WORLD RUGBY *Training & Education*

ADMINISTRATORS ACADEMY

WORLD RUGBY™

Principles of Leadership and Management

Learning Resource

Contents

Introduction

World Rugby Administrators Academy

This course is part of World Rugby's Administrator Academy programme and is aimed at the leadership of Developing member unions. The Union Management Programme is aimed at the leadership of Performance Unions. The final stage of the programme is a post-graduate certificate in Sports Management awarded by the University of London in collaboration with World Rugby's Administrators Academy.

| Principles in Leadership and Management | Union Mangement Programme | Post Graduate Certificate |

The table below outlines the detail of the programme:

Programme	Methodology	Description	Target Audience
Principles in Leadership and Management	Executive Education	Focused on the basics of member Union administration at an introductory level.	Management team and leadership of small, developing member Unions
Union Management Programme (UMP)	Executive Education	An intermediate examination of the subject areas applied by means of practical group work sessions and a special case study.	Staff and board members of mid-sized established member Unions
Post-Graduate Certificate in International Sports Management (PGC)	Academic Programme	A Postgraduate Certificate (PGC) in Sports Management is an academic award from the University of London, delivered through distance learning with the potential for World Rugby to develop its own tailored contents as required.	Individuals identified as future leaders who can make a specific impact in the regional and global rugby family Relevant rugby stakeholders by invitation from World Rugby.

Purpose of the Principles of Leadership and Management course.

To strengthen the game by improving rugby organisations through people, whilst ensuring that the game remains true to its values. To provide an entry level to the World Rugby Administrators Academy thereby:
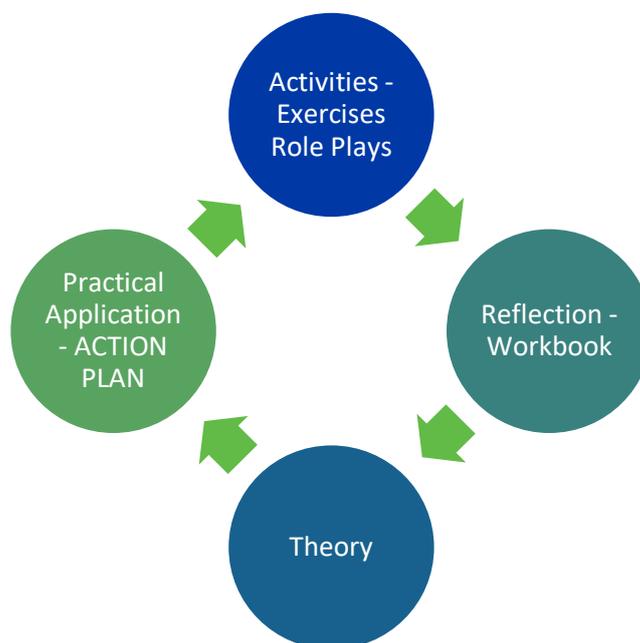
- Strengthening the Game
- by improving rugby organisations
- through people development.

Who is the Course for?

People who are new to rugby administration or sports management who are involved with or deal with rugby organisations in any capacity.

Methodology

The course is delivered face-to-face over a two-day period following the model below:

For each of the topic areas there will be activities, and for some topics there will be role plays. Participants will be asked to reflect on what they have learnt from the sessions and record their learning in the accompanying workbook.

Proven theoretical models will be presented to assist in learning. Participants will be asked to complete an action plan in their workbook which will reflect how they are going to apply the learning in their rugby organisation.

Learning Outcomes

By the end of the course participants should:
- Have developed a profile of the rugby activity of their rugby organisation
- Have identified priority safety measures for the playing of the game (pre, during and post)
- Be able to describe the core values of rugby
- Be able to identify key aspects in an organisation's governance
- Be able to identify gaps in their current organisation structure compared with best practice
- Have produced and reviewed an annual activity schedule for their organisation
- Have profiled the organisational development and growth journey of the organisation and identified aspirational goals
- Have designed an activity and have a small project plan in place considering personnel needs, financial resources and tools
- Be able to describe key principles and procedures for raising and managing resources
- Have demonstrated the skills associated with delegation of an activity to an individual
- Have completed a self-reflection of their performance as a leader.

Participants will be supported to create an action plan incorporating their learning that may be applied to their rugby organisation following the course.

Resources:

This learning resource will be provided in electronic format in advance of the course. A fillable PDF electronic workbook will also be provided.

Prerequisites.
Participants must have completed the following online modules prior to the course:
- Rugby Ready (http://rugbyready.worldrugby.org/)
- Concussion Guidance for General Public (https://playerwelfare.worldrugby.org/?documentid=module&module=21)
- Integrity (http://integrity.worldrugby.org/)

For candidates new to rugby we recommend they become more familiar with the game by completing the Beginners Guide to Rugby online learning module available here:
http://www.passport.worldrugby.org/?page=beginners&language=en
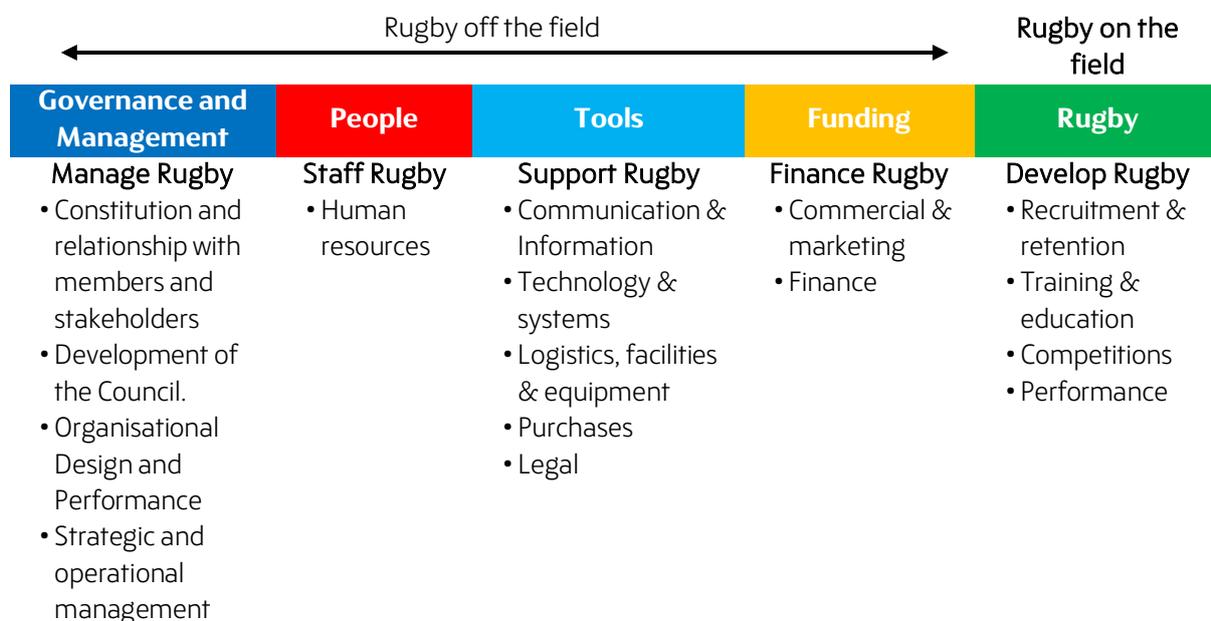
Leadership and management

Definitions:
- Leadership - Where we are going? Visualising where you want the organisation to be and doing the right things
- Management - How to get where we want to be? Managing any changes and doing things right.

Adapted from Peter F Drucker and from Walk the Walk

Organisational elements

There are 5 organisational elements that leaders in rugby should focus their attention on:

Rugby off the field ←——————————————————————————→ Rugby on the field

Governance and Management	People	Tools	Funding	Rugby
Manage Rugby	Staff Rugby	Support Rugby	Finance Rugby	Develop Rugby
• Constitution and relationship with members and stakeholders • Development of the Council. • Organisational Design and Performance • Strategic and operational management	• Human resources	• Communication & Information • Technology & systems • Logistics, facilities & equipment • Purchases • Legal	• Commercial & marketing • Finance	• Recruitment & retention • Training & education • Competitions • Performance

Governance and Management

- **Constitution and relationship with members and stakeholders.** This is related to the constitution and governance framework of the organisation and its relationship with its members. The establishment of periodic contact points such as: general assemblies, committee meetings, national conferences and technical workshops, as well as relationships with national and international institutions.
- **Development of the Council/Board.** This is related to the different aspects of the Council of the organisation: their purpose and role, structure, recruitment and orientation, their succession plan, meetings, work rate, process of (self) evaluation, and ethics.
- **Organisational design and performance**. The monitoring of organisational performance; preparation of general management tools (strategic and operational plans, schedules, calendars and reports) and management of the quality of the services provided.

- **Strategic and operational management**. The coordination and internal communication of the operational team, the development and monitoring of plans and actions of the organisation and staff to ensure productivity and efficiency in all areas, including proper management of the flow of information and communication.

People

- **Staffing**. Relates to the human resources processes required within the organisation. From the recruitment, selection, hiring and orientation of staff to reporting and performance management. Includes remuneration, training and development, recognition and reward.

Tools

Any organisation will require a number of different tools to support their effectiveness, including:
- Communication and Information: how to communicate internally and externally
- Technology and systems: different uses of technologies, systems, hardware and software for use in rugby
- Logistics, facilities and equipment: e.g. playing facilities, rugby equipment, transport etc
- Purchases: the search for suppliers.
- Legal: e.g. maintenance and monitoring of legal records, compliance with local, state and federal regulations and rules, compliance with human resource law.

Funding

Finding and managing finance are a vital part of any organisation. In order to maintain effectiveness, a rugby organisation should have good knowledge and experience in the following areas:
- Commercial and marketing: sponsorship, business development, marketing, commercial communication
- Finance: the execution of payments and receivables, management of cash in bank, planning and budget management, treasury and accounting, cash flow, handling of subsidies and financial assistance, financial auditing.

Rugby

Whilst all the other dimensions are "off the field", rugby "on the field" is concerned with the actual playing of the game. Rugby organisations should endeavour to maximise their potential in the following areas:
- Recruitment and retention: the recruitment and retention of players, coaches and match officials. Maintenance of existing numbers and growth of new.
- Training and Education: increasing the knowledge, skills and ability of existing and new coaches, medics, and match officials to ensure the game on offer to the players is as safe as possible.
- Competitions: the organisation of appropriate levels of competition depending on age, stage and ability which supports the development of the player. The management and regulation of competition provided.
- Performance: (if appropriate) the creation of participant pathways which will allow participants to reach their fullest potential, whether player, coach or match official.

Rugby

Rugby Charter, principles and values

Participants should make themselves aware of the rugby charter, its principles and values which are available here https://laws.worldrugby.org/?charter=all

Rugby is valued as a sport for men and women, boys and girls. It builds teamwork, understanding, co-operation and respect for fellow participants. Its cornerstones are, as they always have been:

- The pleasure of participating
- The courage and skill which the game demands
- The love of a team sport that enriches the lives of all involved
- The lifelong friendships forged through a shared interest in the game.

It is because of, not despite, rugby's intensely physical and athletic characteristics that such great camaraderie exists before and after matches. The long-standing tradition of players from competing teams enjoying each other's company away from the pitch and in a social context remains at the very core of the game.

Rugby has fully embraced the professional era but has retained the ethos and traditions of the recreational game. In an age in which many traditional sporting qualities are being diluted or even challenged, rugby is rightly proud of its ability to retain high standards of sportsmanship, ethical behaviour and fair play.

This charter helps to reinforce those cherished values.

In 2009 member Unions identified Integrity, Passion, Solidarity, Discipline and Respect as the defining characteristics of Rugby. These are now collectively known as the World Rugby Core Values and are incorporated within the World Rugby Playing Charter, a document which aims to ensure that Rugby maintains its unique character both on and off the field of play.

The Core Values enable participants immediately to understand the character of the Game and what makes it distinctive as a sport which is played by people of all shapes and sizes.

Pillars and functional areas of the game

In order to provide a game of rugby for players, there are a large number of roles which need to be performed, these roles may be provided by the same person, however rugby organisations should be aware of the different roles required at different stages of a player's development. The following roles are not exhaustive but aim to highlight potential gaps in a rugby organisation's human resources. Coaches, Strength and Conditioners, First Aiders, Medics, Managers, Administrators, Volunteers, Match Officials, Judicial Officers, Citing Commissioners, Match Commissioners, Sport Scientists, Trainers, Educators and Ambassadors.

In order to ensure that the game is provided in as safe a manner as possible, all of the above roles require to be staffed by suitably trained personnel. Consequently, your rugby organisation needs to ensure that it has a suitable workforce development strategy in place to recruit, train and retain for each of the roles identified.

Rugby as a sport discipline

Rugby has underlying principles of play and subsequent coachable components within each principle. For further information on the principles of play please visit http://rugbyready.worldrugby.org

There are various formats of the game played by both men and women in various age categories ranging from non-contact versions of the game such as Tag and Touch to contact versions such as Beach Fives and XRugby. The main contact versions of the game are however 7-a-side, 10-a-side and 15 a-side. Laws of all these variations of the game are available here https://laws.worldrugby.org/

Player Welfare

Player welfare is World Rugby's number one priority and it should be the number one priority of every rugby organisation. Everyone involved in the organisation has a duty of care in relation to the players and every step should be taken to mitigate against potential risk.

For further guidance and advice on how to mitigate risk please visit http://rugbyready.worldrugby.org and ensure you have completed the online learning module. Here you will find various downloads to help to mitigate against risk. We also request that you have completed the Concussion Management for General Public online module available here: https://playerwelfare.worldrugby.org/concussion

The following are recommendations that you can follow to help mitigate risk in your rugby organisation:
- Your rugby facility
  - Ensure your facility has an appropriate Emergency Action Plan (EAP) in place – you may use the template available here: http://rugbyready.worldrugby.org/?section=77
  - Ensure you have completed a full risk assessment of your facility and equipment, and ensure it is fit for purpose, follows regulation and is in good repair

- Your people
  - Ensure your organisation profiles its players before they participate and that they are physically prepared according to best practice – you may use the template available here: http://rugbyready.worldrugby.org/?section=77
  - Where possible, provide a qualified first aider, with appropriate equipment at every training session or game. To complete the online module visit here: https://playerwelfare.worldrugby.org/firstaidinrugby and encourage your coaches, referees and volunteers to complete face-to-face training.
  - Ensure all involved within the game in your organisation are aware of the Recognise and Remove process for concussion management, and your organisation promotes best practice. Further details including online module and poster resources are available here: https://playerwelfare.worldrugby.org/concussion
  - Ensure all injuries are managed appropriately
  - Ensure all coaches are appropriately qualified to coach the age and stage of players they are working with and follow best coaching and safeguarding practice accordingly

- Your organisation
  - Ensure your organisation has suitable injury reporting processes in place in accordance with best practice set by your union and/or World Rugby.
  - Where possible, it is beneficial for your players to be insured against injury
  - Where possible, it is beneficial for your organisation to have liability insurance
  - Ensure it follows the child welfare and protection policies in accordance with applicable legislation, codes of practice and best practice guidelines relevant to the jurisdictions in which it operates.

o   Ensure your coaches and medics follow best practice in delivery of injury prevention programmes such as Activate, Rugby Ready and Tackle Ready.
https://iris.world.rugby/coaching/activate-injury-prevention-exercise-programme/
https://rugbyready.worldrugby.org/

o   Ensure all roles within the organisation are filled with well-trained, confident and competent individuals.

Governance

Rugby in the sporting landscape.

Most rugby organisations throughout the world are constituted as not-for-profit organisations, and thereby consist of a membership. Their aims are to provide opportunities to play and to develop the game. The organisation's income is in the main, dependent on donations, grants, membership fees and any commercial opportunities that may arise for investment in the sport.

Some examples of rugby organisations are as follows:

- Educational establishments, Rugby Clubs, Provincial Rugby Unions, National Rugby Unions, Regional Associations and World Rugby.
- There are also rugby event organisers, e.g. Super Rugby, European Professional Rugby Clubs Ltd, Pro14, Six Nations, Americas Rugby etc.

There are also other stakeholders involved in the game, e.g. Government Sports Ministries, National Olympic Committees, International Olympic Committee, etc.

Governance documents

The constitution and the statutes are the main governing documents of an organisation. These documents describe the purpose, rules, and decision-making structures. These documents are universal in nature but can be modified over time.

The **Constitution** details the fundamental principles by which the organisation functions and provides the legal basis under which it is to be governed. When the principles are written down into a single document or set of legal documents, these documents are known as the constitution.

The **Statutes** are like an operating manual for the organisation. They help to legislate, organise and govern the organisation. They contain the rules and procedures for the basic functioning of the organisation, such as meetings, election of office bearers, appointment of officials, and how to deal with other processes. They may include some of the following:

- General information such as name, address and logo
- Mission, purposes and objectives, notarial certificates
- Organogram of structure,
- Associated authority and powers of differing groups e.g.: General Assembly, Council etc, member unions, affiliated unions etc
- Disciplinary processes
- Heritage
- Resources, intellectual property and trademarks.

Functional documents

Rugby organisations are encouraged to have well-defined documentation to ensure that they operate effectively. These will help members, volunteers and employees to perform in their roles. The list of documents below is not definitive but should act as a guide for rugby organisations to help them towards good practice:

- Governance and Management Documents
    - Constitution
    - Statutes
    - Organisational structure/chart
    - Annual report(s)
    - Strategic plan(s)
    - Annual operating plan, programme and calendar
    - Minutes of last meetings (e.g. Council Meetings)
    - List of office bearers and contact information
    - Organisational policies and procedures
    - Membership register
    - Audited financial accounts
- Tools
    - Internal communication processes
    - Kit and equipment inventory
    - List of suppliers
- Leadership
    - Individual development plan
    - Philosophy
- Rugby
    - Code of conduct
    - Welfare information
        - Emergency Action plan
        - Player Screening information
- People
    - Player/Coach/Match Official/etc next of kin and emergency contact details
    - Job descriptions for all roles (paid and voluntary)
    - Staff and volunteer orientation pack
- Funding
    - List of funding sources
    - Fundraising / sponsorship plans and proposals
    - Current year budget and accounts.

Organisational structure

The diagram below represents how a well-developed rugby organisation might be structured:
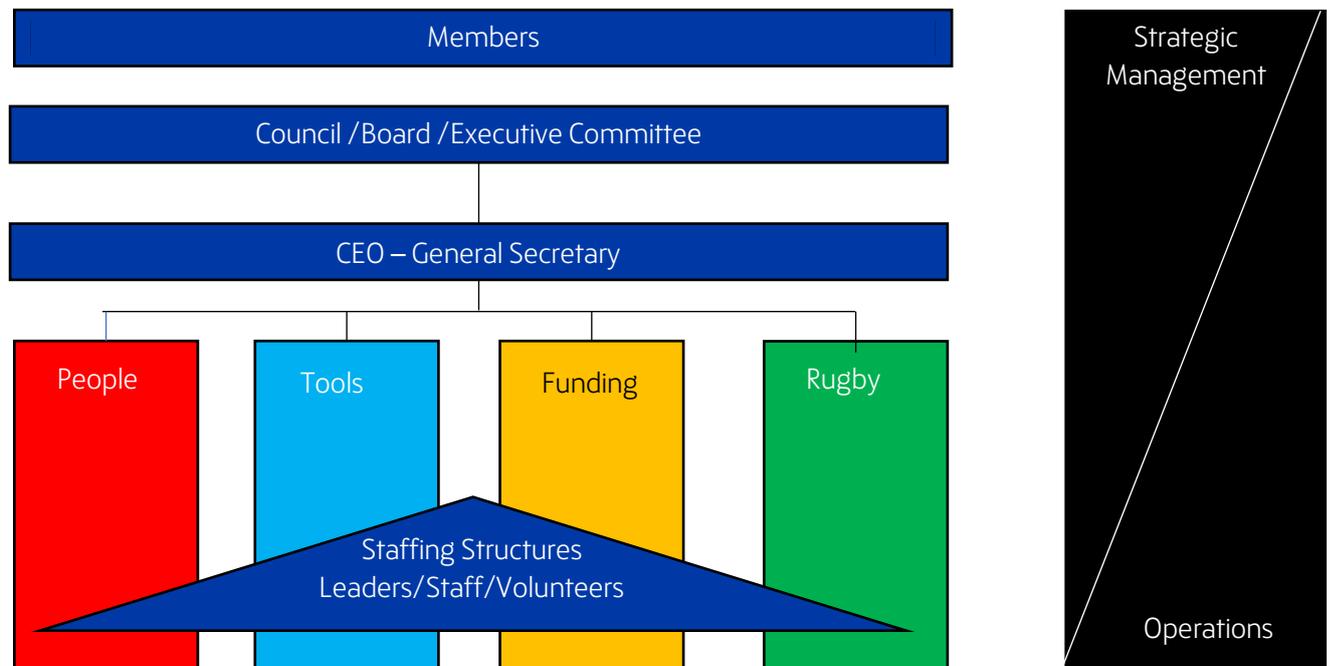
Organisations should be encouraged to have an organisational organogram or chart which outlines the composition of the organisation, the differing levels of hierarchy, the roles and responsibilities of the different groups and their interactions. This will help to clarify the function of the different groups.

Main roles and responsibilities within an organisation

Members

- Members can be individuals or organisations that make up the organisation and contribute to its objectives. They meet certain eligibility criteria and have obligations and rights (including voice and vote). They usually meet annually, during the general assembly or annual general meeting.

Council/Board

- A Council exercises the representation, direction and management of the organisation. It is a group of people elected or appointed by the members of the organisation with the responsibility for the governance of the organisation. A council is responsible to the members of the organisation (General Assembly). Its activities, powers, rights and responsibilities are

defined in the constitution, statutes and regulations of the organisation. The President or chairperson chairs the Council.

- The primary function of the Council is to preserve public trust. It should maintain the trust of its members, its community and the organisation as well as maintain its legality. It should do this by making prudent decisions, putting the benefit of the organisation above other interests and to act according to its constitution and statutes.
- The secondary function of the Council is to set and monitor the delivery of the strategic plan. It should do this by selecting an appropriate Executive Committee who then oversee the employees
- The council should be formed by a Chair, a Secretary, a Treasurer and at least two members. The duration of their term of office depends on the statutes and constitution and they may or may not be able to be re-elected.
- The Chair is responsible for the achievement of the strategic goals of the organisation and the general management of its operational activities. They should:
- legally and formally represent the organisation
- convene and chair main meeting such as the general assembly
- structure and submit periodic and annual reports to the Council or General Assembly
- Coordinate and promote the activities of the council and the organisation
- The Council members may have their own duties (e.g. Secretary) but may also be have some duties delegated to them by council (e.g. siting on working committees).
- In amateur rugby organisations, the Treasurer safeguards the integrity of the organisation by accurate recording of the financial position of the organisation. They should prepare the budget and monitor the spend of the organisation. They are responsible for the collection of fees, donations and other income as well as making payments to suppliers. Usually they hold the bank signature in agreement with the Chair. In professional rugby environments there is usually a director or financial manager with responsibility for the day to day financial administration with an oversight from an audit and risk committee.

The importance of separability

In many organisations which rely on volunteers, Council members may cover more than one area of responsibility. Should this occur it is vital that they must keep their responsibilities differentiated. Good practice is for Council members to stay out of operations and focus instead on the areas of strategic direction, policy, supervision and evaluation. Should Council members take on operational roles, they may tend to raise operational issues which detract from their primary role as a Council member.

Council members may find themselves focusing on operations:

- if there are not enough staff or volunteers to delegate the job to
- it is easier to understand operational roles rather than strategic roles
- as the emotional return of operations may be faster than the emotional return of strategy
- operations are where the action is, and it may not be as much fun to work on strategy or governance.

Management

The management of an organisation has two principal tasks:
1. to supervise operations to ensure the current success of the organisation (Operational Management)
2. to ensure the future success of the organisation through effective strategic planning and organisation (Strategic management) by providing plans for the Council or Board to approve.

Strategic management and operational management are crucial and interdependent for an organisation. Knowing how strategy and operation can work in parallel with each other should promote better performance and competitiveness of the organisation. Being focused solely on operational management lead to a loss of efficiency and advantage. However, without the operational capacity to implement the vision of the future, all strategic effort and planning will be useless.

The table below shows some differences between Strategic Management and Operational Management.

	Strategic Management	**Operational Management**
Strategic Plan	Board/Council sign off on the strategic plan	Executive staff prepare the strategic plan
Vision	Board/Council set the vision and long-term aspirations – the vision tends not to change	Executive staff concentrate on the day to day operations
Mission	Board/Council agree the mission which may change from time to time as the environment changes	Executive staff execute the mission
Operational Plan	Board/Council sign off on the operational plan	Executive staff prepare the operational plan
Operational Plan Execution	Board/Council have no part to play in the execution of the operational plan save for monitoring the key deliverables	Executive staff execute the operational plan focussing on the detailed day to day operations
Budget	Board/Council sign off on the budget and monitor the variances to the prepared budget reported by the executive staff	Executive staff prepare the budget, adhere to it and reports variances to the Board/Council
Focus	The organisation as a whole	The day to day operations

Roles of the manager

Day to day management of a rugby organisation requires the manager to fulfil several differing roles which can be grouped together into four interdependent categories:
- Interpersonal – this focuses on managing people. Here the leader will need to be a figurehead of the organisation, a leader as well as a link or intermediary between others

- Informative – here the focus is on managing through providing information and effective communication. In this role the leader will be required to be a spokesperson and disseminate information to others
- Decision making – the focus of this role is to manage by making key-decisions. Here the leader will be required to start things, to negotiate, assign resources and potentially resolve conflict
- Driver – here the leader manages through themselves, taking responsibility for their work and their time.

All of these roles overlap and are interdependent and managers need to balance them accordingly. According to Henry Mintzberg, "The manager who only communicates or only thinks, never does anything, while the manager who only does, ends up doing everything alone".

Some examples of these roles are below:

Adapted from Henry Mintzberg, *The Nature of Managerial Work* (1973) and *Managerial Work: Analysis from Observation* (1971).

Interpersonal

Role	Activity	Example
Figurehead	• Perform social and legal functions • Act as a symbolic leader/representative to other organisations and the community	• Welcome visitors • Sign legal documents
Leader	• Direct and motivate others • Recruit and train for positions • Influence others • Define climate and culture • Create policy • Create teams • Doing the right things	• Interact with other stakeholders, staff and volunteers
Link/Intermediary	• Establish and maintain contacts within and out with the organisation • Link the organisation with the community and environment	• Correspondence • Meet with representatives from other organisations

Informative

Role	Activity	Example
Monitor	• Awareness of the organisation, its circumstance and its environment. • Doing things right	• Monitor the organisations political, economic, social, technological, environmental and legislative status
Disseminator	• Communicate/disseminate information to others within the organisation	• Reporting • Briefing • Informing others
Spokesperson	• Communicate/disseminate information to others out with the organisation	• Reporting • Briefing • Informing others

Decision Making

Role	Activity	Example
Entrepreneur	• Identify new opportunities/ideas • Start new projects	• Implement innovations • Plan for the future
Conflict resolution	• Deal with conflict and take corrective actions • React, adapt, regulate • Face difficult situations	• Resolve conflicts between staff and/or volunteers • Choose strategic alternatives • Solve crisis situations
Assignment of resource	• Identify where to allocate resource within the organisation • Project management • Authorisation	• Set priorities • Devise and approve plans, calendars and budgets
Negotiation	• Defend the organisation's interest	• Lead / participate in negotiations internally and externally

Driver

Role	Activity	Example
Time management	• Plan and exercise conscious control of time spent on tasks, to increase effectiveness, efficiency and/or productivity	• Prioritisation • Define objectives and time • Create effective environment • Compliance with deadlines
Meeting management	• Manage meetings effectively and efficiently to increase productivity and progress	• Set purposeful meetings • Create and circulate agenda in advance • Invite appropriate people • Stick to time
Work management	• Manage multiple tasks and people at the same time	• Set priorities • Allocate resources • Review progress

Operational Planning

The annual operational plan is a general document for the organisation, which displays the list of activities, each with its date and duration, which are regularly carried out in the organisation during the year which will deliver the organisation's strategic goals. Each division or department should generate its own operational plan encompassed in the strategic plan.

Operational plans can then be reviewed or amended as circumstances change or activities are completed. It can provide a visual format which stakeholders can interact with.

One example of an operational plan can be a Gantt Chart or a table – which lists the categories and activities in the vertical axis and the timescale, milestones and completion status on the horizontal axis. Many versions are available to download online which can then be adapted to suit your needs.

Table 1 Annual Operational Plan

Annual Operational Plan				
What we will do	Date to be completed	Who is responsible	Other functions involved	Budget

Setting of objectives

Objectives outline what the rugby organisation is trying to achieve. It is important to set objectives that are related to its Vision and Mission Statement. They can help to provide focus, allow the measurement of progress and performance and can drive the organisation forwards. Setting objectives also facilitates planning, provides direction and guidance, can motivate and inspire workers and volunteers and can also make challenges feel possible.

All objectives should be SMART:
- S = Specific – describes a specific area of improvement, explains what you want to achieve
- M = Measurable – quantifies or at least suggest and indicator of progress, how it is demonstrated and evaluated
- A = Achievable – adjusted to the reality of the situation and environment, so that they are challenging but not unrealistic

- R = Relevant – providing value at the right time. Aligned with the general strategy, consistent with past, present and future
- T = Time bound – if there is no time set for completion of the objective then it is likely that the objective will not be achieved.

Example of SMART objective

To contract 3 new club sponsors 18 months from now.

Specific	New sponsors
Measurable	3
Achievable	18 months to achieve
Relevant	Benefits the club
Time bound	18 months

Operations

Operations are related to the execution of the activities, projects and tasks over the short and medium term that defines a large part of the day-to-day activity of the organisation. These require large amounts of time, energy, effort, ability, information and resources to produce the desired outcome.

Operational breakdown

All the work to be completed in an organisation can be broken down hierarchically into smaller and more manageable chunks, each with its own objectives and outcomes. The higher up, the more the work is strategic and complex with greater risk, the more time and budget is required with greater interdependence on others required.

Activity management

Activities may be typically undertaken over a short period of time. In order to successfully complete the activity many differing tasks may need to occur. Each activity may be dependent on circumstance and those tasked with completing it.

To help with activity management it may be a good idea to establish standard operating procedures which may help as a guide for the next time, as well as a schedule of activities which show the start and finish times for tasks required as well as the lead up time to commencement.

The following table gives some examples of the types of activities and tasks that may be required for a rugby activity within an organisation:

	Tasks
Management	• Establish aims and objectives for the rugby activity • Select appropriate dates for the rugby activity • Develop an outline brief, a plan and programme • Assign responsibilities to appropriate personnel
People	• Identify and recruit the appropriate people to undertake the activities who may be employees or volunteer • Communicate effectively with the team • Having set the objectives and delegated, monitor and follow up
Tools	• Identify an appropriate facility for the rugby activity including access • Identify and source appropriate equipment required for the rugby activity • Design, produce and distribute promotional materials • Arrange any necessary hospitality, food, beverage and accommodation • Communicate and market the rugby activity
Funding	• Create budget • Identify income streams • Identify and agree sponsorship • Make bookings and pay suppliers

Activity brief

An activity brief is a document which contains the details of the activity which may assist the person responsible to complete the task.

It should contain the following information:
- Name of Activity
- General Description
- Name of who is responsible
  - Assisting personnel
  - Supporting organisations
- General information
  - Purpose
  - Target audience/beneficiaries
  - Scope (level of detail)
  - Objectives / outcomes
  - Deliverables
  - Duration (start/end/hours required)
  - Major milestones
- Technical Aspects
  - Skills required

- o Equipment required
- o Protocols/guide
- o Risk Assessment
- Financial information
  - o Budget
  - o Funding mechanism
  - o Payments required
- Operational information
  - o Location
  - o Activity type
- Commercial and communication information
  - o Communication needs and tasks
  - o Potential sponsorship opportunities
- Other additional information.

Your organisation is encouraged to develop their own Activity Brief Template to meet their needs.

People

Rugby organisations should recognise their people as their most important asset. They are the basis of the success and continuity of the organisation and are therefore vastly important. In rugby organisations, the people we have are, Council/Board members, employees and a significant number of volunteers including players, coaches and match officials

People should be identified as individuals, with their own personality, strengths and weaknesses, aspirations, values attitudes and motivations. They should also be recognised as a resource due to their knowledge, experience, skills and abilities. They may also be recognised as capital as a result of their expertise. As a result, they may need to be managed:

- as individuals with personalised treatment
- treated as equals with standardised treatment
- and/or treated as a group, empowered with self-administration and versatility.

The effective management of people is crucial in creating the culture, soul and ethos within the rugby organisation. The following additional reasons outline the importance of effective people management:

- dispute resolution
- training and development
- value setting, creation and maintenance
- performance solution generation
- succession planning
- promotion of organisational ethos and image
- relationship creation, building and maintenance.

Individuals address the needs of the organisation with their skills, work, effort, commitment and time. The organisation addresses the needs of the individual with reward and remuneration, benefits, training, opportunity, security, and development opportunities.

Tools

Tools are what your people use to get the job done and may take a variety of forms. The following list is not definitive but gives an example of some tools that may be used in a rugby organisation:

- Logistics, facilities and equipment
- Technology and systems including IT hardware and software
- Communication systems including phone, email and social media
- Financial including accounting systems (financial accounting, management accounting and bookkeeping).

Funding

Sources of income

Income for rugby organisations may come from a number of different areas. The following table gives some potential examples of income streams which a rugby organisation may have:

Donations	A contribution, usually monetary, that is given for the benefit of the organisation. Potentially for a specific purpose.
Participation or product fee	Money paid to the organisation to participate (e.g. in a tournament), for a specific product (e.g. purchase of a jersey), match fees by players, or annual club subscriptions.
Membership fee	Money paid by members and associates of the organisation which contribute to the ongoing costs of running the organisation. Usually received on an annual or monthly basis.
Sponsorship	Financial support received from external commercials organisations usually in exchange for promotional return. An example of this could be a local company paying to have their logo on the team's shirts.
Collaboration	Where an external organisation may provide a service or product in exchange for benefit (e.g. provision of water at tournament in return for advertising and profile).

Expenditure

Expenditure may be many and varied. The following table gives some potential examples of expenses which a rugby organisation may have:

Staff costs	Salaries, payment, remuneration
Travel	Transport, accommodation and subsistence
Staff training	Courses or workshop to upskill staff, volunteers or participants in the game
Materials	Stationary
Equipment	Purchase or rent of equipment
Facilities	Pitch / clubhouse rental
Promotion	Publicity costs

Rugby organisations are encouraged to make their own template for income and expenditure to meet their needs. There are many off the shelf software packages available online which can also be purchased to help manage budgets.

Leading others

Leading others is a crucial, but difficult part of leading a rugby organisation. Leaders have many roles. They need to develop a team spirit and build effective teams. They need to be able to delegate authority to others, to build and maintain relationships and resolve conflicts. They are responsible for the creation of a positive working culture and environment and for developing others to enable them to succeed. Delegation is the assignment of responsibility and authority to someone else to complete a clearly defined and agreed task. It requires differing levels of supervision depending on the individual and the task. Delegation may act as a bridge between management and operations.

When delegating to others the leader may have to direct in different ways. When delegating to an individual more direct supervision may be required, when delegating to teams then a more hand off but functional supervision approach may be required.

From the leader's perspective, the following are some of the common barriers to effective delegation which have been articulated in a number of articles:
- Insufficient time
- Loss of control
- Loss of respect
- Thinking you can do it better
- Doing the work yourself
- Loss of confidence in others.

From the team's perspective the following some of the common barriers to effective delegation which have been articulated in a number of articles:
- Insufficient time
- Insufficient experience
- Lack of resources
- Fear of failure
- Lack of responsibility
- Hierarchical disrespect
- Fear of blame
- Reaction of others.

From the leader's perspective, the following are benefits of effective delegation which have been articulated in a number of articles:
- Time saving
- Increase in value
- Increase in team motivation.

From the team's perspective, the following are benefits of effective delegation which have been articulated in a number of articles:

- Development opportunity
- Increase in self-esteem
- Re-evaluation of worth
- Increased efficiency
- Increased flexibility
- Increased teamworking opportunities
- More balanced working load
- Increased communication within the team
- Feel-good factor.

The following stages of the delegation process have been adapted from a number of freely available online sources:

Stage	The leader	The delegate
Planning for delegation of a task	• Plan – set out the expected outcome, work and deadlines and suggest a method. • Organise – gather and collect resources required. • Staff – select and appoint the appropriate person.	
Assigning and agreeing delegation of a task	• Identify potential support and training needs • Define decision making authority • Confirm acceptance • Create responsibility / obligation	• Visualise how the task may be completed • Communicate needs • Suggest method of completion • Accept the work or reject the task
Supporting and monitoring the delegation process	• Provide direction, support and motivation • Exert control, measuring intermediate results • Adjust if required	• Execute the task • Verify progress • Report progress • Suggest adjustment
Assessing and communicating the outcome of the delegated task	• Compare end result with objectives • Identify good practice areas to improve • Recognise efforts and reward if possible • Evaluate success of delegation	

Leading yourself

Leading yourself encompasses (but is not limited to):
- The role of the leader
    - o Preparation (time, commitment, duties, ethics)
- The attributes of the leader
    - o Identification and adoption of required knowledge, skills and attributes
- The profile and style of the leader
    - o Personality and current leadership style
    - o Values and beliefs
    - o Philosophy
- The ability to self-evaluate
    - o Strengths and weaknesses
    - o Emotional intelligence
    - o Confidence and competence
- The ability to take responsibility for their own personal development.

Self-evaluation and subsequent development needs should lead to the creation of a personal development plan. When evaluating their leadership, the following areas should be considered:
- How they lead the organisation
- How they lead others
- How they lead themselves
- Their knowledge
- Their skills
- Their qualities and attributes.

Leadership attributes

The table below gives a guide to some well-known attributes of a leader.

Knowledge (what they need to know)	Skills (what they need to be able to do)	Qualities & Attributes (how they do it)
• Rugby in their specific environment • People • Logistics • Finance • Marketing	• Lead • Direct • Motivate • Delegate • Create and maintain relationships • Communicate • Manage • Solve problems • Negotiate • Moderate	• Responsible • Committed • Visionary • Innovative • Adventurous • Realistic • Pragmatic • Reflective • Positive • Sensitive • Tenacious

		• Emotionally intelligent • Diplomatic

Impact of leadership

The leader is responsible for the establishment of an organisation's culture, climate, work and processes. Their method of leadership can have a huge impact on staff and volunteers, their morale and levels of engagement. As a result, leadership interventions need to be carefully thought through. Some potential considerations are as follows:

Leading Organisation	Leading Others	Leading Self
• Organisational performance • Organisational culture, climate and environment • Impact on the game	• Staff/volunteer engagement, morale, commitment and satisfaction • Organisational culture, climate and environment • Recruitment, reward and retention • Training and development	• Self-awareness • Professional relationships • Feedback from others • Personal development and action plan

Personal development

A leader should be responsible for their own development. Understanding their strengths and weaknesses and creating a plan to build on strengths and develop weaknesses should be a must for any leader. They should not be afraid to ask for feedback from others to help them establish their current status. Ideally, they should look to develop their skills, profile and leadership style (amongst others) as a result.

Personal development may help the leader to:
- Understand themselves better
- Establish goals
- Manage time effectively
- Manage adversity and change
- Manage resource
- Build effective relationships
- Lead a balanced lifestyle
- Look after their health and well-being.

Leadership benchmark tool

Use this tool to self-reflect and benchmark your current leadership profile with 1 being the lowest and 10 being the highest

Qualities of the leader

The qualities below have been identified from a number of well-known freely available on-line articles and books and are particularly important for rugby leaders.

Quality	1	2	3	4	5	6	7	8	9	10
Responsible and committed										
Visionary and curious										
Innovative and enterprising										
Bold but realistic										
Reflective but pragmatic										
Tenacious but sensitive										
Emotionally and socially intelligent										
Open but independent										
Diplomatic and discreet										

Roles of the leader

The following roles have been adapted from 'Mintzberg on Management' By Henry Mintzberg (1989)

Quality	1	2	3	4	5	6	7	8	9	10
Figurehead										
Leader										
Link/intermediary										
Monitor										
Disseminator										
Spokesperson										
Entrepreneur										
Conflict resolution										
Resource allocation										
Negotiator										
Time management										
Meeting management										
Work management										

Acknowledgements