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A Qualitative Study of Sport Event Volunteer Management

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UNIVERSITY OF NORTHERN COLORADO

Greeley, Colorado

The Graduate School

A QUALITATIVE STUDY OF SPORT EVENT VOLUNTEER MANAGEMENT

A Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy

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College of Natural and Health Sciences
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Sport Administration

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This Dissertation by: Janet Howes

Entitled: A *QUALITATIVE STUDY OF SPORT EVENT VOLUNTEER MANAGEMENT*

Has been approved as meeting the requirement for the degree of Doctor of Philosophy in
the College of Natural and Health Sciences in School of Sport and Exercise Science,
Program of Sport Administration

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ABSTRACT

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The management of many events may involve the need for a number of people to staff various positions within an organization in order for the event to come to a productive conclusion. Many of these positions cannot be filled with paid employees as this would be too costly for the administration. Organizations may need to acquire volunteers to help run the events. Some of these positions may require a person to take on the role of manager and to supervise and train other volunteers. The sport event volunteer manager takes on the responsibility to coordinate and lead a sport event to a successful completion.

The purpose of this ethnographic case study was to examine what influences a person's choice to volunteer for a management role at a regional sport event. Taking on the role of observer-as-participant, the researcher volunteered at three sport events in order to observe the coordinators in their sport event environment. This study included one-on-one interviews with 14 sport event coordinators and 2 officials in order to gather information on the coordinators' and officials' choice to volunteer in a management role. Each coordinator and official had experience supervising volunteers within the regional sport event. The study investigated the impetus behind a person's choice to volunteer as a manager or official and included the volunteer managers' satisfaction with the

organization within which they volunteer, with their interactions with subordinate volunteers, and with their satisfaction with the management experience. Five themes emerged from the participants' interviews which served as the data for this study. An overview of the findings showed that sport commitment was very high among most volunteer managers and that organizational commitment was not necessarily a reason to return. Also, the relationship with the program coordinator was of importance to the volunteers and their choice to return to their role each year. Overall, the findings derived from this research will better equip sport organization administrators with information necessary to tailor volunteer training which may lead to greater retention of volunteer event managers. Recommendations for future research are provided and the results may inform organizations when acquiring volunteers for their events.

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TABLE OF CONTENTS

CHAPTER

I.	INTRODUCTION	1
	Statement of the Problem	
	Purpose of the Study	
	Research Questions	
	Rationale for the Study	
	Delimitations	
	Limitations	
	Definition of Terms	
II.	REVIEW OF LITERATURE	8
	Volunteerism	
	Sport Event Volunteer Research	
	Motivational Theories Associated with Volunteering	
	Volunteerism in Sport Events	
	Sport Event Management of Volunteers	
	Summary	
III.	METHODOLOGY	27
	Theoretical Stance	
	Research Methods	
	Data Collection	
	Data Analysis	
	Role of the Researcher	
IV.	RESULTS	43
	The Sport Event	
	Sport or Organizational Commitment	
	Achievement	
	Control of Sport Event	
	Competency in Sport Management	
	Relationship with Program Coordinator	
	Observations and Volunteer Experience	

V.	INTERPRETATIONS, CONCLUSIONS, AND RECOMMENDATIONS	90
	Interpretations of the Findings	
	Sport or Organizational Commitment	
	Achievement	
	Control of Sport Event	
	Competency in Sport Management	
	Organizational Commitment	
	Relationship with Program Coordinator	
	Satisfaction	
	Conclusions	
	Recommendations for Future Research	
	REFERENCES	126
	APPENDIX A. INSTITUTIONAL REVIEW BOARD APPROVAL	141
	APPENDIX B. CONSENT FORM	143
	APPENDIX C. INTERVIEW QUESTIONS GUIDE	146
	LIST OF TABLES	
1.	Study Demographics	45
2.	Direct Observation Information	46

CHAPTER I

INTRODUCTION

A special event is an occurrence which takes place over one or more days which is different from a typical 9 a.m. to 5 p.m. work day. When it comes to events, the number of the personnel running the event can be numerous. Many of these personnel positions cannot be filled with paid employees as this would be too costly for the organization. Therefore, organizations must acquire volunteers to help run the events. In many cases, this means asking people to volunteer their time and efforts for the duration of events. Many sporting events which require volunteers last generally one day or for a very short period of time and require personnel management skills specific to short-term employment. However, events which occur once a year call for a different set of management strategies than more permanent facilities or attractions. These management strategies require skills in human resource management and retention of volunteers (Chelladurai, 1999/2006; Doherty, 1998; Farrell, Johnston, & Twynam, 1998). Retaining volunteers from event to event or year to year means less training is needed when the volunteer returns. Planning practices, training and support for volunteers correlates with volunteer retention. A positive relationship may be demonstrated between certain management practices and greater volunteer retention (Chelladurai, 1999/2006; Cuskelly & Boag, 2001; Cuskelly, Taylor, Hoye & Darcy, 2006).

Volunteer retention is important to many organizations as it can be costly to constantly train new volunteers. Studies have shown that one of the best ways to retain

volunteers is through good communication and organizational inclusion (Waters & Bortree, 2012). Well-organized training sessions in which volunteers can share their knowledge of the event has proven to be successful (Costa, Chalip, Green & Simes, 2006). Sharing opinions and experiences builds a sense of community and commitment to the event. Volunteers who are dedicated to an organization experience greater satisfaction (Costa et al., 2006) and empowerment (Narushima, 2005) when involved with an event.

Sustained volunteering comes from experiential satisfaction which can include a volunteer's satisfaction with management, event, and organizational commitment. Volunteer retention has been achieved through volunteer appropriateness for the assignment, association, and managerial conduct (Kim, Chelladurai & Trail, 2007). Effective and positive managers create a meaningful experience and establish a reason for volunteers to return each time they are needed. Organizers of events need to recruit volunteers to fill these managerial positions.

Statement of the Problem

Volunteer management consists of directing, coordinating, and supervising of other volunteers (Cuskelly et al., 1998). Having one's friends involved in the volunteer effort leads some people to take on a managerial role (Stern & Fullerton, 2009). Organizations rely on volunteers to manage other volunteers. Thus, volunteer managers should use motivational tactics which will increase or maintain motivation in volunteers. Communicating the mission and goals of the organization and including volunteers in decision-making processes builds relationships (Bowers & Hamby, 2013), which are necessary given the changes within the industry.

From a predominantly recreational, community based model, sport management professionals have moved into using a professional approach to volunteer management (Chelladurai, 1999/2006; Cuskelly et al., 2006; Sharpe, 2003). More sport organizations are using paid managers to run sporting events and volunteer management has become professionalized (Chelladurai, 1999/2006; Cuskelly et al., 2006; Grube & Piliavin, 2000; Sharpe, 2003). Although volunteer commitment to and enthusiasm for the sport is necessary for a successful event, some volunteers cling to the community based, recreational methods of managing a sport. The shift from a community organization to professional management can be difficult for some volunteers (Colyer, 2000), and may result in a reduced desire to volunteer (Sharpe, 2003). Along with the community-to-professional transition, the lack of experience among volunteers can make volunteering as an unpaid manager an even more frustrating proposition.

Organizations generally do not select volunteers but accept people who wish to volunteer (Taylor & McGraw, 2006). Due to a decline in volunteer numbers (Bureau of Labor Statistics: US Department of Labor, 2014), managers feel pressured to accept anyone, and therefore, some untrained volunteers become a problem for volunteer unpaid managers. The justification for general acceptance of volunteers is that those volunteers will receive training (Taylor, Darcy, Hoye & Cuskelly, 2006). Therefore, more attention is often paid to training than to recruiting. Recruiting volunteers without high levels of prior sport expertise leads to the need for developmental training, which can make the managerial job that much more difficult (Taylor & McGraw, 2006).

Volunteer managers may provide training for the recruited volunteers in order to prepare them for their position within the sport event. Proper training, clear

communication and volunteer appreciation may lead to positive perceptions of management by volunteers (Daitch, Short, Bertolini & MacPherson, 2005).

Taylor et al. (2006) studied the expectations and obligations of volunteers in a sport club setting. Club administrators were asked about methods of managing volunteers and their perceptions of volunteers while volunteers were asked about their perceptions of managers and the organization. The two groups placed differential importance on various aspects of volunteerism and management. Volunteers wanted to do gratifying work in an amiable situation, but felt a lack of consistent management practices, and felt unappreciated and under-supported. Administrators expected volunteers to adhere to policies, and to conduct themselves in a professional manner; therefore, administrators felt a need to direct volunteers more closely, because of their unpaid, unprofessional status (Taylor et al., 2006). The wide disparity between the two creates the need for understanding the role and motivations of unpaid, volunteer managers.

Research on volunteer sport managers is scarce. The potential for understanding volunteer management motivation and satisfaction would enhance planning, recruitment of volunteers, and management skills while adding to the literature on volunteer management.

Purpose of the Study

Numerous studies exist on volunteer motivation, satisfaction and retention (Chelladurai, 1999/2006; Costa et al., 2006; Cuskelly & Boag, 2001; Cuskelly et al., 2006; Doherty, 1998; Farrell et al., 1998; Kim et al., 2007) and an equally impressive number of studies examine volunteer management (Cuskelly et al., 1998; Stern & Fullerton, 2009; Waters & Bortree, 2012). An area which is lacking is research on the

volunteer sport event manager. The volunteer manager takes on the responsibility to lead other volunteers through event coordination and oversight of a sport within a regional sporting event. The purpose of this study was to examine what influences a person's choice to volunteer for a management role at a sport event. The researcher of this qualitative study investigated the impetus behind a person's choice to volunteer as a manager. The study included the volunteer managers' satisfaction with the organization within which they volunteer, with their interactions with subordinate volunteers, and with their satisfaction with the management experience.

Research Questions

The researcher of this study investigated the reasons compelling volunteers to lead other volunteers while managing a sporting event. A qualitative methods approach was used to explore volunteer managers' drive to volunteer and satisfaction with the volunteer experience.

- Q 1 What compels the volunteer's choice to manage a sport event?
- Q 2 Is organizational commitment a factor in managing a sport?
- Q 3 Is satisfaction with the organization a contributor to volunteers remaining in a management position?

Rationale for the Study

With the scarcity of research on volunteer sport managers, my intention was to increase the information about volunteer managers and to dig deeper into the motivational factors which lead people to voluntarily lead other volunteers. The qualitative approach to the study added deeper understanding to what compels people to take on management roles when receiving no tangible reward. Event organizers should

understand the underlying motives of volunteer managers in order to run events efficiently.

Delimitations

Participants of this study were current and/or past sport event coordinators of a local regional sport event, and some volunteer coordinators have had a number of years' experience within this sport event. Therefore, as currently committed long time volunteers, their perceptions may skew to the positive.

Limitations

For the purposes of this study, sport event managers of one regional sport event were studied and therefore, the results may not be generalizable to all sport event managers.

Definition of Terms

External traditions: Related to family traditions, career, commitments linked volunteer expectations and skill to commitment level (Farrell et al., 1998).

Purposive incentives: Doing something useful and making a contribution to society. (Farrell et al., 1998).

Solidary incentives: Relating to social interaction and meeting people. (Farrell et al., 1998).

Volunteer managers/coordinators: Unpaid staff who oversee the operation of a sport event.

Volunteer regional sport event manager/coordinator job description includes (S. Lobmeyer, personal communication, April 27, 2015):

1. Making sure the event runs smoothly.

2. Rules are followed.
3. Results are recorded.
4. Assign volunteers job duties within their event.
5. Make sure all equipment is available.
6. Clean up/return all equipment & results.
7. Keep athletes, spectators and volunteers safe.
8. Award medals.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this literature review was to examine the current literature on volunteerism and sport events. The following review of literature is divided into five sections. The first section provides an overview of volunteerism in general. The second section explores sport event volunteer research. The third section offers a few motivational theories associated with volunteering. The fourth section presents volunteerism in sport events. The fifth and final section furnishes information on sport event management of volunteers.

Many organizations cannot function without the use of volunteer personnel. Choice to volunteer varies among people. Some people may choose to volunteer due to an affiliation with the event or cause while others may feel an obligation to get involved. Although motives may be different among people, event commitment and organizational structure tend to remain constant among volunteers (Doherty & Carron, 2003). Volunteers want to feel appreciated for their time and resources spent. That recognition can come in the form of a t-shirt, a thank you email or public recognition (Warner, Newland & Green, 2011). Training is important to the success of an event. Knowledgeable volunteers and staff will assist in the smooth running of an event and in the retention of volunteers (Costa et al., 2006; Kodama, Doherty & Popovic, 2013). Managers should design tasks to volunteer skill/personality in order to increase volunteer satisfaction (Doherty & Carron, 2003; Millette & Gagné, 2008). Managers should begin by

understanding the reason behind a person's choice to volunteer, how organizational commitment plays a role in the choice and volunteer satisfaction which could lead to retention.

Volunteerism

Volunteerism is defined as giving unpaid help to an organization to which an individual has no obligation (Clary & Snyder, 1999; Wilson & Musick, 1997). This help can be time, skills or resources. These resources are freely given to organizations for a number of reasons. For example, when a disaster happens, people generally run to the aid of their neighbors. Wartime has resulted in medical staff working to help the injured. Charitable events need help getting organized and run in order to raise money or awareness of a cause. Volunteers can be found in almost every aspect of life from youth sports (Busser & Carruthers, 2010; Feltz, Hepler, Roman & Paiement, 2009; Kim et al., 2007; Naslund & Pennington, 2011) to nonprofit organizations (Huynh, Metzger & Winefield, 2011; Narushima, 2005) to professional sport events as well as national & international sport events (Giannoulakis, Wang & Gray, 2008; Khoo & Engelhorn, 2011; Neufeind, Guntert & Wehner, 2013). Volunteerism is linked to pro-social behavior and the motives behind this behavior have been studied in various walks of life.

Motives for volunteering are as varied as the people who do the volunteering. People will volunteer if it doesn't take too long, and are more inclined to volunteer if they know the person who asks them and they will see that person again (Bekkers, 2010). Altruism has been associated with a reason to volunteer. However, other reasons include a need in the community such as charities and civic organizations or a need to better a community and to improve other life domains (Unger, 1991). Volunteer social

interactions correlate with self-commitment, making friends and career contacts are important motives (Farmer & Fedor, 2001; Ho, You & Fung, 2012; Mowen & Sujan 2005; Prouteau & Wolff, 2008). Improved “self-worth, intellectual stimulation, reduced social isolation and opportunities to help others are found in volunteerism” (Cocca-Bates, 2011, p. 96). Benefits of volunteering include increased self-esteem, acquisition of new skills, socialization and opportunity to give back (Han & Hong, 2013; Knese, 2013). Another area in which volunteerism has been studied is within the sport domain. Since sport events are generally episodic in nature (e.g. the event happens over one day or a short number of days), volunteers are used to fill the place of paid employees.

It takes some very special people to work for a number of days without pay. Many large sports organizations rely on volunteers to operate their events. The 2014 FIFA World Cup had over 12,500 volunteers (FIFA.com, 2014). The 2014 NFL Super Bowl used more than 12,000 volunteers NFL (NJ.com, 2014). The Vancouver Organizing Committee recruited 75,000 volunteers for the 2010 Winter Olympic Games in Vancouver, British Columbia (International Olympic Committee, 2012). The London Organizing Committee recruited 70,000 volunteers for the 2012 Summer Olympic Games in Great Britain (International Olympic Committee, 2012). Volunteers are needed for NBA All-Star Week, the Daytona 500, the US Tennis Open, and many others (Warner et al., 2011). Youth and community sport organizations could not operate without volunteers because volunteers donate time and cost savings to an organization (Warner et al., 2011). Even though volunteers are a cost savings in many aspects of an organization’s structure, costs are still associated with using volunteers, which include food, uniforms, etc. However, volunteers do provide fundamental assistance in tasks such as stuffing bags

and handing out water (Warner et al., 2011). Researchers have found that people will volunteer for events or causes for various reasons (Allen & Shaw, 2009; Costa et al., 2006; Cuskelly et al., 1998; Doherty & Carron, 2003; Bang & Chelladurai, 2009; Finkelstein, Penner, & Brannick, 2005; Sargent & Sedlacek, 1990; Unger, 1991; Vallerand & Reid, 1984; Wang & Wu, 2014; Williams, Dossa, & Tompkins, 1995). Some sport event researchers examined the motives behind the choice to volunteer.

Sport Event Volunteer Research

Sport event volunteers' motives included aspects of the sporting event such as supporting the local team, an affinity for the sport, or just wanting to be involved in something which is bigger than them (Williams et al., 1995). In a study of a World Cup downhill skiing event, supporting the national team was the most salient reason for residents to volunteer, followed by cultivating a community spirit, solidifying the community image (Williams et al., 1995), a way to socialize with people, the ability to be outdoors and meet new people. Less important motivations found in their study included skill improvement, free lift tickets, free mementos, or making contacts (Williams et al., 1995).

Farrell et al. (1998) studied the implications of peoples' satisfaction with and motivation for volunteering. Using the Special Event Volunteer Motivation Scale (SEVMS) at a Canadian women's curling championship Farrell et al. (1998) found four factors: "purposive, solidary, external traditions and commitments" (Farrell et al., 1998, p. 288). Purposive incentives related to doing helpful activities and making a contribution to society. Solidary incentives were based on social interaction and meeting people. External traditions and commitment related to family traditions of volunteering (Farrell et

al., 1998). Farrell et al., (1998) found that management may influence a volunteer's satisfaction by providing positive experiences, communicating with volunteers and volunteer recognition. Using the SEVMS scale, Khoo and Engelhorn's (2011) research of a national Special Olympics event studied volunteer motivations in connections with length of volunteer service and found most motives were altruistic. The most significant motive was purposive incentive which included wanting to help make the event a success and to do something worthwhile for the community. First-time volunteers liked the distinctive nature of the activity, which provided a unique experience, and they volunteered for personal growth. More experienced volunteers felt a sense of having useful skills and knowledge to contribute to the event.

For the 2004 Twin Cities Marathon, Bang and Ross (2009) used an adapted version of Bang and Chelladurai's (2003) Volunteer Motivations Scale for International Sporting Events (VMS-ISE). Bang and Ross (2009) explored the influence of motivations on volunteer satisfaction at one sport event. Originally, Bang and Chelladurai (2003, 2009) proposed six factors to explain volunteerism. Those factors were "expression of values, patriotism, interpersonal contacts, personal growth, career orientation and extrinsic rewards" (Bang & Chelladurai, 2009, p. 334). Bang and Ross (2009) added "love of sport" to the factors (p. 65). Volunteer respondents worked in various areas throughout the event. Findings concluded that patriotism was found to be a positive factor in volunteering. The prospect of community involvement was a positive incentive in recruiting of volunteers. Love of sport was a strong motivator to volunteer more so than just the act of helping others. Explanation of volunteer satisfaction was shown through conveyance of "values, career orientation, and love of sport" (p. 65). If volunteers' needs

were satisfied, they would potentially volunteer in the future. Additionally, the role of the organization was of utmost importance to the volunteers, and when volunteers felt truly needed and responsible, their task performance improved (Bang & Ross, 2009).

The Olympic Volunteer Motivation Scale (OVM) was developed by Giannoulakis et al. (2008) and evaluated volunteers' motivation at the 2004 Athens Summer Olympic Games at the Olympic Aquatic Center and the Olympic Village. The OVM scale was modified from Strigas and Jackson's (2003) motivation scale which was adapted from Farrell et al.'s (1998) Special Events Volunteer Motivation Scale (SEVMS). Strigas and Jackson's (2003) motivation scale included 40 items which fell under five factors: "material, purposive, egoistic, external, and leisure" (p.118). Although the scale has been found to be a sound assessment tool, the validation study was limited by a small population ($N=60$) (Giannoulakis et al., 2008). The twenty-four item scale used nine items from the Strigas and Jackson (2003) scale and added fifteen items which were specific to Olympic volunteerism. The results showed that the impetus to volunteer was centered on desire to be connected with the Olympic Games or to meet an athlete. Volunteer needs included social interaction, interpersonal connections, and making contacts (Giannoulakis et al., 2008).

Kristiansen, Skille, and Hanstad (2014) studied the motivation and perceptions of volunteerism of volunteers at three major sporting events. Eighty percent of the volunteers at the 2012 Winter Youth Olympic Games in Innsbruck, Austria, were 18-29 years of age. Kristiansen et al. (2014) found young international volunteers concerned with learning and gaining experience. At the 2012 GoteborgsVarvet Half Marathon in Sweden, volunteers whose ages ranged from 20 – 58 wanted to help a local sport club.

The club received money due to the volunteers' efforts. The 2012 FIS World Ski Flying Championships in Vikersund, Norway, volunteers whose mean age was 45 were motivated by helping the local community. The young Innsbruck volunteers were looking for personal reward such as experience and education but had no commitment to the event organization. The volunteers at GotesborgsVarvet and Vikersund were looking to help because of a sense of duty to the community (Kristiansen et al., 2014).

Some research which has used qualitative methods includes Allen and Shaw's (2009) study of New Zealand Masters games multisport volunteers. Using Self-Determination Theory (Deci & Ryan 1985), Allen and Shaw (2009) employed focus groups to study the motivation and experiences of volunteers. Results included intrinsic motivation to volunteer with a need for extrinsic motivation when performing tedious tasks. Intrinsic motivations included meeting people, and having social exchanges. Extrinsic motivation became necessary when boring tasks had to be performed. Volunteers relied on each other for motivation to perform the tasks with the mindset that everyone does all the tasks. Volunteers experienced a sense of autonomy due to organizers giving the volunteers an opportunity for input into which tasks the volunteers would perform and flexibility in scheduling those tasks. A sense of competence was fostered among the volunteers when given the opportunity to perform tasks which the volunteers could complete and do well. A sense of connection among the volunteers and managers fostered a sense of relatedness. Volunteers and managers were seen as equal to each other (Allen & Shaw, 2009).

Hoeber (2010), using focus groups, performed a qualitative study of volunteers of aboriginal descent in Canada. The purpose of the study was to examine the involvement

of Canadian Aboriginal volunteers. The research questions included studying the beneficiaries of the volunteer activities, the structure of the activities, the volunteers' expectations for remuneration and to what extent are they volunteering of their free will. Findings included choice of venues, sports, and organizations were key to the volunteers' desire to participate. While volunteering for formal events, their choice "to not be managed" was a key element of satisfaction (Hoeber, 2010, p. 345). Volunteers were more satisfied when left to perform their task without supervision. Other elements of satisfaction were found when volunteers felt able to have fun, and to work in a relaxed atmosphere. These volunteers felt they were helping aboriginal youths while volunteering. Also, helping in positions which relied on their previous experience weighed heavily on their sense of personal efficacy. Volunteers wanted to work where they felt comfortable.

Kodama et al. (2013) used autoethnography research to study the first author's experience as a volunteer fleet driver at the 2010 Vancouver Winter Olympic Games. Kodama joined the volunteer work force in Vancouver two days before the games began. Volunteers who lived in the Vancouver area received training throughout the 2009 year for the 2010 Olympic Games. For Kodama, her training consisted of a shorter time span with most of the information given within a two-day period. The shorter training sessions are called "Just in Time" (Kodama et al., 2013, p. 79). "Just in time" training was conducted immediately before the participant was employed to drive dignitaries to sport venues. This training included having the volunteer familiarize herself with driving in Vancouver and meeting managers and other volunteers (Kodama et al., 2013, p. 79).

“Just in Time” training was essential to volunteer role preparedness and created a sense of community (Kodama et al., 2013, p. 79).

Each study yielded results as to what the volunteers were looking for within their volunteer experience. Motivation to volunteer may not differ from one event to another, although sport event volunteers may have some unique reasons for choosing to volunteer at a specific sport event as opposed to another event. The reasons a person chooses to volunteer has been studied using motivational theories. A few motivational theories used in studies of volunteers are discussed below.

Motivational Theories Associated with Volunteering

There have been studies performed which involve psychological and sociological theories as to why people volunteer, how to obtain and retain volunteers, and volunteer satisfaction. The following general volunteerism literature review will highlight some theories used to study volunteerism within many aspects of life.

Theory of Planned Behavior

One of the most pervasive theories found in volunteer literature is the Theory of Planned Behavior (TPB) developed by Ajzen (1985). TPB posits that a person makes a decision to perform a behavior based on the information at hand. The determinants of the behavior are “attitude, subjective norm, and perceived behavioral control” (Ajzen, 1991, p. 179). Nonprofit organizations such as welfare services in Australia (Greenslade & White, 2005), homeless shelter volunteers in America (Harrison, 1995), and volunteers working with minors in Italy after three years of volunteerism (Marta, Manzi, Pozzi & Vignoles, 2014) have been studied using TPB as a basis for volunteerism. Hauser, Koontz & Bruskotter (2012) used TPB in a study of watershed volunteers where they

found that leaders had to ask for volunteer participation as well as having to call members to come to the meetings to increase attendance.

Psychological Contract Theory and Theory of Planned Behavior

Kim, Trail, Lim, and Kim (2009) used TPB alongside Psychological Contract Theory to study sport volunteers' intention to continue volunteering. The Psychological Contract Theory (PC) (Rousseau, 1989) is defined as a belief by a person that there is a reciprocal commitment between the volunteer and an employer or organization. Even though an organization's goals may be different than the volunteer's goals, volunteer empowerment can be achieved if the volunteer's tasks and benefits are comparable to their expectations (Kim et al., 2009). Kim et al. (2009) found that as behavioral beliefs were realized the behavioral intentions would alter (Kim et al., 2009).

In other studies, using Psychological Contract Theory, results showed if the volunteer is able to contribute to the organization's goals, they will feel committed to the cause (Netting, Nelson, Borders & Huber, 2004; Vantilborgh et al., 2011, 2012, 2014).

Greenslade and White (2005) studied TPB in conjunction with the Volunteer Function Inventory (VFI). Results showed TPB accounted for significantly more variance in the volunteer conduct than did the functional approach (Greenslade & White, 2005). When adding a social justice function to a study involving non-volunteers (people who were not currently involved in formal volunteering activity), the role of social justice as a motivation to volunteer positively correlated between social justice as a motivator and social justice sector volunteering (Jiranek, Kals, Humm, Strubel & Wehner, 2013). Older people who intended to volunteer perceived volunteering as an achievable behavior. They

perceived support from individuals who were important to them and volunteering was an activity they should pursue (Warburton & Terry, 2000).

Motivation to Volunteer Theory

Clary et al. (1998) adapted the Motivation to Volunteer Theory (MVT) from Cnaan and Goldberg-Glen (1991) who stated motivation was a unidimensional approach. Contrary to Cnaan and Goldberg-Glen 1991, Clary et al. (1998) found a multidimensional functional approach to motivation in which an action would be initiated, directed and sustained. People can perform the same action in different situations for different reasons as well as matching the motivational concern with the situation which will satisfy the concern. This theory resulted in six constructs which were tested through the Volunteer Function Inventory developed by Clary et al. (1998). The six constructs include values, understanding, enhancement, career, social, and protective. Values related to the volunteers feeling it was important to help other people. Volunteers felt that learning through direct experience helped them gain understanding. Enhancement related to volunteers feeling they developed psychologically through their volunteer activities and felt better about themselves. The career function led volunteers to feel they would be successful finding jobs. The social function gave the volunteers a sense of shared interest in community service and protective address the volunteers escaping from negative feelings or their own troubles. Clary et al. (1998) found that different volunteers pursued different goals and some volunteers pursued more than one goal (Clary et al., 1998).

Role Identify Theory

Role Identity Theory is described as where the person and the role merge. When people associate a role with a person, the person becomes that role. A person will

constantly strive to act in a way which is consistent with the role (Stryker, 1968).

Volunteering is not just what one does but who one becomes. Role Identity can be a predictor of commitment to volunteering, longevity of volunteering and activity performed (Finkelstein, 2008; Finkelstein, 2009; Finkelstein et al., 2005). Organization integration is not an essential requirement for a volunteer to develop role identity. However, social motives can contribute to role identity (Finkelstein & Brannick, 2007).

Role Identity predicted amount of time given to and intention to quit from American Cancer Society (ACS). For volunteer retention, Grube and Piliavin (2000) suggest promoting role identity. Hospice volunteers aid families of dying relatives in the home and strongly correlated with Role Identity. Sharing experiences with other members of the hospice program could result in retention of volunteers. Public recognition, appreciation events and items which create identity such as t-shirts and license plate holders helps retain volunteers (Finkelstein et al., 2005).

Volunteerism in Sport Events

Sport volunteers may not differ from other volunteers in their reasons for volunteering other than there may be an affinity for the sport. They may play or have played a sport and want to give back to the sporting community. Although playing a sport is not a prerequisite for volunteering, it does help in recruiting volunteers (Taylor & McGraw, 2006). Generally, sport volunteers' principal reasons for volunteering include making a difference, experiencing a unique occurrence, enhancing personal social contacts, and a commitment to the cause or organization which runs the event (Bang & Chelladurai, 2009; Farrell et al., 1998; Kodama et al., 2013; Wang & Wu, 2014). Wollebaek, Skirstad and Hanstad (2014) found building career qualifications and work-

related experience was important to first time young volunteers. People who hadn't volunteered for a while or were unaffiliated with the sport were looking to make new contacts and enhance their resume. Unaffiliated volunteers had a reduced willingness to commit to the organization. A number of volunteers were affiliated with organized sport and returned each year (Wollebaek et al., 2014), committing to volunteer for the organization again.

Organizational Commitment

Organizational commitment can be defined as a person's choice to perform in a manner that connects with organizational objectives or goals (Wiener, 1982). Results from studies researching organizational commitment have found that if a volunteer is able to contribute to the organization's goals, they may feel committed to the cause (Netting et al., 2004; Tidwell, 2005; Vantilborgh et al., 2011, 2012, 2014). Volunteers who strive to achieve the goals of the organization may achieve organizational attachment (Gillespie, Gottlieb & Maitland, 2011; Tidwell, 2005). The role of the organization may be of paramount importance to the volunteers as was found in Bang and Ross' (2009) study. When the volunteers felt truly needed and responsible for their involvement in the event, their task performance improved (Bang & Ross, 2009).

Researchers have studied organizational commitment as it related to task performance and volunteer satisfaction and retention. When volunteers identified with the organization, higher levels of commitment and satisfaction prevailed (Cuskelly & Boag, 2001; Tidwell, 2005). Task and social cohesion have been found to be correlated across volunteer sport executives and members. Volunteer effort and intention to remain may be predicted by the levels of task cohesion and commitment to the organization. Also,

opportunities to meet other people are appealing to volunteers (Doherty & Carron, 2003). Research of person-environment fit and person-task fit found that people and environments have personality characteristics. People may seek environments which they feel connects with their personality. Expression of strengths, values, characteristics, empowerment and managerial treatment are important to intention to continue volunteering (Kim et al., 2007; Sergent & Sedlacek, 1990; Van Vianen, Nijstad & Voskuil, 2008). Person-task fit and person-organization fit lead to empowerment which may lead to continued volunteering (Kim et al., 2007; Kim et al., 2009). Job-person fit, person-environment fit and personality fit are important to satisfaction of volunteers as well as success of the event (Sergent & Sedlacek, 1990; Van Vianen et al., 2008).

Organizational commitment may lead to volunteer satisfaction and retention. Some of the best ways to retain volunteers is through good communication and organizational inclusion (Waters & Bortree, 2012). Giving volunteers an opportunity to share their knowledge may build a sense of community and commitment to the event and lead to volunteer satisfaction (Costa et al., 2005). Sustained volunteering may come from experiential satisfaction which can include a volunteer's satisfaction with management, event, and organization. Volunteer retention may be achieved through volunteer appropriateness for the assignment, association, and managerial conduct (Kim et al., 2007).

Volunteer Satisfaction

To have a successful event, it is important for event organizers to understand the sources of satisfaction or dissatisfaction that volunteers experience with event organizations. Volunteer satisfaction is essential to the management of volunteers and the

overall efficiency of the operations (Farrell et al., 1998). Farrell et al. (1998) studied volunteer motivation and satisfaction with a sport event experience. Their study assessed dimensions of motivation and the relative importance of these motivations. Satisfaction with facilities and operations, work assignment, and interactions with other volunteers and supervisors was examined. Farrell et al. (1998) suggested that organizational and management influences may have a role in the intrinsic and extrinsic benefits as a source of satisfaction for volunteers.

According to Cnaan and Goldberg-Glen (1991), as long as the experience is satisfying and meeting their needs, people will continue to volunteer. Volunteer experiences include administrative and managerial duties which influence the effectiveness of event organization. There must be a good match between responsibility and the volunteer recruited to fulfill that responsibility in order to enhance volunteer satisfaction. Interest, ability, and task to be performed must be matched accordingly. Without this match, volunteer satisfaction and motivation will be lacking during the event (Cnaan & Goldberg-Glen, 1991; Farrell et al., 1998).

Volunteer training may aid in the success of an event as well as to volunteer satisfaction. Volunteers' contributions at training sessions may lead to more positive volunteer opinions of the experience (Kodama et al., 2013). Job specific training aids in volunteer role preparedness and social connections. Event managers should recognize and ensure the effective implementation of training that facilitates both role preparation and social connection. Shared-purpose experiences and support may reinforce volunteers' identity and connection with others (Kodama et al., 2013). Sharing thoughts and experiences during training helps build a sense of community which affects amount of

time spent volunteering, level of commitment and intent to remain as a volunteer (Costa et al., 2006; Kodama et al., 2013).

Volunteer Retention

Volunteer retention is important to many organizations as it can be costly to constantly have to train new volunteers. Studies have shown that some of the best ways to retain volunteers is through good communication and organization inclusion (Waters & Bortree, 2012). Well organized training sessions involving volunteers where they can be a part of the training session has proven to be successful (Costa et al., 2006; Kodama et al., 2013; Narushima, 2005). Sharing opinions and experiences builds a sense of community and commitment to the event. Higher levels of commitment have led to volunteer satisfaction and retention (Costa et al., 2006).

Sustained volunteering comes from experience satisfaction which can include satisfaction with management, value of volunteers' diverse talents and resources, and event and organizational commitment. Nurturing group cooperation and task structure is important for team building, collective unity and volunteer retention (Doherty & Carron, 2003; Gillespie et al., 2011).

Job satisfaction, assignment fit, and managerial conduct also leads to sustained volunteerism (Kim et al., 2007; Schlesinger, Egli & Nagel, 2013). Job match to volunteer skills, interests and goals may motivate volunteers to go beyond expectations (Millette & Gagné, 2008; Warner et al., 2011; Wysong & Maellaro, 2012). Designing and assigning volunteer tasks is as crucial to retaining volunteers as it is to attracting them. It is important to pay attention to which tasks the volunteers are allocated (Neufeind et al.,

2013) because underutilization of volunteers leads to dissatisfaction and lack of retention (Wysong & Maellaro, 2012).

Daitch et al., (2005) suggest several ideas for volunteer retention: target all ages of people to volunteer even if they are not sport-oriented; develop networks among new and veteran volunteers; provide clear communication along with volunteer appreciation and recognition (Daitch et al., 2005). Manager's planning, training, and support for the volunteers results in significantly fewer perceived problems with volunteer retention (Cuskelly et al., 2006; Chelladurai, 1999/2006).

Sport Event Management of Volunteers

Management duties which are important and uniquely interrelated to events when dealing with volunteer participants include training, orientation, planning, and scheduling of activities. These are all interconnected with volunteer satisfaction and motivation as well as event success. Autonomy support could help prevent negative outcomes when dealing with volunteers. Volunteers who feel empowered are more likely to feel satisfaction with the event (Allen & Bartle, 2014; Gagné, 2003; Hsu, Wu, Wang, Hsiao & Wu, 2013; Kim et al., 2007; Kim et al., 2009).

It is important for event organizers to understand and have knowledge of the positions that need to be filled by volunteers in order to achieve volunteer satisfaction. The event manager needs to be fully engaged in the volunteer aspect of the event, have knowledge of the responsibilities, and be able to explain them to the volunteers. Event managers should clearly define tasks, explain expectations about time commitments, weather conditions (e.g. rain, snow, cold weather, etc.), schedule, as well as positive and negative aspects of position. Communication from event managers is vital to success of

an event (Cnaan & Goldberg-Glen, 1991; Millette & Gagné, 2008; Warner et al., 2011; Wysong & Maellaro, 2012).

Dwyer, Bono, Snyder, Nov, and Berson (2013) found that volunteers preferred leaders who were motivating, cared about the work, included them in decision making, and concentrated on the value of the work. Organizations should focus on the volunteers' motives in order to increase volunteer contributions by explaining how volunteerism helps others and makes volunteers feel good about themselves. Managers should align volunteer motives to tasks performed.

Working with volunteers who may not see themselves as followers and working with limited authority can be a concern of volunteer leaders. Using motivational appeals to maintain or increase motivation leads to satisfied volunteers who are willing to return (Bowers & Hamby, 2013). Volunteers create eagerness and fervor throughout an event. They bring experience and skills, show empathy for the public, and reduce labor costs. Reliability is a concern of managers. However, clear instruction on what to bring, where to go and tasks performed enables volunteers to take on more responsibility. Experienced managers will understand the difference in working with volunteers versus paid staff and will adjust their management style (Nichols & Ojala, 2009).

Summary

Sport volunteers are similar to volunteers in other events. However, most often sport volunteers will have an affinity for a particular sport as a player or spectator. Conditions for volunteers that contribute to volunteer satisfaction and retention require an understanding of the motivation, perceptions, and behaviors of volunteers by management. Managers who are inspirational generally have volunteers who are more

satisfied (Dwyer et al, 2013). Clear instructions and training create empowered volunteers (Nichols & Ojala, 2009). Training should be designed for community building, sharing opinions and experiences among volunteers and staff (Costa et al., 2006). Volunteer role preparedness and social connections are essential to the success of the event (Kodama et al., 2013).

Volunteer managers can have a difficult time working with volunteers who do not see them as having authority. Since the manager is also a volunteer, they may have limited authority and resources available. Reliability of volunteers is a concern of any sport event. Volunteer managers need to be as reliable as a paid individual and given as much authority. Volunteer leadership consists of directing, coordinating and supervising of other volunteers (Cuskelly et al., 1998).

Research on volunteer sport managers is limited. Understanding the reason people volunteer would benefit sport managers in their quest to fill positions with people who do not require to be paid. Qualitative research is also limited on this topic and a qualitative study would lead to a deeper understanding of the reasons a person volunteers. The potential for understanding what compels a person to volunteer would augment planning and staffing of volunteers and would add to the literature on volunteer management.

CHAPTER III

METHODOLOGY

As discussed in Chapters I and II, volunteers are needed in many aspects of life. Without volunteers, tasks may not get done or organizations may have to pay people to complete assignments. According to the Bureau of Labor Statistics: US Department of Labor (2014) volunteerism has declined. People may not volunteer as much as they have in past years. A western United States regional sport event has been able to keep several of its volunteer managers for a number of years. This is an area of interest because in the time of decline in volunteerism (Bureau of Labor Statistics: US Department of Labor, 2014), a regional sport event has been able to continue with some long-time volunteers. Therefore, a research study seemed warranted on the reasons why this phenomenon occurs. Since there are a number of quantitative studies on volunteerism, it seemed worthwhile to perform a qualitative study which included interviewing and observing volunteer managers to see why this is occurring. This first part of this chapter will discuss the research methodology, theoretical stance, research methods and data collection. The second part of this chapter will discuss data analysis, validity, triangulation, peer examinations, member-checking, reliability, and researcher biases. The chapter will conclude with an explanation of the role of the researcher.

Qualitative research is defined as an “umbrella concept which includes a number of forms of inquiry which aid in understanding social phenomena” (Merriam, 1998, p. 5). Types of “qualitative research includes interpretive research, field study, participant

observation, inductive research, case study and ethnography” among others (Merriam, 1998, p. 5). A case study involves researching an individual, event or organization over a continual amount of time (Creswell, 2009). Ethnography studies human culture. Culture is defined as a set of philosophies, standards and attitudes which shape a particular group of people (Merriam, 1998). An ethnographic study is a form of case study. Ethnography includes two different connotations. First, ethnography is a combination of techniques used to collect data which include interviewing, documentary analysis, observing participants and creating researcher notes. Secondly, ethnography is the written record which is the result of using ethnographic techniques (Merriam, 1998). The written record should include any information which helped to shape the individual or experience being studied (e.g. participant history).

According to Merriam (1998), there are characteristics inherent in most qualitative research. Some of those characteristics include understanding the phenomenon from the participants’ viewpoint, the researcher is the tool for data collection and analysis, and qualitative research generally involves fieldwork. Using observations and intuitive understanding, a researcher utilizes an inductive research strategy which constructs concepts or theories rather than using an existing theory. Rich description is an end product of qualitative research which focuses on “process, meaning and understanding” (Merriam, 1998, p. 8).

The purpose of this study was to explore the reasons people take on a management role while volunteering their services. Through interviews and personal storytelling, the researcher sought to gain background information on the volunteer manager’s experience within the sport they coordinate, whether or not training was

provided, how long the volunteer managers have been involved in their volunteer coordinator role and their perceptions of their role. In gaining this information, the researcher hoped to enhance the literature on volunteerism and management.

Using a qualitative method to study volunteerism allowed the researcher to dig deeper into the mind of the volunteer. In one-on-one interviews, the volunteers were given the opportunity to explain their reason(s) for being involved in the sport event in a volunteer role, and more importantly, why they took on the role of coordinator of a specific sport. Personal stories relating their experiences aided the researcher in uncovering this phenomenon. In addition, “the discipline and rigor of qualitative analysis depend on presenting solid, descriptive data, what is often called ‘thick description’” (Patton, 1990, p. 375). Qualitative research has been shown to provide deeper and richer understanding of an experience being studied (Merriam, 1998). Therefore, a qualitative research design seemed appropriate. This qualitative study included one-on-one interviews with the sport coordinators of a regional sport event which takes place yearly in western United States as well as observations of the coordinators while they managed individual sports.

Theoretical Stance

In qualitative research, it is important to choose a theoretical lens through which the researcher examines the phenomenon (Crotty, 2003). Epistemology is defined as “how we know what we know” (Crotty, 2003, p. 8). This study provided valuable information about the volunteer coordinators’ motivational reasons for volunteering. Each participant will be given an opportunity to speak privately about their experience

within the regional sport event, their role as a volunteer coordinator and manager of the sport. The epistemology used in this study is constructionism.

Constructionism is defined as truth, or meaning, that comes into existence in and out of our engagement with the realities in our world. Meaning is not discovered but constructed. Different people may construct meaning in different ways even in relation to the same phenomenon (Crotty, 2003, p. 8).

Through constructionism, the researcher analyzed the information and perceptions articulated by the participants. The researcher acquired the participants' interpretation of their experiences within the sport event and the researcher found themes and construct meaning from the transcripts.

Research Methods

Upon gaining the Institutional Review Board approval, the researcher conducted an ethnographic study. The research plan included interviewing and observing the sport coordinators who manage sports which occur during a regional sport event which takes place in western United States yearly. The number of participants depended on how many of the volunteer coordinators were willing to be interviewed and observed. There were 32 event coordinators and 2 sport officials associated with the regional sport event within the study, thus providing the population. The researcher attempted to obtain a reasonable sample of the population (Patton, 1990) in which the participants varied according to gender and years of volunteer experience. This allowed the researcher to compare and contrast the results to gain better insight into volunteer motivations. Each participant was interviewed privately with the researcher and the interview was audio-recorded.

Setting

A regional sport event has taken place every year in western United States for the past thirty-eight years. The event includes thirty-seven sports. Volunteers are needed to

manage each sport. The regional sport event was selected for the study because it is well-established and a qualifying event for a national sport event.

Participants

The participants of this study were coordinators and officials who volunteer and/or have volunteered for a regional sport event which takes place in western United States yearly and is a qualifying event for a national sport event on alternate years. In qualitative research, the researcher needs to consider the “research site, time, people, and events” (Merriam, 1998, p. 60). Participant sampling consists of probability and nonprobability sampling (Merriam, 1998). Quantitative statistical sampling (probability sampling) typically focuses on a greater number of randomly selected individuals. Probability sampling allows the researcher to generalize the results to a larger population. Nonprobability or “purposeful” (Patton, 1990, p. 169) sampling is based on the supposition that the researcher wants to acquire and understand an experience. Therefore, the researcher should choose a sample in which *information-rich cases* can be studied in depth (Merriam, 1998; Patton, 1990). A researcher can acquire vast knowledge of the important issues relating to the purpose of the research through information-rich cases (Patton, 1990). The final product of qualitative research includes rich, thick description of the phenomenon (Merriam, 1998). Thus, selecting diverse volunteer managers of a regional sport event would provide rich, thick, descriptive information.

Sample Size

According to Patton (1990), in qualitative research, sample size is contingent upon the information being researched, and the purpose of the inquest. Furthermore, Patton (1990) stated “there are no rules for sample size in qualitative inquiry” (p. 184).

Typically, qualitative research has smaller sample sizes than quantitative research.

Quantitative researchers seek to gain breadth in a large sample size. Qualitative research lends itself to depth (Patton, 1990). Researchers collect interview data until the point of saturation. Saturation is reached when the researcher has reached a point where no new data is found (Creswell, 1998). There were 32 sport event coordinators and two officials associated with the regional sport event within the study, thus providing the population. Of the 32 sport event coordinators, nine coordinators were paid or given a stipend for their work within the event. This left 23 coordinators and two officials as the population from which I could interview. Of those 23 coordinators and two officials, sixteen people (14 sport coordinators and two officials) agreed to be interviewed for my study. Due to information I previously had, I stated the population was 14 but the list I received this year had more people listed as sport coordinators. A couple of them were actually referees and I interviewed them as well as the sport coordinators because they worked with the volunteers. The researcher contacted the coordinators and officials and ask each one to participate in the study. The researcher attempted to obtain a reasonable sample of the population. This allowed the researcher to compare and contrast the results to gain better insight into the volunteers' experience and to achieve saturation. Saturation is the point in qualitative research when no new information is being gathered. In response to several questions, most of the participants gave me the same information as other participants. This is the point when I knew saturation had been achieved.

The coordinators were selected in part, because they met the following criteria:

- Hold or have held a volunteer coordinator position within the regional sport event within western United States

- Have management experience working with other volunteers
- Have volunteer experience other than a managerial position
- Are willing to be interviewed

Gaining Access

Before beginning the research, permission was gained by the university's Institutional Review Board for Research Involving Human Participants (Appendix A). Once permission was obtained, the researcher solicited permission from the director of the regional sport event to interview and observe the volunteer coordinators. According to Patton (1990), the researcher must establish trust and rapport in order to gain entry into the research site. The researcher is a member of the Board of Directors for the western United States regional sport event and has had some interaction with some of the participants including the program coordinator of the sport event; therefore, a relationship exists between the researcher and the program coordinator in which trust and rapport has been established. Participants were contacted through email, direct mail and/or phone calls and were asked to participate in the study. Once the participant agreed to participate in the study, a meeting was scheduled. Participants were given a description of the study and the interview and observation process. Participants were asked to read and sign a consent form which outlined the study and interview process. Participants were asked to choose a pseudonym in place of their name in order to safeguard confidentiality (Patton, 1990). A pseudonym allows the participants to track their contribution to the study as well as in any published material. All information collected including interview transcripts and consent forms were kept confidential and in a locked file cabinet in the researcher's home.

Data Collection

Interviews

Merriam (1998) stated “interviewing is a common means of collecting qualitative data. The most common form of interview is the person-to-person encounter in which one person elicits information from another” (p. 71). According to Fontana and Frey (1994), there are three types of interviews: structured, semi-structured and unstructured. A series of semi-structured and open-ended questions were used in this study (Appendix C) to allow for flexibility in obtaining explanation and clarification of participants’ thoughts. One-on-One interviews were conducted at a mutually agreed upon location.

The location for the interview was agreed upon by both parties and took place where both parties could speak openly and comfortably about the participant's volunteer involvement in the event. A written consent form (Appendix B) was signed by both parties agreeing to the interview. The consent form stated that the interview consisted of both audio-recording and written notes. Participants’ name and identity were not used in any written form of this study. Instead a pseudonym was used in place of the participant’s name. The interviews lasted between 60 and 120 minutes and the questions were semi-structured and open-ended. After the initial interview was completed, field notes of the researcher’s contextual impressions were recorded to assure that perceptions from the interview are not lost. Once the transcripts were completed and had been coded, participant checks were done. Participants were asked to check over the transcript information to ensure all information is correct.

All information collected including interview transcripts and consent forms were kept confidential and in a locked file cabinet in the researcher’s home. Any future

publication or presentation will include only the participants' pseudonym and not their name (Patton, 1990). The interview was done in private so that the participant could speak openly about his/her involvement in the event. Background information was gathered on the volunteer coordinator as well as information on their experience and expectations for their future as a volunteer coordinator. Some of the questions which were asked are: Tell me about your volunteer background. What are you hoping to gain from your experience with this event? What are your future plans for volunteering for this event? What are your strengths and weaknesses when it comes to coordinating this sport? (See Appendix C).

The interviews lasted between 60 and 120 minutes and the questions were semi-structured and open-ended. There was no incentive provided for the participants to participate and the interviews were open-ended so that participants could feel free to discuss as much or as little with which they felt comfortable.

Observations

Observations can be a main source of data collection due to the observations taking place in the natural setting. Researchers can receive a first-hand examination of the experience being studied. Observations can result in gathering valuable information in which researchers may observe behavior which has become customary to the participant. Researchers may gain understanding of the context of behaviors and events. This may be helpful in understanding the phenomenon. The focus of the observation needs to be determined prior to the act of observing. Understanding the why, when and what is to be observed will aid in data collection (Merriam, 1998). Merriam (1998) provides a checklist of items which may be present within the setting which would be subject to

observation: “1. the physical setting; 2. the participants; 3. activities and interactions; 4. conversations; 5. subtle factors; 6. your own behavior” (Merriam, 1998, p 97).

As an observer, the researcher may take on a variety of roles. The researcher may act as a *complete participant* in which he or she hides their observer role in order to not disrupt the natural setting. As *participant as observer*, the researcher’s observer role is second to the participant role and the group being studied is knowledgeable about the researcher’s interest. In contrast to participant as observer, the researcher’s role in *observer as participant* is primarily that of observer and is known to the group. Lastly, a *complete observer* is completely hidden from the group. The complete observer will observe from behind “a one-way mirror or in a completely public setting” (Merriam 1998, p. 101). Due to the nature of this study, the researcher took on the role of observer as participant. The researcher was known to the volunteers being studied and participated in a volunteer role with the understanding of not wanting to disturb the natural setting. The length of the time of observation depended on the length of time the volunteer manager was working within the context of their sport.

Data Analysis

Qualitative research offers a number of data analysis methods such as constant comparative method, ethnographic analysis, narrative analysis, and phenomenological analysis. Ethnographic research centers on the culture and social routines of daily life. Ethnographic analysis “reaches across multiple data sources (recordings, artifacts, diaries) and condenses them, with somewhat less concern for the conceptual or theoretical meaning of the observations” (Merriam, 1998, p. 156). The multiple data

sources used in this study were recorded interviews, observations, artifacts and researcher notes.

All interviews were transcribed from a digital audio recorder. After transcribing the audio recordings, I examined the transcriptions for information which spoke to the participants' lived experiences. Meaningful statements made by the participants led to the development of descriptions through coding which brought out the essence of the experience (Moustakas, 1994). Coding is defined as assigning a description to various aspects of the data (Merriam, 1998). According to Merriam (1998), there are two levels of coding: distinguish evidence about the information obtained and decipher concepts linked to the analysis. Through constructionism, I took the participants' view of their experience and attempted to construct meanings. Constructionism pertains to "the view that all knowledge and therefore, all meaning, reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and with the world, and developed and transmitted within an essentially social context" (Crotty, 1998, p. 42). Initially, the transcript was read thoroughly in its entirety in order to understand the participant and their experience. Secondly, as I was reading the transcript, I attempted to identify common themes which emerged from the interview. Notes were made in the margins of the transcripts in order to shed light on the volunteer's experience. Through coding, as understanding emerged, I looked to construct meaning, from what the participant had related regarding the phenomenon. Qualitative software has been developed to aid in the management of qualitative data.

As interview transcriptions and field notes are completed, the information was inserted into a software program designed to aid the researcher in managing the

information. A qualitative software package (NVivo 11) was used to manage the data from this study. According to Reid (1992), the computer will manage data but it will not analyze it. There is a growing tendency to use qualitative software to analyze data in the sport management field (Babiak, 2007; Brown & Macdonald, 2011; Camiré & Trudel, 2010; Foster & Hyatt, 2007; Parent & Foreman, 2007; Pereira, Mascarenhas, Flores & Pires, 2015). QSR NVivo software aids the researcher in managing, sorting and arranging qualitative data. QSR NVivo is a tool for the process of analyzing data, identifying themes, developing conclusions. Pereira et al. (2015) used NVivo 9 by QSR International to code data “to organize and filter the large amount of raw data collected from various sources of information, and above all, it supported the analysis and the interpretation of the information as the process was evolving” (p. 33). Brown and Macdonald (2011) used NVivo to analyze data which “was an ongoing process during the study, where emergent themes and ideas were tested, scrutinized and developed” (p. 356). Computerized qualitative software initiates search and retrieval functions, improves support of findings and creates an audit trail.

Validity

Validity is defined as “the extent to which research findings are credible” (Merriam, 2009, p. 234). Internal validity focuses on how the findings in a study complement reality (Merriam, 1998). Merriam (1998) asserts that validity is concerned with whether researchers are studying what they think they are studying. A researcher can use strategies to enhance internal validity. Some of those strategies which were used in this study included triangulation, member-checks, and peer examination. Examining the researcher’s biases aided in obtaining internal validity (Merriam, 1998).

Triangulation, peer examination, member-checking. A source of internal validity is triangulation. Triangulation entails more than one method of investigation to verify results (Merriam, 1998). Triangulation was established by audio-recorded interviews, hand written notes (field notes), and by having a colleague and participants read over the transcriptions and coding. Artifacts were collected during the course of the study which aided in triangulation.

After coding the interviews, I asked a colleague who is familiar and experienced with both event management and qualitative analysis to review the findings in order to flesh out all ideas which may be present in the research. Peer examination helped the researcher by adding fresh impressions to the study. Member-checking was used, during which participants were asked to read the coded transcripts to make sure the findings accurately reflect the participant's thoughts about volunteerism. Member-checking lends accuracy and comprehensiveness to the data analysis (Patton, 2002). A second interview was not necessary for this study. However, participants were asked to clarify points through email transactions.

Researcher's biases. Prior to the interviews, I looked at my own experiences and became aware of any personal biases, viewpoints and beliefs I may have had (Merriam, 2001). Having some experience with this sport event, I needed to minimize any assumptions I may have had and be open to the participant's experience. Patton (1990) describes this as *epoché* which means to refrain from judgment. I went into the interviews and observations as a person who wanted to learn what the participant had to tell me.

External Validity (Transferability)

External validity involves the extent to which the results of one study can be replicated by another study. Rich, thick description should be used to increase the prospect of the results generalizing to other sport managers (Merriam, 1998). When results include rich, thick description, readers may be able to confirm whether their situation matches that of the study. This could lead to transferability (Merriam, 1998). The researcher provided a significant amount of information from the participants' experience so that results may be transferable to other sport event managers.

Reliability

Reliability is the degree to which there is uniformity in the results (Merriam, 2009). Merriam (1998) suggests techniques to ascertain reliability: investigator position, triangulation, and audit trail.

Investigator position. Explanation of the researcher's assumptions, sampling methods, theoretical perspective and interview process will make the study more reliable. Description of the informants and the social context in which the interview took place added to the reliability of the study (Merriam, 1998).

Triangulation involves using two or more methods of data collection and analysis to check results (Merriam, 1998). Audio-recorded interviews, field notes, peer evaluation and member-checking strengthened the reliability of the study.

Audit Trail. An audit trail consists of note-taking about the interview process, details of analysis and how decisions were made throughout the process of the study (Merriam, 1998). Field notes and artifacts can authenticate the findings. Valuable information may arise from field notes. Field notes were recorded after the interview was

completed so as to not lose any information. These notes may have included time of day of interview, interaction between researcher and participant, observation of surroundings and participants' gestures, expressions and tone of voice.

Artifacts were gathered while working on this study. Artifacts such as flyers, applications to the games, and email transmissions came from the regional sport event itself.

Role of the Researcher

Since this is a qualitative study, it is customary to introduce the researcher and discuss their background in the study (Creswell, 2009). When I am not teaching event management and sports classes, I am managing major events. My background in major events includes three Olympic Games (Salt Lake City, Utah, USA, 2002; Athens, Greece, 2004, and Vancouver, BC, Canada, 2010), and the X Games, Aspen, Colorado, USA, 2013. I have worked many smaller events and have volunteered for events as well. My educational background includes a BA in Theatre Arts, an M.Ed. in Education and am currently pursuing a Ph.D. in Sports and Exercise Science. My professional background includes many theatrical and event related productions. I believe that people enjoy the arts and sports for very different reasons. My life experience has brought me to this stage in research due to the curiosity of why people give so much of their time and energy to volunteer to “work” at events even though they are not receiving a monetary reward or any reward for that matter. Although my experience has been that all events are run differently, events such as Olympic events do reward volunteers with trinkets of some kind for every third shift completed. Although this is not always the case, it is a good incentive for volunteers to continue their work. My reasons for volunteering include

wanting to help where there is a need for sport management expertise, to be involved in a once in a lifetime event, and to meet and work with interesting and new people (people I have not met before). I know the reasons why I volunteer but I am not always sure why other people volunteer and wanted to find out.

As reported by the Bureau of Labor Statistics: US Department of Labor (2014), there is a decline in volunteerism in the United States. However, a regional sport event has been able to maintain some long-time volunteers. Much quantitative research has been performed studying volunteers. This qualitative research study examined the reasons people choose to volunteer for management roles within a sport event as it seemed warranted to explore the causes of why this phenomenon occurs. Through the use of interviews and observations, as well as field notes and documentation, themes were constructed through data analysis which supported the main research questions.

CHAPTER IV

RESULTS

The purpose of this study was to examine what influences a person's choice to volunteer for a management role at a sport event. This qualitative study investigated the volunteer managers' desire to coordinate a sport event. The study included the volunteer managers' satisfaction with the organization within which they volunteer, their interactions with subordinate volunteers, and their satisfaction with the management experience. The ethnographic case study method was chosen for this research based on the potential richness of the data. In-depth, tape recorded interviews were conducted with sixteen participants from a western United States regional sport event. Through one-on-one interviews, using open-ended, semi-structured questions, the researcher discussed with the participants the experience of managing a sport event as a volunteer. As the participants reflected on their experiences, they were asked to share their past involvement with the sport, their experience as a volunteer coordinator, their impressions of the organization and their satisfaction with their experience. Demographic information including gender, age, years of volunteer management experience and past volunteer experience outside of this sport event was collected. The interviews were transcribed and became the database for the study. Themes emerged as a result of participants answering questions pertaining to their volunteer managerial experience. Rich descriptions of that experience is presented in the following narratives.

The first part of this chapter presents the background information about the sport event within which the participants volunteer. This section includes the participants' demographic information, date of interview and/or observation. The next section discusses the themes that emerged during the data analysis process. Throughout this section, I have included quotations from the participants. The participants often used informal language during the interview process. Therefore, I have not reworded the language except in circumstances where participants or places could be identified. The last section includes my notes as an observer – participant volunteer for three sport events.

The Sport Event

This regional sport event has taken place every year in western United States for the past thirty-seven years. The event included thirty-seven sports. Volunteers were needed to manage each sport. The regional sport event was selected for the study because it is well-established and a qualifying event for a national sport event. This particular sport event is held for athletes over the age of 50 and is known as a senior games. Some of the managers who coordinate the individual sports are volunteers. Not all of the sport managers are volunteers as some sports are held at facilities that employ people to manage the event within their facility. This study concentrated on the people who volunteer their efforts for the games.

The number of participants depended on how many of the volunteer coordinators were willing to be interviewed and/or observed. There were 14 sport event coordinators as well as two officials associated with the regional sport event within the study, thus providing the sample. The officials were sport referees who coordinated the volunteers

for the refereed sports. The participants varied in age, years of volunteer experience and expertise within the sport they coordinated. Table 1 provides a summary of demographic data for each participant.

Table 1

Study Demographics

Pseudonym	Date of interview	Age	Gender	No. of years volunteering for event
George	6-5-15	68	Male	5
Stretch	6-9-15	58	Female	2
Andy	6-26-15	58	Male	7
FLiP	6-24-15	50s	Female	14
TE	6-10-15	67	Male	17
CW	6-12-15	Mid 30s	Female	17
Susan	6-15-15	36	Female	10
j2	6-12-15	66	Male	7
Dinky	6-11-15	57	Female	33
GJ	6-12-15	70-74	Male	7
Mac	6-11-15	52	Male	3
Sid	6-25-15	60	Male	7
JL	6-12-15	21	Male	2
#1Beefers	6-22-15	61	Female	8
Jennifer	6-16-15	31	Female	6
Lexi	6-11-15	24	Female	2

Including the demographic information along with the participants' perceptions aids in gaining an understanding surrounding the participants and their involvement in the sport event. This information provides a point of reference of the participants' insights and opinions. In addition, this information functions as a reference for readers attempting to make transferable associations concerning the findings of this study.

Table 2

Direct Observation information

Pseudonym	Date of observation	Hours: minutes
George	6-14-15	5:00
Stretch	6-14-15	3:00
Andy	6-13-15	1:40
FLiP	6-12-15	2:00
TE	6-12-15	1:00
	6-13-15	2:00
CW	6-12-15	2:00
Mac	6-12-15	1:30
Sid	6-14-15	3:00
Jennifer	6-11-15	1:00
Lexi	6-11-15	2:00
JF*	6-10-15	2:00
JM*	6-10-15	2:00

**Only observed these coordinators. Did not interview them.*

Direct observation and participation as a volunteer further aided in understanding the participants' experience. Date of observation and amount of time spent observing participants is provided in Table 2. The researcher's journal, field notes, and documentation were used to gain a better understanding of the participants and their managerial experiences.

The primary focus of this chapter is to present the experience and thoughts of the participants in this study. While analyzing the interview transcripts, the participants' thoughts and experiences were gathered and investigated. Through constructionism, themes emerged. The results are presented for the reader to gain a greater understanding of the perceptions of volunteer sport managers. The data analysis process of this study culminated in identifying five themes (a) sport or organizational commitment, (b) achievement, (c) control of event, (d) competency in sport management, and (e) relationship with program coordinator. The findings from this chapter provide preliminary answers to the following research questions:

- Q 1 What compels the volunteer's choice to manage a sport event?
- Q 2 Is organizational commitment a factor in managing a sport?
- Q 3 Is satisfaction with the organization a contributor to volunteers remaining in a management position?

Sport or Organizational Commitment

One theme that kept appearing throughout this study was commitment. Most of the participants talked about how they were committed to the sport they managed. Some of the participants talked about being committed to the organization that runs the games and a few talked about being committed to both the sport and the organization.

Sport Commitment

Most participants were athletes in high school or college. There were a few participants who didn't take up a sport until after college. Some of the participants were committed to working on a sport event that included the sport they loved. Many of the participants are certified by the USA sport governing body that set rules for their sport of choice. This certification costs the participants financially to achieve. Some participants talked about wanting to bring their knowledge of the sport to other people, their passion for the sport and the overall affinity for the sport.

Stretch enjoys being able to pass her knowledge onto others. She wants to stay involved in a sport in which she loves and has had a positive experience. She loves being able to be a part of an event that incites excitement for participants. Stretch described her commitment to the sport in this way:

One, I know the sport.... I love the sport. I'm passionate about it and I want to share it. I want other people to experience it, other kids in particular, you know, so they grow up loving it and I want them to have a good experience with it and the experience is really more about how it feels not just about what place did you get. You know, it's not just about that though, that is sometimes a wonderful byproduct. But for me, it is more about what the experience is that they're having.

And does that translate to the senior games as well or do you know it because it's a competition and they're older?

You know my involvement with the senior games this is only my second year. So last year, well I went one year, a few years ago and actually timed to get a feel for it and they needed timers. So I dragged my daughters down there and so the three of us went and were timers. I think that it was then I was looking at it going, "Oh wow, okay when I'm old enough I ought to do this" and my daughters were like, "Wow, old people do this."

Stretch went on to explain further: "We're about sport and how you can learn life lessons through sport and so that's pretty much what motivates us... I just believe that it has so much benefit."

GJ was an athlete at a young age. His commitment to the sport comes from participating in athletics. He described his commitment:

Well, I was acquainted with it from participating in it. Primarily, I did some open events with USA Track and Field but this sport was one of the events in the pentathlon, which I competed in the USA Track and Field masters so I had to be familiar with it through just participating in the pentathlon.

He has coached many different sports including track and basketball and he has a long history of coaching and volunteering.

I've coached kids in basketball, both boys and girls track. I mentioned I coached youth baseball. So I probably started doing all that in about seventy-two (1972) so I've been something – coaching and the volunteer stuff for about forty years.

GJ described his motivations for volunteering.

Just to stay involved and help people that don't know much about it and then we can, sometimes we'll snag a few people that come on over and want to see what's going on and we show them. Like this one gentleman that was over here a little bit ago. So he's gonna do it next year after watching it and picking up some tips.

GJ was pleased that his commitment to the sport made another person want to take up the sport.

Being at the games as an athlete as well as a coordinator, j2 is very busy. He has come to realize that competing and coordinating is difficult.

It's tough for me to run the event and then to jump at the same time so I don't expect to do much performance-wise for myself today. I'm pretty much committed. The first year I ran this I split between the high jump and they held off on me.

Describing how he split his time between the high jump and other track sports, j2 said:

I divided my time; spread myself too thin. Waiting for me to run back & forth delayed other competitors. So now, I don't want to prevail on others especially when, and among the camaraderie here, it's, a lot of times these athletes are specialists.

Through email correspondence, I asked j2 to further explain his motives for volunteering he said:

Reasons are many, but they were all reinforced with the satisfaction of seeing all four home state athlete entries place at the 2015 National Senior Games in Minnesota: one 3rd place, two 2nd places and one first place among at least 20 contestants in three age groups. None of us would have qualified to be there if I had not offered to coordinate the 2014 Senior Games for this sport.

George began his sport participation due to the need to commute to work.

Originally, he lived only a few blocks from work and he could walk. When his company moved 11 miles from home, he did not want to drive. He rode his wife's bike to work. He was training as a marathon runner at the same time. He found himself hungry all the time. He decided he had to choose between the two sports. He chose cycling. While he was riding his bike to work he would stop at a bakery on his morning commute and met a person who ran a bike club. He joined the bike club and has been riding ever since. When he turned 50 he competed in the senior games and found himself keeping up with the more experienced riders. From there, he became the coordinator of the sport at the regional level due to a need to have someone organize sport events. He is a USA certified race director.

CW's commitment comes from being an athlete in college. She worked for the senior center while in college and became familiar with the games. She has managed her sport event for 17 years.

I do have knowledge of the sport...I have a lot of knowledge of the sport but I love the sport. I'm passionate about it. If I see someone doing it wrong, I want to help them so that they don't get hurt. This is a sport you can get hurt in. So we don't want any injuries. ... So I have knowledge of the sport. I have I think good people skills. I'm friendly, sociable.

CW's commitment to the games was tested this year. She has not been feeling well and described what she had been going through and her commitment to the games and to the organization.

I am not feeling well myself. This is probably the first year I've ever thought about cancelling, to not volunteer and then it made me feel bad. I was like, oh my gosh, I can't do that... Oh, just so I have asthma and it's never been a big deal in my life. It's usually just exercise induced but now it's allergy induced and we've had a really bad allergy season and I haven't been able to get good control of my asthma. So for me to have to have a routine inhaler and to have maintenance drugs and then to have these bigger, I'm taking you know, just normal asthma medications but –

But you're still here. That's amazing.

Well I'm not dying.

That's a good way to think about it, I guess.

I'd have to be, you know, laid up in bed to not make it. I mean I came here when I was pregnant and I could not fit in the shirt and so I just put it on my back and wore it, you know, just tucked it on my shoulders. Wore my maternity shirt and so I just and I guess it's another reason why it's familial to me. It feels like I'm visiting old friends and family when I – it's like a reunion every year and it's really cool.

And you've been doing it like almost what twenty years so seventeen something like that so you're –

Yeah seventeen to nineteen years.

Both kids were born while you were doing this?

Yeah. I literally came here my first year of college so in my undergrad so yup.

Is there anything else you want to tell me about your experience?

Well I can't really think of anything in particular just that, obviously, my heart's in it and I enjoy it and so that's why I'm here. So do I get something out of it, of course, but I think I give a lot to the people that I meet, that come and participate and that I help volunteer with, yeah. So I think it's a win-win for everybody.

Sid's commitment comes from being an athlete from the age of eight. He showed proficiency in his sport.

I grew up a competitive athlete from about age eight, age eight on and grew up in this sport as a kid and showed some promise in it and went on to get a college scholarship in it and then went and got involved in masters after that because I still enjoyed it.

As an athlete okay. And when did you get into the coaching part?

I started part time coaching, well it's always been part time coaching in Dallas with the masters group down there. Probably about early nineties and then when we moved here in ninety-five, got involved with the masters group here and they didn't really have one going when I got here. They asked if I introduced myself to the staff at the rec center. They wondered if the gal that was the manager, over saw the sport at the rec center, asked if I might be interested in first volunteering and so I volunteered the first year. I did it and then it became a part time paid position with the city.

The city?

Yeah it's a rec center program that's been going on ever since so I've been in a paid position since ninety-seven.

Sid has a part time job with the city teaching master swimming classes. He works full time for a private company.

Andy has been the coordinator of his sport for seven years. He has been the coordinator since he started competing in the games. He is not happy about having to manage the sport but he will do it until someone else takes over the position. He fell into the coordinator position because someone else did not show up to run the event and he was a member of the club at which the event was being held. He is committed to the sport and will be the coordinator until someone else steps up to take the position.

TE played sports in high school. Because he was a large teenager (6'2", 250 lbs.), he had trouble playing some sports but there was a sport at which he excelled.

He is committed to all track and field events. However, his favorite sports are discus, hammer throw and weight throw. TE further explained his athletic past. He participated in throwing sports in junior high school at age 13 years and played throughout high school. He went to Viet Nam for six months after high school and has coached at a middle school and high school after Viet Nam. He's been playing the sport for 55 years and coaching for about 37 years. TE describes how hammer throw and weight throw were added to the games. He lobbied for hammer throw to be added to the games.

How did you become the coordinator of it?

Okay. Well, what happened was after my first or second year of competing, I started lobbying to get the hammer in. It took me three years of lobbying for them, before they decided they were gonna throw the hammer. So then we picked up and they went ahead with the hammer. The determining factor was they said, how many volunteers do I need in order to do this event. I said none. You don't send me anybody. Not in the hammer. If these guys don't know the event, I don't want them out there because the hammer can be very deadly. And at any rate, then they decided to put it in and then after we did the hammer for I think it was two years and we were over at the university by the hammer cage and Kathy sat down with me and she looked at me and she said you know a lot of these people want to do the weight throw too. She says do you know anything about the weight throw? And I said no I don't know anything but I can find out. Actually at that time I had thirteen national titles in the weight throw.

You were making them work for it weren't you? She didn't know that. Did you eventually tell her that? Should I tell her that?

I think she probably knows by now.

That's awesome.

I just couldn't resist. (He laughed)

So she walked away saying okay?

Alright, we'll give this a shot.

TE discussed his motivation and his commitment to the sport.

But see you have to go back to the motivation. The motivation is the only thing that kept me in high school was throwing. If I didn't throw I would never have stayed in high school, you know we're talking the sixties and... Alright, so what is motivating you to volunteer for this event?

But that's what it comes down to. Because I did what I'm doing and have done over the years is essentially payback. What I want to do, is that's why the middle schoolers and high school, is give them something that if they become proficient at it will give them an anchor and a reason to finish school.

TE works with middle school and high school students because he wants them to know that there is something for them if they do not fit in anywhere else.

Mac started participating in his sport in a unique way. He explains that he won a pass to a racquet sport club and decided he would find out what it was all about.

How did you learn to play?

I just went to a sport club. How I started playing was I took my church group to a big brother big sister bowlathon and I won a pass to the racquet sport club. I had no idea what it was so I walked in and seen these big glass courts and it looked like fun, good exercise. So I went and started playing and it went from there. I liked it. It was good, healthy. I don't like running around, circling a track, running after a tennis ball, running period, but if you run in the court, it's only forty by twenty feet and the ball's gonna come back to you but you do it for two or three hours it's a good calorie burn, yes.

He continued to play and went to a national in which he learned more about the sport.

I got to volunteer. What I did was in two thousand six (2006), I came to a national tournament in Colorado Springs and I was bored. So I asked the people running the desk if they needed help. So I learned a lot about the sport and learned a lot about the rules. Got to meet all the players, good and bad, it's just like a family organization and now I worked my way, all the way up to almost top of the food chain. I'm right below the Olympics. But so since this racquet sport is not in the Olympics, I'm pretty good. I'm right at the, I also volunteer for the national senior games and this senior games and the national. I do national racquet sport singles, national racquet sport doubles, national high school championships, national collegiate championships and junior Olympics.

So the time commitment. It sounds like you put in a lot of time for this?

Oh yeah. I usually do it at night when I can't sleep because you know sometimes, I have trouble sleeping. So I'll stay up all night and I'll check it out. ...I spend a

lot of time on that because you gotta. It's like a big giant puzzle that you want to try to make it happy and there's always one person that's gonna complain but you know oh well, don't come.

I asked Susan to explain her commitment to volunteering for the sport event she said "Because I just love it. It's fun. It's entertaining for me and just a good way to stay motivated yourself, to see what other folks are doing, and keep you motivated to keep staying active as well."

These coordinators show a commitment to the sport for which they are the coordinator. There were two volunteers who did not seem to be as committed to the sport nor organization as other volunteers. These two coordinators seemed to do the job that needed to be done but for other reasons than sport commitment or organization commitment.

Less commitment to the sport. JL's commitment comes from working for the local senior center part time. He said he was asked to work at the games. He said he was not forced to take on a management role but rather was asked. It seemed he is less committed to the games than other volunteers. This may be due to his being a student at the local college and not knowing what his future plans hold.

When asked where her motivation comes from to work the games, Lexi said her motivation comes from herself. For her, this may seem like it is internal motivation. However, the sense I received was that it is self-centered as she is not doing it for the greater good but to satisfy her need to be involved in a sport which she excelled at while in college.

Many of the participants were committed to the sport they coordinated for the games. However, some of the coordinators were committed to the organization which runs the games.

Organizational Commitment

Some of the coordinators spoke about their commitment to the games through their commitment to the organization which hosts the games. GJ is a member of the board of directors for these games and he volunteers for games. He is committed to the sport and the organization but he does feel a sense of accomplishment when the event is run well.

Stretch is very committed to the sport she enjoys but when asked about her commitment to the organization, Stretch said. "I want to see the program endure and succeed, which means that people have to step up and volunteer their time and talents." She supports and applauds the purpose of the games.

Dinky is very committed to the organization. Dinky got involved with the games through a request her grandmother made of her when she was 24 years old. She is committed to the organization and the games because of her promise to her grandmother to help out and because she said she is "hooked on the games." She has been volunteering for the games for 33 years. She is not an athlete and is just now considering participating as an athlete because she sees the value in being athletic and enjoys the sport she coordinates. She has been on the board of directors for the games for almost as long as she has been a coordinator. She did mention that the organization went through growing pains after taking over the games from another organization but that the organization has grown with the games. She said that even if she weren't on the board of directors she would volunteer anyway.

When asked about his commitment, TE stated there was "a number of people at the games that I support." He did mention that he had come to the city a day earlier than

scheduled in order to lay out some lines on the competition field. He said it was because he did not want to have to do it in the rain the next day. He is committed to his sport but he seems committed to the organization as well. CW stated that she feels a commitment to return every year and run her sport. She is committed to both the sport and the organization which holds the games. She respects the people who are in charge of putting on the games. Jennifer is “very committed to the organization.” She is on the board of directors and teaches college-level sport industry courses. She feels the staff that runs the games does an excellent job each year. George said he is committed to the organization because it has a “beneficial purpose and the people involved are interested in helping others. The organization is top notch.” Organizational commitment is important to j2. He is committed to the organization because had the organization denied his offer to officiate his sport, the sport would not have been held.

Susan said “I feel a huge commitment to the games.” She worked for the city which holds the games and with the program coordinator who is in charge of the games. She has managed a couple of different areas within the games. One of them is the hospitality area where athletes and volunteers can help themselves to snacks and drinks while at the games. She has been a sport coordinator for a number of years and continues to volunteer because “I have fun and get motivated by the games.” She did mention that if she did not enjoy the games she probably would not feel the same commitment.

Achievement

Many coordinators spoke about the feeling of running a successful event. The sense of accomplishment was prominent among the coordinators. George used the word achievement to describe what he feels when he works an event. He spoke about the first

race he coordinated. There were some problems with the setup of the race and some athletes got hurt while competing in the race.

What motivates you to volunteer for this event?

I saw that whenever I was working and realized that I was motivated by ...

achievement. Achievement. I like pulling the race off. That gives me a great deal of satisfaction.

Running it successfully?

Running it successfully and by successfully nobody draws blood. There's more to a success and one of the most important things in running the event is the state road race, which is on the same course. I had three ambulances and three fire trucks on the course at the same time and I was just so depressed for a month after.

Because people got hurt?

A lot of people got hurt and went to the hospital. I mean seriously hurt.

Okay. And how long ago was this?

This was four years ago.

The fact that people got hurt still bothers him.

It was my first year as a race director.

Here at these games?

No. As a USA certified race director and it was a USA Road Race Championship. So it was a pro run, twos you know, they had threes and fours all those, the big boys and it and I laid out the course and signed the course and I made some mistakes and that really bugged me. I told them, I don't want to do this anymore and but they convinced me to stay out. They said "oh this happens." Because race directors are hard to come by. Because it's too stressful. Achievement. I just love achievement and I don't like recognition. One of the racer guys is a big, he's in, and he's a motivational speaker, loves doing that. So I make him hand out the medals because he just loves that. He just loves it.

GJ is a member of the board of directors for these games and he volunteers for games. He is committed to the sport and the organization but he does feel a sense of accomplishment when the event is run well. “You know, I know a lot of people involved in track and I always get the feedback that this is one of the best senior games in the nation.”

CW describes her sense of achievement through knowledge of the sport she coordinates and good people skills.

So I have knowledge of the sport. I have I think good people skills. I’m friendly, sociable, so I think people feel comfortable volunteering for me. And then in the next breath there’s a lot of events that maybe the coordinator’s not as knowledgeable but they’re as willing to help so I’ve gotten a lot of positive feedback that we, this sport is one of the best run events at Senior Games. And I hear that consistently almost every year. So with that kind of feedback it makes it very easy to say yes, I want to come back.

And who is saying that the athletes, the volunteers?

Everybody. Yeah. Sharon gets all of the feedback. Contestants and volunteers and myself can do a survey and they get consistent feedback on me that’s positive with my name and so it’s always nice to hear that.

Mac uses his military training to keep the games on schedule. He enjoys keeping the games running on time. He has received compliments for his professionalism and this is an achievement for him.

I like to hear like when the people are done, hey Mac, it was a good tournament. You know, we didn’t fall behind schedule and that brings out the military in me when people start screwing around like warm up times, very key, you only get five minutes okay, period. In doubles, you get five minutes per team, okay? It doesn’t matter who starts first. So that’s ten minutes. So when I call you to the court, you got ten minutes.

Mac likes to keep the games on schedule so everyone gets the same amount of time to warm up and play.

Sid's sense of achievement comes from the satisfaction he feels when an athlete has accomplished something they may have been apprehensive about. When I asked him his most satisfying experience he responded:

Let me think on that one a minute. Probably seeing people accomplish something that, and being happy at the end of the event. That maybe, they were apprehensive about beforehand and so you see them feel that sense of accomplishment and that's, so yeah, that's satisfying and for my role as the coordinator just seeing that they have an uninterrupted pleasant experience.

TE feels a sense of achievement when his athletes perform well. He has had extensive experience with middle school and high school students who have done well in the sport. He explained it this way:

But that's what it comes down to. Because I did what I'm doing and have done over the years is essentially payback. What I want to do is, that's why the middle schoolers and high school, is give them something that if they become proficient at it, will give them an anchor and a reason to finish school.

This feeling translated to the senior games as well. TE knows most of the athletes competing in the senior games in the sport he coordinated because he has either competed against them or has coached them. When I asked him what he received from his volunteer experience he said:

Personal edification.

So you learn?

Well once again my motivation is to see them, I, you know, stood on the podium a good number of times. I have thirty-six national titles.

That's impressive. Thirty-six national titles.

But I find it more satisfying to watch my athletes stand on the podium than for me to do that. You know, after a while, they kinda, I was undefeated for ten years and then I got old and decrepit and had a heart attack and had major surgeries and radiation therapy.

But this is a personal satisfaction to see your athletes that you've coached, do well and achieve their dreams which hopefully their dream is to stand on a podium.

Yeah. It's good. Especially when they go on.

Also for the senior games, TE said his achievement comes from the relief he feels when the competition is over.

Most satisfying experience, the relief I feel when it's over. We haven't had a complaint but once again most of the people in the throwing sport either I coach or know. It would be rare for me to have somebody show up I don't know.

Some of the coordinators discussed the sense of accomplishment they feel if no one gets hurt in their sport. There have been accidents which have happened in sports and as the coordinator they feel responsible if someone gets hurt. Having the games finish on a positive note is a sense of accomplishment for the coordinators.

Susan coordinated a sport which does not take place in the national games. Susan has been involved for many years. Her sense of achievement comes from the positive feedback she receives about the event running well. She described the sense of accomplishment. "It's fun. I experience a sense of vicarious achievement/motivation from those competing."

Jennifer coordinated two sports. She coordinated one sport with her brother which she enjoys because he is younger than she is and they get to experience time together that they may not otherwise be able to do, due to their differing schedules. Her sense of achievement comes from being a leader.

I enjoy being in a leadership role and I enjoy just investing in other people and seeing them reach their potential and get healthier. I think it just makes you a better person. It makes you appreciate things and there's always the reward that people really appreciate you investing your time. So I think it makes you happier

and I think it makes you healthier in the long run. It's just that positive outlook that just, you know, adds to your quality of life.

Dinky felt achievement through the compliments she received from athletes who have participated in several senior games. She stated, "Two or three years ago we met a guy that had been to fifteen different state games and he complimented us and said this is the best run one he'd ever been to. So it's like, YES!! It's fun."

Control of Sport Event

The participants were asked if they felt they had control over running of the sport they coordinate. Some participants felt they had control over the sport. However, some coordinators said the rules are set by the governing body of the sport and they do not have control over the running of the sport. Some participants did feel a sense of control over some aspects of the sport event.

CW feels a sense of control over the sport event she coordinates. She has made suggestions in the past about running the event more efficiently. She said her ideas and recommendations have been taken into consideration by the program coordinator. CW specifically mentioned the time schedule being broken down into specific groups. She feels this makes the event run quicker than in the past.

Jennifer said she has control in running the sport. "We pretty much have full autonomy. I mean, you need to stay within the rules that are posted, unless, you know, a rule change is posted so that, everyone's, all the competitors are on the same page."

Susan feels autonomy over which sports she can be a volunteer in which she is not the coordinator. Within the sport she coordinates, she did feel a lack of control this year with event operations involving the competition program which is handed out to audience members. The sport she coordinates takes place inside and people can watch the

competition. There is an event program which is printed and given out to audience members and the participants of the competition. Susan said that the competitors keep the program as a souvenir when the competition is done and this year the program was not put together well. The competitor's names were misspelled and the program was assembled incorrectly. This was upsetting for Susan because she has worked this competition for a number of years and in the past compiled the program herself. This year the program was compiled by someone else and they did not do the job she was expecting them to do and felt it made the organization look unprofessional.

George is a certified race director and follows the rules which govern the sport. He can make some changes to the order in which the racers compete in order to make the event run smoothly. He did make a change this year in order to solve a problem where one of the athletes was riding too close to other athletes. He handled the situation and the race went on successfully. George stated "We use the USA rules because I know those, we know those, and they can't argue them." He went on further to describe the posting of the results. "We post it for fifteen minutes, which is the protest period. You can go up and say, hey, I actually beat that guy. We'll talk to both of them and finally make a determination before we do medals."

FLiP said she does not control the time frame of the sport. The organization sets up the time frame and established the rules for the sport. As a coordinator, FLiP felt her job was make sure that the volunteers working out in the field knew where the balls were being thrown, knew how to mark the spot where the ball landed, knew how to do the measuring and get the ball back to her. She does control the order of the competitors. Generally, she tries to have the athletes compete in the order they check in. She likes to

be mindful of the athlete's time as many athletes will compete in a few different sport events on this day. However, she cannot hand out medals until after all athletes have competed in an age group. FLiP controls who communicates with the athletes. She controls this aspect of the sport because balls are thrown beside people and she does not want anyone to get hit by a flying ball. She asks the next participant to step up to make sure that everyone involved with the sport is aware of what is going on. She discussed a participant getting hit with a ball a few years ago because someone else from the volunteer crew threw a ball to a participant. The participant missed catching the ball and another participant got hurt. FLiP is serious about making sure that the sport is run safely. FLiP said that sometimes the seniors do not want to wait to take their turn. Some athletes will constantly ask her if they can compete before they are scheduled. She felt this was fine to do as long as they were not cutting in front of someone else.

This year she had a non-competitor want to throw the ball because he had challenged his friend (a competing athlete) that he could do better than his friend. This was a source of irritation for FLiP because she kept saying that the gentlemen could throw the ball after the competition was over. He did not want to wait until everyone had finished. FLiP described the situation. "I had the same gentleman still hanging out 'Can I throw now? Can I throw now?' and I said not right now. I have another competitor." The noncompeting person did not take the sport seriously which was irritating for FLiP.

#1Beefers feels a sense of control when she is officiating at a sport. She is a certified race official and said that the training for the certification for her sport is more stringent than other sports. She said this is because these referees are the only officials in USA Track and Field who cannot be overturned. She stated that what the referee decrees

stands in a competition and there is no going back. Therefore, they must have a full understanding of the sport.

Lexi said that the only thing that she has control of is just being there for the players and making sure everything is running smoothly. She said that the athlete sign-up is done on line and the competition brackets in which the athletes are competing are compiled by someone in the organization. She said the senior center puts the athlete's packets together and hands them to the athletes when they check in for the day. Since her sport is held outside away from the main building for the games, she checks in the athletes when they arrive on sight. She is there to answer any questions the athletes may have, to make sure that the event runs smoothly, and is organized. Since her event is held outside, she is responsible for making sure that the athletes are safe and if there is rain that she moves the event to an indoor facility which happened this year. The indoor facility is prearranged by the program coordinator in case of inclement weather. However, Lexi is familiar with the person who manages the indoor facility as they are friends. There wasn't a sense of autonomy or control from Lexi because much of what has to be arranged was done by a person from the organization before she arrived at the venue.

Mac described himself as "I'm like dynamite. I'm small but I don't take crap from nobody. I know the rules and I stand up no matter how big you are. I stand up for myself." When I asked him how much control he feels he has when running his sport, he said he follows the rules set up by the governing body as he is certified director in this sport. He did say he changed the format for the senior games due to the time frame he was given to run the event. "I changed the format so it fits the hours we have here. We're

playing the old fashion game, one game to twenty-one and they gotta be done in thirty minutes. If they're not, every thirty minutes, the game's done." Mac stated he has full control over the sport.

I have full control and that's one of the things I ask when I do a tournament. I say, look, I'm in charge of this sport, people. Okay? You can be in charge of towels, your club, but don't tell the players what to do. It has to come through me. It's not sounding bossy. But it's better to have one chief, instead of five chiefs and Sharon understands that. Sharon and her staff, they'll come over and visit me. Make sure everything's okay. I'll say everything's fine, bye, see ya, go take care of something that needs taking care of and they like me for that.

Mac feels he has full control over the sport event.

For Andy, there is a sense of lack of control over his experience. He wants the games to continue but he doesn't want to manage the sport. He explained his experience.

It's kind of hard for me to explain it. But, I've been doing it for so long and most of the time, it's the same people that show up. So you get to a point where you know who is there. You know that they know the rules, they know how to do it. So it gets easier every time. But there's still the fine line of you're still the one that has to make sure that the target, you've gotten enough target faces. If not, you go get more target faces. You make sure the targets are set up. You make sure they're nailed down. There's a lot. For the indoor, it's very easy because they go to another city to the pro shop and those guys are absolutely terrific. If I didn't want to do it, I guarantee you there's at least three people there that would step up and say okay, we'll take care of the whole thing. We'll blow the whistle. We'll make sure everything goes correctly. But there, it's very easy to do it. It's the outdoor, that's the challenge. Then you get the people that seem to want to complain. It doesn't matter if things go really smooth. You got a beautiful day. It's a guarantee they will find something to complain about. It wears a lot thinner, quicker if you're not on the payroll. Where if you're on the payroll, you say yeah, I'm getting paid to put up with this crap. I'll deal with it. Where if you're not on the payroll, you know, I really don't have to deal with this s**t. I actually told two people this year, you know, you're wanting to complain. This position is a volunteer position. If you want it so that it can be done your way, I will be more than happy to step aside and let you do it and when you say that a lot of times they get real quiet, real fast. And I told one of them out there, you know, because of the complaining this may be my last year because I'm tired of the complaining. It's constant and it's from the same people and the same people won't step up and say hey, you know what, I want to help. And it usually shuts them up pretty quick.

After hearing Andy's version of his experience, it seemed as if the athletes didn't know that the coordinator was a volunteer position and they stopped complaining to him when he spoke up. Andy went on to further explain what areas in which he feels he has control.

Well the rules are set down by the senior games committee. Then you just follow them. There's times that you adjust them a little bit according to like if there's a storm coming, you have them, if the lightning starts up, then you call it. Then you make the decision whether to wait the storm out or to continue but as far as control, yeah, I've got a certain amount of control over it and if there's changes that need to be made, I can make the recommendations for change and if it's a realistic change, it happens. I've made quite a few changes to make it better.

I asked Andy to explain some changes he has seen happen. Andy mentioned he is responsible for having "decent targets" for the competition. The indoor competition is now held at a public facility. When the competition was held at a private business, the business would open when it was convenient for the company. The public business is open at nine o'clock in the morning and it is much easier to schedule the competition. The public facility is larger and can host a greater number of people for the competition. Getting better targets and a larger facility has had a positive effect on the competition. Andy feels proud that he has accomplished this.

Competency in Sport Management

Many of the coordinators for the senior games are certified through the USA sport governing body that sets the rules for individual sports. Some coordinators are certified in individual sports and some are certified for more than one sport (e.g. track and field events). A few of the coordinators are not certified. For this senior games event is not necessary for coordinators to be certified for some sports. However, in a year in which the athletes are striving to qualify to compete in the national senior games, there must be a certified official at some sport events. Any athletes who competed at the 2015 national

games, were qualified in the 2014 year. USA certified officials felt a sense of competency when they worked at these regional games.

#1Beefers did not volunteer at this year's games because it was not a qualifying year for the athletes to go to the national games. #1Beefers met with me to discuss her role within the regional games and the process of getting certification. During a qualifying year, a certified official must be in attendance and judge the competition. She stated that she must take a class, two written tests, observe three judges at three races and then pretend judge for three races. She mentioned that the training for the race officials is more stringent than other event certification because officials for her sport cannot be overturned once a ruling is made. The sport is a very technical sport and what the judge rules remains as the ruling. She feels confident in her ability to judge the racers and to give technical information to athletes after they compete. She said most of the senior competitors appreciate the knowledge she passes on to them. The athletes thank her for the technical information she gives them because it helps prepare them for the national event in which they could get disqualified if their technical form is not correct. She pays for her certification and mentioned that in her sport in order to keep her certification active she must officiate at least two meets each year. Mostly when she officiates at competitions she is not paid and for the senior games she is a volunteer official. However, due to the need for officials at certain races, some officials are now being paid a small stipend to officiate races. She received twenty dollars for officiating another race. She was not expecting this but the person who managed the event told her that it was a stipend to help pay for gas to get to the event.

George felt a strong sense of competency. His sense of competency came from the appreciation he received from competitors who showed him gratitude after a race was completed. He felt a sense of competency when he coordinated a well-managed race event and is told by other people that his race ran better than other races in which the athletes have competed. He described it this way:

The event went off well and I've had people say this was the best run race events of all the senior games they've been to. That is because people who are directing them for the first time have difficulty because nobody understands the intricacies of that kind of race. And you know, I've heard people say they go to nationals and it's a stumble fart because they move from city to city and so the people don't know how to pull something off.

George went on to say that participating in the sport as an athlete gave him knowledge of the sport and "knowing the sport gives you an insight into what needs to be managed."

Sid said that even though he played the sport, there is still more for him to learn. Sid's competency comes from being a competitive athlete from the age of eight. He went on to get a college scholarship and continues in the master's program. He coaches a master's program for the city in which these games are held. He stated that a coordinator has to have a good knowledge of the rules of the sport. He has a volunteer who works the timing system for him. This volunteer has worked with him for a number of years. He described his experience as a coordinator as a learning opportunity. He said:

As long as I've been in the sport, there's always room to learn something new. Especially on the administrator side as well as the technical stroke side and that I'm always learning about new concepts or little details that maybe I never heard in terms of the meet. One thing that I regret, I don't have more knowledge of is actually how to run the timing system. So I depend on people that's going to do that. I mean, I'm sure I could do it if I took the time. I grew up around the pool but I never really paid real close attention growing up as a swimmer on what was going on to run the meet. But I kinda by osmosis got a lot of it and so this just made me fine tune those skills. You know, if something's, if the meet's slowing down for some reason, what's causing it and I should be able to get that. Is it something with the electronic system? Is it something because the announcer's not

announcing in a timely fashion? We've never had that issue with this meet but the announcer's the one that actually controls the pace of the meet.

Sid mentioned that the coordinator needs to know the rules because the rules change periodically. "Technically the rules change and you need to be up on that. The referee's the one that really needs to be up on it."

The sport FLiP managed is not a sport which takes place at the national games. However, she was diligent in the managing of the sport because there was an incident a few years ago in which an athlete got hit by a thrown ball. She has become very mindful of how her sport is managed. She handled all the communication with the athletes while they were competing. Her volunteers were not allowed to ask the athletes anything about competing because this leads to confusion on the field. She did not allow the volunteers to throw the balls around while a competition is going on. She trains her volunteers on the proper techniques to measure where the ball lands and what to do during competition and downtime.

FLiP talked about having to handle volunteers who wanted to throw the ball to each other during downtime. If there is downtime when no athletes are competing the volunteers may throw the ball back and forth to each other but they must move away from the competition field, the athletes, and other volunteers. There was an incident a few years ago when she had a couple of college aged males volunteering for her and she had to tell them a number of times to stop throwing the ball to each other as it was confusing to other people to have a ball thrown in various directions. FLiP was competent in managing this sport event because she has been coordinating it for a number of years and has learned how to run the event efficiently.

For Jennifer, the competency she feels comes from having college degrees in Sport Training and Conditioning, and Health Promotions. She is an active athlete in the sports she coordinates. She is not certified in these sports. When asked about how she became involved with the games she said that the program coordinator usually finds people with experience within a particular event or sport. Jennifer feels competent but likes having her brother work with her because she is a female. She described it this way:

It's good to have a guy too, that looks like he is in good shape because a lot of times some of the older men don't always take you as seriously as a woman because generationally, it's different. So it's good to have a guy and a girl to run that kind of event.

Mac feels competent in running the sport. He is a USA certified director of his sport. He is certified to teach the sport as well. He said he knows the rules and runs the sport as he sees fit. He did change the competition format for this year's games so that the games would fit into the time allotted for the competition to be played.

Andy has been competing within his sport for almost thirty years. He feels in order to run the games you need a "decent background" in the sport. He has played and taught the sport extensively and his competence comes from knowing the sport as an athlete. He is conscientious about running the sport event because someone can get hurt if they are hit with equipment being thrown. He has seen people walk right across the playing field while the competition was happening. A person can get hurt if they are hit with the equipment.

TE's competency comes from being an athlete for 57 years, from being a coach, and from being certified by USA Track and Field. TE discussed a situation where a person walked onto the field in which he was throwing a hammer. The person walked onto the field of play and a spotter yelled for him to drop the hammer before TE threw it

and hit the person. TE feels strongly in his competency of the sport that if a volunteer does not know the sport, they should not volunteer for it because a person can get hurt and has seen it happen.

Stretch feels very competent in officiating at a sport event due to her knowledge and experience with sport. She enjoys being able to pass her knowledge onto others. CW picked her sport and the senior games in which to volunteer for two reasons. "It (Shot put) was my favorite sport and I did it in college." She played the sport in college and worked at the senior center at the same time. Her competency comes from her knowledge of the sport.

Lexi seemed competent to run the sport event. She seemed as if she genuinely loved to volunteer especially for a sport event in which she has experience as a player. She did not seem confident in some of the intricacies of the game. She appeared to be competent to run the event but she lacks expertise in the sport. This may be due to her age and need for more experience. She mentioned that there was a tiebreaker rule with which she is not familiar. It appeared as if she was confused by the rule and is in need of knowledge and possibly an expert in the sport to explain it to her. She runs the sport event but does not handle any pre-game set up. The brackets are set up by a person at the organization and are given to her the day of the competition. She checks in the athletes as they arrive and is there to answer questions. I had the sense that due to her age and lack of experience that it is easier for someone at the organization set up the brackets and give them to her than to have her do them.

JL felt competent in the sport but when I asked him to explain the rules he was unsure of a couple of points and said he would have to double check that before the

competition. He may be competent to run the event but he lacks expertise in the sport.

This may be due to his age and being out of the sport for a while.

I asked both Lexi and JL if they felt any conflict from the athletes due to their age while coordinating the sport for the senior games. They both said they did not. They felt that they have a handle on the sport they coordinate and that the athletes respect that. However, when pushed for some information on the sport they lacked expertise.

Relationship with Program Coordinator

While speaking with the volunteers, one person's name kept being mentioned. The program coordinator who works closely with the volunteer managers was mentioned. The program coordinator's name is Sharon (a pseudonym). When asked about what happens on a typical day while volunteering, the managers would explain what they do and how the sport areas are set up. Each sight has a table, chairs, tent and box for the sport. Each area of the track and field has a sign posted so the athletes and managers know where they will perform the sport. For track and field, TE and Sharon mark out the lines for the courses. Therefore, the track and field sports are set up a day before the managers arrive. The managers spoke about the boxes being available for them when they need them. The boxes contain a number of items relating to each specific sport. Typically, the box will contain: a 3-ring binder with the schedule of the sport event, the athletes who are registered to participate, a list of volunteers scheduled to work with the manager, the rules of the sport, a map of the area, a survey for the managers to complete when they are done, contact numbers for Sharon, her staff, and emergency contact numbers. There is also paper for the manager to make notes about the sport event where the manager can relay their thoughts and advise for future games. Bug spray, suntan

lotion, tape measures, clickers, vests and other items may be in the box, if necessary. The sport areas are set up when they get to the field. Overall, the managers spoke highly of the staff who sets up the areas in which the sports are run. Sharon's name was mentioned when it came to training the volunteers, set up and take down of the events. The managers felt that because Sharon makes an effort to check in with each of them while their sport is happening makes a favorable impression on the volunteers. Sharon will come to the sport event to check in with the managers or she will call the manager if she is at another site. Some of the volunteers' narratives about the program coordinator and the staff are below.

CW has had a long relationship with the program coordinator. She starting volunteering at the games while in college and has been volunteering ever since. She said she respects the people who organize the games and the organization which holds the games. CW said,

I have to give kudos to Sharon. She coordinates this entire event and she counts on her volunteers. She makes it known that she couldn't do her job without us. So she's always grateful and always shows her gratitude. But, she'll do things for me, like I drive here from forty minutes away and she'll make sure that my volunteer manager t-shirt is put in my box and at the competition site for me when I get here. Everybody else typically will have to drive to the senior center, check in as a volunteer manager, get their t-shirt and then go to their event. I just show up and do my thing and it makes it very easy for me to come and do that.

Jennifer has had a relationship with the staff that runs the games for a number of years. She mentioned that she enjoys her interaction with the staff. When asked about how she got involved, Jennifer mentioned that Sharon "usually looks for people with experience within a particular event or sport." She feels the games are run very well by the people in the organization and says that there is a "good core set of people and they are invaluable."

FLiP mentioned that she and Sharon have become good friends. She said they email each other and Sharon will send out a survey after the games and asks the managers about their experience. Sharon asks for recommendations for changes for the next year's games and asks the managers if they would be available the next year. Due to FLiP's relationship with Sharon, FLiP also volunteers as a driver when the senior center plans a night out for the community members.

George said "give me an excuse to do something like volunteer and then you meet people like Sharon. Everybody's thankful that you're willing to do something. They're just thankful. Oh you're willing to do this - thank you, thank you." George went on to say that because Sharon and her staff are so gracious that he wants to make sure that the event runs well.

Lexi mentioned that when Sharon was looking for someone to manage one of the racquet sports, Sharon called a local work-out facility and the facility manager gave Lexi's name to Sharon. Lexi said that Sharon and Karen (Sharon's assistant) have their "hand and foot in everything and do a great job." She went on further to explain that,

They have so much on their plate and the fact that they answer their phones when I have questions, that people can call them and they can answer those questions, like they're very good at being on top of everything.

Susan made sure that when she changed jobs in the city that she stayed in touch with Sharon and let her know that she would continue to volunteer for the games and run her sport as well. Susan coordinates a sport but also volunteers for other sports on other days that her sport is not scheduled. TE said: "There are a number of people at the games which I support." For Andy's sport, he mentioned that Sharon has the employees of the

facility at which the sport occurs measure the distances from start to target and lay down the lines for the competitors. Andy said, “We just go out and find the lines and set up on the lines. So that works out.”

The five themes that were discussed above were the most prominent throughout this study. Some other themes arose which were significant to only a couple of participants such as compensation and flexibility, and therefore, are not discussed. However, one item which was researched in this study was satisfaction. Satisfaction did not appear as a theme overall but seemed to appear as a by-product of other themes.

Satisfaction

For some coordinators, satisfaction was not necessarily the reason they volunteer to coordinate a sport event. Satisfaction comes from the feeling of achievement of a successful event or from seeing older athletes compete. When asked about this the coordinators gave some interesting answers to the question.

TE explained that his satisfaction “comes at the end of a well-run event.” CW said “My satisfaction with the games comes both from respecting the organization, and the people who are in charge/coordinate the games, and the love of seeing seniors compete with vitality in the sport I love!”

Stretch mentioned that her satisfaction “is based on the purpose of the games which is to encourage and celebrate lifetime athletic pursuits.” Jennifer said her satisfaction “comes from interacting and providing for the athletes and with the excellent staff that runs the games each year.” George’s satisfaction comes from feeling the organization is well run and he “likes the idea of life-long athletic competition.” He said “Movement is life.”

Satisfaction for j2 is based on how the city in which the games are run supports his event. He said that he has participated in the same sport in other states and there have been shortages of event coordinators and officials. These shortages cause the multi-sport event to be dragged out throughout the course of the day because athletes must wait between tries. This causes athletes to not be able to stay warm and become exhausted by the third try. His satisfaction with this event is based on the efficiency of having enough coordinators to run each track and field sport. This year's game was particularly satisfying for j2 because when the athletes who qualified for the National Senior Games competed in the national event, the athletes from his city took first, second, and third place. He said that "none of us would have qualified to be there if I had not offered to coordinate the 2014 Senior Games vault event."

Susan said:

My satisfaction mainly comes from the seniors competing as well as volunteering. I have been involved in the games for so long that seniors/volunteers know who I am and I look forward to seeing them every year. I also like seeing the staff and helping them out, but my true satisfaction is from the competitors.

Susan mentioned that she would like to see the games run more professionally. When I asked her what that meant she explained a situation which involved the program which is given to audience members which lists the competitors' names. Some of the competitors' names were spelt incorrectly. The inside pages were what she called "flip flopped and the graphics were juvenile." She was upset because until this year Susan had created the program. The job was given to someone else this year. Susan had left a template for the person to use, but they did not use her template and the program had errors in it. She felt embarrassed as a coordinator for the event because participants like to keep the program as a souvenir.

Observations and Volunteer Experience

When possible, observations were done during the operation of the sport event. I was able to participate as a volunteer for three different sport events thus fulfilling the observer-participant role. The first one was a racquet sport. The second was a road race and the third was an aquatics sport.

Prior to conducting interviews, I had participated as a volunteer at the games for the past 2 years. My experience as a volunteer has been pleasant and educational. As a volunteer, I worked at events in which I did not have a great deal of knowledge of the sport and needed to be taught how to set up for the event and record scores. The experiences have been enjoyable and short in length as the time commitment was only a few hours on the days I chose to attend. I am also on the board of directors for the sport event and this has given me insight into the set up and management of the games. For the purposes of this study, I was able to observe-participate at a few sports. I contacted the sport coordinators from the list I was given. Some coordinators who agreed to be interviewed by me also allowed me to observe them while they managed their respective sport and participate as a volunteer during the running of their sport.

Racquet Sport

The first sport for which I was told I could volunteer was one in which I had volunteered with the coordinators in the past. However, I had not volunteered for this particular sport. This sport involved two coordinators who work together and run two different sports on different days. Their time commitment is longer than most of the other coordinators because they are running more events involving two different sports. I showed up at the appointed time and introduced myself to the female coordinator who

was sitting at a table checking in athletes. There were two other people sitting at the table who each asked me if they could help me. I was told by the coordinator that she would be with me in a little while. This is the same greeting I had received the two previous years as a volunteer for the sport

As I waited to speak with the coordinator, I took notes about what was happening. The volunteers at the table were friendly with each other but did not seem to be doing much work. The coordinator was constantly writing and seemed to be under stress. Many athletes compete in this sport which is why I was told to help out at this sport. When the male coordinator asked for the volunteers to gather around I joined the group. He announced the games which would be played and assigned a volunteer official/referee to keep score. I was not familiar with this sport but was not chosen to keep score. I sat for a while on the sidelines and watched the sport and asked for clarification from the other people who were watching as well. After about a half hour, I walked back into the hallway and the female coordinator was still working diligently and the other volunteers were still chatting with each other. This sport is so well attended by athletes that they need to have several spaces to run the sport. I walked to a smaller gym within the same building to see how those games were going. Some people were adjusting the nets and the male coordinator assigned people to officiate the games in this gym. Again, I was not assigned to do anything. After I sat for about another half hour and watched how the game was played and how the referee officiated the game, I went back to the main table and the female coordinator said to me "Oh, I thought you gave up and went home." I said that I had been watching some of the games. She took some time now to explain to me on what she had been so diligently working. She had been setting up the age groups and

people who would play each other in the tournament and posting it on the wall. She explained the score card and some of the rules of the game. At this point the male coordinator came over and the conversation was friendly and informative. My impression of these two people is that they are very dedicated to doing a thorough job with the sport. However, they seem overwhelmed at the beginning of the games. My previous experience working with them has been the same. Having this time this year to actually speak with them made me realize they are very lovely people. They seem standoffish when you approach them while they are getting the games ready to go. I enjoyed talking with them but I did not appreciate not being used as a volunteer since I had given of my time to be there. This has happened in the past with these coordinators. They appear to be harried and rushed and uncommunicative but they do the job needed to be done. They did not agree to let me interview them for my study but they did let me observe them working. When I left the sport event. I felt I had met some very lovely people who may be in over their heads.

Road Race

The second sport in which I was scheduled to volunteer was with George. George is a 68-year-old male with five years running this sport event. He described himself as unmarried with three children: two unmarried daughters and one married son with a child (his granddaughter). He spoke of his ex-wife at times during the interview but described himself as unmarried. George and I met at a coffee shop prior to the sport event to discuss his involvement with the games. George is a very outgoing, talkative person. He was very open about his experience. He couldn't wait to talk about what he does.

When he turned 50 years old he competed in the senior games and found himself keeping up with the more experienced riders. From there he became the coordinator of the sport at the regional level due to a need to have someone coordinate the sport. He is a USA certified race director. Although it is not necessary for the coordinator to be a certified director for the games in which he coordinates, he prides himself on running the games as they would be run at a USA cycling event. He has been coordinating this sport event for 5 years and the participants have come to expect that level of efficiency and professionalism from him and the sport event.

I was a volunteer for this event during the games this year. George arrived early and set up the cones and signs in the road just as he said he would during the interview. The interview took place before the event. Having some prior knowledge of the sport before I went out to volunteer was helpful. George placed me at the start/finish line. This way I could observe him and help with getting the athletes in order for their time trial and to check them in. Since this is not a qualifying year for the national games, the atmosphere seemed relaxed. The racers came up to the start line on their own. George did not announce the beginning of the competition. Each racer receives their time trial race time in an email and are responsible for getting to the start line on time and check in. The racers were pleasant to me. They thanked me for being there. The volunteers this year wore green t shirts which said volunteer on the front. They recognized me as volunteer and thanked me for being there. It was very hot that day. There was no shade at the start line. I wore sunscreen and a hat and had a bottle of water with me as this was necessary. It does not take a long time to start the time trial but as a volunteer, I was in the sun the entire time we were sending them off. As each racer approached the start line there was

another volunteer who held onto the back of the seat of the bike. The official (George) counted down the time for the racer to go. When the official announced “Go” the volunteer let go of the seat of the bike and the racer went. The holding of the seat of the bike prevented the racer from starting too early and allowed for the racer to have both feet on the bike pedals as in a riding motion instead of having one foot on the ground to hold them steady. The volunteer who held the bike has been involved with the game for a number of years and has done this job for a long time.

The time trial is an individual race for the racers. They start one minute apart and are racing against the clock. Across the road from the start line is the finish line. There is a canopy set up over the back of a pickup truck. The race timer sat on a chair on the back of her pickup truck and recorded the times as the racers finished. George has worked with this woman for a number of years during these games. They are both volunteers for the games. George described her as one of the best hand race timers in the business. She is a pleasant woman who is conscientious about her job. I was placed at the finish line to help her record the finish times of the racers. She and I talk a bit while we waited for the racers to return to the finish line. I was aware that this is important and I did not want to lose focus of the job I had to do. The race timer hand wrote the times on 3 sheets of paper. Each sheet listed the racers and their times and their medal placement. This is to let the racers know who will receive the gold, silver, and bronze medals within each age group. The results were posted within 15 minutes of the end of the race and left up for at least 15 minutes. As George and I posted the results, the racers gathered around and looked for their time and placement. This got a little hectic as we needed to tape them to a window of a building nearby and there are a number of racers scrambling to see the

results. At two different times after the race was completed, two racers approached George and said that one of the other racers was drafting behind them which is not allowed. Drafting involves cyclists riding in a single file to block the wind from people behind them. This is not allowed in time trials because the cyclist is racing against himself and the clock. There was an issue with the rider also losing control of his bike on the road and preventing people from being able to pass him. George gave this quite a bit of thought. George said he is not fond of settling disputes. It is part of the job but he struggled with having to speak to someone about doing something illegal. I noticed a change in his temperament and body language when he realized this was something he would have to handle.

If the situation warranted, George could disqualify the racer. He approached the gentlemen who was accused of drafting. The racer shrugged off the situation saying he was fine and would continue to race. George is experienced in the cycling world and came up with a solution which was agreeable to all involved. George made a decision to move the accused drafting racer to a different start time for the longer road race. The accused racer was in a different age group from the other racers he drafted and George settled the situation by having that racer's age group start at a later time so that person would not reach the faster riders. This seemed to settle the situation and the longer race went on. Since this was a longer race the cyclists had to run the course two times. Before they returned to the start point, George placed a large orange cone in the middle of the road in order to turn the cyclists to let them know that they were only half way through the course and to send them off on the course again. George instructed me how to turn the

racers which include certain arm movements. As the different racers came to the half way mark, George and I turned the racers.

Some racers finished faster than others. In between turning the racers, I helped the timer record the finish times. It was a matter of writing the time down next to the names of the racers and placing a 1, 2, or 3 next to their names as this provided their medal position for a gold, silver, or bronze medal. After the race was completed, we posted the times on the same window of the building as before and got ready to present the medals to the athletes. Since there were so many different age groups of athletes, as an age group finished, meaning all the athletes had finished the race and their and placement was recorded, we posted the results. When an entire age group had finished, regardless of the other age groups who were not finished, George started the medal ceremony. Since this was not a qualifying year, the ceremony was quite relaxed. Some of the wives of the male racers handed out the medals as the winners were announced and pictures were taken with the winners and the ladies. It was a fun atmosphere and everyone seemed to enjoy themselves. Some athletes were given kisses by the ladies who were giving out the medals and pictures were taken but a photographer for the organization who ran the games.

After the medal ceremony was completed. I thanked George for allowing me to observe and volunteer for the game and off I went to volunteer for another event which was 33 miles away from the road race event. The road race event takes place on a country road in a different town from the headquarters of the games. I really enjoyed working this sport. I assume it would feel different if it had been a qualifying year for

the national games as the racers may be a bit more competitive with each other. For this year, the volunteer experience was quite pleasant even though the day was very hot.

Aquatics Sport

After leaving the road race I went right to the next event at which I was volunteering. It was an aquatics event. I interviewed two people from this sport. The first person I interviewed was an official for the sport (Stretch). This person makes sure that the athletes are doing the proper strokes within the sport and trains the volunteer timers for this event. The other person I interviewed for this sport is considered the sport coordinator (Sid). However, when the volunteers checked in with Sid, he said Stretch would be with us shortly. Since we are there to work for Stretch, I interviewed Stretch. This interview happened before the actual event. The following information comes from Stretch's and Sid's interview and observations of the sport event.

Upon receiving the list of coordinators for the sport event, there were some sports listed which had two or more coordinators for some sports. I emailed Stretch and asked if she would be interested in speaking with me about her experience as a sport coordinator. She agreed to meet with me. We meet at a bakery/café near where the participant lives. After settling in with a drink and food, we went over the consent form, allowed her to ask questions and discussed the study. Upon sitting down Stretch said she did not know if she qualified for my study because she is an official for the sport not necessarily the sport coordinator. However, after getting clarification about her involvement and the items I was looking for in the participant it was determined that she fit the qualification because she has been involved a couple of years and works with the volunteers. Stretch trains the volunteers to be timers at her sport. The interview took place prior to my volunteering at

this sport. It was helpful to have knowledge of the sport before I actually volunteered at the sport. Stretch went over what she does and what I would have to do while volunteering. I interviewed Sid after the sport event happened. This was enlightening because we could discuss what happened while I was at the event.

Sid and I met at a coffee shop to discuss his involvement with the senior games. After meeting and ordering coffee we sat down and talked about the sport and the sport event. This meeting happened after the sport event was over. This was helpful because I had some knowledge of the sport going into my volunteering for the sport event through Stretch's interview and now I could ask questions of the coordinator of what actually happened at the event

Volunteering for Aquatics. After arriving at the aquatics center, I searched out the person who was checking in volunteers. There was a gentleman sitting at a table just inside the door to the center. I introduced myself to him. He was very friendly and realized who I was because I had emailed him as well for my study. He politely declined the interview because he did not meet the criteria for the study. He was the announcer for the competition. We exchanged greetings and he said that I should see Sid. I did not know Sid at this time. A couple of other people in green t-shirts arrived and asked where we should check in. Shortly after they arrived, Sid came in and said we should check in with Stretch as we would be actually working with her. When he saw Stretch he told us to go to her. We met Stretch and she went over a few items with us. I remembered from our interview some of the items she said were important for us to know about keeping time for the event. I was a little apprehensive about this event because I did not know what was really expected and I did not want to mess up anything important. The volunteers

were all asked to gather together so a picture could be taken of us. This seemed to lighten the atmosphere a bit. Then we were asked to pair-up. I wanted to be in lane one because that would put me closest to Stretch and I could observe what she was doing. I ended up in lane five with another woman (Julie - a pseudonym) who had not volunteered at this sport before. She was very nice. A single mother of two children. She just happened to come across an ad for the senior games looking for volunteers. She is in her 40s and decided it seemed like a fun thing to do. We worked well together even though both of us were nervous. Being in lane five ended up working out just fine. I could see Sid as he worked with a couple of volunteers and I could observe Stretch as well. Also, lane five had some technical difficulties with the touch pad which made it a little more exciting for Julie and me. One of the other volunteers was a person who had been at the road race earlier that day. It was nice to see people who I recognized which started to make the day go a little easier. There were about 25 heats in this aquatics competition. From the schedule, it did not look like there were so many of them but there were heats scheduled within the heats listed. Athletes competed within age groups and this meant there are several competitions which happened. There are 2 timekeepers per lane because there are a couple of things you must do. There is a touchpad in the water for the athletes to touch which sends a signal to the score board recording the time an athlete finished. There is a pickle for one of the time keepers to push when an athlete touches the touchpad and the other time keeper must start and stop a stopwatch. These three devices are used so that there is a backup on the timing system should one fail. The stopwatch is started when the whistle is blown and stopped when the timekeeper sees the athlete touch the touchpad in the water. I operated the pickle. The pickle is a manual timing device which stops the

time clock on the wall and records the time the athlete touches the touchpad. The touchpad automatically records the time as well. One time keeper writes the finish time from the stopwatch on a slip with the athlete's name. This slip is handed to a runner who collects the slips and brings them to a person who records all the times on sheets. These sheets are given to the announcer. The winners are announced at the end of each race. Since there were so many heats, the medals for first, second, and third place were given out after about five heats. This way athletes could leave after they had finished competing in their sport. The day was about 3 hours long. The aquatics area was a bit warm for me. When I was watching the racers I did not feel the heat too much but when I was sitting while the medals were given out, the air was quite warm in the center.

The touchpad in lane five did not always operate correctly. After a couple of races, the touchpad did not work in lane five. Sid or one of the volunteers would come over to the touchpad and worked on it to make it operate properly. At times there seemed to be water in the hose of the pickle which had to be removed. It was good that there was a backup system to the touchpad and pickle.

It was wonderful to see older athletes competing. Some were nervous and others seemed as if they were not nervous at all. One of the athletes in my lane had turned 60 this year and put 60 items on a list that she wanted to do. Competing in the senior games was one of those items. She had asked a couple of friends to join her. She trained for a couple of months. When it got close to the competition time, her friends had not trained sufficiently to compete. She competed anyway. I am not sure if she won anything but she was proud of herself for competing anyway. As the athletes competed and won medals

the other athletes seemed genuinely happy for the winners and cheered on those that took longer to finish.

I was able to leave about four o'clock. I was exhausted from being outside at the road race in the morning and then inside for the aquatics in the afternoon. I can see why people would take some time to volunteer for these events. There is enough to do for a person who wants to be involved but nothing too stressful. It was helpful for me to see older people exercise and compete because it makes me realize that this is something I could do as well. This was great to experience.

The purpose of this chapter was to present the findings of the qualitative research in which sport event volunteer managers were studied. The background information about the sport event and volunteer participants was provided. The themes which emerged from the data analysis process were compiled and presented along with the research questions. Observer-participant notes were furnished to help readers attempting to make transferable associations concerning the findings of this study. The researcher's journal, field notes, and documentation were used to gain a better understanding of the participants and their managerial experiences. The primary focus of this chapter was to present the experience and thoughts of the participants in this study and to gain a greater understanding of the perceptions of volunteer sport managers.

CHAPTER V

INTERPRETATIONS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to examine what influences a person's choice to volunteer for a management role at a sport event. This qualitative study investigated the drive behind the managers' choice to volunteer. The study included the volunteer managers' satisfaction with the organization within which they volunteer, their interactions with subordinate volunteers, and their satisfaction with the management experience. One-on-one interviews with open-ended, semi structured questions were used to elicit the sixteen volunteers' perceptions of their experience. The ethnographic study method was chosen for this research based on the potential richness of the data. The researcher took on the role of observer-participant in order to experience first-hand what it was like to work with different managers and to witness the managers' experience.

The focus and significance of this study was presented in Chapter I. The review of literature in Chapter II addressed volunteerism, sport event volunteer research, theories of motivation, sport event motivations to volunteer, organizational commitment, volunteer satisfaction, retention, and management of volunteers. Chapter III provided a framework of the methods used to collect and analyze the data. A description of the research design, theoretical perspective, data collection, and analysis were discussed. The findings of the

study from the volunteer managers' perspective were presented in Chapter IV. The main themes which emerged from the analysis of the data were introduced. The focus of Chapter V is to understand the results found in Chapter IV, provide interpretation of the themes and seek to answer the research questions. The chapter ends with conclusions and recommendations for future research.

Interpretation of the Findings

The following three research questions examined the volunteer managers' drive to volunteer, commitment, and satisfaction with the volunteer experience.

- Q 1 What compels the volunteer's choice to manage a sport event?
- Q 2 Is organizational commitment a factor in managing a sport?
- Q 3 Is satisfaction with the organization a contributor to volunteers remaining in a management position?

The most pertinent findings are presented below based on the analysis of the data.

Research Question 1

The first research question sought to guide the researcher's examination of the volunteer's choice to manage a sport event. The factors which influenced a sport event coordinator's choice to volunteer varied among the participants. The results of the study discovered four main themes: (a) sport or organizational commitment, (b) achievement, (c) control of event, and (d) competency in sport management.

Sport or Organizational Commitment

Sport Commitment

Many coordinators mentioned being committed to the sport as a factor which influenced their decision to be involved. Some coordinators mentioned loving the sport and knowledge of the sport as a factor which drives them to want to be involved. Nine of

the participants were athletes in their respective sport as a child or young adult. Only two participants spoke of being in the sport as youngsters and as young as eight years old. The other seven of the nine took up the sport in high school or college.

Stretch, CW, Jennifer, TE, Mac, GJ, Sid, and #1Beefers mentioned they enjoy being able to pass their knowledge onto others. Some coordinators mentioned that the sport (e.g. throwing sports, racing sports, and lifting sports) can be dangerous if you do not know what you are doing and it is up to the manager to make sure that the sport event is run safely and that the athletes know the safest way to perform their sport. This was especially apparent in the throwing sports such as shot put, discuss, hammer throw, weight throw, and javelin. Stretch and CW mentioned their love of the sport and passion for staying involved in a sport which has been a positive experience for them.

George, Andy, #1Beefers, and Mac started their athletic pursuits after 25 years of age. Knowledge of the sport is a driving factor to want to be involved. Susan, Dinky and FLiP do not participate in the sport they coordinate but they seem as committed to the sport as the other participants.

Eight coordinators are certified within their sport of choice by the USA governing body which sets the rules for their sport. For these coordinators it is important to be certified in the sport and to have the knowledge of how to perform the sport properly. For them, sport commitment includes becoming a certified instructor or official with the USA governing body of the sport of their choice. The choice to become certified requires the volunteer manager to make a time commitment to learn the rules, take exams, apprentice at events for some sports and a financial commitment to complete the certification. This

certification costs the participants financially to achieve and in most cases the coordinator is not given a financial incentive to oversee or officiate at a sport event.

George became involved in his sport out of necessity. He needed to find a way to travel to work without commuting in rush hour traffic. While he was training to be a runner he took up his sport. He met a person on his way to work one day which ended up changing his life. He got involved with the person's club and has been a member ever since. He became so involved that he is currently a certified race director.

Mac fell into his sport. He won a gift certificate to a racquets sports center and decided to check it out. He doesn't like to exercise. When he went to the racquet sport facility he found it interesting and challenging and decided to try the sport. He has been actively involved ever since. He is certified in his sport to the point that he can teach and officiate games up to the highest level.

#1Beefers is committed to her sport. She is certified in her sport and feels that it is a dying sport. She said she continues to volunteer in order to make sure that she passes on her expertise to other athletes in order to keep the sport alive. She officiates at many different events especially those which involve younger people.

Andy is committed to the sport he coordinates. He is not happy about having to coordinate the sport. He would rather just compete as an athlete than to perform the coordinator duties. He stays as the coordinator because he is concerned that no one would step up to manage the sport and then it would not be part of the games. He is committed to the sport and will be the coordinator until someone else steps up to take the position.

For FLiP and Dinky, the desire to volunteer is distinctly different from the other participants. Initially, for Dinky her choice to volunteer came from an influence by a

family member but her continued choice to volunteer is influenced by her commitment to the organization. FLiP's choice to volunteer comes from her long-standing relationship with the program coordinator and her previous job in which she was the liaison between the city and the senior center.

Commitment to the sport was important to many of the volunteer managers. Thirteen of the sixteen managers were athletes when they were younger and two of them were athletes as young as eight years old. Only three of the volunteer managers were not athletes at all. Love of the sport and knowledge of the sport were driving factors to want to be involved. Bang and Ross (2009) found love of sport was a strong motivator to volunteer in their study. Eight managers enjoy passing on knowledge of the sport. From these eight managers, several of them are certified within the sport they manage giving the managers a sense of competency as was found in similar studies (Allen & Bartle, 2014; Allen & Shaw, 2009; Hoeber, 2010). These managers feel the sport can be dangerous if it is not performed correctly and feel it is their responsibility to make sure the athletes are safe and the event runs safely (Bang & Ross, 2009; Wollebaek et al., 2014). All the managers had various reasons to choose to be involved in this sport event and spoke about their choice to be involved.

Organizational Commitment

Dinky loves the sport she manages but she is very committed to the organization. She has volunteered for a number of sports within the games but finds the one she currently manages suits her best. She is not an athlete and is only now considering taking up the sport as an athlete. Her commitment to the games comes from deep seated promise she made to her grandmother when she was 24 years old. She says that she still is active

today because she made a promise to grandma. She joined the organization about 33 years ago and has been involved ever since. She actually spends her vacation from work volunteering at the games. Other than managing her sport, she will volunteer wherever she is needed and lets the program coordinator place her where the need is greatest.

FLiP's choice to be involved started with her job. As part of a job she had years ago she was the liaison between the city and the senior center. In her role as the liaison for the city she would visit the senior center once a week to check on the people who were active in the center; she said it became so routine for her to show up and meet with the seniors that if she missed her time, they would seek out why she was not there. She became such a fixture at the center that she would drive the seniors to group outings a couple of times a month. When the games needed a volunteer she stepped into the role. When she changed jobs and was no longer the liaison she still kept in touch with the senior citizens and staff at the center. She is friendly with the program coordinator as well and is very committed to seeing the games go on.

TE states he has respect for people who run the organization. Generally, TE arrives a day or two early to help place the lines on the competition field. This entails marking out the distance from where the athletes must stand and throw the object and how far away it lands. This year TE came to the city a day early so he could lay out the lines for the track and field sport events. The program coordinator came over to us while we were discussing his involvement and asked him about laying out the lines on the course and he told her he had completed some of the line drawing that afternoon. He surprised the program coordinator with the information that he had already completed some of the line drawing earlier that afternoon. They made arrangements to meet the next

day to finish the set up. TE was going out the next morning early to finish the set-up because he didn't want to get caught doing it in the rain since the weather person forecasted possible rain. Though TE is quiet about his commitment to the organization and the games, he shows his commitment by doing what needs to be done without being asked. The program coordinator was thrilled that he had done this because it makes her job that much easier to do.

CW stated that she feels a commitment to return every year and run her sport. She is committed to both the sport and the organization which holds the games. She respects the people who are in charge of putting on the games. Jennifer said "I am very committed to the organization." She is on the board of directors and teaches college-level sport industry courses. She feels the staff that runs the games does an excellent job each year. George said he is committed to the organization because it has a "beneficial purpose and the people involved are interested in helping others. The organization is top notch." Commitment is important to j2. He said he is "committed to the organization because had the organization denied his offer to officiate his sport, the sport would not have been held."

Susan said "I feel a huge commitment to the games." She worked for the city which holds the games and with the program coordinator who is in charge of the games. She has managed a couple of different areas within the games. One of them is the hospitality area where athletes and volunteers can help themselves to snacks and drinks while at the games. She has been a sport coordinator for a number of years and continues to volunteer because "I have fun and get motivated by the games." She did mention that if she did not enjoy the games she probably would not feel the same commitment.

Other managers who expressed commitment to the organization were CW, Susan and Jennifer. Their reasons for organization commitment varies but the success of the games being run well by this organization is the fundamental reason.

Commitment to the organization was a factor in some managers' choice to volunteer. Many of the managers see a value in the organization which runs the sport event and in the sport event itself and therefore, are committed to running the best events they can (Bang & Chelladurai, 2009; Farrell et al., 1998; Kodama et al., 2013; Wollebaek et al., 2014). Understanding the goals of the organization may lead some people to choose to volunteer and lead to organizational commitment (Gillespie et al., 2011; Tidwell, 2005). This was true of some of the volunteers in this study as well. Making a contribution the organization's goals was important to some volunteer managers as they felt a commitment to the cause of the games (Netting et al., 2004; Tidwell, 2005; Vantilborgh et al., 2011, 2012, 2014).

Achievement

Nine of the managers mentioned a sense of achievement or accomplishment as a factor which compels them to volunteer. For some coordinators the sense of achievement comes from running a successful event. A successful event is defined for them that no one gets hurt. This connects with the managers wanting to make sure that the games are run safely. There have been instances where athletes have gotten hurt because they got hit by a flying/thrown object or something was on the road which tripped up the athletes. Most coordinators have been told by participating athletes that these games are the best run, safest games in which they have been involved. When they described the instances where people got hurt, generally it was at another event in another place where that

happened. TE described two instances (at another event) where the officials were not paying attention and were hit with a discus and a javelin. TE's sense of achievement comes at the end of the competition. He feels a sense of relief when the competition is done and there are no complaints.

George described one of his first races as an official in which he had to lay out the course and due to mother nature and debris on the road many athletes were hurt to the point that they had to be taken to the hospital in ambulances. For these coordinators, their sense of achievement comes from a successful completion of the event and everything ending on a positive note.

Six of the coordinators mentioned that their sense of achievement comes from being told that their sport is one of the best run events. Athletes who participate in the games have given positive feedback to the coordinators. Some coordinators have been told that these senior events are the best run games.

Due to his military training, Mac's sense of achievement comes from keeping to the schedule he has prepared. Jennifer's sense of achievement comes from being a leader and helping people reach a goal. Jennifer works with her brother on one of the two events she coordinates and feels a sense of achievement when her brother who is naturally quiet successfully runs the event.

Sid and Stretch's sense of achievement comes from the satisfaction they feel when an athlete has accomplished something they set out to do. For Sid, providing what he called "an uninterrupted pleasant experience" is important for him. For Stretch, giving guidance to an athlete who may then go on to perform well is important to her.

Control of Sport Event

The participants were asked if they felt they had control over the management the sport they coordinate. Participants varied on their answers to the question. Some participants felt they had control over the sport. Mac feels he has complete control over the sport. He can make changes as he needs to in the format of the game. For instance, this year he changed the rules to what he called the old fashion game: playing to 21 points or 30 minutes. After 30 minutes the game is over regardless of the score.

Some coordinators said the rules are set by the governing body of the sport and they do not have control over those rules. Most participants did feel a sense of control over some aspects of the sport event. Ten coordinators said the rules are set by the USA governing body and that is how the event must be executed. Some of these coordinators felt that they could make changes as necessary as long as they did not interfere with the rules of the sport. George can make some changes to the order in which the racers compete in order to make the event run smoothly. He did make a change this year in order to solve a problem where one of the athletes was riding too close to other athletes.

FLiP, JL, and Andy said the rules are set by the organization running the games. As a coordinator, FLiP felt her job was make sure that the volunteers are trained properly so that no one gets hurt when the balls are being thrown. She does control the order in which the athletes compete. She tries to have the athletes compete in the order they check in. Andy said he has to make some decisions based in inclement weather. If it rains he needs to decide whether to wait out the rain or call the end of the competition due to inclement weather.

Some participants did feel a sense of control over some aspects of the sport event but did not feel control over other aspects of the event. Susan feels a sense of control in her choice to volunteer. She will volunteer at a couple of sports throughout the five day event. Within the sport she coordinates, Susan said the rules for her competition are set by the people who judge the competition. These people are experts in the field. She did feel a lack of control this year with event operations involving the competition program which is handed out to audience members. Some of the competitor's names were misspelled and the program was assembled incorrectly. She felt that the competitors blamed her for the errors. This year the program was compiled by someone else and they did not do the job she was expecting them to do and felt it made the organization look unprofessional.

One coordinator felt no control over the managing of the sport. Lexi did not feel any sense of control while managing her sport. The athletes register online. The brackets are completed by a person within the senior center office where the games are administered. She is given the paperwork when she checks in as a coordinator on the day of the event and all the paperwork is done for her. She said the senior center puts the athlete's packets together and hands them to the athletes when they check in for the day. Since her sport is held away from the main building which houses most of the events, she checks in the athletes when they arrive on sight. She is there to answer any questions and to make sure that the event runs smoothly. She is responsible for changing venues to an indoor venue if it rains which it did this year. She had to move the athletes to an indoor facility. Lexi seemed to be the only person who seemed to lack a sense of control of the sport.

Some coordinators explained that they could make suggestions to the program coordinator about changes which could be made to make the games run more efficiently. They felt that their suggestions are accepted and this gave them a sense of control. CW has made suggestions in the past about running the event more efficiently. She said her ideas and recommendations have been taken into consideration by the program coordinator. CW specifically mentioned the time schedule being broken down into specific groups. She feels this makes the event run quicker than in the past. Andy said he had “a certain amount of control over the sport” He said he can make recommendations for change and he has been responsible for getting better targets. He also said that moving the competition to a larger public facility has had a positive effect on the competition.

Competency in Sport Management

Fifteen of the participants felt they were competent in the management of the sport. Some felt a high degree of competency. Dinky is not as sure of her sport as many of the others. She mentioned that the athletes understand she is not an athlete and are forgiving if she makes a mistake. Eight of the sixteen participants of this study are certified through the USA sport governing body that sets the rules for individual sports. Thirteen of the sixteen participants played the sport before becoming a coordinator. Three of the participants do not play the sport and are not certified through the USA governing body. Thirteen of the participants stated a competency in the sport. For the three who did not state a competency in the playing of the sport, they did state a competency in managing the event in which their sport is played. They feel competent to manage the sport event even if they do not participate in the sport itself.

#1Beefers feels confident in her ability to judge the racers and to give technical information to athletes after they compete. George felt a strong sense of competency comes from his being a certified race official. George went on to say that participating in the sport as an athlete gave him knowledge of the sport and “knowing the sport gives you an insight into what needs to be managed.”

Sid’s competency comes from being a competitive athlete from the age of eight. He feels that even though he played the sport he can still learn more about his sport. He stated that a coordinator has to have a good knowledge of the rules of the sport. For him, knowledge and competency comes from participating in the sport.

The sport FLiP managed is not a sport which takes place at the national games. It does not require her to be certified and it is not a sport in which she needed to play before coordinating the event. However, she was diligent in the managing of the sport. There was an incident a few years ago in which an athlete got hurt and this is something she remembers. She trains her volunteers to be proficient in measuring where the ball lands. She is the only person who can toss a ball to a competing athlete and no one can throw the ball around just for fun. FLiP was competent in managing this sport event because she has been coordinating it for a number of years and has learned how to run the event efficiently.

For Jennifer, the competency she feels comes from having college degrees and being an active athlete in the sports she coordinates. She is not certified in these sports. Jennifer feels competent in managing her sport but likes having her brother work with her because she feels that some of the older men do not take her seriously as an athlete because she is female.

Mac's sense of competency comes from being certified, being able to teach the sport and knowing the rules. He has a strong presence and is very confident in his ability which comes across when he is managing the sport.

Andy has been competing within his sport for almost thirty years. He feels in order to run the games you need a "decent background" in the sport. He has played and taught the sport extensively and his competence comes from knowing the sport as an athlete. He is conscientious about running the sport event because someone can get hurt if they are hit with equipment being thrown. He has seen people walk right across the playing field while the competition was happening. A person can get hurt if they are hit with the equipment.

TE's competency comes from being an athlete for 57 years, from being a coach, and from being certified by USA Track and Field. TE discussed a situation where a person walked onto the field in which he was throwing a hammer. The person walked onto the field of play and a spotter yelled for him to drop the hammer before TE threw it and hit the person. TE feels strongly in his competency of the sport that if a volunteer does not know the sport, they should not volunteer for it because a person can get hurt and has seen it happen.

Stretch feels very competent in officiating at a sport event due to her knowledge and experience with the sport. She enjoys being able to pass her knowledge onto others. CW picked her sport and the senior games in which to volunteer for two reasons. "It (Shot put) was my favorite sport and I did it in college." She played the sport in college and worked at the senior center at the same time. Her competency comes from her knowledge of the sport.

Lexi seemed competent to run the sport event. She seemed as if she genuinely loved to volunteer especially for a sport event in which she has experience as a player. She did not seem confident in some of the intricacies of the game. She appeared to be competent to run the event but she lacks expertise in the sport. This may be due to her age and need for more experience. She mentioned that there was a tiebreaker rule with which she is not familiar. It appeared as if she was confused by the rule and is in need of knowledge and possibly an expert in the sport to explain it to her. She runs the sport event but does not handle any pre-game set up. The brackets are set up by a person at the organization and are given to her the day of the competition. She checks in the athletes as they arrive and is there to answer questions. I had the sense that due to her age and lack of experience that it is easier for someone at the organization set up the brackets and give them to her than to have her do them.

JL felt competent in the sport but when I asked him to explain the rules he was unsure of a couple of points and said he would have to double check that before the competition. He may be competent to run the event but he lacks expertise in the sport. This may be due to his age and being out of the sport for a while.

I asked both Lexi and JL if they felt any conflict from the athletes due to their age while coordinating the sport for the senior games. They both said they did not. They felt that they have a handle on the sport they coordinate and that the athletes respect that. However, when pushed for some information on the sport they lacked expertise.

Summary of Findings for Research Question 1

Sport commitment was an important motivational factor for many of the participants. These coordinators were devoted to making sure the sport event runs

smoothly. Some of these coordinators mentioned loving the sport they manage. This shows a relationship with Bang and Ross' (2009) study using the Volunteer Motivations Scale for International Sporting Events (VMS-ISE) in which they added "love of sport" as a factor and found that love of sport was a strong motivator to volunteer, more so than just the act of helping others. Just as with Bang and Ross' (2009) findings, love of sport was a strong motivator to volunteer for the participants in this study. However, in this study, in addition to "love of sport" and managing an event, came an opportunity for volunteer managers to help others and share their knowledge. In keeping with the findings of similar studies, this study's results showed that people affiliated with an organized sport may return each year (Doherty & Carron, 2003; Kim et al., 2007; Wollebaek et al., 2014). Fifteen of the sixteen volunteers said they were planning to return next year. Only one participant said she would return as a volunteer unless she participates as an athlete.

Participants in this study also stated a reason to return to the volunteer role was due to a commitment to the organization, which parallels other studies of a similar nature in finding that commitment to a cause or organization which runs the event may be a reason to volunteer (Bang & Chelladurai, 2009; Farrell et al., 1998; Kodama et al., 2013; Wollebaek et al., 2014). Some coordinators are committed to the organization which is a motivating factor for some of the participants. This connects other similar studies (Bang & Chelladurai, 2009; Doherty & Carron, 2003; Farrell et al., 1998; Kim et al., 2007; Kodama et al., 2013). Bang and Ross (2009) found that the role of the organization was of utmost importance to the volunteers, and when volunteers felt truly needed and responsible, their task performance improved. Three of the participants in this study were

committed to the organization because they were members of the board of directors.

Other participants mentioned being committed to the purpose of the games and therefore wanted the organization to continue and do well. The participants in turn wanted to do their task well.

One of the recommendations derived from the findings of this study is that the goals of the organization or the purpose of the event should be presented to volunteers. Striving to achieve the goals may lead to organizational attachment (Gillespie et al., 2011; Tidwell, 2005). Findings from other studies showed if the volunteer is able to contribute to the organization's goals, they may feel committed to the cause (Netting et al., 2004; Tidwell, 2005; Vantilborgh et al., 2011, 2012, 2014), and this sense of commitment to the cause may be enhanced by knowing the mission and goals of the event or organization. Several participants mentioned understanding and respecting the organization's goal of having the games and therefore were committed to making sure the events were successful. As for being committed to the cause, the participants who were committed to sport wanted the organization to continue because of the good it does for the athletes and the sport. The participants who were less committed to sport and more committed to the organization were participants who were on the board of directors or did not play a sport.

Most coordinators felt achievement or accomplishment when the event they coordinated went well. The successful management of an event can be a motivating factor (Khoo & Engelhorn, 2011; Wang & Wu, 2014). Khoo and Engelhorn (2011) found the most significant motive was purposive incentive which included wanting to help make the event a success and to do something worthwhile for the community. Wang and

Wu (2014) found success of event, social contact, and civil responsibility were most valued. For this study, sport commitment was a significant motive but achievement which came from running a successful event was significant as well. Most of the coordinators prided themselves on successfully running an event (achievement) and therefore strived for that success.

Having a chance to pass on the knowledge of the sport was important to coordinators as well as feeling in control during the sport event. Most participants felt a sense of control over the sport they coordinate. Knowledge of the sport and the sense of competency made the volunteers feel empowered to exert some control over how the sport event was structured and run. Ten participants did mention that they do not have control over the rules as they are set by the USA governing body of the sport. However, they said there are aspects of the sport which they can control.

Allen and Shaw (2009) stated volunteers experienced a sense of autonomy due to organizers giving the volunteers an opportunity for input into which tasks the volunteers would perform and flexibility in scheduling those tasks. Some of these coordinators felt that they could make changes as necessary as long as they did not interfere with the rules of the sport. Volunteers who feel empowered are more likely to feel satisfaction with the event (Gagné, 2003; Hsu et al., 2013; Kim et al., 2007; Kim et al., 2009). Most sports take place away from the main facility from which the games are administered. The volunteer managers are responsible for making sure their sport area is set up and managed safely. The participants control the area and the volunteers with whom they work. The program coordinator will check in with the participants via phone but the coordinators are left to manage the sport as they see fit. There is a schedule for each sport

event. For some sport events there is a schedule of when males and females compete and in which age group. The coordinators may tweak this schedule due to the number of athletes who participate and when they sign in. The participants may have control over the running of some event activities. Hoeber (2010) found volunteers were more satisfied when left to perform their task without supervision. Other elements of satisfaction were found when volunteers felt able to have fun, and to work in a relaxed atmosphere.

George, Andy, CW, and Mac spoke of making managerial decisions in relation to their sport depending on different circumstance. For Andy, weather may be an issue. For George, an athlete may interfere with another athlete on the road and he may have to change the order of the athletes competing. CW allows athletes to compete as they approach her area because many athletes are competing in several sports in which the athlete may have to follow a schedule at another sort. She is flexible in her schedule to allow for athletes to compete in multiple sports. Mac may have to change the length of time that the games are played based on the number of participants. As long as he stays within the rules he has that control to do so. For each of these participants, the control of the sport is important in how their event is run.

Khoo and Engelhorn (2011) found more experienced volunteers felt a sense of having useful skills and knowledge to contribute to the event. This correlates with the sport event managers in this study as most of the managers feel a sense of competency in sport management. Hoeber (2010) stated that volunteers felt helping in positions which relied on their previous experience weighed heavily on their sense of personal efficacy. Volunteers wanted to work where they felt comfortable. As in Allen and Shaw's (2009)

study, a sense of competence was fostered among the volunteers when given the opportunity to perform tasks which the volunteers could complete and do well.

The results of this study showed a relationship to the literature regarding competency in sport management and recruitment of volunteers with a high level of sport expertise. Taylor and McGraw (2006) found recruiting volunteers without high levels of prior sport expertise leads to the need for developmental training, which can make the managerial job that much more difficult. The majority of participants in this study have knowledge of the sport or have been volunteering for several years at the same sport. There is little need for training except for volunteers who are new to the sport or to this organization.

Initially, for most of the coordinators, the choice to volunteer came from an affinity with a sport. For some coordinators, now is a chance to give back and pass on knowledge of the sport. A couple of participants were influenced by a family member or friend but their continued choice to volunteer is influenced by their commitment to the organization or sport. Other volunteers are driven by a sense of achievement, control or competency.

Research Question 2

The second research question explored organizational commitment as a factor in managing a sport. Many participants had various ideas of what organizational commitment meant. These thoughts are defined below.

Organizational Commitment

Although some coordinators expressed a commitment to the organization, most coordinators are committed to their sport first and organization second. This is not to say

that they do not value the organization. It is just that the sport itself has been so prevalent in their lives that they want to see people participate in the sport regardless of where it takes place. The fact that the organization is run well and the sport event is enjoyable in which to volunteer are added benefits to running the sport event. Stretch mentioned, “I want to see the program endure and succeed, which means that people have to step up and volunteer their time and talents.”

Some of the coordinators are affiliated with the organization. Dinky, Jennifer, and GJ are members of the board of directors. They are all committed to the sport they coordinate but their sense of commitment to the organization and running the games efficiently is evident.

Dinky has been on the board of directors for the games for almost as long as she has been a coordinator. She did mention that the organization went through growing pains after taking over the games from another organization but that the organization has grown with the games. She said that even if she weren't on the board of directors she would volunteer anyway.

Susan is not on the board of directors but she used to work at the senior center in which the games are administered. She is very committed to the organization. When she left her job at the senior center she made sure that she kept in contact with the program coordinator so she could volunteer each year since she has been gone.

Most of the coordinators are not affiliated with the organization. However, for some there is a sense of respect and support for the organization because the coordinators feel the games are beneficial to all who participate. TE stated there was “a number of people at the games that I support.” He did mention that he had come to the city a day

earlier than scheduled in order to lay out some lines on the competition field. He is committed to his sport but he seems committed to the organization as well. CW stated that she feels a commitment to return every year and run her sport. She is committed to both the sport and the organization which holds the games. She respects the people who are in charge of putting on the games. George said he is committed to the organization because it has a “beneficial purpose and the people involved are interested in helping others. The organization is top notch.” Committed to the organization is important to j2 because had the organization denied his offer to officiate his sport, the sport would not have been held. Susan said “I have fun and get motivated by the games.” She did mention that if she did not enjoy the games she probably would not feel the same commitment.

Summary of Findings for Research Question 2

Researchers have found that if the volunteer is able to contribute to the organization’s goals, they will feel committed to the cause (Netting et al., 2004; Vantilborgh et al., 2011, 2012, 2014). Although the volunteers in this study were able to contribute to the organization’s cause, only a few of them were actively committed to the organization. Kim et al. (2009) suggested that volunteer empowerment could be achieved if the tasks and benefits were comparable to the volunteer’s expectation, even if the volunteer goals did not fit with the organization goals. In this study, the volunteers feel empowerment from their sense of competency in sport management and commitment to sport and not through organizational commitment.

Organizational commitment relates to task performance and volunteer satisfaction and retention (Tidwell, 2005). For three of the participants this is true. Since they are committed to the organization, and manage sports with which they are familiar, they

expressed satisfaction with their involvement and plan on returning next year. When volunteers identify with the organization, higher levels of commitment and satisfaction may prevail (Tidwell, 2005). Doherty and Carron (2003) studied volunteer sport executives and board members and found volunteer effort and intention to remain related to task cohesion and commitment to the organization.

Some studies have found that person-task fit and person-organization fit may lead to empowerment which leads to continued volunteering (Kim et al., 2007; Kim et al., 2009). This study found that for most of the volunteers, person-task fit leads to continued volunteering more than person-organization fit. Although, person-organization fit correlated with continued volunteering for three of the volunteers who are on the board of directors. Research of person-environment fit and person-task fit found that people and environments have personality characteristics. People will seek environments which they feel connects with their personality. (Kim et al., 2007; Sergent & Sedlacek, 1990; Van Vianen et al., 2008). The participants of this study who have been volunteering for more than two years seem to have found an environment in which they fit. These games seem to connect with their personality to the point that they make sure they have the next year's games on their schedule before they leave from the current year's games.

In answering Research Question 2, for most of the volunteers, organizational commitment was not a factor in the volunteer managing a sport. The volunteers who were committed to their sport were more likely to manage the sport event due to the commitment to sport. The management of the sport comes from factors other than organizational commitment such as sport commitment, satisfaction with their experience, and in some cases their relationship with the program coordinator.

Research Question 3

The third research question explored satisfaction with the organization as a contributing factor in the volunteer's choice to remain in the management position. The results showed one key factor was with the Program Coordinator.

Relationship with Program Coordinator

Most of the volunteer managers mentioned how impressed they were with the Program Coordinator (Sharon) and how she runs the entire games. The Program Coordinator and her staff are very committed to making sure that the managers have what they need for the sports to be directed successfully. Along with a tent, chairs and table for the event, the coordinators told me that there is a box which is labeled with their sport name on the top of the box. In the box, there are supplies for the sport they coordinate. Those supplies can be clipboards, pens, pencils, bug spray, etc. The box is put in a place where the manager can pick it up easily the day of the games. Each manager receives a t-shirt which is especially made for them. The t-shirt has the games logo on it and says manager on the front. It is a different color than the t-shirts given to the volunteer staff. Sometimes the t-shirt is in the box as well as the supplies. The coordinators mentioned that the box is always available when they pick it up. Each manager mentioned how efficient Sharon and her staff are about getting the supplies they need and making sure the area is set up for the games. Sharon and her staff check in with the managers throughout the running of the sport event either in person or via the phone. Sharon makes sure she thanks her managers through a phone call and an email after the games. This makes the managers feel as if she cares about what is going on. Sharon elicits suggestions and comments from her managers through a survey she asks them to fill out. The managers talked about

making suggestions in how to change how things are run with the games. The suggestions have been accepted by Sharon and her staff. The changes have made the games run better according to the participants.

Overall, the managers spoke highly of the staff who sets up the areas in which the sports are run. Sharon's name was mentioned when it came to training the volunteers, set up and take down of the event equipment. The managers felt that because Sharon makes an effort to check in with each of them while their sport is happening makes a favorable impression on the volunteers.

CW, Susan, Jennifer, FLiP, Dinky, and TE have had a long relationship with Sharon, the program coordinator. They have been working with Sharon for five or more years. Some of the participants have been working with Sharon for sixteen or seventeen years. CW starting volunteering at the games while in college sixteen years ago and said she respects the people who organize the games and the organization which holds the games. Dinky and TE have been working with Sharon for seventeen years. TE said: "There are a number of people at the games which I support." Jennifer mentioned that she enjoys her interaction with the staff. When asked about how she became involved with the games, Jennifer said that the program coordinator usually finds people with experience within a particular event or sport. Susan made sure that when she changed jobs in the city that she stayed in touch with Sharon and let her know that she would continue to volunteer for the games. FLiP said she has become friends with Sharon (the program coordinator) through her involvement with the senior center and now the games.

A sense of connection among the volunteers and managers which fostered a sense of relatedness was reported by Allen and Shaw (2009). Volunteers and managers were

seen as equal to each other (Allen & Shaw, 2009). There is a sense of connection between most of the participants and the Program Coordinator (Sharon). Most of the participants spoke about their connection with Sharon. Some of the participants have a greater connection with Sharon than others. This is to say that the participants feel a friendship with Sharon (Nichols & Ojala, 2009). Other coordinators who did not mention the friendship, did speak highly of her management skills in how she performs her tasks and relates to them on a management level. This is a source of satisfaction for them as they see her as committed to the games and values their commitment to the games.

Satisfaction

When asked about their satisfaction with the games and the organization, the volunteers mentioned that their satisfaction comes from running a successful event, seeing athletes compete in a sport in which the coordinator loves, and the familiarity between the athletes and coordinator.

Due to support from the city in which games are run, j2 expressed his satisfaction. His satisfaction with this event is based on the efficiency of having enough coordinators to run each track and field sport. For Susan, satisfaction comes from the familiarity she feels with the athletes. She loves seeing the athletes do well. She has been volunteering for a number of years and the athletes know her and she looks forward to seeing them each year. CW does feel a satisfaction with the organization and the people who are in charge of the games. She loves seeing athletes compete in a sport which she loves.

Jennifer said her satisfaction “comes from interacting and providing for the athletes, and with the excellent staff that runs the games each year.” For TE, satisfaction “comes at the end of a well-run event.” Stretch mentioned that her satisfaction “is based

on the purpose of the games which is to encourage and celebrate lifetime athletic pursuits.” George’s satisfaction comes from feeling the organization is well run and he “likes the idea of life-long athletic competition.”

Most coordinators feel that they can make suggestions as to how their specific sport event is run. CW and Andy have made suggestions for change which has made their sport run more smoothly. TE, Andy, j2 and Mac handle the set-up of their sport before the sport takes place.

There is a general feeling of satisfaction with the games and/or the organization which runs the games. However, there are a couple of areas in which there is dissatisfaction.

Dissatisfaction

For Andy, there is a sense of lack of control over his experience. He feels control over the sport he coordinates but he feels dissatisfaction with being a coordinator. He wants the games to continue but he doesn’t want to manage the sport. He said he knows what needs to be done.

But there’s still the fine line of you’re still the one that has to make sure that the targets are in place and all the equipment is set up correctly and the lines are drawn on the ground. Then you get the people that seem to want to complain. It doesn’t matter if things go really smooth. You got a beautiful day. It’s a guarantee they will find something to complain about. It wears a lot thinner, quicker if you’re not on the payroll. Where if you’re on the payroll, you say yeah, I’m getting paid to put up with this crap. I’ll deal with it. Where if you’re not on the payroll, you know, I really don’t have to deal with this s**t.

Andy explained that he told two people that he was tired of their complaining and said he would step aside if they wanted to take over. The two people stopped complaining.

Andy went on to say “If it weren’t for the thank yous, I probably would not do this.” He is thanked by the program coordinator and he appreciates this. When asked

about the benefits of managing the sport he said “There are none.” Andy appreciates Sharon saying Thank you and for getting the new equipment he has now. He does feel control over his sport but he is dissatisfied with having to be a coordinator. He would rather just compete as an athlete and not have to manage the sport. He said he will keep doing it until someone else steps up.

Susan mentioned that she would like to see the games run more professionally. When I asked her what that meant she explained a situation which involved the program which is given to audience members which lists the competitors’ names. Some of the competitors’ names were spelled incorrectly. The inside pages were what she called “flip flopped and the graphics were juvenile.” She was upset because until this year Susan had created the program. The job was given to someone else this year. Susan had left a template for the person to use, but they did not use her template and the program had errors in it. She felt embarrassed as a manager for the event because participants like to keep the program as a souvenir. Even though she was disappointed with the program, she feels that she will continue to volunteer because the program is something that can be fixed next year.

Summary of Findings for Research Question 3

The third research question examined the relationship between satisfaction with the organization and the volunteer’s choice to remain in the management position. Results of the study found a key area in which the coordinators regarded as important to their choice to remain in the management position. The volunteer’s relationship with the program coordinator was found to be an important factor in volunteers continuing to manage their sport. As has been reported in similar studies, the volunteers felt they could

share opinions and experiences with the program coordinator which in turn built a sense of community and commitment to the event (Costa et al., 2006; Kodama et al., 2013; Narushima, 2005). Positive perceptions of management by volunteers (Daitch et al., 2005) and quality of personal relationships may lead to satisfied and successful volunteers (Nichols & Ojala, 2009). The participants were very complimentary of Sharon and her staff and felt they were successful at managing their sport.

Kim et al. (2007) studied volunteer retention and found that appropriateness of assignment, effective and positive managers and managerial conduct aided in volunteer retention. In this study, most managers felt that they can make suggestions as to how their specific sport event is run. CW and Andy have made suggestions for change which they feel has made their sports run more smoothly. The volunteers felt that Sharon and her staff were effective and positive managers who were willing to listen to their suggestions and make changes as needed so that the event would run smoothly. Sharon created a meaningful experience by staying in touch with the volunteers throughout the year, asking their opinions and seeking their advice about sport-related questions as needed. This established a reason for volunteers to return each year (Kim et al., 2007).

Just as Waters and Bortree (2012) reported that good communication and organizational inclusion are good ways to retain volunteers, the managers in this study felt that communication with the program manager was important. However, only a few of the managers felt that organizational inclusion was important. Costa et al. (2006) found that volunteers who were dedicated to the organization experienced greater satisfaction than those who were not dedicated to the organization. In this study, that did not seem to be the case. Most of the volunteers found satisfaction within their

management experience. The sense of satisfaction came from a source other than the organization (i.e.: watching athletes excel at a sport, providing knowledge of the sport, or running an event well). Narushima (2005) found that organizational commitment led to empowerment. For three of the participants, organizational commitment was key to feeling empowered to manage the sport event. Hoeber (2010) found volunteers were more satisfied when left to perform their task without supervision. The volunteers in this study found empowerment through competency in sport management and control of the sport. TE, Andy, j2 and Mac handle the set-up of their sport before the sport takes place.

Researchers of volunteer satisfaction have found sustained volunteering may come from experiential satisfaction which can include a volunteer's satisfaction with management, event, and organizational commitment. Volunteer retention may be achieved through volunteer appropriateness for the assignment, association, and managerial conduct (Doherty & Carron, 2003; Hoeber, 2010; Kim et al., 2007; Tidwell, 2005). Support from the city is pleasing to j2. He mentioned his commitment to the organization and his satisfaction with the organization. He will continue to volunteer because he feels he has support from the organization. CW has put the date for next year's games in her calendar already. Her commitment to return correlates with her satisfaction with the organization and the people in charge, Sharon and her staff.

Jennifer said her satisfaction "comes from interacting and providing for the athletes..." For Susan, satisfaction comes from the familiarity she feels with the athletes. She loves seeing the athletes do well. She has been volunteering for a number of years and the athletes know her and she looks forward to seeing them each year. CW said she is friendly with some of the athletes outside of the event. They have exchanged Christmas

cards. Allen and Shaw (2009) found intrinsic motivation for volunteerism included meeting people and having social exchanges.

George is very committed to his sport but he did say his satisfaction comes from feeling the organization is well run and he “likes the idea of life-long athletic competition.” Stretch’s commitment to sport is very strong. However, she did mention that her satisfaction “is based on the purpose of the games which is to encourage and celebrate lifetime athletic pursuits.” Stretch was the only person who said she would return next year only if she did not compete. She is more committed to the sport than the organization and is committed to being an athlete more than a coordinator.

Jennifer enjoys working “...with the excellent staff that runs the games each year.” Managerial conduct has been found to lead to volunteer satisfaction and may lead to retention (Kim et al., 2007; Sergent & Sedlacek, 1990; Van Vianen et al., 2008).

Jennifer mentioned that Sharon makes an effort to find volunteer managers who have experience with the sport they will coordinate. Kim et al. (2007) found volunteer retention may be achieved through appropriateness for the assignment and commitment to the organization. Taylor and McGraw (2006) found playing a sport is not a prerequisite for volunteering. However, it does help in recruiting volunteers. Job-person fit, person-environment fit and personality fit may have been found to be as important to satisfaction of volunteers as success of the event (Sergent & Sedlacek, 1990; Van Vianen et al., 2008). The results in this study show that success of the event is more important than the volunteers’ satisfaction. The volunteers feel that if the event is successful then they feel satisfaction in making that happen. In this study, the job-person fit is high since most of the volunteers have participated in their sport as an athlete and now a manager.

In this study, there were only two interviews in which there was a mention of dissatisfaction with this event. These two areas were isolated within their own sport. For Susan, there was disappointment with the souvenir program which lists the athletes and the competition within which they perform. Susan felt a keen sense of frustration and lack of professionalism because she had been in charge of typing up the souvenir program in the past and knows that it can and should be done well. The athletes look forward to seeing their name in the program and save it to take home as a souvenir. Susan said she would continue to volunteer because this is something that can be fixed for next year.

For Andy, his dissatisfaction has been festering for years. Each year he finds it harder and harder to motivate himself to manage his sport event. He would rather just be an athlete and not manage the sport. When pushed for more information he said there are too many people (athletes) who complain about the event and he feels no one would step up to manage the sport. He wants to compete and in order to do so he needs to manage the sport so that the sport event continues. He also said that he does not receive any benefits for managing his sport. He said there used to be some but now “there are none.”

Research on the literature states, volunteers want to feel appreciated for their time and resources spent. That recognition can come in the form of a t-shirt, a thank you email or public recognition (Finkelstein et al., 2005; Nichols & Ojala, 2009; Warner et al., 2011). Andy said “if it weren’t for thank yous” from Sharon, he probably would not continue to volunteer. None of the other participants, expressed a need or desire to receive any reward for their service.

In answering Research Question 3, the research question explored satisfaction with the organization as a contributing factor to remaining in a volunteer manager role. Satisfaction with the organization is not a contributing factor in the volunteer's choice to remain in the management position for any of the participants. There are three participants who are on the board of directors but even for them satisfaction with the organization is not a factor to remain as a volunteer. These three participants would like to see the games continue and continue with this organization but it is not a contributing factor to remain as a volunteer for the games. For 13 of the 16 participants, sport commitment is a contributing factor to remain with the games and for the other three participants, other factors drive them to remain. For one participant, it was a promise made to a relative years ago, and for the other two participants, it is their relationship with the program manager and their enjoyment of seeing the athletes compete. For most of the participants, these games seemed to be what they do and therefore they will continue to volunteer while they are able.

Conclusions

The purpose of this study was to explore the factors which drive a person to volunteer their time and talents to manage a sport event which encompasses several sports each year. Also, the nature of the study was to examine the relationship of the sport event managers and organizational commitment as well as satisfaction with the organization and the manager's choice to remain as a volunteer manager. The unique setting for this study involved senior athletes competing at an event especially designed for them. The sixteen participants in this study brought their own unique perspective to the study. Many of the managers are committed to the sport they manage through

involvement with the sport as an athlete. Three of the sixteen managers do not participate in the sport they manage. All sixteen expressed a commitment to the execution of the games. This study found that most of the participants were driven to volunteer through sport commitment.

Although some coordinators mentioned they are impressed with the organization, they are not necessarily remaining in the management position due to the satisfaction with the organization. For some coordinators, satisfaction was not necessarily the reason they volunteer to coordinate a sport event. Satisfaction came from the feeling of achievement of a successful event or from seeing older athletes compete. If the coordinators were not satisfied with the organization, they most likely would work to make changes before they decided to stop volunteering altogether.

A key finding which unexpectedly came to light in this study was the relationship each participant felt with the program coordinator. Each participant mentioned the program coordinator in the interview. The participants expressed positive perceptions of the program coordinator. Although there were some areas which could use improvement, the program manager was seen as efficient, competent and concerned for the managers and the sport events by the participants. One of the greatest challenges facing event managers in working with volunteers in the future is recruitment and retention. Recruitment and retention is addressed in this study through the volunteer managers' relationship with the program coordinator which shows a positive connection between them.

Recommendations for Future Research

It is my desire to provide understanding of the reasons people choose to volunteer in a management position. The volume of literature on volunteerism is extensive. The literature dedicated to sport management volunteerism generally studies volunteerism from a helper point of view. The purpose of this study was to broaden the literature on volunteer sport managers. The volunteer manager takes on the responsibility to lead other volunteers through event coordination and oversight of a sport. This study found that several volunteers have been involved with this sport event for more than five years with some managers being committed for more than fifteen years.

One recommendation for future research would be to perform a case study involving the program coordinator in this study. The program coordinator seems to have a way of getting people involved who do not want to leave. A case study involving the day to day operations of the organization and the observation of the program coordinator within her daily routine may yield valuable insight into how the program coordinator does her job which culminates in people being enthusiastic to work for her each year without being paid.

Other research which could be done would be to study athletes who compete in games but do not volunteer to work at events. Findings may aid sport event managers in recruiting and retaining volunteers. Another study could include researching volunteers who both compete and manage the sport they compete within and asking the competing athletes how they feel about being in a sport event in which the manager of the sport is also a competitor. A future quantitative study may entail differentiating volunteers by age

and sport experience in order to investigate volunteer satisfaction and intention to remain as a volunteer.

A limitation of this study was that it was done within one regional sport event. It is a recommendation that other regional sport events which incorporate long-standing volunteer managers be studied. I believe that sport organizations which need to utilize volunteers would learn valuable lessons from the program coordinator mentioned in this study.

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APPENDIX A

INSTITUTIONAL REVIEW BOARD APPROVAL



Institutional Review Board

DATE: May 19, 2015

TO: Janet Howes

FROM: University of Northern Colorado (UNCO) IRB

PROJECT TITLE: [756978-1] A Qualitative Study of Sport Event Management

SUBMISSION TYPE: New Project

ACTION: APPROVAL/VERIFICATION OF EXEMPT STATUS

DECISION DATE: May 14, 2015

Thank you for your submission of New Project materials for this project. The University of Northern Colorado (UNCO) IRB approves this project and verifies its status as EXEMPT according to federal IRB regulations.

Hello Janet,

I am the reviewer on your IRB application. Congratulations on an extremely thorough and well-prepared application. I am approving the application and ask only that you update the phone contact in the last paragraph of the Consent to be 970-351-1910.

Good luck with your study and thanks again for your excellent application.

Sincerely,

Nancy White, PhD, IRB Co-Chair

We will retain a copy of this correspondence within our records for a duration of 4 years.

If you have any questions, please contact Sherry May at 970-351-1910 or Sherry.May@unco.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within University of Northern Colorado (UNCO) IRB's records.

APPENDIX B**CONSENT FORM**



CONSENT FORM FOR HUMAN PARTICIPANTS IN RESEARCH
UNIVERSITY OF NORTHERN COLORADO

Project Title: A Qualitative Study of Sport Event Volunteer Management
 Researcher: Janet Howes, M Ed., Sports and Exercise Science
 Phone Number: (617) 982-3026 e-mail: janet.howes@unco.edu
 Advisor: Dr. David Stotlar, Ed.D.
 Phone Number: (970) 215-2655 e-mail: david.stotlar@unco.edu

Purpose and Description: We are researchers in the School of Sport & Exercise Science at The University of Northern Colorado and are working on a research project that seeks to gain a better understanding of the motivation of volunteer managers for sport events. If you choose to participate in this study, you will be asked a series of semi-structured and open-ended questions relating to your participation in a sport event. The interview will be audio recorded and written notes will be taken. Participants may be observed in their volunteer setting by the researcher so the researcher may gain additional information and knowledge as to the purpose and motivation behind volunteerism.

Interviews: The initial interview may last between 60 and 120 minutes and the questions will be semi-structured and open-ended. The interview will be audio recorded and written notes will be taken. Participants' name and identity will not be used in any written form of this study (observation field notes nor interview transcripts). Instead a pseudonym, chosen by the participant, will be used in place of the participant's name. The interview will be done in private so that the participant can speak openly about his/her involvement in the event. Background information will be gathered on the volunteer coordinator as well as information on their experience and expectations for their future as a volunteer coordinator.

After the initial interview is complete, field notes of the researcher's contextual impressions will be recorded to assure that perceptions from the interview are not lost. Interviews will be transcribed. Once the transcripts are complete and have been coded, participant checks will be done. Participants will be asked to check over the transcript information to ensure all information is correct. Recorded interviews will be destroyed once transcripts are complete. If necessary, a second, shorter interview may be needed which should not last more than 30 minutes. This may be necessary to clarify information contained in the transcript. Interviews will take place at a pre-scheduled time that is convenient for the interviewer and interviewee at a place which is comfortable for the both parties to speak openly.

Observations: Observations can result in gathering valuable information in which researchers may observe behavior which has become customary to the participant.

As an observer, the researcher may take on a variety of roles. As observer, the researcher's role in *observer as participant* is primarily that of observer and is known to the group. The researcher is anticipating a role of observer as participant. The researcher will be known to the volunteers being studied and may participate in a volunteer role with the understanding of not wanting to disturb the natural setting. The researcher will observe the actions of the volunteer manager who is directing the volunteer staff. Volunteer manager actions which may be observed may include communication between the manager and the staff, work-related duties assigned to the manager and those assigned to the staff by the manager.

Every effort will be used to ensure all responses will remain confidential and pseudonyms will be used to identify individual participants. Only the researcher will know which participant gave which answers and the investigator will take all necessary steps to maintain confidentiality of the data.

All interview material (transcriptions) and field notes will be stored in a locked file cabinet in the researcher's home. Recorded interviews will be destroyed once transcription of the interview is completed. Any identifying information linking the participants to their responses will be kept in a separate locked file cabinet in the researcher's home. Only the researcher will have access to the file cabinets and all data will be destroyed three years from completion of the study. All consent forms will be retained by the Research Advisor for a period of three years. Any future publication or presentation will include only the participants' pseudonym and not their name.

There will be no incentive provided for the participants to participate. There is no financial cost for participants, however approximately 60-120 minutes of interview time will be necessary. No compensation will be provided to the participant.

To ensure that information from the interviews remain confidential, you will only be identified by a pseudonym and years of volunteer management experience. There are no foreseeable risks to participate in this survey aside from the approximate one to two hours it will take to discuss your involvement in the event. The information provided in the interview may further our understanding of volunteerism and the motivation behind volunteerism. Participants do not stand to benefit directly from their participation but will be given results of the study if they wish to receive them.

Participation is voluntary. You may decide not to participate in this study and if you begin participation you may still decide to stop and withdraw at any time. Your decision will be respected and will not result in loss of benefits to which you are otherwise entitled. Having read the above, and having had the opportunity to ask questions, please sign below to participate in this research. A copy of this form will be given to you to retain for future reference. If you have any concerns about your selection or treatment as a research participant, please contact the Office of Sponsored Programs, Kepner Hall, University of Northern Colorado Greeley, CO 80639; 970-351-1910.

 Participant's Signature

 Date

 Researcher's Signature

 Date

APPENDIX C

INTERVIEW QUESTIONS GUIDE

Interview Questions

1. Tell me about your volunteer background. What volunteer experiences have you had?
2. Describe your affiliation with the sport event. How did you become involved in your current role of volunteer coordinator? Tell me about your experience being a volunteer coordinator for this event.
 - a. What or who influenced your decision to volunteer?
 - b. How were you approached to become involved with this event? When did this happen?
 - c. What type of training did you receive for the role of volunteer coordinator?
 - d. Why did you agree to participate as a volunteer coordinator for a particular sport?
3. What sort of background/education/experience do you need to coordinate this sport?
4. What are your strengths and weaknesses when it comes to coordinating this sport?
5. What motivates you to volunteer for this event?
6. What are the benefits of volunteering for this event?
7. What are you hoping to gain from your experience with this event?

8. Explain how you see your role as a volunteer coordinator.
 - a. What is your typical day when it comes to managing this sport?
 - b. How much control do you have when running this sport for this event?
 - c. What is the time commitment for your role as a coordinator?
9. For what other events do you volunteer?
 - a. Are the motives different when volunteering for other events?
10. How has volunteering impacted your life?
11. What is the most challenging aspect of volunteering for this event?
12. What is the most satisfying experience about volunteering?
13. What are your perceptions of the organization which runs the event?
 - a. What are your perceptions of this event?
14. What are your future plans for volunteering for this event?
15. Tell me anything else you would like me to know about your volunteer experience.