets two sticky notes and writes what good practices from partners they choose for themselves, what they can use in their organization, and why? The notes (sticky notes) are collected on a flipchart.

**Materials:** Presentation with questions about volunteering, presentation about volunteering, printed Desk research, colored sticky notes

### Session 3

Management  
of sports  
organization  
areas –Strategy &  
People

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

#### Activities:

**A short presentation about organizations ( 20' )** - Each person briefly presents their organization. Max 2 minutes. Briefly explain what the organization does, what resources and funding sources it has, and the scope of its work with volunteers.

**SWOT Analysis ( 1h 15' )** - divide the group into 3 teams. Each group needs to prepare a SWOT analysis of the selected organization they represent. Their task is to try to identify the strengths and weaknesses of the organization as accurately as possible and name the favorable factors and those that are a threat. Each group has 45 minutes to complete the exercise and 15 minutes for presentation. They will then exchange prepared analyses and, based on the analysis and previous presentations, choose a development strategy for the organization.

**Strategy preparation( 45' )** - Give the group a document Strategy types. After reading, each group chooses and prepares a strategy for the development of the selected organization. Then each group will present their analysis.

**Summary (20' )** - summarize previous exercises, and point out things to remember. Convince the group that it is worth conducting such an analysis in their organizations.

**Materials:** SWOT Analysis, Strategy types



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### Session 4

Management  
of sports  
organization areas  
– Resources

**Goal:** examine financing options/ funding schemes, recognize and connect marketing and public relations

#### Activities:

**Discussion on the situation on the financing of sports organizations in the country (30')** – ask participants if they think that the funding of sports organizations in their country is sufficient or whether sports organizations are struggling financially.

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

**How to promote sports volunteering and sports organizations (10')** - show participants a short video encouraging volunteering

Videos in Polish:

Ja a PZPN  
E a Ga K a Ma a  
a

Videos in English:

BECOME A VOLUNTEER AT THE PARIS GAMES  
Y J B a V

#### A short discussion about the films watched (15')

Ask participants. How did you like them and do they encourage you to get involved?

#### Summary( 30')

Prepare two flipcharts, and write two titles :

W a a a  
W a

Each participant should write one idea on each flipchart.

**Materials:** flipchart, markers/ pens, laptop, projector

## Day 2

TEAMWORK, COMMUNICATION, LEADERSHIP,  
AND PRESENTATION SKILLS

## BB&amp;R

Session 1  
Teamwork

**Goal:** state what is quality teamwork, the importance and advantages of teamwork, and decision making

**Activities:****Introduction (10')**

The trainer explains the objectives and structure of the day.

**Importance of Quality Teamwork (20')**

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

**"Building a bridge" (40')**

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

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

Ask the trainees the following questions:

H a a a a  
W a a  
H  
D  
W a H  
Wa a  
D a a a  
W



## Session 1 Teamwork

(continued)

At this point, trainers can mention some other activities they know that can be used to create strong and effective teams in sports organizations. For example:

- Introduction dynamics
- Role-playing games
- Trust and communication exercises

### Teamwork methodologies and educational tools (20')

Presentation on some methodologies and educational tools that can be used to foster and promote teamwork and decision-making in sports organizations.

### Closing (10')

Go over the objectives of the activity you mentioned at the beginning and discuss with participants if their expectations have been met, what was learned, etc.

**Materials:** flipchart, markers/ pens, laptop, projector



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## Session 2

### Communication

**Goal:** match communication types – a balance of different styles determined by the structure and culture of the organization, recognize communication skills (importance of improving them) and common mistakes.

#### Activities:

##### Introduction (10')

Introduction to the importance of effective communication in sports organizations. Explanation of the objectives of the activity.

##### Presentation on the different communication styles and skills (30')

An explanation of the different communication styles and their impact on the effectiveness of communication in sports organizations is presented. Communication skills necessary for effective volunteer management in sports are identified.

##### Group exercise (30')

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

##### Identification of the most common communication mistakes and strategies to avoid them (20')

The most common communication mistakes in sports organizations are presented and strategies to avoid them are discussed. A group exercise can be used for participants to identify the most common mistakes in their organization and propose strategies to avoid them.

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

**Materials:** PPT, projector and screen, pencils, handouts of group work for hypothetical cases

## WUS AUSTRIA

**Session 3**  
Leadership

**Goal:** Identify and explain leadership styles, examine and apply conflict resolution strategies, identify types of crisis, and experiment with crisis management processes.

**Activities:** Use the PPT to present the content of the slides (50')

Leadership Styles

- Leadership and Management
- The Four Core Leadership Theory Groups
- The Followers

Conflict Resolution

- Different Conflict Resolution Techniques
- Thomas-Kilmann Conflict Mode Instrument (TKI)
- Transcend Solution by Galtung
- The Servant Leader

Crisis Management

- Definition of a Crisis
- Types of Crisis
- Proactive Crisis Management

**Exercises (50')**

Take time to answer all questions and give the participants time to practice in groups when required.

**Materials:** PPT with exercises, Literature, and Videos

**Session 4**  
Presentation  
skills

**Goal:** describe basic presentation skills and elements of a successful presentation

**Activities:** Use the PPT to present the basic presentation skills (50')

Present the basic presentation skills and elements of a successful presentation with the help of the PPT. The PPT covers the following points:

1. What are presentation skills?
2. Benefits of presentation skills
3. Important presentation skills
4. Elements of a successful presentation
5. Structure outline
6. Stage fright
7. Checklist
8. Exercises and Practice
9. References

**Exercises and Q&A session (50')**

Take time to answer all questions and give the participants time to practice.

**Materials:** PPT



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## Day 3

VOLUNTEER MANAGEMENT CYCLE  
AND ITS MAIN PHASES

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## Session 1

Planning the  
inclusion of  
volunteers**Goal:** discuss volunteer program creation, motivation**Activities:****Theory input (15')**

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

**Work in groups (20')**

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

**Work in the plenum (15')**

Presentation of elements of volunteer management by groups and discussions.

**Materials:**

Elements of volunteer management on cardboard/  
papers of different colors and scheme of the volunteer management cycle (use the cycle phases from guidelines content), flipchart, markers, A4 papers, pens for each participant

## Session 2

### Volunteer job description

**Goal:** explain the purpose, advantages, expected results, responsibilities

#### Activities:

#### Educational game - Scale of attitudes about the work of volunteers (15')

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

Example of statements:

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

#### Work in groups (20')

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

**Session 2**Volunteer job  
description

(continued)

**Work in the plenum (10')**

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

**Materials:** crepe tape, statements on paper for the educator, predefined forms for developing a volunteer position that contains basic elements: What activity, when it takes place, what is the description of the volunteer duties, responsibilities of the volunteer, method of communication, the person responsible for working with volunteers, expected results of the volunteer position, meaning of the volunteer position, benefits for the volunteer, etc.

**Session 3**Volunteer  
recruitment

**Goal:** demonstrate the finding volunteers' process, how to formulate a message, volunteer application form

**Activities:****Work in groups (20')**

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

**Work in the plenum (20')**

Introducing the "ideal volunteer" to the group and discussing where to find such a person.

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

**Work in groups (20')**

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

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

**Materials:** flip chart papers, A4 papers, markers, crayons, crepe tape

## MUNDUS BULGARIA

**Session 4**  
Volunteer  
selection

**Goal:** interpret interview structure, makeup tips, and how to say no to a potential volunteer

**Activities:** **Introductory presentation (10')**

Tips on what to do before, during, and after an interview. Examples of things to consider when constructing questions.

**Exercise (25')**

A mock interview with hidden motives. Divide the group into pairs. Each pair assumes the role of interviewer and applicant. Each pair has 5 minutes to come up with an organization in question. Each interviewer draws 2 pieces of paper from BOWL 1 (Interviewer), and each applicant draws 2 pieces of paper from BOWL 2. Each bowl contains motives, objectives, restrictions, and things to be mentioned during the interview. The pair has 10 minutes to conduct a short interview following the tips presented during the theoretical part. The aim is for them to find out/ask about the things mentioned on their pieces of paper.

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

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

**Materials:** 2 bowls, cut-out sentences from the file, extra pieces of paper, and pens (in case they decide to take notes)



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## Day 4

VOLUNTEER MANAGEMENT CYCLE  
AND ITS MAIN PHASES

## MUNDUS BULGARIA

**Session 1**

Orientation and training of volunteers (coordination)

**Goal:** explain rules of conduct, construct task assignments, discover records-keeping tools

**Activities:****Introductory presentation (20')**

Tips on how to structure volunteer training and introduction to some records-keeping tools.

**Exercise on task assignment (30')**

Split into two equal teams. Each team has to organize a sports event at the local school. The event will last one day and has to be as realistic as possible. It must include:

- a visual campaign
- funding
- the right equipment
- at least 5 activities.

The teams have 30 minutes to plan this event - the most realistic one wins!

**Presentation (10')**

Each team presents their event.

**Debriefing (5')**

**Materials:** PPT, screen and projector, flip charts/big sheets of paper, pens, markers



## SPIN

**Session 2**  
Volunteer  
supervision  
(monitoring)

**Goal:** illustrate differences and roles between supervision and support

**Activities:**
**Presentation (20')**
**Discussion (20')**

Take a few minutes to discuss the following questions with one or two of the other learners.

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

**Presentation (40')**

**Materials:** PPT, projector, and screen

**Session 3**  
Data for the  
evaluation of the  
volunteer program  
and volunteer  
work

**Goal:** make up useful tips for evaluation conversations with volunteers

**Activities:**
**Presentation (30')**
**Living statistics (20')**

Do a short in-between evaluation of your learning course using the living statistics method.

Ask all participants to position themselves on an axis between "I fully agree" and "I fully disagree" on 2-3 statements like the ones mentioned below. Then ask participants why they have placed themselves where they are.

- I have learned a lot of new things so far.
- I think the course has a good balance between theoretical and practical content.
- I am sure that I will be able to use what I have learned in my daily work.
- I am very satisfied with the interaction and exchange in the group.
- So far, the course has given me a much clearer idea of the tasks of a volunteer manager

**Materials:** PPT, projector, and screen

#### Session 4

##### Reward system

**Goal:** describe good practice examples and important rules for rewarding, construct a formal and informal rewarding system

**Activities:**  
**Presentation (15')**

#### One Fits All Won'T Work (30')

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

First give them a biography (age, name, place, job, etc.) and then discuss what kind of reward or recognition might or might not motivate them to start or continue being a sports volunteer. 10-15 min for brainstorming, then discuss your ideas with the other groups.

**Presentation (15')**

**Materials:** PPT, pens, markers, papers



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## Day 5

MANAGEMENT OF VOLUNTEERS IN THE SETTING OF  
SPORTS EVENTS + TRAINING MODULE EVALUATION

## PANNONIAN

**Session 1**  
Case study

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

**Activities:**
**Gantt chart creation (30')**

Participants are provided with Pannonian Challenge case study handouts (Pg. 1 - 5) containing the main information about the event. You can also show them a highlight video of the event so they get a better outlook on the event:

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

They are handed out 3 flipcharts for above mentioned operational periods and printouts of single activities -a total of 12 operational activities are listed in the Pannonian Challenge case study (6 for pre-event, and 3 for both during and post-event). The participant's job is to arrange the list of activities within each period in the right order matching the timeline with Pannonian Challenge's actual dates.

**Case study (approx. 300')**

Explain that for the next activity we'll assign them the role of volunteer managers and they'll need to work out the most important tasks from pre, during, and post-event operations.

To split the participants into 3 groups use either a simple counting game (participants count up to 3 in a row, the first group consists of all 'numbers' 1, the second group all 'numbers 2' and the third group 'numbers 3') or place 3 different colored post-its' under the chairs before their arrival. You can always use an automated generator to create teams: <https://pickerwheel.com/tools/random-team-generator/>



## Session 1

### Case study

(continued)

#### G

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

- a. creating a volunteer program for Pannonian Challenge;
  - decide which sectors need volunteers and how many volunteers are needed
  - write job descriptions and required qualifications
  - define when and where you'll need volunteers, create work schedules for sectors
  - list services/benefits you're able to provide to volunteers
  - define communication channels and tools for volunteer management
- b. set up a registration/ application form for volunteers;
  - define for how long will the applications be open
  - list what information the application needs to contain and which data it needs to gather
  - specify where and how you will share the volunteer opportunity notice
- c. put together a schedule for conducting interviews and come up with questions you'd ask volunteers
- d. test your personality assessment abilities through a matching game (you can make it into a memo cards game as well and have a contest between groups for more fun)
- e. set up a volunteer training/ orientation – go into details such as when is training provided, what information Pannonian Challenge volunteers need to get
- f. construct a 'day in the life of a volunteer manager – describe how would supervising volunteers look like
- g. come up with ideas on how Pannonian Challenge rewards volunteers
- h. set up channels for maintaining communication with volunteers after the event

#### Comparing

Finally, the participants compare their work with the real event.

#### Materials:

Printouts of the case study (handouts for trainees pg. 1. to 5.), 12 cut-out activity names from the case study, 3 flipcharts for Gantt chart, 1 flipchart with listed group work tasks (a. to h.), printouts for the assessment game (or memo cards) \* group work task d., pens, markers, tape

## Session 2

Evaluation of the training module

**Goal:** participants' feedback on the training module

### Activities:

#### Quiz (15')

A self-assessment quiz was shared with participants on DAY 1 of the training. On this FINAL day of the training they get to 'retake' the quiz - see if they would change any of the answers and compare the scores. This is where they get to interpret results. The number of scored points should increase and participants should have an understanding of why a certain answer gets more points. You can have a small discussion on which answers were changed the most and why.

#### Questionnaire (10')

Evaluate participants' reactions to training. Ask them to complete a questionnaire about their overall satisfaction with the training experience.

**Materials:** Self-assessment quiz handouts, Questionnaire



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