Chapter 3

Managing Human Resources

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Objectives

After reading this chapter, you should be able to do the following:

- Understand the role of human resources management in your organisation.
- Develop and implement rules and regulations for good management of your human resources.
- Undertake the development and implementation of a human resources strategy.
- Identify the key principles and actions for attracting, recruiting and motivating human resources.
- Implement a development policy through training.
- Develop the skills to effectively manage people.

Individual members of an Olympic Sport Organisation (OSO) are the main resource of the organisation. Human resources are essential for the efficient operation of the organisation and are necessary to obtain other resources such as money. Human resources management (HRM) is therefore the means of optimising the activities of the members, or human resources, of an OSO so that it can achieve its mission and goals under optimal conditions. In short, it is a way of using individuals for the benefit of the organisation. HRM is a component of general management, and as such it needs to serve the mission and objectives of the OSO.

However, although there is a functional side to HRM in OSOs, which have a mission to promote sport as a means of individual education and development, HRM must conform to the humanistic values that are the basis of sport itself. From this standpoint, HRM is both a means and an end for OSOs. If you agree that sport affords a philosophy of life, then this should be expressed in the activities that your organisation carries out. HRM in OSOs consists of both facilitating the education and development of individual and collective members and organising and engaging them in activities consistent with the values of sport.

OSOs have a number of characteristics that make the management of human resources challenging. Most OSOs are small, informal organisations, as shown by the research carried out by the NOC Relations Department of the IOC in 2005 and 2006. Table 3.1 shows that the majority of NOCs that responded (105 out of 202) have fewer than 20 staff members, and NFs, clubs and leagues are likely to have even fewer. In addition, the human resources of most OSOs are volunteers, with few if any paid personnel. This poses challenges for ensuring a committed, consistent and motivated staff.

Whether the staff consists of volunteers or paid employees, HRM is about matching the available human resources for organising necessary activities (competences) with the time period within which these activities are required (availability). The challenge is for your organisation to benefit from competent and available human resources.

Table 3.1 NOCs Classified According to Staff Numbers

Continental association	5 or fewer	6-20	21-50	More than 50	Total
ANOCA	7	10	1	2	20
EOC	3	14	9	8	34
OCA	2	7	8	4	21
PASO	9	10	2	4	25
ONOC	3	1	1	0	5
Total	24	42	21	18	105

In most OSOs the human resources function does not necessarily correspond to a position on the organisation chart. The position is often assumed by a president or secretary general, who is responsible for the strategic side of HRM, such as overseeing recruitment, salary policy and career advancement, and by the person who manages daily personnel concerns like payroll and leave management. Sometimes this situation reduces the function to the most indispensable tasks, such as those explicitly subject to national labour law.

Despite the unique nature of OSOs, certain management activities, such as HRM, are common to all organisations. This chapter looks at the issues involved in managing human resources effectively. It begins with a discussion of how to organise human resources and then in the second section considers the need to design and implement a human resources strategy. OSOs need to design a general human resources policy that fits with future goals and yet is realistic in terms of the organisation's present circumstances. The third section reviews the processes needed to recruit new human resources. OSOs also need to retain and motivate existing human resources, and this too is discussed. The fourth section considers the factors involved in developing human resources through training in order to allow people to adapt to changes in the environment and acquire the skills needed to address these changes. The final section of the chapter looks at the personal skills necessary to lead and manage an OSO effectively. The issues dealt with in this chapter are then illustrated by a case study of the Gambia National Olympic Committee. Finally, please note that unless otherwise stated the terms "human resources" and "staff" refer to both volunteers and paid staff.

SECTION 3.1
ORGANISING HUMAN RESOURCES MANAGEMENT

Chapter 1 outlined how an organisation is characterised by the rules governing the way the organisation operates. While no organisation can exist without these rules, the rules vary in number and effect, known as the degree of formalisation in an organisation. One of the challenges in HRM is to establish rules and the conditions that allow these rules to operate in a way that will help rather than hinder the activities of those who work in the organisation.

The purpose of this section is to discuss the key areas for regulation and formalisation within an OSO. Five areas will be examined:

- Formalising the relationship between the organisation and its members
- Formalising individual positions and responsibilities
- Formalising hierarchical and operational relationships
- Formalising hours of work
- Formalising remuneration conditions

In addition, the role of rules in general will be discussed, because the content and application of rules have a significant effect on the operations and equity within an OSO. The section ends with a discussion of the operating procedures of the Barbados Olympic Association.

Formalising Relationships

OSOs should put procedures in place to formalise the membership of its volunteer, elected and salaried staff. For paid employees, this usually involves an employment contract, which outlines the agreement made by the signing parties. The contract usually covers

- the position of the person representing the organisation at the time the contract is signed;
- the specific nature of the contract, called a "letter of commitment", which summarises the person's status (position and level), the length of the contract (specifying the effective date and the length of the trial period), and the starting salary;
- the conditions for termination, which can be initiated by either party, and the conditions allowing the employer to break the contract and dismiss the employee; and
- notice periods in the event of a breach of contract.

The terms of the contract are confirmed by the signatures of the parties involved.

Procedures similar to those described for salaried employees should also be established for volunteer positions. The document that is used to establish the procedures, the assignment letter, also outlines the nature and length of the assignment, the responsible authority within the organisation, and the resources that will be allocated, such as personnel, premises, equipment, funds and allowances. For elected volunteer members, some OSOs use documents that formally outline the nature of the accepted appointment (contract terms), which are distributed when the individual takes office. In addition, the procedures covering elected members are usually contained in statutes and fall under the control of the ruling authorities, such as the General Assembly or the Executive Committee.

Formalising Positions and Responsibilities

Positions and responsibilities are usually formalised in job descriptions, and detailed job descriptions for each position within the organisation need to be created. Table 3.2 presents the job description for the Director General of the Fédération Française de la Randonnée Pédestre (FFRP, French National Hiking Federation). You can see from this description that the responsibilities of the position are organised into four major categories, which is a common way to structure a job description. A general job description like this one will allow you to outline basic responsibilities and can serve as a foundation for more detailed workload analysis at a subsequent point.

Table 3.2 Job Description for the Director General of the FFRP

Categories	Responsibilities
General departmental management	Has the President's full and complete authority to sign on his behalf. Organises and coordinates the development and implementation of yearly action plans, following the guidelines of the strategic plan. Directs and coordinates the general management activities. Divides up responsibilities amongst his colleagues and delegates them accordingly.
Personnel management	Responsible for managing and recruiting "personnel" and ensuring that the organisation chart is revised as needed. Sets staff salaries and bonuses, with the input of the "Resource Committee". Maintains relations with personnel representatives.
Internal representation	Acts as an advisory voice in the Executive Committee and in the Federation Office. Is a member by right of the statutory commissions and committees, including the "Finance Committee" and the "Resource Committee". Presents the annual management report to the federation authorities.
External representation	At the request of the President, represents the federation in external organisations. Guides policy and follow-up measures in the activities of private sponsors and public partners. At their request, participates in meetings organised by government ministers.

Adapted with permission of the French National Hiking Federation.

Formalising Hierarchical and Operational Relationships

Every position should be defined within the overall structure of the organisation, and duties should be identified and divided amongst the organisation's members. Relationships within an OSO can be formalised in an organisation chart (chapter 1) and the internal operating handbook, or staff handbook.

This handbook outlines how the organisation operates as dictated by its statutes and describes the internal regulations that guide the behaviour expected of employees in the professional life of the organisation. It also includes all duties and rights of employees, as well as suggestions for the best way to adapt or apply these rights. An example of an OSO's staff handbook is provided in illustration 3.1.

Formalising Hours of Work

Modern forms of HRM are more concerned with tasks accomplished than the time taken to accomplish them, especially in the case of skilled workers. However, in many OSOs, it is still common practice to outline the hours of work for staff members. Several elements should be covered:

- There should be agreement on what is to be included, excluded or partially included in the schedule. Daily working hours are usually established, and these can be more or less flexible depending on the needs of the employee or the organisation.
- Maximum daily, weekly and sometimes annual numbers of hours are usually established, along with the conditions under which the hours of work may be changed.
- The conditions for working overtime or for receiving paid time off are defined.
- Leave benefits, such as paid holidays, family leave or study leave, are also established. Rules should be established for each type of leave, defining the length of time off, requesting procedures and conditions for approval.

Of course, the rules established by an OSO exist within the larger framework of the labour laws of the country in question. It is common that conditions for salaried employees within the organisation are more favourable than those outlined in the national labour laws.

While most OSOs formalise the work hours of their salaried workers, they do not always do so for elected members or volunteers. However, for an organisation to function efficiently, it is essential that an activity schedule listing dates of meetings, assemblies and sport events be defined and communicated to all stakeholders, including volunteers. This schedule is generally organised around the busiest periods, such as the annual General Assembly and Executive Committee meetings or sport events that dominate the organisation's activities.

Formalising Remuneration Conditions

The management of human resources is sometimes described as finding a balance between contribution and remuneration, and it is hard to imagine an organisation being able to function for long if a general feeling of inequity prevails amongst its members. When it comes to salaried employees, the points usually formalised to constitute the organisation's salary policy are as follows:

- A general remuneration scale for every position in the organisation
- The total amount paid for each position
- The form of the remuneration, such as salary, bonuses and benefits in-kind
- Definition of the rules covering changes to the remuneration, such as salary increases based on seniority or individual performance
- The way in which human resources are paid, which may be based primarily on legal statutes, time worked or the results of this work (which can be measured quantitatively or qualitatively, using a short-term perspective, such as staging an event, or a longer-term perspective, such as a quadrennial)

Whatever components make up the remuneration policy, they should be organised in a payment plan, which may cover the aspects outlined in table 3.3.

Table 3.3 Sample Payment Plan

Remuneration: salaried employees	Base salary Statutory bonuses Performance-based bonuses
Benefits in kind: salaried employees and volunteers	Moving expenses Uniform allowance Mobile telephone or laptop computer Business vehicle Business housing Access to medical care Educational grants Family aid Subscriptions or tickets for sport events Decorations and medals
Allowances: volunteers	Compensation allowance, accounting for a true loss of earnings Basic allowance
Long-term salary: salaried employees	Retirement benefit, paid by the organisation Life insurance, paid by the organisation

This table shows various factors that can affect remuneration and the way in which they apply to different categories of staff within an OSO. It also shows that many of these factors can be used in the remuneration of elected members and volunteers, not just salaried employees. You need to develop a general remuneration policy for all members, including volunteers, and you should be aware of the importance of nonmonetary rewards for all staff, paid and unpaid. Section 3.3 discusses nonmonetary rewards in more detail, but it is worth noting that the benefits in-kind outlined in table 3.3 are likely as important to paid staff and volunteers, if not more important, as is monetary remuneration. These nonmonetary rewards can help motivate staff and volunteers to perform at the highest level possible and to stay with the organisation.

Role of Rules in HRM

Rules have two important roles to play in OSOs: They serve as a common reference point for all individuals, and they prevent staff from falling prey to decisions based on the quality of interpersonal relationships, which can be unpredictable. When managing human resources within OSOs, clear rules thus have an undeniable effect on operational efficiency and the equity with which individuals are treated. It would therefore be of benefit for OSOs to formalise their procedures for HRM. However, you should also ensure that these rules support the established values and mission of the OSO, as well as its operating efficiency. Although sport organisations are often knowledgeable about sport regulations, they do not always pay close attention to the regulations that govern their internal operations. The conditions in which they operate change, and old rules do not always apply to new situations. Similarly, regulations are sometimes the result of different circumstances that bring something new to the organisation, sometimes resulting in rules that are dense and incongruous.

Beyond the content of the rules and their eventual adaptation to an OSO's situation, there are three difficulties that threaten every organisation concerning rules and formalisation:

- Excessive rigidity in the application of rules, leading to a mechanical approach to issues that does not take into account the nature of each situation
- Apathy towards the system of rules, which may have been inherited from a former situation
- The arbitrary nature of rules that have been established without the participation of the employees and volunteers who are expected to follow them and who may not always understand the reasoning behind them

In order to avoid these problems, encourage staff to use the HRM regulations in a reasonable way. Respect for the spirit of the regulations should take priority over strict adherence to their content. Motivating the salaried and volunteer staff in an organisation can only be achieved by recognising their ability to adapt to specific situations, by encouraging initiative and innovation, and by seeking their involvement and participation in the life of the organisation.

KEY RECOMMENDATIONS

- ▶ Encourage your Board to establish contracts for all paid personnel and volunteers.
- ▶ Develop job descriptions for all positions in the organisation.
- ▶ Create a staff handbook to help staff and volunteers understand what is required of them.
- ▶ Revise administrative rules regularly to ensure their continued relevance.
- ▶ Closely involve staff members or their representatives in drafting or revising the rules in order to make the rules easier to follow.

The following illustration includes short abstracts from the *Office Rules and Regulations* of the Barbados Olympic Association. It shows how it is possible to give staff a clear view of what they can expect from the organisation and what the organisation expects from them. When reading this illustration, please be aware that there may be rules and regulations that are not relevant for your OSO or that may not be culturally acceptable in your country. This material is provided to give you an example of what could be contained in a staff handbook.

Illustration 3.1

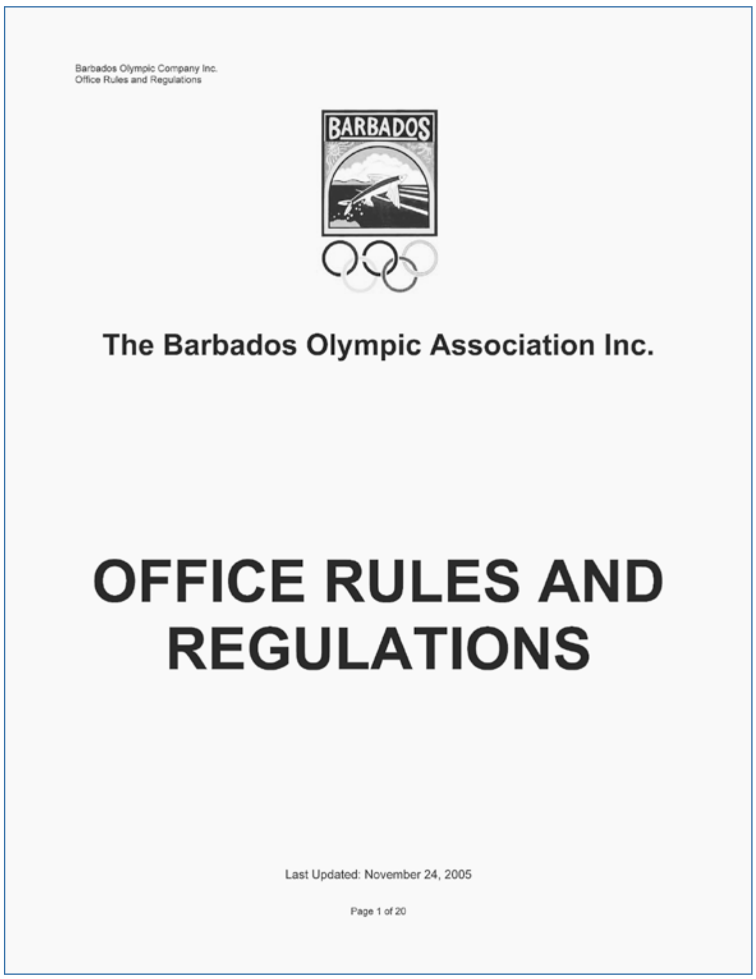
Office Rules and Regulations of the Barbados Olympic Association Inc.

The Barbados Olympic Association Inc. (BOA) was established as the NOC of Barbados in 1955 and was recognised by the IOC in the same year. However, it was not until 1968 that Barbados participated in an Olympic Games. Since then the Barbados flag has flown at all Olympics with the exception of Moscow in 1980.

One useful tool in the formalisation of HRM in the OSO is the *Office Rules and Regulations* manual. The BOA developed this manual in order to

- establish standardisation, consistency and protection in practices;
- assist in the training of office personnel;
- promote consistency in office performance; and
- aid in performance evaluations.

This manual is a current, practical administrative guide for the BOA (referred to as "the Company" in the manual) and is administered by the Office Manager. It describes specifically how business procedures and operations are conducted within the OSO. The manual's content and style are determined by the Administrative Committee of the BOA, which is charged with addressing the needs of users of the manual.



Barbados Olympic Company Inc.
Office Rules and Regulations

BARBADOS

The Barbados Olympic Association Inc.

OFFICE RULES AND REGULATIONS

Last Updated: November 24, 2005

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The BOA's *Office Rules and Regulations* manual serves as an example of how OSOs can formalise HRM.

Courtesy of the Barbados Olympic Association, Inc.

(continued)

Illustration 3.1 *(continued)*

Formalising Relationships

The manual covers the following in terms of formalising the relationship between the BOA and its staff. Note how clearly the criteria for eligibility are laid out, as well as the thorough process followed when appointing staff. Although there is no mention of volunteers, the following procedures could easily be applied to unpaid staff.

Probation and Confirmation of Appointments

When interviewing candidates to fill a vacancy, the Company aims to use every reasonable means available to select the best applicant to fill the position.

a. Applicants will be interviewed and may be tested in accordance with procedures laid down from time to time by the Executive Council.
b. Applicants will be required to supply other pertinent information the organisation may require.
c. If the applicant was not previously employed, written references must be obtained from the Principal of the last school attended.
d. If the prospective employee has previously worked, National Insurance and National Registration Identification Numbers are required.
e. Applicants should possess the following minimum educational qualifications: four passes in GCE or CXC "O" level or equivalent, of which English Language is compulsory, and other technical qualifications as may be required for a particular position.
f. An employee joins the Company's staff for a probationary period that is usually three months. The employee may not be confirmed as a permanent employee until this probation has been satisfactorily completed. The letter of appointment will be forwarded by the President.
g. Accurate completion of the employment application form is absolutely necessary, as this becomes an integral part of the employee's permanent record. Any change in this information should be reported to the Office Manager and/or Secretary General.
h. If the applicant will be handling cash, an investigation may be carried out into the individual's employment history.
i. Employees may be required to take a Medical Examination before confirmation of employment is approved, and annually thereafter if the Company so requires. Such an examination is to be undertaken by a doctor specified by the Company and at the Company's expense.

Formalising Positions and Responsibilities

The manual contains copies of all relevant job descriptions, which outline the tasks and responsibilities the positions entail.

Formalising Hours of Work

Expectations regarding work are clearly laid out in the manual.

Office Hours

The Company's office is to be open from 8:00 a.m. to 4:30 p.m. Monday to Friday with at least one staff member on duty between these hours. All members of staff must average 37.50 hours per week.

Overtime may be paid subject to prior approval and if special circumstances exist. In lieu of overtime pay, compensatory time off may be offered by the Company and each case will be considered on its own merit.

Holidays

Employees should realise that office routine should continue without interruptions and the choice of vacation period is subject to the Office Manager's and/or the Secretary General's approval. Employees are asked to submit requests for holidays no later than January 31st of the year in which the holiday will be taken. It is understood that this initial request may change but is necessary for the Office Manager to ensure the office will be manned at crucial work times.

Holidays at Christmas and Easter should be taken on a rotational basis.

A minimum of fourteen (14) days holiday must be taken in a calendar year. Holidays not taken during a calendar year may be carried forward and accrued to be used within the current Olympiad: a four year cycle.

Absences

The Company endeavours to keep its staff balanced with the amount of work to be done.

Everyone has a job to do and if an employee is away, it means another member of staff has to take over some of the absent employee's duties. We all know it is necessary sometimes to be away. If an employee is ill, he/she should not be at work. Whenever an employee will be away through illness, he/she must notify the Secretary General before 8:00 a.m. on the day he/she will be absent. Simply advising a co-employee or leaving a message on the voice mail is unacceptable.

If an employee is absent for one or two days, an absence report must be submitted immediately upon return to work. If an employee is absent for three or more days, a Medical Certificate must be submitted by the third day of his/her absence.

Formalising Remuneration Conditions

As can be seen by the following content, the BOA uses a number of financial and in-kind benefits to motivate its staff. Perhaps most importantly, the manual outlines exactly how the performance of employees will be evaluated. This will clarify the situation for all involved and will minimise complaints of patronage and favouritism.

(continued)

Illustration 3.1 *(continued)*

Merit Increases

At the time of employment, employees will be advised of the category into which the particular post falls. Remuneration will be reviewed annually when inflationary and merit increases may be applied. With the exception of the inflationary increment, merit increases are based on the Office Manager and/or the Secretary General's report on the progress made in the year under review.

Evaluation

Once an employee is confirmed, his/her performance will be evaluated by the Office Manager and/or the Secretary General on a half-yearly basis. Some of the ways the Office Manager and/or the Secretary General determines an employee's capabilities and values are on the basis of:

a. The quality of work being done.
b. The amount of work being done.
c. Punctuality and attendance record.
d. The way the employee reacts to new jobs and new instructions.
e. The interest displayed in the work being done and the work of those around the employee.
f. The ability to assume a more responsible place in the Company.
g. The attitude towards co-workers.

Bonuses

These are usually one month's salary and are paid during the month of December at the discretion of the Executive Council. They are not an automatic right of employees.

Insurance

When an employee's appointment is confirmed, he/she may select to join and contribute to the Company's Group Life and Health and Accident Insurance Plans. The Company pays a portion of the cost of these benefits.

Study Leave

It is understood that from time to time employees may register for courses outside of the workplace in an effort to enhance their own professional development.

Employees will be granted one week study leave per annum. Consideration will be given to applications for an extension to this leave. This leave will take into consideration study time and the taking of examinations.

General Rules and Regulations

The rules and regulations manual contains a number of other rules that are designed to guide the behaviour expected of employees. A few of these rules are presented next.

Alcohol and Drugs

Alcohol may not be consumed in the Company's office, unless on a special occasion. The use of illegal drugs is prohibited by law and the Company will maintain a zero tolerance policy relating to the use of illegal substances.

Mail Procedures

Mail and deliveries are to be received by the Office Manager. In his/her absence mail and deliveries should be received and opened by an assigned employee and placed on the Office Manager's desk.

All incoming mail must be stamped with the date on which it is received.

All incoming and outgoing mail must be recorded in the Mail Log, which is to be maintained by the Office Manager and kept where it is easily accessible to all employees.

The Secretary General must review copies of all incoming mail. Outgoing mail should be vetted by the Secretary General before submission.

On perusal of the mail and acknowledgement of same by signing, the Secretary General will collate and assign [appropriate responses] to an employee for action.

No smoking

Smoking is not permitted in the Company's office.

Opening and Closing of the Office

All employees will be issued with keys to the office. The first person arriving on work days should check the office carefully before settling down to work. He/she should also turn on the lights, turn on the door buzzer, turn on the air-conditioner, close the doors to the washroom and kitchen, power up the main system computer and check messages on the voice mail.

The last person leaving the office in the evening must ensure that all equipment, lights (both office and storeroom) and air-conditioner are shut down, the coffee maker/tea pot is unplugged, [and] the doors to the boardroom, kitchen and washroom [are open]. All locks on the door must be locked and the padlock should be fastened on the wrought iron gate.

(continued)

Illustration 3.1 *(continued)*

Secretariat Meetings

Staff meetings are a key element in keeping all employees abreast of current work being done in the office. Meetings should be held monthly, but more frequently if necessary.

Sexual Harassment and Violence

The Company will not tolerate any form of harassment or workplace violence on its premises or at any Company sponsored event or activity, by or against any employee, Executive Council Member, contracted service provider or visitor. Persons who think they have been harassed or threatened, or who have knowledge of harassment or threatening behaviour, are encouraged to contact the President.

It is the responsibility of all Executive Council Members and employees to contribute to an environment free of harassment and violence.

As you can see, the objective of the BOA's *Office Rules and Regulations* manual is to present the rights and duties of the personnel, provide information on what can be expected from the organisation, and give guidance on behaviours at work. It defines the bases of good practices and could be used as a training tool. However, it is important to remember that the content of such a staff handbook will vary in relation with organisational and cultural differences.

SECTION 3.2
DEVELOPING A HUMAN RESOURCES STRATEGY

Working on the motivations and competences of human beings is a long-term process, and in order for an OSO to manage its human resources effectively, it needs to have an HRM strategy. This will provide a guide for the management of human resources, thus ensuring that resources and activities assist in achieving the objectives of the OSO. The process for creating an HRM strategy is similar to the strategic planning process outlined in chapter 2; however, an HRM strategy is a functional strategy in that it is developed in order to direct the work of the human resources towards the strategic objectives. In the case of OSOs; organisations characterised by educational, cultural, and social missions and objectives; a human resources policy must not only ensure the efficient mobilisation of resources, but must do so in accordance with Olympic values.

This section presents the procedures to be followed in developing an HRM strategy and begins by discussing the process of analysing the human resources that are available to the organisation. This is followed by a discussion of possible HRM objectives, which are then related to action plans. The principles of implementation and evaluation are considered, and the section ends with an illustration of the human resources strategy that the Comité National Olympique et Sportif Français (French National Olympic and Sports Committee) has for its paid employees.

Analysing Human Resources

The first step in developing an HRM strategy is to analyse the existing human resources in the organisation. No action can be undertaken without having a clear and broadly shared vision of the current resources. The analysis consists of identifying the organisation's strengths and weaknesses in terms of human resources, and it must include any obstacles to the implementation of the organisation's strategic plan, including any obstacles that contradict the OSO's values. For example, if the OSO wants to stage a major event, does it have the human resources, paid or volunteer, with the right skills to do so?

You could evaluate the overall situation, or you could address the main areas of activity that comprise HRM, including the following:

- Circumstances and practices regarding working conditions
- Recruitment practices, such as a global head count by category, labour turnover by category or recruiting procedures used
- Ongoing evaluation of staff skill levels
- Remuneration practices in terms of material compensation, such as salary scales, individual and collective increases, and additional benefits
- Training practices in terms of the volume and type of training, the staff who have access to training and the rules of access to training
- Internal communication practices, such as the existence of personnel information, nature and frequency of communications, and circulation
- Decision-making practices, such as the relationship between decision-making members and personnel, as well as conditions for developing this relationship

Responsibility for such an analysis will depend on the size of your organisation and the resources it has. It could be the work of a Board member, outside consultant or ad hoc committee within the organisation. In all cases, the secretary general, president or general manager, human resources director (if this position exists within the organisation) and representatives from those who work with the organisation should be involved in this analysis in order to validate its results.

Photo courtesy of Fong Wan Hor, Olympic Council of Malaysia.

Your organisation's most valuable asset is its human resources. Here the staff of the New Zealand Olympic Committee gathers for a celebration.

The analysis can be based on internal administrative documents, questionnaires, and individual and group interviews. An in-depth analysis may be carried out every 4 years and updated every year through annual individual interviews. Performing this analysis properly requires a financial and time investment. For example, if you use an outside consultant, financing may be required for the consultant to work 1 or more weeks. In small organisations, as OSOs tend to be, undertaking a human resources analysis is also an opportunity to update member records.

Defining Human Resources Objectives

Setting objectives for human resources involves identifying the actions needed in the relevant areas of HRM, choosing priorities amongst these actions and then precisely describing what the actions cover. When determining your objectives, you should attempt to address the major weaknesses found in the analysis, particularly those with a significant impact on operations. For example, if there is internal conflict between management and elected members, you may wish to implement a communication policy to help increase understanding.

Defining human resources objectives is a major responsibility of the person who is in charge of HRM, and the objectives must have the approval of the Board. Because achieving these objectives will require financial and human resources, the secretary general and general manager should be closely involved. The following are possible HRM objectives for an OSO:

- To ensure that monthly staff meetings have an agenda, in response to staff criticisms of the inefficiency of meetings
- To recruit an information and communication technologies (ICT) officer in the coming year, which is seen as a major need for the development of the organisation
- To carry out training in ICT over the next 4 years in order to implement a computerised process into the administration of the OSO
- To build a framework for yearly performance-review interviews, in response to criticisms regarding a lack of standardisation
- To set rules for career development on an 8-year agenda, in response to criticisms over an absence of rules in that area

Developing the Action Plan

When the objectives have been defined, they must be translated into specific actions. If, for example, you have defined the implementation of an internal communications policy as a priority objective, it may be necessary to recruit someone with the required skills to define the objectives and practices of the policy. If the action plan involves multiple operations, it should be broken down into several basic actions that are developed and carried out by the various departments.

As outlined in chapter 2, an action plan involves an implementation schedule and appropriate resources. For example, training senior managers in time management skills, carrying out a recruiting campaign for volunteers and developing new salary scales within the organisation all require careful planning of actions in order to achieve the end objective. The action plan cannot be put into effect without the approval of the Board since it will affect the global policy and strategy of the organisation.

Executing and Evaluating the Strategy

Once the HRM action plans have been developed, agreed on and appropriately resourced, they need to be implemented into the OSO. This may require the management of change, as outlined in chapter 1. Execution of the plan should be recorded in order to show what has been carried out. For example, if an OSO implements a new internal communications policy, the person in charge should keep track of the process, the practical initiatives to be taken, the reactions that have been observed and any amendments to the initial plan.

Once the plan is in place, it then needs to be evaluated. This could be done by asking stakeholders whether communication has improved, getting feedback on the use of the new intranet and e-mails containing minutes of Board meetings. The evaluation of HRM objectives should follow the principles outlined in chapter 2. You should set performance indicators against the objectives when establishing what you want to achieve, and these should be a mix of qualitative and quantitative measures where possible. For example, consider two of the HRM objectives previously set out:

- *To ensure that monthly staff meetings have an agenda, in response to staff criticisms of the inefficiency of meetings:* This objective could be evaluated by keeping records of agendas to show they were produced and asking staff if they have helped to reduce the inefficiencies of meetings.
- *To carry out training in ICT over the next 4 years in order to implement a computerised process into the administration of the OSO:* This objective could be evaluated by keeping records of the people who are training and asking them to evaluate how useful the training was. In addition, you could monitor their work to see what gaps exist in the training programme.

OSOs undertake too many initiatives without seriously evaluating their effects. Even if it is sometimes difficult to develop simple and reliable indicators for evaluating human resources, without such indicators it is impossible to evaluate the success of the HRM strategy and its contribution to the overall direction of the OSO.

KEY RECOMMENDATIONS

- Carry out an analysis of your OSO in terms of its head count, skill level and labour turnover.
- In consultation with your Board, develop objectives for your HRM strategy that link into the overall organisational strategy.
- Put actions in place to meet these objectives.
- Evaluate the impact of your HRM strategy on achieving the OSO's objectives.

The following illustration presents part of an HRM strategy that has been implemented recently in the Comité National Olympique et Sportif Français (French National Olympic and Sports Committee). It concerns only the paid staff of the NOC (around 25 persons) and excludes civil servants from the Ministry of Youth Affairs and Sports operating within the NOC, as well as elected volunteers.

Illustration 3.2
HRM Strategy of the Comité National Olympique et Sportif Français

The Comité National Olympique et Sportif Français (CNOSF, French National Olympic and Sports Committee) is the umbrella organisation for sport in France. It is responsible for coordinating activities in the association's sport movement and representing the movement to the public authorities. The CNOSF appointed a Human Resources Director to work under the direct supervision of the Director General. This person was required to prepare an HRM strategy in collaboration with senior management, define the conditions for applying this strategy, coordinate the activities of Department Directors in applying the strategy and ensure good relations with personnel representatives.

Analysing Human Resources

In order to develop the strategy, a human resources analysis was undertaken. This was done in collaboration with heads of departments, took nearly a year to complete and was based on the following:

- Individual personnel interviews
- Interviews with Department Directors and Office Managers
- Consultation with personnel representatives
- Auditing of several departments
- Regular meetings between management and employees
- A satisfaction survey with members of the CNOSF (federations and central bodies of the CNOSF)

From this list, you can see that a thorough analysis was carried out with all key stakeholders. This provided a good underpinning for subsequent strategy development. Using the information gained from these activities, the human resources (HR) staff performed an analysis of the situation, which served as the basis for formulating objectives that relied on the OSO's strengths and offset its weaknesses. The strengths of the CNOSF were as follows:

- Adherence by employees to the CNOSF culture of Olympic values and related operations
- Positive perception of the increasing formalisation of HRM, in particular job descriptions, which were perceived as a safety measure by employees and management
- Motivation of CNOSF employees

The weaknesses were as follows:

- Difficulty in articulating the organisation's values and certain aspects of its practices, such as gender equity and team spirit
- Underrepresentation of women (5 out of 45) and young people on the Board of Directors, where the average age was approximately 58
- Resistance to changes in operating methods, such as computerisation
- Resistance to changes in employee management methods (it was difficult to involve senior management other than the Chairman, General Secretary and Treasurer)
- Lack of understanding of some actions undertaken, which was a result of absent or weak communication about some key actions developed for the ongoing Olympiad

Objectives and Actions of the HRM Strategy

Following are the three objectives that the CNOSF set and the action plans chosen in terms of human resources.

(continued)

Illustration 3.2 *(continued)*

Objective 1: To promote efficient employee management and improve communication

This objective required the following actions:

- Develop shared job descriptions to improve coordination amongst employees and facilitate recruitment.
- Assign a person to coordinate the departments (see also the following information on training actions in objective 2).
- Implement weekly coordination meetings, led by the General Manager, with Department Directors or Office Managers in order to manage communication between senior management and department heads.
- Establish a monthly meeting between management and the personnel representatives in order to establish social dialogue.

Objective 2: To organise internal training on critical issues to improve internal communication

This objective required the following actions:

- Organise internal training sessions on public speaking.
- Organise internal training sessions on team management for department coordinators.

Objective 3: To increase the number of women and young people in the organisation

This objective required the following actions:

- Action at the federation level to nominate more women.
- Maintenance of the current balance in full-time staff at the recruitment stage.
- Recommendations to the federations to hire more people younger than 45.
- Recruitment in favour of introducing more young people in the organisation and the establishment of a recruitment plan.

Implementation of the Strategy

The actions outlined here have been implemented into the organisation, and their current status is now presented.

Internal Communication

Internal communication was identified as an area of weakness for the organisation, which led to the development of objective 1. The communication strategy is simple. First, each Department Director is invited to attend the CNOSF Board of Directors meeting to become up-to-date with the strategic options defined by senior management. The Directors' responsibility is to relay the contents of this policy to the employees in their department.

A weekly meeting is also organised by the Chair's Cabinet Director and includes a representative of each CNOSF department. This meeting is an occasion to debate implementation of the strategy decided on by the directors, as well for each department to report on its current activities. It is also an occasion for general management and the Executive Committee to report on the strategic options they would like to implement. The dissemination of the minutes of these meetings allows all employees to become familiar with the current general policy. In addition, they can become familiar with all the organisation's activities and therefore develop a feeling of belonging to a community. Finally, a monthly meeting is held with personnel representatives to allow management to pass on its messages and to allow the departments to report on work in progress.

Training

In order to meet objective 2, training is used as one of the strategic HRM levers. Because certain employees have specific technical skills that may be useful to others, they have been used as trainers. Training is offered for computer skills, public speaking and team management in order to meet the objectives of the HRM strategy.

Recruitment

Careful recruitment helps the CNOSF to meet objectives 1 and 3 and is based on a description of the job's activities and skills necessary for performing them. This description serves as the basis for each job description. In order to take into consideration changes in the responsibilities of employees in the time since they were hired by the organisation, HR staff interviewed each employee. The purpose of this was to update the job descriptions in order to

- recognise the skills employees have acquired since being hired,
- obtain an accurate picture of each employee's responsibilities and thereby provide for the most relevant professional changes (internal transfers), and
- avoid conflicts related to misunderstandings in each person's activities.

These job descriptions were also objective aids to the classification of employees into an organisational structure.

Evaluation of the Action Plans

Although the CNOSF did not set out a specific strategy for evaluation, the development of performance indicators for the objectives would be relatively easy to establish because the objectives are so clear. For example, objective 1 could be evaluated as follows:

Objective 1: To promote efficient employee management and improve communication

- *Develop shared job descriptions to improve coordination amongst employees and facilitate recruitment:* Have the job descriptions been prepared? Have they improved job coordination and recruitment?

(continued)

Illustration 3.2 *(continued)*

- *Assign a person to coordinate the departments:* Has this happened? Is this person performing this role effectively?
- *Implement weekly coordination meetings:* Has this happened? Are these meetings improving coordination amongst departments? How could the meetings be improved?
- *Establish a monthly meeting between management and personnel representatives:* Has this happened? Do both parties value the meetings? What would make the meetings better?

The thorough analysis carried out by the HR team allowed clear objectives for HRM to be developed. This meant that detailed strategic actions could then be associated with these objectives, which were subsequently introduced into the CNOSF. Although the appointment of a Human Resources Director was the catalyst for this analysis, this type of activity can be carried out by an OSO of any size. Indeed, smaller OSOs will find this activity of particular value since it may identify skills amongst volunteers that had been unused previously or may identify why the organisation has difficulty getting volunteers to take up particular roles. The key to the process is to identify the strengths and weaknesses of the organisation and then establish plans to use your strengths to overcome the weaknesses. After completing the process once, subsequent strategies will be much easier to develop.

SECTION 3.3
RECRUITING AND MOTIVATING HUMAN RESOURCES

Once you have developed a strategy, you must ensure that your organisation has the resources to implement it. Even if you work hard to retain your members, the effects of age and other changes in personal circumstances will cause some attrition. In addition, OSOs generally require a regular increase in their human resources to ensure the organisation's development. For some key activities, such as the staging of events, OSOs also need an increase in human resources for a short period.

Recruitment is therefore of vital importance for OSOs, and this section considers how to determine recruitment needs in an OSO and design a recruitment strategy to meet those needs. It then goes on to look at recruiting procedures. Dedicated and motivated staff are also vital for OSOs, and the second part of this section looks at the rewards that can be used to motivate staff within an OSO. The section concludes with an illustration of what motivates volunteers in the Qatar National Olympic Committee.

Recruiting Human Resources

Recruitment is the process of attracting suitable candidates to vacant posts. Recruitment practices in OSOs vary widely and different procedures apply, often depending upon whether an organisation is recruiting volunteer senior management, salaried administrative employees or volunteer technical staff. The first stage of the process requires you to carry out an HRM audit to identify where you will need to carry out recruitment in the near future.

Evaluating Human Resources Needs

Evaluating HR needs in terms of volunteer and professional staff requires you to define an expected quality of service and identify the human resources necessary to meet this standard. This evaluation must not only take into account existing need, but also address the needs of development projects that fall within the strategic plan. It should also address the impact of the early departure of some staff. This evaluation can be done by listing the human resources that your organisation currently has available and identifying shortfalls in these resources. You will need to make a quantitative assessment in your audit, and one way of presenting the audit is set out in table 3.4.

From this table we can see that the federation requires 14 qualified national coaches. It currently has 10 national coaches, of which only 6 are qualified. The OSO is planning to recruit one qualified staff member each year for the next 4 years and train one existing staff member each year until they are all qualified. This evaluation provides a guide for recruitment and planning and should be carried out position by position in order to identify the necessary skills and the skills actually present, as well as development needs.

Table 3.4 Evaluating Human Resources Needs in an NF

Position	Current head count	Qualified staff	Optimal head count	Head-count shortfall	Planned recruitment	Number gaining qualifications
National coaches	10	6	14	4	1 each year during the next 4 years	1 each year during the next 4 years
Manager	3	2	4	1	1 during the next 2 years	1 during the next 2 years

Recruitment Strategies

Optimal recruitment involves selecting an appropriate number of people with the necessary skills to cover the organisation's current and imminent needs, and then assigning individuals to the departments that need them. Optimal recruitment is rarely achieved by OSOs because it is often difficult to immediately find the appropriate people capable of assuming the necessary positions. However, when a vacancy occurs within an OSO, you have three options. You can recruit someone from outside the organisation, you can fill the position with someone from within the organisation, or you can decide that filling the vacancy is not justified and reorganise instead.

If you choose to fill the vacancy, you need to decide whether to choose a candidate from inside or outside of the organisation. Table 3.5 outlines the advantages and disadvantages of each solution.

However, in many OSOs, the recruitment of staff and volunteers with no prior links to the organisation is extremely rare. Indeed, in many sport federations or clubs, athletes become volunteer coaches or team managers and subsequently are appointed to paid positions within the OSO (figure 3.1).

In larger OSOs, this path to paid employment may take many years. It ensures the worker's loyalty to the culture and values of the organisation; however, it also often prevents new ideas from coming into the organisation. In addition, moving from one function to another assumes that the person has the skills needed for the new job, which may not always be the case. Thus, it is important to find the best compromise between loyalty and professionalism and to avoid opportunism and nepotism.

Table 3.5 Advantages and Disadvantages of Recruitment Options

	Internal recruiting	External recruiting
Advantages	Candidate's knowledge of the organisation	Potential for greater innovation
	Low cost and speed of recruitment	Possible rebalancing of staff composition (gender, age)
	Motivation of employees through promotion	Increased head count
Disadvantages	Limited choice	Longer adjustment time
	Reorganisation to be managed	Uncertainty as to the recruited individual's knowledge and skills
	Potential for less innovation	Risk of losing existing employees

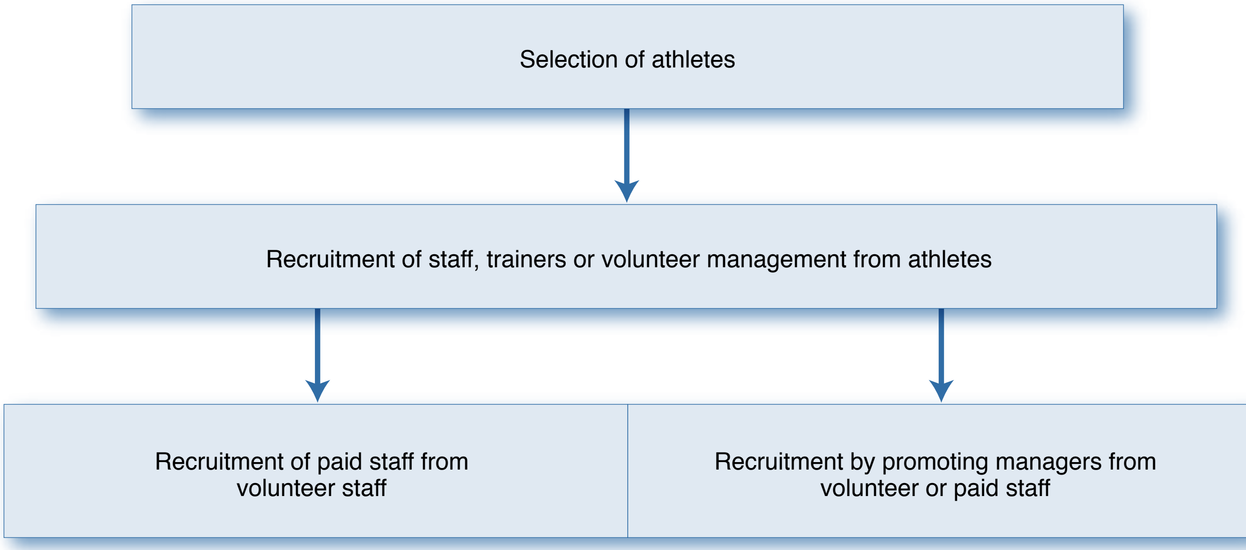

Figure 3.1 Process of internal recruitment in OSOs.

Recruitment Procedures

Recruitment is a structured process that involves the steps outlined here. If possible, this process should be followed when recruiting both paid staff and volunteers.

1. *Identify needs:* This should be done through analysis of the organisation in order to identify numbers required and skills gaps in human resources.
2. *Meet needs:* Determine the way gaps will be filled, including internal or external recruitment or reorganisation of the service. In addition, determine the procedures you intend to use.
3. *Invite candidates:* Communicate your human resources needs internally and externally by appropriate means, such as using an informal network of employees or advertising, and ask for candidatures to be presented in a standardised format.
4. *Receive and evaluate candidates:* In general, a first selection is made on the basis of written documents, and the selected candidates are interviewed by the HR director, the head of the department concerned, and, in smaller OSOs, the president or general secretary. The evaluation should be done against the skills and knowledge required for the post.
5. *Choose candidate:* The best candidate is selected collectively by the main stakeholders.
6. *Formalise contract:* According to labour law, a formal contract or assignment letter is signed by the candidate and the head of the organisation.
7. *Hire and integrate:* During the first week or month, special treatment to facilitate the smooth integration of new recruits is required to help them to understand their job and the organisation.

In the case of volunteer positions, the recruitment procedure will depend on the organisation's attractiveness and reputation. For more recognised organisations, it may be possible to attract a wide range of candidates for certain volunteer positions and then use a procedure similar to that used for employees. A small local club with a low level of attractiveness will undoubtedly find it difficult to recruit a competent volunteer coach and may only have one candidate. In the case of volunteer managers who are subject to an election, the procedure is different again in that a vote takes the place of the recruiting procedure. Competition is generally lower at the local level and higher nationally.

Motivating Human Resources

Following the recruitment of both paid and volunteer staff, a significant aspect of HRM is the motivation of the human resources at your disposal. Motivation refers to motivating workers in an organisation to carry out assigned tasks to the best of their abilities. Pinder (1998, p. 11) has defined motivation at work as follows:

> A set of energetic forces that originates both within as well as beyond an individual's being, to initiate work-related behaviour, and to determine its form, direction, intensity, and duration.

This definition emphasises several aspects of the motivational process. First, it refers to a *set* of forces, suggesting that a person is motivated to engage in a task because of several reasons. Bear in mind that not all of these reasons will be obvious. This definition underscores the fact that the motivating forces could be within the person or in the context in which the person is embedded. This distinction between internal and external forces parallels the distinction between intrinsic and extrinsic motivation. Intrinsic motivation comes from within the individual and is usually quite difficult for the OSO to identify, whilst extrinsic motivation comes from factors related to working with the OSO. Finally, the definition suggests that the motivational forces determine how long, how vigorously and in what activities the person will engage in. In short, if workers are not motivated in some way, they will fail to carry out their activities to the best of their ability.

A fundamental responsibility of HRM is therefore to ensure that the internal forces within a person are triggered into action, and to make the organisational context such that it encourages motivation. There are a number of ways that this can be done, making use of both extrinsic and intrinsic rewards. In an OSO, the main factor used to enhance motivation is the rewards systems instituted with the organisation. In many cases, this system is primarily for paid staff; however, many aspects of the intrinsic reward system can be applied to volunteers. The key is to understand what motivates people and why.

Intrinsic Rewards

The extrinsic rewards just discussed are material rewards that involve financial outlay by the organisation, whilst intrinsic rewards are administered and experienced by the staff themselves. A significant feature of intrinsic rewards is that the more the intrinsic reward acts as a motivator, the more the person values the reward. That is, once staff members experience achievement and a sense of growth, they want to experience it even more. In contrast, the value of monetary rewards tends to decrease with the more financial rewards you get.

OSOs need to place greater emphasis on intrinsic rewards, particularly for their volunteer workers. By definition, volunteer workers are not there for monetary benefits. The only way to retain volunteers is to offer them opportunities to enjoy intrinsic rewards. Of course, their altruistic orientation and the purposes of the OSO are sources of intrinsic satisfaction. However, the organisation must go beyond these basic rewards and create an environment wherein volunteers can experience other intrinsic rewards and be motivated further to work on behalf of the organisation.

There are several activities that support or act as intrinsic rewards. They are not only important for volunteers, but also motivate paid employees. Intrinsic rewards can take the following forms.

- *Direct feedback:* Staff members should receive immediate and concrete feedback when their work has been evaluated. In some cases, the feedback can be built into the job itself. For example, a volunteer worker recruiting members for the sport organisation gets direct feedback every time the membership fee is collected.

- *New learning:* OSOs may provide their staff with the opportunity to gain knowledge and learn new ways of doing things. This could entail assigning progressively more challenging jobs to staff. For example, the OSO may assign a new recruit the task of keeping account of the day-to-day income and expenses. Progressively, this person may be asked to master double-entry bookkeeping and preparing a balance sheet. As these tasks are mastered, the person may be asked to become conversant with the tax laws that govern the finances of the OSO, including donations and sponsorships.

- *Control over scheduling:* It is possible that an OSO may permit some of its staff to schedule their own work within some broader limits. For example, flexible work time requires that an employee be in the office between 10 a.m. and 12 noon and then between 2 and 3 p.m. This covers only three hours in a day, and the employee is permitted to schedule the rest of the time with the provision that over a period of time, such as a week, the employee must spend the minimum time required, such as 40 hours. This allows an employee to spend the stipulated minimum 3 hours in one day and spend 12 hours the next day as desired.

- *Control over resources:* Staff members may be given control over the material and human resources required to do their job. For example, the technical director of an OSO may be allotted a certain amount of travel money for the year and allowed to decide on the trips to make that year.

- *Direct communication authority:* Staff should be allowed to communicate directly with those who provide input to their work and those who use their output. For instance, the public relations manager of an OSO should be permitted to communicate directly with media personnel, government agencies, and regional or provincial counterparts.

- *Personal accountability:* Staff must feel personally responsible for the outcome of their work. This will enhance a sense of responsibility, which has a motivational impact.

To summarise, recruiting and motivating human resources are key issues for an OSO. Without people who have the right skills and who are motivated to do their best for the organisation, OSOs will fail to meet their strategic objectives. Both aspects of management should be based on a comprehensive evaluation of the needs of the organisation and expectations of the existing human resources. This requires consultation with both volunteers and paid staff to find the ways to implement these tasks efficiently.

KEY RECOMMENDATIONS

- ▶ In consultation with your Board, evaluate your human resources needs on a regular basis. Do this for both paid personnel and volunteers.
- ▶ Have a fair system of recruitment that allows you to choose the most appropriate people for vacant positions.
- ▶ Make sure you know what motivates your staff and ensure that these factors are present in the OSO.
- ▶ In particular, provide intrinsic motivators because these are more powerful than extrinsic, or material, rewards.

The following illustration highlights how a better understanding of volunteers' motivations could help the management of volunteers in the Qatar National Olympic Committee.

Illustration 3.3
Motivations of Volunteers in the Qatar National Olympic Committee

Every year several international state-of-the-art sport events are organised in Doha, the capital city of Qatar. As a consequence, Doha has become known as the sport capital of the Middle East. However, apart from the challenges of technical event management and operations, when Qatar organises multisport events, it faces difficulties in recruiting dedicated volunteers.

Upon questioning sport managers about volunteering in Qatar, it seemed that most organising committees had major problems finding the necessary number of volunteers, primarily because no attention was given to recruitment in the early stages of event organisation. Volunteers were mostly recruited in the last minute amongst family members of the leadership of the federation and amongst sport fans. Only the Qatar Tennis and Qatar Golf Federation have a comprehensive list of some 300 volunteers each that they count on every year. As a result, research was carried out by the Qatar National Olympic Committee (QNOC) to determine what would encourage people to volunteer for major sport events.

Photo courtesy of Olympic Solidarity.

A volunteer at the 15th Asian Games, Doha 2006.

Description of the Project

The aim of this work was to identify motivational and other elements that would enhance volunteering for multisport events organised in Qatar. Information was collected through a review of literature and through documentary analysis of previous events. Additional information was collected through interviews taken from organisers of national sport events.

Based on this information, a questionnaire was designed to assess volunteering. The questionnaire was completed by 800 people, 100 per gender from the following four main groups in the population of Qatar: Western expatriates, expatriates from non-Arabic-speaking nations in Asia, expatriates from Arabic-speaking nations in Asia and Africa, and Qatari nationals. All 800 questionnaires were subject to statistical analysis to detect intragroup differences, as well as differences between the two genders.

Questionnaire Results

The questionnaire contained questions that aimed to establish the frequency of respondent volunteering, the types of activities people would be most likely to volunteer for, what motivated them and what rewards they would expect. The questionnaire identified the following factors.

(continued)

Illustration 3.3 *(continued)*

Participation in Volunteering

Less than 29% of the 800 people surveyed had ever volunteered for a sport event in Qatar in the past. This percentage is low compared with the 45% to 50% of people that volunteer in Western populations. There was also a difference in the frequency of volunteering of men (33%) and women (25%). The gender differences were mainly found in the Asian, Arab and Qatari groups; women in these groups volunteered significantly less frequently than Western women.

Activities

In general, it was found that Western men would choose to volunteer in the fields of management and accreditation, while Asian men would volunteer in significantly higher numbers as drivers, porters, cleaners and maintenance workers. Both Arab and Qatari men would volunteer in the fields of public relations and escorting.

Western women would volunteer in public relations, while Asian women would volunteer in the fields of public relations, cleaning and maintenance. Arab as well as Qatari women were more likely to volunteer in the field of administration. Analysis of educational aspects showed that Asian women who finished secondary school would volunteer in the fields of administration and public relations, while those who had less education would volunteer in the fields of maintenance and cleaning.

When comparing the results of the Qatari men and women, it was found that the men were more interested in volunteering in the area of public relations and as escorts, while women scored much lower in these fields. The women were more interested in management and administration.

Motivations and Rewards

Nearly all men who responded to the questionnaire indicated that they would volunteer if they received a job that satisfied them and had responsibilities, which are intrinsic motivational factors. The significant difference was that Western men were more motivated to volunteer if they received respect for their contribution, their expenses were paid and they were given a uniform to wear. Asian men were motivated by good social interaction, and Arab men were motivated by financial rewards, such as having their meals and local transport costs covered and receiving pocket money. Qataris were motivated by free entrance to the sport facilities as well as having their meals and local transport costs covered.

Western women were also motivated by intrinsic factors, such as a role with responsibilities and good social interaction, and also expected a uniform and their expenses to be paid. They were also keen to receive respect for their work. Asian women, unlike their male counterparts, wanted their expenses paid and extra pocket money. Arab women were motivated if their meals and local transport were paid for as well as their expenses and if they could work in a quiet environment without too many problems. Qatari women were motivated to volunteer if they were asked by a relative, as well as if they received free access to the sport facility, free meals and free local transport.

Many of these factors have limited financial costs, and those that do have costs are the traditional factors expected to be provided to volunteers (free meals, free entrance). From these findings, it would appear that it should be relatively easy to develop a package that would encourage people to volunteer for sport events. However, it is interesting to note that Qatari men and women expected a salary, or a daily allowance. This suggests that altruistic volunteering is not yet embedded as a concept in this group and highlights the fact that for some countries, sport organisations and events may not be staffed by individuals giving their time for free or for notional expenses.

Although the questionnaire did not provide any solutions to the potential problems faced by QNOC, it was a structured approach to identifying a problem and gathering information to address this problem. The results show that you must understand individual motivations of volunteers and the related intrinsic and extrinsic rewards. It is important to take culture, nationality and gender into account. As you can see from this research, some volunteers are motivated by intrinsic factors whilst others are motivated by material rewards. The research suggests that some groups should not be targeted for voluntary activity since they will lead to increased costs to the OSO. This highlights the need to carry out research that identifies the motivating factors of each group of volunteers and to manage these factors properly. An example of how to do this is provided in chapter 6.

Source: Bin Abdulrahman Al-Thani 2004.

SECTION 3.4
DEVELOPING HUMAN RESOURCES THROUGH TRAINING

OSOs are facing increased demands of professionalism from their members and from the public or private partners that support them. Addressing these demands, whether they are internal or external, functional or ethical, requires OSOs to invest in staff training. Training furthers the development of individuals or groups by allowing them to acquire the skills necessary for their activities and, more broadly, their continued development.

The purpose of training in an OSO is to help individuals acquire the skills they need in order to ensure that the organisation fulfils its mission and day-to-day activities. Training staff to meet development needs provides an alternative to hiring new people who already have the skills being sought. Training may be preferred for ethical reasons, such as to ensure the personal development of members, or for functional reasons, such as to promote internal mobility and careers within the organisation, with a view to member retention.

Committing to a deliberate training process requires OSOs to fulfil a certain number of stages, which will be presented in this section. The first stage is an assessment of the needs of the organisation and its human resources, as well as the level of skills demanded of its staff. The second stage involves preparing a training plan to address identified needs in order of priority and according to a schedule. The third stage implements the required training and monitors its success, and the fourth stage evaluates the training that has been carried out and its effects on individuals and the organisation. These stages are discussed in more detail in the following section, which concludes with an illustration of the training plan developed by the National Olympic Committee of Albania.

Assessing Training Needs

Assessing training needs in an OSO means identifying shortfalls in skills that impede the organisation's functioning and the fulfilment of its mission and objectives. A qualitative evaluation of the status of human resources within an OSO begins with an assessment of its global activities and its capacity to attain its goals. When carrying out this assessment, you must identify areas of weaknesses within your organisation that might suggest a training need. This can be done by using the following questions to analyse any problems that arise.

- What does the problem consist of?
- Is it a permanent or one-time problem?
- How does the actual situation differ from the desired one?
- What are the consequences of this problem for the organisation?
- What factors explain this problem?
- What role does a shortage of skills play in these factors?
- What is the nature of the skills gap to be resolved?
- Which employees and staff are affected?
- What are the reasons for the skills gap? Is it a lack of appropriate human resources or an inability to mobilise these resources?

For example, when evaluating the performance of an NF the following difficulties might be identified:

- Inability of the federation to regularly inform its members about the competitions it organises
- Inability of the federation to submit a credible development plan to a funding body, which is a prerequisite for obtaining funding
- Failure of a regional league to qualify for a national championship

Analysis may show that these failures are due to skill failures, which need appropriate action (table 3.6).

Table 3.6 Training Needs As a Result of Performance Analysis

Analysis of operations	Human resources analysis	Proposed actions
Information on competitions organised within the federation is not disseminated to the clubs concerned.	The department responsible for member communications and information is not operating effectively.	Train a responsible person with the requisite skills.
No development plan was presented to the authorities to justify a subsidy.	Planning procedures have not been mastered by the members of the committee responsible for this task.	Implement training in planning for committee members with the support of an outside consultant.
No regional team qualified for the national championship.	Nonqualification is due to the inexperience of the coaches responsible for the teams.	Implement a programme to improve the coaches' skills and knowledge.

Such problems may arise from a shortfall in skills in a number of areas. For instance, they may be due to the lack of skills of a person holding a key position. This is the case, for example, if the NF lacks a person capable of designing and promoting a communication programme. The skills gap may also occur within a group, such as the committee responsible for creating a development strategy for the federation. Finally, the skills gap may occur in a group of people associated with the organisation. This is the case with coaches of clubs in a regional league that have been unable to qualify for a national championship.

In the case of paid employees, it is generally possible to ensure that staff receive training to deal with skills gaps. This is not always true for elected members, whose full-time professional activities may leave them with little time for training, or who, having the legitimacy of being elected, do not always acknowledge their shortcomings. You will need to convince such members of the need to address any skills gaps that are identified.

To ensure the success of any training, it is important to obtain the support of those affected. You will need to promote the benefits of training, which may involve symbolic compensation, such as the satisfaction of serving the organisation more effectively or of successfully performing a difficult task, thereby increasing self-esteem. It may also involve immediate material compensation, such as a salary increase, or deferred compensation, such as enhanced career prospects. You must also ensure that the method of reducing the skills gap will allow training goals to be attained and is consistent with the individuals' availability.

Photo courtesy of the Tanzania Olympic Committee.

A working group in Tanzania benefiting from the training offered in the Sport Administrators Course.

Preparing and Implementing a Training Plan

Once training needs have been assessed, you can select the training procedures and choose and implement a training programme.

Selecting the Training Procedures

There are two principal types of training: formal training and informal training. Formal training is organised to meet a training need, and it is often carried out with the support of a specialised professional as part of a programme prepared in advance. Informal training is an apprenticeship process that relies on practical experience in the activity, with no formalised plan and no specialised personnel. Most OSOs restrict training to what is known as formal training, or an activity that requires the trainees to leave their jobs in order to go to a special location for a specific period of time.

However, formal training often has major weaknesses. It cannot always be used to significantly change the skills of a person whose growth is vital to the organisation. Similarly, it cannot always help people acquire mastery of a tool whose use is indispensable to the organisation, such as training in IT for members of a department in the process of being automated. This is because formal training programmes do not always address the specific needs of those being trained; they often ignore the skills that people already have, how much knowledge they will need to do their job and the ways that they prefer to learn. Gaining skills through formal training in these cases is difficult because the training is often general and poorly contextualised.

Consequently, you should try to incorporate the training process into the organisation as much as possible. This may include some off-site training in activities that directly relate to the jobs of the individuals in question; however, most training should involve skills that are available within the organisation. For example, a management coaching relationship could be developed where an experienced and competent staff member advises, guides or supervises a learner, or coachee. Occasionally, when money is available, a consultant may lead this type of training. Other ways of providing training within the OSO may include the following:

- One-hour sessions on various topics, held every other week or every month, led by different people in the organisation
- One- or two-day intense training sessions on one topic (e.g., how to use the new computer system)
- Regular consultation, guidance or supervision by an experienced and competent staff member within the organisation

Choosing a Training Programme

In addition to general training procedures, training is further enhanced when there is a clear description of the skills to be transferred and an accurate appraisal of the skills in advance. In addition to a detailed training programme, conditions must be defined for assessing the acquisition of these skills by the participants. The preparation of a training plan should cover the aspects described in table 3.7.

If the training is aimed at improving the organisation's performance in the mid-term, it must not result in poor organisation in the short term. A training plan must be organised in such a way as to ensure that all relevant personnel are trained. For reasons of both fairness and functionality, it is desirable for all personnel to have access to training in turn. Of course, this does not prevent priority activities related to the organisation's operations from being carried out.

Table 3.7 Framework for a Training Plan

Objectives	These need to address the training programme's expected results (learn ICT techniques, master planning methods) and should be defined in terms that facilitate assessment.
Population to be trained	Should be defined in terms of demographic characteristics (gender, age, status), motivation, and professional experience and prior training.
Choice of teaching methods and resources	A range of appropriate methods should be identified, such as distance learning or management coaching. Trainers should be prepared for the characteristics of the population. Customised teaching methods are important.
Assessment conditions	Should be customised to the objectives of the training activity, the population and the environment (feasibility).

Evaluating Training

Evaluation of training is an essential part of the process because it validates what has been carried out or shows where corrections are needed. Evaluations may be made via objective factors, such as the measurable transformation of a job, or subjective factors, such as participants' views of the training they engaged in. It may relate to the effects of the training on the individual, on the team or department, or on the organisation as a whole. Three levels of evaluation may be envisioned:

- *Acquired skills and knowledge:* Have the trainees acquired what corresponded to the training objectives?
- *Skills building:* Have the trainees been able to use the acquired resources in their daily activities?
- *Impact on the organisation's operations:* Have the acquired skills resulted in the better functioning of the OSO?

Most training programmes provide for an assessment of the activity by the trainees, often carried out at the end of the programme by the trainers themselves. However, it is also important that in-house training, such as an apprenticeship scheme, is also evaluated. Both types of training can be evaluated by means of a questionnaire that includes, for example, the following criteria:

- Physical and logistical conditions
- Choice of teaching methods
- Clarity of objectives
- Applicability of the acquired skills to the work situation
- Relevance of the acquired skills to training needs
- Quality of the trainers
- Maintenance of the motivation to learn
- Assistance in the transfer of skills in the work environment

In order to assess the impact of training on skills and the OSO itself, it is possible to perform an annual assessment of an individual's training through a review interview. This is generally carried out by the immediate supervisor to measure the perceived impact on the trainee and the way the trainee sees changes occurring in daily professional activities.

OSOs as Learning Organisations

Learning organisations facilitate the ongoing development, mobilisation, training, assessment and dissemination of the knowledge needed for their operations, and this is what OSOs should aspire to. Continual learning is necessary in order to successfully address changes in the environment and requirements of key stakeholders. Although every organisation should have a stable framework and rules of operation, it is sometimes problematic when routine is the guiding force because this works against innovation and responsiveness. OSOs, which are often anchored in tradition, sometimes tend to reproduce their activities without necessary assessments and changes in response to the operating context. Each problem encountered should be viewed as an opportunity to develop new knowledge.

The steps towards becoming a learning organisation are relatively straightforward. First, you need to identify resource persons, or paid staff and volunteers with recognised skills who are prepared to share their skills with the other members of the organisation. These skills then need to be formalised to ensure their lasting retention and eventual large-scale transfer. OSOs often give little importance to this formalisation of knowledge, but one of the ways these skills may be formalised is by a collection of best practices in a standardised format. This can then be made available to all members of the organisation through a system that ensures accessibility, guidance and effective communication. Learning organisations thus turn training into a process that enhances the value of the expertise developed within the organisation.

KEY RECOMMENDATIONS

- Identify areas of skill development by careful analysis of problems that occur in the OSO.
- Ensure that training needs are identified by regular skills audits supported by the Board.
- Develop a range of training methods and activities to suit the skills required and those who are to be trained.
- Evaluate each training session to see if it is meeting its objectives.
- Develop the OSO as a learning organisation by passing on skills and knowledge to all involved.

The following illustration presents a training programme that was developed by the National Olympic Committee of Albania in response to a lack of opportunities for sport administrators.

Illustration 3.4
Training Policy for Sport Administrators of the National Olympic Committee of Albania

The National Olympic Committee of Albania (NOC of Albania) was created in 1958. Since then, Albania, a country of about 3.5 million inhabitants, has regularly participated in all major sport events, including the Olympic Games. The fall of the communist regime in the beginning of the 1990s introduced a new organisation for sport, with more autonomy for sport federations and clubs in relation with the state. Subsequently, a need for qualified managers to lead those organisations was identified. Although efficient training and education for coaches had been provided by the Academy of Physical Education and Sport and by NFs, nothing existed in the country to train sport administrators and managers.

In 2002, the NOC of Albania decided to undertake a consultation exercise with its members, which included the 13 Olympic Sports Federations, their local clubs and the local sport authorities, to identify their needs and their willingness to involve participants in a training programme for sport administrators. The consultation showed a strong demand for the programme, resulting in the training programme outlined next. The goal of the programme is to establish a sustainable system of training for sport administrators in Albania in order to meet current and future needs. The programme is targeted at leaders of national, regional and local sport associations, as well as those who are ready to lead, either as volunteers or as salaried personnel.

Competences Covered

The competences to be developed by the programme are at three levels.

Basic Level

- Understanding the functioning of a sport organisation
- Improving the understanding of the administrator’s role and responsibilities in a sport association
- Improving the level of management and communication in a sport association

Intermediate Level

- Mastering the juridical structure of a sport organisation
- Administering the budget for a sport association
- Conceiving a development plan for a sport club
- Leading a sport association

Advanced Level

- Improving the organisation’s level of autonomy in its socioeconomical context

- Overcoming conflicts in a sport association
- Promoting social integration of young people through a sport association
- Mastering the organisation of a local, national and international sport event

All competences are addressed in modules that make up the detailed content of the training programme.

Administrative Framework

The programme is run under the responsibility of the NOC of Albania, the Ministry of Sports and the Academy of Physical Education and Sport. The dissemination of information concerning the programme is the responsibility of the NOC, as is the receipt of candidates. The three main stakeholders are responsible for the selection of an average of 30 candidates a year and, based on evaluation questionnaires filled in by participants, for the adaptation of the programme.

Programme Format

The training programme is a 1-year, part-time, partly distance-taught adult education programme. Participants receive written course materials, and they also meet once a month, usually on the last Saturday of the month, which represents 72 contact hours. The contact hours are organised in the capital city, Tirana, mostly in the facilities of the Academy of Physical Activity and Sport. Lectures are given by local specialists in management and by senior sport managers who are experienced and trained in the relevant areas.

Training Methods

The intention of the training is to reflect as closely as possible the daily situations encountered by sport administrators. These situations are also used to apply the principles covered in the programme to the sport context. The programme is underpinned by an organisation-based project defined by each participant and carried out under the guidance of a tutor. The participants receive written materials in advance and must take part in the monthly sessions. During the remaining period of time, they are required to implement their new knowledge directly into practice. During the monthly training sessions, they share their experiences and make comparisons with other OSOs to identify good practices.

Validation and Certification

Participants are evaluated on the basis of a report presented both in a written and oral form. They receive certification given in cooperation by the NOC of Albania and the Academy of Physical Education and Sport.

(continued)

Illustration 3.4 *(continued)*

The training programme of the NOC of Albania is perhaps more interesting because of its global coherence in linking the skills required by sport administrators than because of the exceptionality of the content. The programme represents a rational response to existing needs and to an identified demand. The mix of work-based training and lecture sessions meets the needs of the participants and makes the best use of their time. The programme is based upon and responds to the daily situations administrators face in their organisations in the new political, economical and social conditions that prevail in the country. For this reason it successfully integrates the basic principles of administration and management in order to develop the competences of sport administrators.

The validation procedures ensure the practical mastery of those principles and competencies in real-life situations. The partnership involves all the authorities that are required to give recognition and sustainability to the programme. The evaluation of the programme by all stakeholders, including the participants themselves, assures improvement of the programme. The recruitment of trainers qualified in both the academic and practical fields, alongside the collective exchange of experience and sharing of good practices, promote the progressive establishment of a proper organisational knowledge within the Albanian sport system. In addition, the Albanian experience has inspired in Olympic Solidarity the concept of an advanced sport management course, to be supported by this text.

SECTION 3.5
DEVELOPING SKILLS FOR MANAGING HUMAN RESOURCES

To make an OSO more effective, and more specifically to make its human resources more effective, you need high-level management skills. These will help you to plan, organise, recruit, motivate and develop the volunteers and paid staff who work with your OSO. Even as you develop these skills, you will want to use some of the training methods discussed in section 3.4 to ensure that others in the OSO also develop these skills.

This section considers the skills that are needed to effectively manage the human resources of an OSO. It focuses on the key skills of decision making, problem solving, communicating, managing time and managing conflict, because these skills underpin all management of human resources. The management of conflict will be illustrated by a discussion of conflict resolution within a European NF.

Decision Making

The management of OSOs requires decision making. You need to make decisions about everything from the allocation of resources to the colour of team uniforms. Decision making is often difficult because of the turbulent environment within which OSOs operate. Often you cannot be sure of the exact consequences of the decisions you make and thus will make few decisions about which you are certain. You will also have to make risky decisions, which occurs when you have an idea of the choices available but no definite idea of the outcomes. Thus, there is a risk to making decisions, which you should try to reduce by collecting additional information and relying on previous experience. For example, if your junior athletes have never travelled out of the country before, there is a risk that the situation will be so daunting that they fail to perform as expected. You can assess the likelihood of this happening by considering the previous experiences of junior teams, or by asking the team how they feel about the trip.

You will make decisions where you have no clear idea of the alternatives and therefore the outcomes. This does not happen often, but it does arise in situations where there has been no precedent. Gathering additional information about the issue can help to reduce uncertainty, as can seeking help from others. Your organisation may never have staged a major event for a certain sport, but seeking assistance and information from those who have will allow you to make a more certain decision.

Obviously, decisions about which you are certain are the safest for the organisation. However, since there are few opportunities to make such decisions, the risk of decision making needs to be reduced, particularly for major decisions such as whether to invest in facilities or services. One way to reduce this risk is to adopt a rational decision-making process. In order to make rational decisions, you need to be clear about the choices available and the criteria against which you can choose. Sufficient information in order to assess decisions against these criteria needs to be obtained. This information then should be used to come to a decision. This process, outlined in figure 3.2, is important when significant resources are involved.

For example, you may have a limited budget and have to decide whether or not to enter a junior team into a competition that is being held in another country. There are four options: to enter them into the competition, to not enter them, to seek appropriate competition in your own country or to use the money for an alternative event for the team, such as a training camp. There are costs and benefits associated with these options, such as the experience to be gained from the competition, the cost of travel, the experience to be gained from travelling to another country and the money to be saved by not going. The criteria used to make the decision might include monetary cost, other opportunities lost if the team is entered, how much schooling the team will miss, the benefits of exposing juniors to international competition, how this competition fits within your development plan and the level of competition expected. From these criteria, you can make a decision about entering the competition.

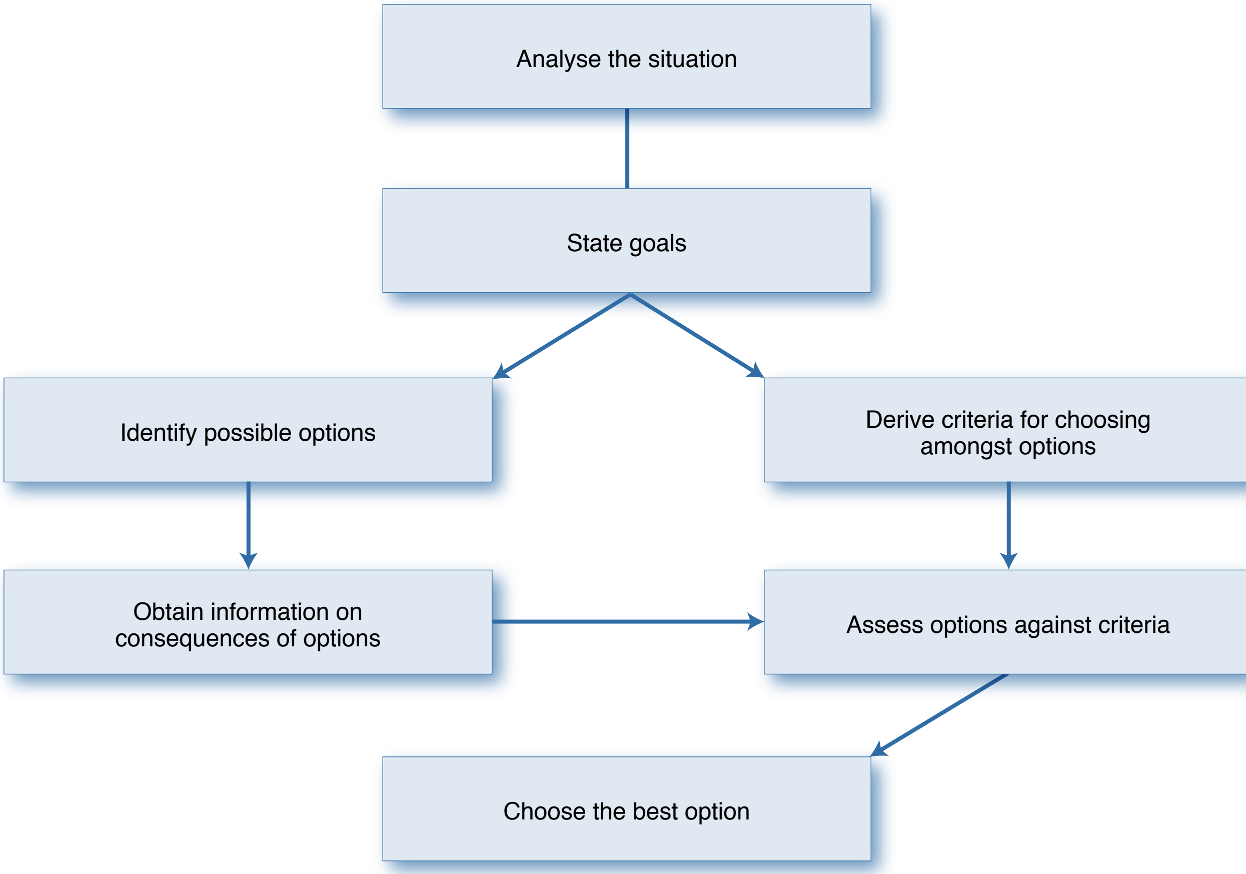

Figure 3.2 Rational decision making.

Adapted, by permission, from R. Paton, 1995, *Book one: On being a manager,* Foundations of Senior Management course material (Open University: Milton Keynes), 31.

Problem Solving

Much work in OSOs is related to problem solving, and having a structured approach to problems will help the organisation become more effective. The rational decision-making process outlined previously will help with problem solving. However, you first need to be aware that there is a problem, and this is not always as easy as it sounds. The volunteers and paid employees who work for the organisation may hide the fact they are struggling with their work, or sponsors may be disappointed in the publicity they are getting but may not tell you this. It is only when something goes wrong or when a sponsor withdraws support that you may become aware of the problem. Once you are aware of the problem, the problem can be dealt with; however, it is often easy to confuse the symptoms of the problem with the problem itself, for example, trying to raise money to deal with a loss of sponsorship rather than establishing why the sponsorship was lost.

You need to gather information from the people who perceive that there is a problem and on possible causes of the problem. This is best done in consultation with others since other people may have a different perspective on a problem and talking to them may allow you to identify a better solution. When the problem is one of sponsorship, you should speak with those responsible for obtaining sponsorship, those who benefit from the sponsorship and, if possible, the sponsors themselves in order to identify why sponsors have withdrawn their support.

Once you know what the problem is and have an idea of why it has arisen, you need to determine various ways to solve the problem. If the problem involves sponsorship, alternative sponsors could be sought, or you could attempt to reengage the sponsors you have lost. You may choose not to seek new sponsorship, instead raising money from other sources, such as increased membership fees. The implications of these alternatives also need to be considered because some decisions may solve the problem but may also cause greater problems. Raising membership fees is likely to be unpopular and lead to a decline in membership, and some available sponsors, such as tobacco companies, may not be considered appropriate by other sponsors, leading them to remove their sponsorship.

The next step is often the hardest. You have to make a decision and then communicate it to all of those affected, such as funding bodies, athletes, members and other sponsors. The decision must be unambiguous, communicated appropriately and implemented well. Finally, you should check to see that the problem has been solved. For example, have funds increased as a result of your decision? Occasionally you may need to change the decision in order to achieve the best result. You may even have to admit that you made a mistake and start again.

This is clearly a lengthy process and is not likely to occur for all problem solving; indeed, it is not appropriate for all problems. It is important, however, to take a structured approach when the problems are so significant that they can fundamentally affect the organisation or the people working within it.

Communication

The ability to communicate is arguably the most important skill required of those responsible for managing human resources, and there are many advantages of good communication. Communication increases efficiency; the volunteers and paid staff who work for the organisation make fewer mistakes because they know exactly what tasks have to be achieved, why they have to be completed and how to go about completing them. Not only is this motivating, it also reduces costs to the organisation since fewer errors are made. In addition, in order to engage stakeholders you need to establish what they want, which is particularly important for sponsors and funding agencies. Finally, the end result of greater motivation, involvement and reduced mistakes is better service to stakeholders.

Photo courtesy of the National Olympic Committee of Albania.

Effective management involves the ability to make decisions, solve problems and communicate clearly.

Information can be communicated in written (paper or electronic) or verbal form, and three factors affect the form of communication you choose. The purpose of the communication is important, and written information tends to be more formal than verbal information. For example, an offer of employment must be made in writing, while an offer of additional training could be made verbally. Although e-mail is often used in an informal manner, it is important to realise that some people consider it to be a written form of communication, and therefore it carries an element of formality.

The target audience also needs to be considered. It is appropriate to verbally pass information on to volunteers and paid staff; however, agreements with sponsors should be written. In addition, information needs to be communicated in an appropriate language and form. This may mean that information should be available in a foreign language, in large print or even in pictures if you're trying to communicate with children. Finally, the length of the communication is important. Verbal communication is appropriate for short messages, whilst lengthy and complex information is better disseminated in writing so that people can return to it to assist with understanding.

The ability to listen is also a vital communication tool. If you can show that you are interested in what is being said and have heard and understood the message, the people communicating with you will be more satisfied. There are a number of ways to do this:

- Maintaining eye contact with the person who is talking
- Encouraging the person to continue talking by nodding or agreeing with what is being said
- Summarising what has been said before answering
- Not interrupting

Listening is particularly important for appraisal interviews, discipline and grievance interviews and when counselling staff members or athletes.

Time Management

Managing time is one of the major problems facing those who work in OSOs. It is often difficult to say no to additional work, particularly if it appears to be of value to the organisation or yourself. However, if time is not managed properly, you run the risk of being unable to complete your work to the proper standards. Alternatively, you may become so overburdened that you cannot complete all your work. Therefore you need to be skilled at time management in order to manage yourself and your organisation's human resources effectively.

A time management strategy is required to ensure that you have enough time to do the work required. First, however, you should be aware of the activities that cause time to be lost, such as the following:

- *Lack of preparation:* Not spending enough time prioritising tasks or making sure you know what has to be achieved
- *Procrastination:* Putting off tasks because they are too difficult or boring
- *Poor prioritisation:* Working on tasks that are simple rather than important
- *Confusing what is urgent with what is important:* Responding to the person who is the most persistent rather than doing the most important task
- *Poor delegation:* Trying to do everything rather than getting someone to assist, or delegating so poorly that the staff member has to continually ask for help
- *Poor communication:* Giving out incorrect or poorly expressed information so that time is wasted by having to provide more information or correct errors that have come about as a result of poor information
- *Lengthy phone calls, meetings or conversations:* Taking more time with these than is required because the purpose is not clear or information is missing
- *Taking work home after a full day:* Working inefficiently because of tiredness or conflicts with other demands

A time management strategy is a useful way of handling these distractions. You should record all commitments, including meetings, tasks to be completed and deadlines. This record will allow you to carry out regular work planning and to ensure that plans are followed. Where this information is recorded is not important; you may choose to record it on paper or electronically or ask someone else to record it. What is important is that the record is kept.

You need to be clear about what has to be achieved. It is not possible to do everything, so assess the tasks that are essential in terms of achieving the objectives of your work. It is more important to seek the information needed to complete a strategic plan than to respond to information about a social event, although the latter may be more enjoyable. This will allow you to prioritise the tasks that you have been asked to complete. It is easy to get sidetracked and to waste time on things that are interesting but not essential.

You also need to learn to structure your time. Time should be divided into blocks and allocated to certain activities, such as writing reports, attending meetings, working with colleagues or performing administrative duties. Tasks requiring concentration and research should be allocated to the time when you feel most alert, such as first thing in the morning. Alternatively, you can leave phone calls, paperwork and e-mail for times when it is more difficult to concentrate on work, such as after lunch. In addition, it is important to identify time periods when you can and cannot be disturbed by those who work with you, which you should then communicate to all who may be affected.

Finally, and most important, learn to say no. Rather than making you appear lazy, the ability to turn down requests for work when overloaded or faced with other priorities is an indication of efficiency. If you refuse to organise a team-building event because of your workload, this will indicate to others that you have a large workload and are able to prioritise your tasks, and they will allow you to complete the work. If the team-building event cannot wait until your workload is reduced, delegate the task to someone else.

Over time you will develop time management strategies that work best for you. Different techniques, such as delegation, using a "to do" list or working from home, will suit different occupations, management styles and organisations. The key point is that once time has been lost, it is impossible to get it back.

Managing Conflict

Conflict between individuals and teams is a part of every organisation. Individuals and teams compete for financial resources, time from managers, equipment and even customers. This competition will occasionally result in conflict within the organisation. Conflict within organisations is not always a bad thing, and constructive conflict can serve a variety of functions. Conflict can encourage people to work together to fight a common enemy. It can help define roles and increase understanding of others' feelings; for example, debate over who should be captain of a national team will highlight what is important to those having the debate and the skills of those under consideration.

Constructive conflict can increase understanding of the problem, since conflict usually arises when individuals are not aware of the concerns of all involved. Thus, constructive conflict is to be welcomed in an OSO. Alternatively, destructive conflict is usually detrimental to the organisation because it tends to be based on personality differences or concerned with the preservation of power. You want to be able to identify destructive conflict and have a strategy for dealing with it.

There are several issues to consider before tackling conflict. The first question to address is whether it is worth intervening. If the conflict is not affecting the work of those involved and looks like it will resolve itself, your intervention may inflame the situation. You will also need the personality characteristics and communication skills to be able to deal with the conflict in a calm, rational and fair manner. If you lack these skills, it is often better to have someone else deal with the situation.

Finally, the timing of the intervention is important. Intervention must come at a time when it can actually be of use, rather than too early or too late, when intervention may escalate the conflict or inflame it. For example, if you see an argument between a chief coach and an assistant coach and attempt to intervene, you may look ridiculous if the argument was over something minor or was unrelated to the job. Alternatively, if you ignore a number of arguments, team performance may be negatively affected. The skill is to intervene after the right number of arguments!

Once the decision has been made to intervene, a strategy to deal with the situation is required. This involves the following:

1. *Identifying the problem:* It is necessary to identify who is involved in the conflict, why the conflict has arisen and the issues involved.

2. *Examining the relationships that the protagonists have within the organisation:* This will allow you to identify other people who may help resolve the problem.

3. *Identifying the problems and the costs of the behaviour:* This may be in terms of time wasted, the demotivating effect on others on the team or an unpalatable atmosphere.

4. *Approaching those involved in the conflict:* Work together to search for a solution.

5. *Implementing the solution and then evaluating the situation:* After implementation, evaluate the situation on an ongoing basis until the conflict has ended.

Although handling conflict is often an unpleasant task, if it is ignored there are likely to be negative consequences for the organisation. The best strategy is to be aware of where conflict may arise and to develop plans to prevent it from arising. This strategy can be facilitated by the fair allocation of resources, equitable and fair treatment of all involved with the OSO, and awareness of relationships and tensions that may be occurring within the organisation. Preventing conflict is not always possible, however, and once conflict is identified, it needs to be managed efficiently and effectively.

All of these skills are necessary for the effective management of OSOs. The ability to make decisions and communicate these and to organise and complete a full workload is essential for OSOs to meet their objectives. Fortunately, all of these skills can be developed or improved by personal development activities, using the methods outlined in the previous section. Therefore it is important for you to evaluate your level of skill in these areas and then improve your skills if necessary.

KEY RECOMMENDATIONS

- Adopt a rational approach to making decisions that are significant for the organisation and the people in it.
- Make sure that you know exactly what has caused a problem to arise and whom it involves. Carefully consider the possible ways to solve the problem and then communicate the final decision to those affected.
- Be aware that communication also involves listening.
- Learn how to prioritise your work and to say no.
- Realise that not all conflict is bad for the organisation, but do develop appropriate strategies for intervening if necessary.

The following illustration shows how conflict has been managed in a European NF. When reading this illustration, be sure to consider any similarities to situations you have faced within your organisation. The illustration provides a brief description of the federation, and then it goes on to describe the conflict that occurred. The conflict resolution strategy and style are analysed. The federation has been kept anonymous to preserve the confidentiality of those involved.

Illustration 3.5

Managing Conflict in National Federations

The federation was founded in the 1930s and is the main governing body for the sport. It has more than 70,000 members, and its clubs are structured on a regional basis. Most regions have professional staff to assist the voluntary regional Board.

The Conflict

The start of the conflict cannot easily be pinpointed. A discussion about restructuring the federation resulted in a series of proposals that were presented to and discussed by the members of the NF's General Assembly (GA). One of the main reasons for proposing the restructuring of the NF was because of a decline in the number of members and affiliated clubs. The Board wanted to modernise and rationalise the organisation so that it would be better equipped to meet the needs of the players and clubs, but this programme of change had met tough resistance from two of the eight districts. A new President was elected, who continued the modernisation process; however, the GA did not appear to trust him as much as it had trusted the former President.

In September, three years after the President's election, the GA discussed a definitive proposal for the reorganisation of the NF. It involved the abolition of the regions, leading to a complete restructuring of the NF, which would have required the statutes of the NF to change radically.

Before there could be a vote on the proposals, one of the regions resisting the changes proposed a motion of no confidence in the Board, accusing the Board of sloppy work, withholding financial information and neglecting the interests of the members. However, a large majority of the GA supported the Board, and the original proposal for the restructuring was accepted, albeit with the agreement that several crucial topics required further elaboration. A representative of one of the supportive regions stressed that the trust and communication between the Board and the two dissenting regions had to be restored as soon as possible.

In March the following year, members of the Board visited all eight regional meetings, where further details of the change and the implementation of the decisions of the GA were discussed. Several proposals and suggestions were sent to the Board after these meetings, which were discussed by the Board during May and June. In June and September, the GA convened to discuss progress. As a result, several Working Groups were convened to investigate and report on outstanding issues, including the financial questions that had been put forward.

In December, the GA reconvened, and on this occasion a motion was made to halt the entire reorganisation process. This was proposed by one of the dissenting regions due to a perception of failing communication between the Board and the GA, as well as a lack of crucial financial information. This time, the motion was accepted due to the inability of the Board to establish confidence amongst members of the GA. Unsurprisingly, the Board considered this to be unacceptable and stepped down.

The Board's Management of the Conflict

The Board's handling of the conflict can be analysed by considering their strategy for managing the conflict and the style that they adopted.

Identify the Problem

The changes proposed by the Board would have led to a decrease in the power of the regional Boards, and as a result, two regions of the federation did not support the modernisation programme. This led to an initial motion against the Board, which was made on the basis of perceived poor communication and financial irregularities. Although the motion was lost, it created a schism within the federation, and other regions began to question the plans. The failure to identify the real problems that led to the conflict resulted in another challenge at a subsequent GA.

Examine the Relationships That the Protagonists Have Within the Organisation

Although the Board had theoretical control over the regions, because regional Board members were also delegates of the GA, the regions had the power to affect Board decisions. In this instance, the Board was initially supported by the other six regions. It was clear, however, that the other regions felt that the Board had to make an effort to restore trust and communication with the two dissenting regions. In the end, the regions supported each other.

(continued)

Illustration 3.5 *(continued)*

Identify the Problems and the Costs of the Behaviour

Overtly, there were concerns about the cost of the restructuring process, and it was felt that the Board was not communicating effectively enough. Covertly, however, it is likely that the main problem was the loss of power that the regions would face as a result of restructuring. These problems undermined the change process, resulting in the motions against the Board.

Approach Those Involved in the Conflict and Work Together to Search for a Solution

In an attempt to overcome the perceived communication problems, the Board met with each of the regions to discuss the modernisation process, and proposals put forward by the regions were discussed by the Board. In addition, Working Groups were established to deal with outstanding issues in an attempt to deal with the concerns expressed by the regions.

Implement the Solution and Then Evaluate the Situation

The proposed solutions were not perceived to have addressed the issues that led to the conflict, and as a result of the inability of the Board to gain the confidence of the GA, a motion against the change was won and the Board resigned. No change was made to the structure of the NF; the decline in membership continued and the financial situation gradually deteriorated. At this point in time, the conflict was clearly not resolved.

Conflict Management Style and Summary

In terms of conflict management style, notice that the conflict was managed in a number of different ways. When the conflict first emerged, indicated by the original motion of no confidence, the Board's approach to the conflict was to collaborate and compromise as members visited the regions and considered their suggestions. This is an appropriate way to handle conflict, particularly conflict that arises as a result of proposed major changes. However, as a result of a failure to identify an acceptable solution to the problem, this approach was not adequate. Once the lack of trust in the Board became apparent, the Board stepped down, thereby avoiding the conflict and giving up their responsibility.

This illustration demonstrates how important it is to fully understand the issues involved in creating conflict. In this situation, lack of understanding meant the conflict was not successfully resolved. Problems that were expressed overtly, such as lack of communication and concerns about finances, were likely to be hiding greater concerns regarding loss of power and control on behalf of the regions. Failing to fully understand these underlying concerns, the Board did not manage to find a suitable solution to the conflict even though their style of handling the conflict was appropriate. Arguably, this conflict could have been anticipated, and by working more closely with the dissenting regions before the GA met, the Board would have been able to identify the absolute resistance of the regions to the proposed change and thus seek an alternative solution.

This illustration also shows how necessary it is to have a strategy for dealing with conflict. It also shows that getting this strategy right may, in fact, be more important than the style adopted in order to deal with the conflict. Of paramount importance is the ability to establish exactly what the problem is. This was not done thoroughly enough in this situation, which meant that the conflict was never fully addressed despite the Board adopting an appropriate conflict management style.

The following case study applies many of the points covered in this chapter to the Gambia National Olympic Committee. The purpose of this case study is to demonstrate how the principles of HRM can be applied to OSOs. Although your organisation may not be the same type of OSO, the case study will highlight how the concepts covered in this chapter can be put into practice.

CASE STUDY 3

Human Resources Assessment and Design for the Gambia National Olympic Committee

The Gambia National Olympic Committee (GNOC) was established in 1980 as an Olympic and sport committee and takes the lead in organising activities sponsored by the IOC. The Committee retains exclusive powers of representation of the Gambia in all games patronised by the IOC.

In meeting the challenges of improving the management structure of the NOC, the GNOC decided to conduct a human resources assessment. With the support of Olympic Solidarity, Sahel Invest Management International was contracted to conduct a diagnostic review of the organisation's HRM. The consultants were required to conduct a human resources assessment and design a human resources development plan for implementation by the GNOC. The following text presents some of the key issues presented in the final report in April 2005. It is an overview of HRM diagnosis in an NOC and shows how a development plan and an action plan might be defined on the basis of this diagnosis.

▶ Organising Human Resources

Representation in the GNOC is broad based and voluntary. The General Assembly is the highest body within the GNOC and comprises all members of the NOC. This body meets at least once a year to review activities of the GNOC. The Assembly meets at congress to elect the Executive Bureau once every 4 years. The Executive Bureau is supported by Technical Committees to facilitate smooth conduct of business. The Bureau is responsible for the overall policy and strategic direction of the GNOC, albeit within the context of the Olympic Charter. Day-to-day administration is the responsibility of the Administrative Secretariat under an Executive Director.

(continued)

CASE STUDY 3 *(continued)*

The organisation was hierarchically structured with a simple reporting line and basically no staff functions apart from the administrative responsibility conferred on the Executive Secretary. This simple structure had been serving the needs of the organisation; however, with an increase in its activities, it was determined that the existing structure and staff complement were inadequate, leading staff to suffer from work overload. This decision was made taking into consideration the task variety, task significance and overall job content of the staff.

▶ Analysis of Human Resources

The analysis conducted by the consultants considered the main human resources functions of recruitment and selection, training and development, performance appraisal, and motivation. An assessment of these showed that despite laudable achievements, the OSO had no clearly defined human resources policies. This situation had much to do with the history of the organisation; the focus had always been external, on the human resources development needs and requirements of the NFs. This external focus had been at the expense of the skills and knowledge required to progress the NOC.

The Bureau members, as articulated by the President, were very clear about the future development of Olympic sport and the required growth and development of the GNOC, both in terms of supporting activities and management requirements. This had not, however, been translated into an HRM policy document. The absence of such a policy framework meant that there was little attention on the staff development needs of the GNOC, and consequently HRM was reactive and incremental.

Current Administration and Human Resources Planning

The absence of an expressed HRM policy framework meant that one of the most important functions, planning, had not been given much attention. The GNOC was externally oriented, and this had created the lack of focus on staff development. Another factor was that the capacity to plan was inhibited by the number of activities the Secretariat had to undertake with a very small staff complement. An absence of a strategic or long-term plan aligned with the quadrennial programmes of Olympic Solidarity was also observed. This meant that the GNOC mainly focused on its annual programmes and activities, and therefore the long-term HRM needs of the GNOC became secondary, if not omitted all together.

Assessment of Human Resources Administration

An assessment of the human resources functions revealed the following:

- *Recruitment and selection:* The consultants could not establish that there was a recruitment and selection policy in use. Existing staff were recruited based on the requirements of the GNOC at the time, so there was no policy articulated for this function.

- *Training and development:* The GNOC had concentrated on meeting the training requirements of the National Associations (NAs) for their various developmental needs. Little attention, however, was placed on the training and development requirements of the existing staff. Once again, there was no training policy in place for GNOC staff members, although some off-site training had been extended to both the Development Officer and Confidential Secretary.
- *Performance appraisal:* There was no formal performance appraisal system for the staff. However, the Executive Secretary had always brought staff weaknesses to their attention and had also given praise where it was due. This process was informal; hence records had not been kept for staff performance, and neither had the outcome been linked to any reward or sanction regime.
- *Motivation:* Staff were well rewarded when compared with similar organisations within the Gambia, the major weakness being once again the absence of a structured pay and reward system. The staff had access to facilities like loans and access to medical treatment, which was administered in an ad hoc manner. This was due largely to the absence of administrative and financial manuals detailing the entitlements and responsibilities of the staff by the organisation and vice versa.

Conclusions on the Human Resources Function of the GNOC

The absence of an effective HRM strategy was largely due to the fact that there were shortcomings in the planning subsystem of the GNOC and its elements. This meant that the GNOC had been rather incremental in its approach to HRM rather than being proactive and matching increases in job content with staff requirements and adequately planning for development of human resources. In other words, there was no proper fit between organisational development and the environment. Furthermore, stakeholders had many expectations of the GNOC, but these expectations had to be delivered by a three-person Secretariat, which was overstretched. Therefore the weakness of the organisation in planning, postprogramme follow-ups and evaluation was in part a consequence of the quality and number of staff.

Human Resources Development Plan

An assessment of the human resources function suggested that the GNOC needed to be functionally structured given the nature of the organisation. Furthermore, the staff complement needed to be augmented to reduce the work overload of the existing staff, particularly the Development Officer and Executive Secretary.

The main activities of the GNOC are as follows:

- Training and development
- Finance
- Administration
- Infrastructure development
- Facilitation

(continued)

CASE STUDY 3 *(continued)*

It was recommended that these activities be placed in three main units of the GNOC, namely development, administration and finance. It was thought that this proposed structure would help define the roles and activities to be undertaken by each unit.

Staffing Needs

Given the various activities and tasks of the GNOC, the consultants recognised that the development unit needed to be strengthened and its activities rationalised. It was therefore recommended that additional staff be recruited to support the activities of the unit. The positions that were identified included an Administrative Officer, Development Assistant and Accounting Assistant. Although this was a substantial increase in staff numbers, the consultants recommended that these vacancies should be filled by the beginning of 2006, culminating in the movement of the GNOC office to its new head office.

Using the audit technique outlined in section 3.2, table 3.8 presents the human resources requirements that were perceived to be necessary for the GNOC. It shows the new positions that were proposed and what the new staffing complement would be.

Table 3.8 Proposed Staff Complement for GNOC

Position	Current	Proposed	Total	Remarks
Executive Secretary	1	-	1	Rename as Executive Director
Development Officer	1	-	1	
Development Assistant	-	1	1	New position
Admin. Officer	-	1	1	New position
Accounting Assistant	-	1	1	New position
Confidential Secretary	1	-	1	
Librarian	-	1	1	New position
Driver	1	-	1	
Messenger	1	-	1	
Typist/Telephonist	-	1	1	New position
Cleaner	-	2	2	New positions
Watchmen	-	2	2	New positions
Total	5	9	14	

As can be seen from the table, the consultants recommended a substantial increase in the staff complement of the GNOC. This presented a challenge for the GNOC in terms of financing these new posts, particularly given the speed with which it was felt the new staff should be recruited. An audit of human resources and any proposed change in staff complement needs to be realistic within the resource constraints of the organisation. Establishing that you need more staff but not being able to meet those needs is demotivating for all concerned.

▶ Developing Human Resources Through Training

The consultants carried out a skills-gap assessment of the GNOC, which indicated the current qualifications of staff and what was required for them to effectively contribute towards the development and management of the GNOC in particular and the development of sport in general. In order to minimise the training requirements of the staff, it was proposed that the staff to be recruited in the future must meet the job requirements and person specification, which outlines the personal and interpersonal skills required of the job, before being recruited.

The need for continuity and management succession in any organisation cannot be overemphasised. It was recommended that the GNOC put in place an effective succession mechanism to allow for a smooth transition between outgoing and incoming staff. The consultants recommended the following:

1. An Executive Secretary should be recruited within the next 2 years.

2. The Development Officer needs a qualified assistant who has the requisite management experience to assure continuity.

3. The Confidential Secretary should be trained in IT to anticipate the future ICT requirements of the GNOC, particularly in documentation, Web updates and database management.

4. The current typist should be given permanent tenure and trained in secretarial studies to prepare her for possible succession to the Confidential Secretary.

5. The Development Officer needs to be prepared as a future deputy to the Executive Secretary.

▶ Action Plan for Human Resources Management

The consultants produced an action plan for the organisation and HRM of the GNOC. This was intended to fulfil the GNOC's primary objectives for human resources development as highlighted in the consultancy report. The recommendations contained in the report were translated into activities in the action plan. The matrix includes monitorable outputs, and it was recommended that the Bureau should ensure that an evaluation exercise is undertaken in 2007 to assess whether all the targets have been met. Please note that table 3.9 only includes those strategies that related to the human resources function of the GNOC.

(continued)

CASE STUDY 3 *(continued)*

Table 3.9 HRM Plan for GNOC

Policy/ objectives	Strategies/ measures	Time frame	Implementer	Expected output
To improve organisational efficiency and human resources development	Adopt and implement the proposed organisation and human resources management plan.	July 2005	The GNOC Bureau	Well-articulated human resources policy framework in place
To enhance the day-to-day accounting capacity	Appoint Accounting Assistant.	Jan. 2006	Executive Secretary	Staffing complements enhanced and efficiency improved
To establish a well-defined staff development and training programme capacity of the GNOC	Prepare and adopt a long-term staff development training programme.	Oct. 2005	Executive Secretary Bureau members	Well-articulated organisation and staff development plan in place
To motivate GNOC staff	Prepare a staffing function policy (recruitment). Prepare and put in place performance appraisal system. Prepare and adopt a well-defined pay structure for GNOC staff.	Oct. 2005 Oct. 2005 Nov. 2005	Executive Secretary Executive Secretary Executive Secretary	To motivate GNOC staff

The plan is now in place, and the need for formalisation of the organisation has been taken into account through the production of an operational manual of administrative policies and procedures and financial management. You can see from the previous discussion that the human resources planning process covers the main dimensions of the human resources domain. The challenge then is to create a system that allows the development of a new culture for the organisation and to make these activities part of the daily life of the organisation.