



Manchester Metropolitan University



Volunteering Insight

Report for Sport England March 2014

Research Team

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CONTENTS

Section	Page
I. ACKNOWLEDGEMENTS	5
II. EXECUTIVE SUMMARY	6
1.0 INTRODUCTION	8
1.1 Context and background	8
1.2 Aims and objectives	10
1.3 Research questions	10
2.0 CHARACTERISTICS OF SPORTS VOLUNTEERS: ACTIVE PEOPLE SURVEY ANALYSIS 2010/11, 2011/12, 2012/13	11
2.1 Introduction and methodology	11
2.2 Sports volunteering: A national overview	11
2.3 Sports volunteerism by gender	12
2.4 Sports volunteerism by age	13
2.5 Sports volunteerism by ethnicity	14
2.6 Sport volunteerism by disability	14
2.7 Sports volunteerism by employment status	15
2.8 Sports volunteerism by region	15
3.0 SYSTEMATIC REVIEW OF THE SPORT VOLUNTEER LITERATURE 2004-2014	17
3.1 Introduction and methodology	17
3.2 Initial database searches	17
3.3 Inclusion and exclusion criterion 1	20
3.4 Systematic review: Full 74 manuscripts	20
3.5 Citations ranked by journal	26
3.6 Methodology analysis	27
3.7 Inclusion and exclusion criteria 2 and 3	28
3.8 Systematic review: Final 37 manuscripts included	29
3.9 Flow diagram of search and retrieval strategies	32
3.10 Systematic review analysis	33
4.0 A CONTEMPORARY QUALITATIVE INVESTIGATION INTO SPORT VOLUNTEERING	44
4.1 Introduction and methodology	44
4.2 The data collection areas	44
4.3 Ethics	44
4.4 Use of the data	45
4.5 Motivations	46
4.5.1 For the love of the sport	47
4.5.2 Giving back to sport	48
4.5.3 Child involvement	49
4.5.4 The link between education and	49

employment	
4.5.5 Career aspirations	50
4.5.6 Social connection	51
4.5.7 Section conclusion and relationship to previous academic literature	52
4.6 Barriers	53
4.6.1 Time	54
4.6.2 Lack of motivation	54
4.6.3 Financial constraints	55
4.6.4 Responsibility	56
4.6.5 Awareness	56
4.6.6 Lack of confidence and knowledge	57
4.6.7 Administration and bureaucracy	58
4.6.8 Professionalisation	58
4.6.9 Section conclusion and relationship to previous academic literature	59
4.7 Recruitment and opportunities	60
4.7.1 Formal club structures	62
4.7.2 Family and informal networks	62
4.7.3 Sporting networks	63
4.7.4 Through education providers	64
4.7.5 Advertising and publicity	65
4.7.6 Need for focused recruitment	65
4.7.7 Section conclusion and relationship to previous academic literature	66
4.8 Preparation and training	66
4.8.1 Adequate preparation	66
4.8.2 Inadequate preparation	67
4.8.3 Need for role specific support and training	69
4.8.4 Additional support	70
4.8.5 Section conclusion and relationship to previous academic literature	71
4.9 Engagement and experience	72
4.9.1 Gratification – personal/communal	73
4.9.2 Frustration and stress	74
4.9.3 Section conclusion and relationship to previous academic literature	76
4.10 Retention	76
4.10.1 Rewards	76
4.10.2 Recognition	78
4.10.3 Providing qualifications and expenses	79
4.10.4 Clear roles and on-going support	80
4.10.5 Section conclusion and relationship to previous academic literature	81

4.11 Dropout	81
4.11.1 Personal circumstances	81
4.11.2 Organisational circumstances	83
4.11.3 Lack of enjoyment	84
4.11.4 Child dropout	84
4.11.5 Financial issues	85
4.11.6 Qualifications	86
4.11.7 (Micro)Political influences	87
4.11.8 Section conclusion and relationship to previous academic literature	88
5.0 REFERENCES	89
6.0 APPENDICES	95
Sport volunteerism by:	
A. County Council	95
B. County Sports Partnership	96
C. Unitary and District Local Authority	98
D. Funded sports	106

Vignettes	Page
Vignette 1: Motivation Calum	46
Vignette 2: Motivation Elliot	47
Vignette 3: Barriers Alain	53
Vignette 4:Recruitment Martyn	60
Vignette 5: Recruitment Phil	61
Vignette 6: Training and Preparation Ben	68
Vignette 7: Engagement and Experience Islay	72
Vignette 8: Engagement and Experience Sam	73
Vignette 9: Retention Phil	77
Vignette 10: Dropout Fiona	82

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ii. EXECUTIVE SUMMARY

Introduction: This ‘Volunteering Insight’ project was commissioned by Sport England as a 4-week research project which was completed during the calendar month of March 2014. The study comprised three elements: an analysis of the Active People Surveys 5, 6, and 7; a systematic review of published sports volunteering literature; and interviews with those involved as volunteers, the recruiters of volunteers or ex-volunteers (45 in total).

We found:

- 5.2 million adults in England (12.0%) engaged in sport volunteering in 2012/13. This is slightly down on the figures recorded in 2011/12 (6.0 million, 14.0%) and 2010/11 (5.8 million, 13.6%).
- 5.7 million adults in England (13.2%) volunteered in sport per year during this 3-year period (2010/11, 2011/12, 2012/13). These figures are consistent with those reported by Taylor et al. (2003), who estimated, from their analysis of the 2002 National Population Survey results, that 5.8 million (14.8%) adults in England volunteered for sport.
- The demographic profile of volunteers (e.g. gender, age, ethnicity, disability, and work status) is consistent with those figures reported in previous surveys.
- There are slight variations in the percentages of adults in England that engage in volunteerism when analysed by government office region.
- 74 data-driven academic manuscripts were identified from between 2004 and 2014 using three key search terms: *Sport Volunteer*, *Sport Volunteering*, and *Sport Volunteerism*. Of these, only 37 manuscripts related directly to the research questions within this project.
- An analysis of these papers revealed that a number of methodologies have been utilised within this academic field. Of the papers identified, 49 manuscripts collected quantitative data, 17 manuscripts collected qualitative data, and 8 manuscripts collected both quantitative and qualitative data.
- This analysis highlighted the predominance of quantitative survey-based approaches to understanding volunteering in sport, and a paucity of work addressing the social realities of sport volunteerism through qualitative approaches.
- The motivations to volunteer in sport uncovered in this report were: for the love of sport, giving back to sport, child involvement, volunteering linked to education and employment, career aspirations, and social connection.
- The barriers to volunteering in sport uncovered in this report were: time, motivation, financial constraints, responsibility, awareness, lack of

confidence and knowledge, administration and bureaucracy, and professionalisation.

- A number of issues were highlighted to be important for the recruitment of potential volunteers and for making people aware of volunteering opportunities. These were: formal club structures, family and informal networks, sporting networks, education providers, advertising and publicity, and the need for focused recruitment.
- Preparation and training were highlighted to be important for volunteering. A number of experiences and further requirements were discussed by the participants. These were: adequate preparation, inadequate preparation, the need for role specific support and training, and additional support.
- A number of different experiences were shared with the research team regarding the act of volunteering in sport. Engagement and experience in volunteering included: gratification (personal and communal), and frustration and stress.
- Factors that were identified to be important to consider for the retention of volunteers were: rewards, recognition (a simple thank you), providing qualifications and expenses, and clear roles and on-going support.
- Factors that led to (or would lead to) dropping out from volunteering in sport included: personal circumstances, organisational circumstances, lack of enjoyment, child dropout, financial issues, qualifications, and (micro)political influences.

Further Understanding Volunteering: A Future Research Agenda

The volume and quality of the qualitative research that has considered volunteering as an activity are relatively limited. In the process of completing the systematic review of existing volunteering literature, and associated reports and policy documents, it became apparent that there is a lack of research to inform thinking and policy development. To help address such a shortfall we suggest the following.

- Further in-depth qualitative research is required to better understand the complex 'everyday realities' of people involved in volunteering in sport.
- This would require longitudinal observational and interview-based research to understand the personal experiences and the interactions of key stakeholders, and the relationship between clubs, regions and national infrastructures involved in sport volunteering.
- Utilising research designs of this nature will allow us to consider the topics examined in the 'Insight into Volunteering' study in a more comprehensive and integrated fashion, while importantly recognising the context-specific nature of volunteering in sport.

1.0 INTRODUCTION

1.1 Context and Background

The volunteer and the act of volunteering continue to be at the heart of the United Kingdom (UK) sporting landscape and sport participants' experience. As well as representing 25 per cent of all volunteering activity in the UK, the sport volunteer is different to, for example, the charity shop worker, in as much as they will often both 'produce' and 'consume' the sporting experience. Indeed, this close relationship between the individual, the sport, and the act of volunteering means that most sports volunteers emerge from within their own sport, and their own sense of giving back to that sport remains a strong motivator for starting and continuing as a sports volunteer. The overall make up of volunteering, however, is neither static nor isolated from wider social, temporal, and economic factors. An increase in single parent and non-traditional family groupings may constrain the time that could otherwise be given over to volunteering activities; the development of new working patterns means that evenings and weekends may no longer be free time devoted to help run sport. Successive UK governments' commitment to reducing central funding, along with recent austerity measures, means that sport, and the volunteers central to its organisation, delivery, and continued health, will have to deal with shifts in both individual and policy priorities. In addition, Central Sporting Agents are becoming more reflective in the manner in which critical funding is allocated to meet policy aims, to help National Government Bodies meet wider social and participant goals and targets, and to allow individual sporting clubs and organisations to grow and enhance the quality of their provision.

This complex and fluid picture requires those charged with facilitating, organising, and encouraging volunteerism to continually adapt and be mindful of the changing pressures on and opportunities provided to, and by the sporting British public. Volunteers give their time for a variety of reasons, display differing levels of commitment and contribute in a range of sport spaces and locations. We increasingly understand that the volunteer is not one homogenous being and that not all opportunities to volunteer are the same. This sensitivity means that we need to be mindful of the varying needs and aspirations of all volunteers.

The empirical research on sports volunteers, their behaviours and motivations, as well as context and engagement, is varied and disconnected. It would be difficult to suggest that the current knowledge base offers a comprehensive and coherent attempt to paint a full and complete picture. Not only has it followed differing

research methodologies, but also the research itself is of varying quality. It is, however, important for us to understand not only what the research tells us about the act of volunteering, but also which aspects of the activity it is yet to shed light on. The appreciation of what has been written on the subject not only helps underpin current thinking and policy development, but should also set agendas for future research and related investigation. The systematic review contained in this report will help in meeting a number of these implicit questions by drawing attention to the current state of play in the research and identifying areas in which future efforts may provide most benefit. There is a growing body of numerical studies and reports using trends, metrics and forecast models to provide a quantitative picture; these studies, often drawing from a large sample, can offer a sense of assurance as they outline movements and patterns to tell us about the numbers and detail of who is volunteering and what volunteering is happening in the current sporting context. This detail is important as the act of volunteerism is not universal across age, gender, and social and economic groups, or geographical region. This ‘Insight into Volunteering’ report has drilled down into these reports and offers the most up-to-date picture of the demographics of volunteering while also noting major trends and providing insights.

Notwithstanding this, we must remain mindful that volunteering is a lived experience; an experience that produces diverse and complex narratives, which in turn provide degrees of illumination and illustrate the nuanced nature of the engagement. Talking to those directly involved – volunteers, recruiters of volunteers, ex-volunteers and non-volunteers – helps us connect with those at the ‘sharp end’ and gives voice to those individuals who mediate between policy directives, personal commitments, and collective sporting obligations. The ‘Insight into Volunteering’ project talked to 45 individuals from across three diverse locations in England. This engagement with those delivering and managing volunteering provides rich and thick data on the lifecycle: motivations, barriers, recruitment and opportunities, preparation and training, engagement and experience, and retention and drop out of volunteers. We held discussions with young and old, the 20 hours a week commitment stalwart, and those who gave hidden efforts, and, in one case, declared that they do not volunteer ‘apart from washing the first elevens kit each week and running the bar on a Saturday afternoon after the matches’.

If we are to continue to value the volunteer, from the local badminton club to a timekeeper at an international athletics meet, we need to be conscious of the ebb and flow of demand and supply and to be reactive to the changing face of volunteerism in UK sport across the next decade.

1.2 Aims and objectives

The principle aims of this report are to:

1. Explore the recent demographic information regarding sports volunteering in England.
2. Undertake a systematic review of the recent research literature on sports volunteering.
3. Examine the experiences of those people involved in volunteering in sport in England.

1.3 Research questions

The specific research questions which underpin this project can be grouped into the following six categories:

1. Why does the sport sector need volunteers? What activities do volunteers engage in to promote participation in sport and physical activity? What consequences might ensue if there was a decline in volunteerism? (RQs 1)
2. In what formal (i.e. traditional club structures) and informal (i.e. outside of traditional club structures) sport settings are volunteers typically deployed? How many volunteers engage in sports clubs, gyms/health clubs/leisure centres, and self-organised and pay and play activities? (RQs 2)
3. Who volunteers in sport? What motivates volunteers to help promote sport and physical activity? Why do volunteers continue to volunteer? How might the efforts of these individuals be further supported? (RQs 3)
4. What is the lifecycle of a sport volunteer? How frequently do individuals volunteer their time and for how long? What is the turnover of a voluntary workforce in sport? For what reasons do people stop volunteering? (RQs 4)
5. What factors deter those interested in sport from volunteering? What socio-economic groups tend to volunteer? Why might certain socio-economic groups be less represented than others? What mechanisms might encourage those who do not take part to consider volunteering in sport? (RQs 5)
6. Does the sport industry perceive that there are enough volunteers in the sector? Do volunteers possess those skills that the sport industry deem necessary to perform this role effectively? What specific skills are considered desirable? What mechanisms might help to upskill volunteers in the sport sector and increase the loyalty of sport volunteers? What are perceived to be the best methods of communicating and marketing opportunities to volunteer in sport? (RQs 6)

2.0 CHARACTERISTICS OF SPORTS VOLUNTEERS: ACTIVE PEOPLE SURVEY ANALYSIS 2010/11, 2011/12, 2012/13

2.1 Introduction and Methodology

In this section of the report we provide a concise overview of the scale, composition, and distribution of adult sport volunteers in England. This is achieved through the presentation and consideration of descriptive statistics. While we acknowledge some of the shortcomings associated with such an approach, it is our belief that drawing on descriptive statistics provides a basic but nonetheless informative summary of sports volunteerism in England¹.

The sport volunteerism data outlined below were extracted from the Active People Survey (APS) using the publically available diagnostic tool². This tool permitted us to gather sport volunteerism data from the last three APS surveys. That is information from the 2010/11 (APS5), 2011/12 (APS6), and 2012/13 (APS7) APSs.

Office for National Statistics' mid-year population data were gathered via the publically available Nomis web-based database of labour market statistics³. These figures were used to provide estimated numbers of volunteers. Here mid-2010 (APS5), mid-2011 (APS6), and mid-2012 (APS7) population estimates were utilised alongside respective APS percentages.

2.2 Sports Volunteering: A National Overview

According to the 2012/13 APS results, 12.0% of adults in England volunteered for sport. This percentage is slightly down on those recorded in 2011/12 (14.0%) and 2010/11 (13.6%).

When drawing on estimated mid-year population data these percentages translate to the national figures presented in Figure 1. On average approximately 5.7 million

¹ We note Taylor, Panagouleas, and Nichols' (2012) critique of descriptive statistics, and support their call for using more sophisticated approaches, such as regression analysis, to examine the effects of different factors on sports volunteering numbers and time given to volunteerism.

² This tool can be found at the following web address: <http://activepeople.sportengland.org/>

³ The following web-link was used to access this tool:
<https://www.nomisweb.co.uk/query/17.1/advanced.aspx>

(13.2%) adults volunteered in sport in England per year during this three-year period.

The above figures are broadly consistent with those reported by Taylor et al. (2003) who estimated, from their analysis of the 2002 National Population Survey results, that 5.8 million (14.8%) of adults in England volunteered for sport.

These figures are also consistent with Taylor et al.'s (2003) review of the 1991 and 1997 National Survey of Volunteering data. While a range of data collection methods have been utilised over the past three decades, there continues to be a reassuring correspondence in the results for sports volunteers. That said, it is important to note that the APS7 data (12.0%, 5.2 million volunteers) suggest that there has been a decline in volunteers when compared to APS6 (14.0%, 6 million volunteers) and APS5 (13.6%, 5.8 million volunteers) estimates. Future surveys will help to discern whether or not a trend is developing.

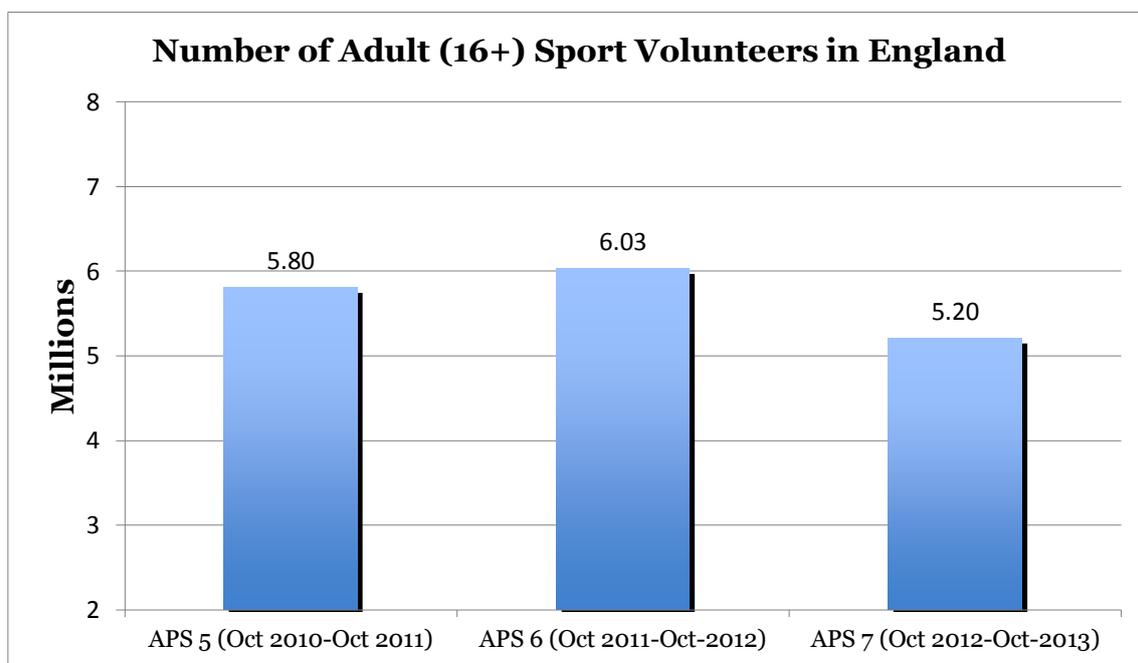


Figure 1. Number of adults (16+) sport volunteers in England.

2.3 Sport Volunteerism by Gender

The online APS tool permits additional layers of analysis to be completed. Table 1 provides a breakdown of the percentage of adult sport volunteers by gender for 2010/11, 2011/12, and 2012/13. Estimates of the number of volunteers are also provided.

More males volunteered for sport when compared to females during this period. This finding is consistent with those reported in the descriptive statistics of previous surveys (Attwood et al., 2003; Davis Smith, 1998; Sports Council, 1996; Taylor et al., 2003) and Taylor et al.'s (2012) regression analysis of APS1 data. In their report, Taylor et al. (2012) suggest that this can be explained by “the male bias in organized sports participation, and since sports volunteers are often recruited from within clubs, and from ex-participants, this would explain the link” (p. 217).

Table 1: Sport volunteering in England by gender.

	APS5 (Oct- 2010-Oct 2011)		APS6 (Oct- 2011-Oct 2012)		APS7 (Oct- 2012-Oct 2013)	
	%	Number	%	Number	%	Number
Males (16+)	17.4%	3,614,585	17.7%	3,713,763	14.8%	3,144,027
Female (16+)	10.0%	2,190,112	10.5%	2,317,031	9.23%	2,059,593

On average males have accounted for approximately 61% and females 39% of sports volunteers. When compared to the figures (67% males, 33% females) reported by Taylor et al. (2003), the gender balance is showing signs of a favourable transition. That said, this remains different from volunteers in society more generally. For example, in the 2007 *National Survey of Volunteering and Charitable Giving* it was reported that women were significantly more likely to volunteer than men.

2.4 Sport Volunteerism by Age

Levels of sport volunteering varied with age across each of the years analysed (see Table 2). Across 2010/11, 2011/12, and 2012/13 the proportion of sport volunteers was highest among people in the 16-25 age bracket, with, on average, 19% of this group saying that they had engaged in sport volunteerism. It was lower among those aged 55-64 (10% average) and lowest in the 65 or over age group (8% average). The findings reported here mirror those previous surveys that have identified young people (Attwood et al., 2003; Davis Smith, 1998; Sport England, 2009) and those aged between 35 and 59 years of age as volunteering most (Sports Council, 1996; Taylor et al., 2003). Our findings, like Taylor et al.'s (2012) analysis of APS1 data, would suggest that the impact of age on sport volunteerism is not a linear relationship.

2.5 Sport Volunteerism by Ethnicity

Table 2 shows that across the period of analysis (2010/11, 2011/12, 2012/3) black and minority ethnic adults (11.0% average) were slightly less likely than white British adults (13.7%) to engage in sport volunteerism. This finding is consistent with previously reported findings (Attwood et al., 2003; Sport England, 2009; Taylor et al., 2012).

2.6 Sport Volunteerism by Disability

Analysis of Table 2 reveals that those with a limiting illness or disability (10.2% average) had lower levels of sport volunteering across the studied period. Here it is worth noting that the negative influence of disability on volunteering levels, as outlined by APS1 descriptive statistics, was not supported when data were re-evaluated through regression analysis (Taylor et al., 2012).

Table 2: Sport volunteering in England by age, ethnicity, disability and work status.

	APS5 (Oct 2010-Oct 2011)	APS6 (Oct 2011-Oct 2012)	APS7 (Oct 2012-Oct 2013)
	%	%	%
Age			
16-25 years	19.4%	19.5%	16.6%
26-34 years	12.4%	13.1%	9.86%
35-44 years	16.0%	16.0%	13.6%
45-54 years	15.2%	14.9%	14.4%
55-64 years	10.9%	10.2%	9.53%
65 and over	7.79%	8.46%	7.74%
Ethnicity			
White British	14.1%	14.4%	12.5%
Black and minority ethnic groups	11.3%	12.3%	9.26%
Disability			
Limiting illness or disability	10.4%	11.0%	9.16%
No limiting illness or disability	14.2%	14.6%	12.5%
Work Status			
Full-time	15.7%	16.1%	13.8%
Part-time	13.5%	13.6%	12.4%
Unemployed	8.49%	9.02%	10.5%
Other	11.2%	12.9%	9.57%

2.7 Sport Volunteerism by Employment Status

Table 2 also shows the variation in levels of sport volunteering by employment status. Between 2010/11 and 2012/13 the incident of sport volunteers was on average (9%) lowest among those not working, when compared to individuals in full-time (15%) and part-time (13%) employment. Those in full-time employment registered the highest level of volunteerism. The sport sector, then, continues to be reliant on a large proportion of volunteers who also have paid employment (Taylor et al., 2003).

2.8 Sport Volunteerism by Region

Table 3 provides an overview of sport volunteerism by Government Office region between 2010/11 and 2012/13. Estimates of the numbers of adult sport volunteers are also provided. When averaging data across these years, London (11%) had the lowest and the South West (15%) the highest levels of sport volunteerism. Figure 2 is a visual representation of the 2012/13 sport volunteerism survey data by region. See the appendices for a breakdown of sport volunteerism by County Council (see Appendix A), County Sports Partnership (see Appendix B), Unitary and District Local Authority (see Appendix C), and funded sports (see Appendix D) refer to the appendices.

Table 3: Sport volunteering in England by region.

	APS5 (Oct 2010-Oct 2011)		APS6 (Oct 2011-Oct 2012)		APS7 (Oct 2012-Oct 2013)	
	%	Number	%	Number	%	Number
North East	12.3%	260,790	13.0%	277,105	11.6%	248,930
North West	13.9%	790,357	13.4%	767,122	11.4%	657,846
Yorkshire and the Humber	13.8%	586,896	15.3%	655,609	12.9%	558,132
East Midlands	14.5%	531,170	14.8%	546,724	12.5%	466,794
West Midlands	12.9%	576,187	14.2%	640,199	11.1%	505,580
East	14.6%	685,271	14.1%	669,318	12.4%	595,287
London	10.8%	695,591	11.3%	741,971	9.41%	626,782
South East	14.6%	1,012,248	14.9%	1,043,024	13.2%	934,990
South West	15.4%	666,188	15.8%	689,721	13.8%	609,279

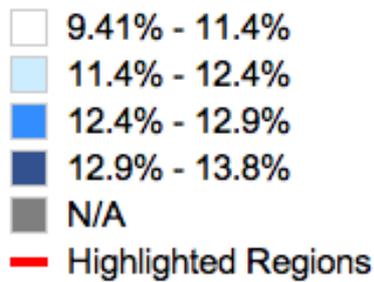
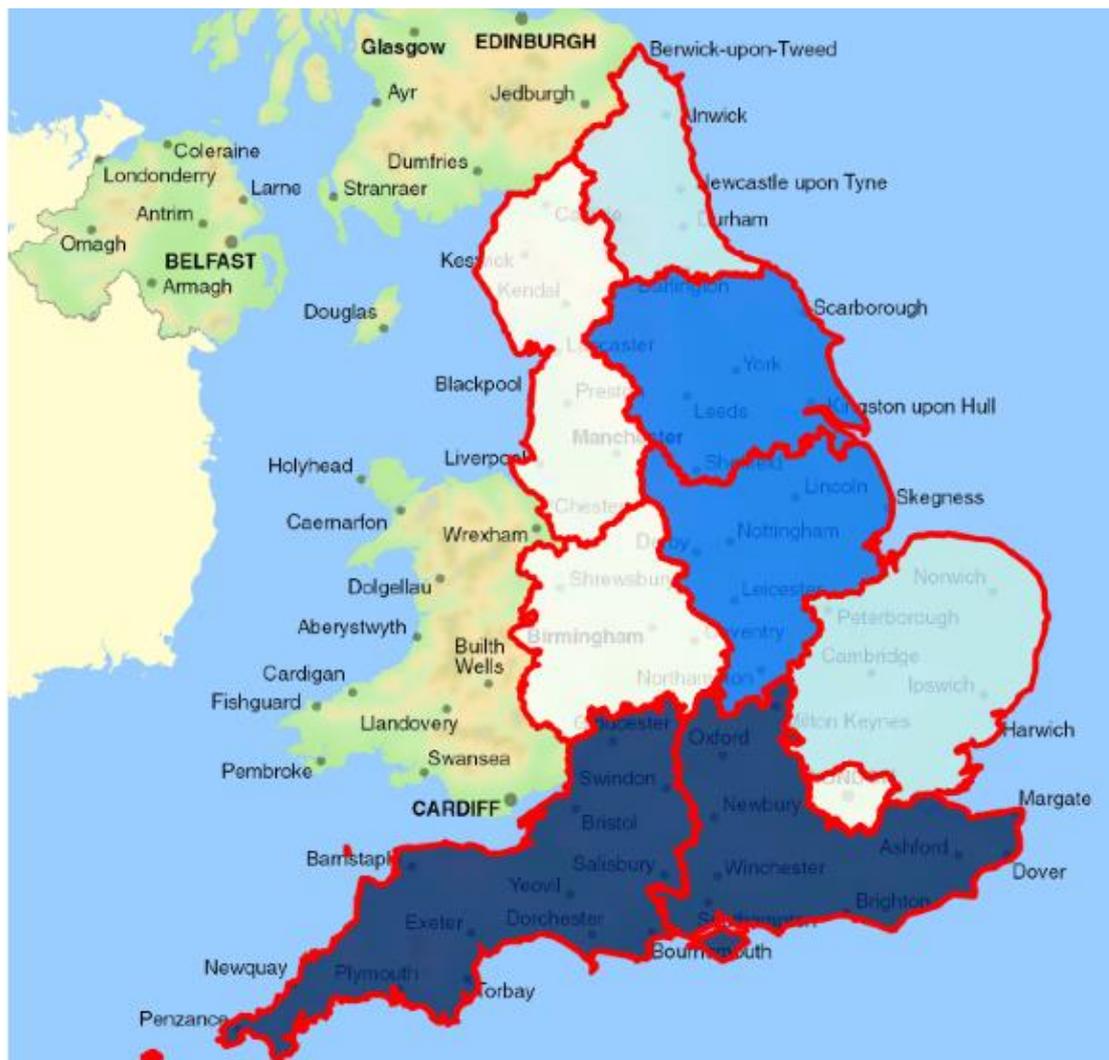


Figure 2: 2012/2013 sports volunteering in England by region.

3.0 SYSTEMATIC REVIEW OF THE SPORT VOLUNTEER LITERATURE 2004-2014

3.1 Introduction and Methodology

Similarly to many academic fields of study, the academic literature on volunteering in sport may be best described as fragmented in nature, with research tending to be based on the interests of individual authors. Therefore, the purpose of the systematic review within the present report was to identify key trends and findings in the research literature regarding sports volunteering. In undertaking the systematic review, a number of important decisions were made with regard to inclusion and exclusion criteria.

3.2 Initial Database Searches

First, to follow on from the work of Taylor et al. (2003) ‘Sport Volunteering in England: A report for Sport England’, the dates of the search were limited to between 1st January 2004 and the 1st of March 2014. Secondly, the search was limited to English language searches because of practical considerations. Third, four electronic databases were selected that were able to filter searches with AND/OR Boolean operators across key search criteria (e.g. title, keyword, and abstract). Initial database searches were conducted for three key terms: *Sport Volunteer*, *Sport Volunteering*, and *Sport Volunteerism* across the four electronic databases Applied Social Science Index and Abstract (ASSIA), ERIC, Hospitality and Tourism Index (H&TI), and SportDiscus (see Table 4).

Table 4. Initial database search: Search Term: *Sport Volunteer*; *Sports Volunteering*; *Sport Volunteerism*; Publication type: *All*; Date range: *2004-2014*; *English Language*

Database	Sport Volunteer No. of Returns	Sport Volunteering No. of Returns	Sport Volunteerism No. of Returns
ASSIA	22	5	2
ERIC	52	11	6
H&TI	39	11	2
SportDiscus	246	46	24

*(conducted on the 5th of March 2014)

Following this the initial searches were adapted to only include peer reviewed publications (see Table 5).

Table 5. Initial database search: Search Term: *Sport Volunteer; Sports Volunteering; Sport Volunteerism*; Publication type: *Peer Reviewed*; Date range: *2004-2014*; *English Language*

Database	Sport Volunteer	Sport Volunteering	Sport Volunteerism
	No. of Returns	No. of Returns	No. of Returns
ASSIA	20	5	2
ERIC	34	7	6
H&TI	30	11	2
SportDiscus	131	30	17

*(conducted on the 5th of March 2014)

Following this, a comprehensive database search of Title OR Keyword for Sport Volunteer, Sport Volunteering and Sport Volunteerism was conducted across the four databases (Table 6, 7, and 8).

Table 6. Database search: Title OR Keyword Search Term: *Sport Volunteer*; Publication type: *All + Peer Reviewed*; Date range: *2004-2014*; *English Language*

Database	Key Search Term	Source Type	No. of Returns
ASSIA	Sport Volunteer	All	4
		Peer Reviewed Journals	4
ERIC	Sport Volunteer	All	2
		Peer Reviewed Journals	2
H&TI	Sport Volunteer	All	8
		Peer Reviewed Journals	7
SportDiscus	Sport Volunteer	All	46
		Peer Reviewed Journals	32

*(conducted on the 6th of March 2014)

Table 7. Database search: Title OR Keyword Search Term: *Sport Volunteering*; Publication type: *All + Peer Reviewed*; Date range: *2004-2014*; *English Language*

Database	Key Search Term	Source Type	No. of Returns
ASSIA	Sport Volunteering	All	1
		Peer Reviewed Journals	1
ERIC	Sport Volunteering	All	1
		Peer Reviewed Journals	1
H&TI	Sport Volunteering	All	3
		Peer Reviewed Journals	3
SportDiscus	Sport Volunteering	All	18
		Peer Reviewed Journals	16

*(conducted on the 6th of March 2014)

Table 8. Database search: Title OR Keyword Search Term: *Sport Volunteerism*; Publication type: *All + Peer Reviewed Journals*; Date range: *2004-2014*; *English Language*

Database	Key Search Term	Source Type	No. of Returns
ASSIA	Sport Volunteerism	All	0
		Peer Reviewed Journals	0
ERIC	Sport Volunteerism	All	0
		Peer Reviewed Journals	0
H&TI	Sport Volunteerism	All	0
		Peer Reviewed Journals	0
SportDiscus	Sport Volunteerism	All	7
		Peer Reviewed Journals	6

*(conducted on the 6th of March 2014)

3.3 Inclusion and Exclusion Criterion 1

Following this all papers were identified and reviewed. Manuscripts were included or excluded based on **Criterion 1**.

- 1) Only empirical manuscripts which either collected primary data (e.g. surveys, questionnaires, and interviews etc.) or analysed existing data sets (e.g. national population data) were included. (**Criterion 1**)

At this stage an analysis of the empirical literature of sports volunteering was undertaken to assess the following three questions:

Question 1: What are the recent empirical papers investigating sports volunteering from 2004-2014 (see full 74 manuscripts)?

Question 2: Where is the empirical research in sport volunteering being published (Table 9)?

Question 3: What are the methodologies that have been used within the sport volunteering literature (Table 10)?

3.4 Systematic Review: Full 74 Manuscripts

1. Adams, A. & Deane, J., 2009. Exploring formal and informal dimensions of sports volunteering in England. *European Sport Management Quarterly*, 9(2), pp. 119-140.
2. Agergaard, S., 2006. Sport as social formation and specialist education: Discursive and ritualistic aspects of physical education. *Sport, Education and Society*, 11(4), pp. 353-367.
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5. Balduck, A.-L., Van Rossem, A. & Buelens, M., 2010. Identifying competencies of volunteer board members of community sports clubs. *Nonprofit and Voluntary Sector Quarterly*, 39(2), pp. 213-235.

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8. Breuer, C., Wicker, P. & Von Hanau, T., 2012. Consequences of the decrease in volunteers among German sports clubs: is there a substitute for voluntary work? *International Journal of Sport Policy and Politics*, 4(2), pp. 173-186.
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15. Cuskelly, G. & O'Brien, W., 2013. Changing roles: Applying continuity theory to understanding the transition from playing to volunteering in community sport. *European Sport Management Quarterly*, 13(1), pp. 54-75.
16. Cuskelly, G., Taylor, T., Hoyer, R. & Darcy, S., 2006. Volunteer management practices and volunteer retention: A human resource management approach. *Sport Management Review*, 9(2), pp. 141-163.
17. Dawson, P. & Downward, P., 2013. The relationship between participation in sport and sport volunteering: An economic analysis. *International Journal of Sport Finance*, 8(1), pp. 75-92.
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19. Doherty, A., 2009. The volunteer legacy of a major sport event. *Journal of Policy Research in Tourism, Leisure and Events*, 1(3), pp. 185-207.
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22. Downward, P., Lera-Lopez, F. & Rasciute, S., 2014. The correlates of sports participation in Europe. *European Journal of Sport Science*, X(X), pp. 1-11.
23. Downward, P., Lumsdon, L. & Ralston, R., 2005. Gender differences in sports event volunteering: insights from Crew 2002 at the XVII Commonwealth Games. *Managing Leisure*, 10(4), pp. 219-236.
24. Downward, P. & Ralston, R., 2006. The sports development potential of sports event volunteering: Insights from the XVII Manchester Commonwealth Games. *European Sport Management Quarterly*, 6(4), pp. 333-351.
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26. Feltz, D. L., Hepler, T. J., Roman, N. & Paiement, C., 2009. Coaching efficacy and volunteer youth sport coaches. *The Sport Psychologist*, 23(1), pp. 24-41.
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28. Gombás, J., 2012. Sighted volunteers' motivations to assist people with visual impairments in freetime sport activities. *Journal of Human Sport and Health Science*, 8(2), pp. 220-227.
29. Griffiths, M. & Armour, K., 2012. Mentoring as a formalized learning strategy with community sports volunteers. *Mentoring and Tutoring: Partnership in Learning*, 20(1), pp. 151-173.
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42. Mills, H. & Schulz, J., 2009. Exploring the relationship between task conflict, relationship conflict, organizational commitment. *Sport Management International Journal*, 5(1), pp. 5-18.
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45. Misener, K., Doherty, A. & Hamm-Kerwin, S., 2010. Learning from the experiences of older adult volunteers in sport: A serious leisure perspective. *Journal of Leisure Research*, 42(2), pp. 267-289.
46. Neufeind, M., Güntert, S. T. & Wehner, T., 2013. The impacts of job design on event volunteers' future engagement: Insights from the European Football Championship 2008. *European Sport Management Quarterly*, 13(5), pp. 537-556.
47. Nichols, G., 2005. Stalwarts in sport. *World Leisure*, 47(2), pp. 31-377.
48. Nichols, G. & Shepherd, M., 2006. Volunteering in Sport: The use of ratio analysis to analyse volunteering and participation. *Managing Leisure*, 11(4), pp. 205-216.

49. Nichols, G., Tacon, R. & Muir, A., 2012. Sports clubs' volunteers: Bonding in or bridging out? *Sociology*, 47(2), pp. 350-367.
50. Nichols, G. & Taylor, P., 2010. The balance of benefit and burden? The impact of child protection legislation on volunteers in Scottish sports clubs. *European Sport Management Quarterly*, 10(1), pp. 37-47.
51. Østerlund, K., 2013. Managing voluntary sport organizations to facilitate volunteer recruitment. *European Sport Management Quarterly*, 13(2), pp. 143-165.
52. Pauline, G., 2011. Volunteer satisfaction and intent to remain: An analysis of contributing factors among professional golf event volunteers. *International Journal of Event Management Research*, 6(1), pp. 10-32.
53. Peachey, J. W. et al., 2013. Exploring the motives and retention factors of Sport-For-Development volunteers. *Nonprofit and Voluntary Sector Quarterly*, XX(X), pp. 1-18.
54. Pfister, G. & Radtke, S., 2006. Dropping out: Why male and female leaders in German Sports Federations break off their careers. *Sport Management Review*, 9(2), pp. 111-139.
55. Reid, F., 2012. Increasing sports participation in Scotland: Are voluntary sports clubs the answer? *International Journal of Sport Policy and Politics*, 4(2), pp. 221-241.
56. Ringuet-Riot, C., Cuskey, G., Alud, C. & Zakus, D. H., 2014. Volunteer roles, involvement and commitment in voluntary sport organizations: Evidence of core and peripheral volunteers. *Sport in Society*, 17(1), pp. 116-133.
57. Rowe, N. F., 2012. An examination of the importance and satisfaction sports participants attach to volunteering support contextualized within a broader measure of satisfaction with the quality of the sporting experience. *International Journal of Sport Policy and Politics*, 4(2), pp. 159-172.
58. Safai, P., Harvey, J., Lévesque & Donnelly, P., 2007. Sport volunteerism in Canada. *Sociology of Sport Journal*, 42(4), pp. 425-439.
59. Sakires, J., Doherty, A. & Misener, K., 2009. Role ambiguity in voluntary sport organizations. *Journal of Sport Management*, 23(5), pp. 615-643.
60. Schlesinger, T., Egil, B. & Nagel, S., 2013. 'Continue or terminate?' Determinants of long-term volunteering in sports clubs. *European Sport Management Quarterly*, 13(1), pp. 32-53.
61. Schlesinger, T. & Nagel, S., 2013. Who will volunteer? Analysing individual and structural factors of volunteering in Swiss sports clubs. *European Journal of Sport*, 13(6), pp. 707-715.
62. Shaw, S., 2009. "It was all smile for Dunedin!": Event volunteer experiences at the 2006 New Zealand Masters Games. *Sport Management Review*, 12(1), pp. 26-33.

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64. Skirstad, B. & Hanstad, D. V., 2013. Gender matters in sport event volunteering. *Managing Leisure*, 18(4), pp. 316-330.
65. Taylor, B. & Garratt, D., 2010. The professionalisation of sports coaching: Relations of power, resistance and compliance. *Sport, Education and Society*, 15(1), pp. 121-139.
66. Taylor, P. D., Panagouleas, T. & Nichols, G., 2012. Determinants of sports volunteering and sports volunteer time in England. *International Journal of Sport Policy and Politics*, 4(2), pp. 201-220.
67. Taylor, T., Darcy, S., Hoyer, R. & Cuskelly, G., 2006. Using psychological contract theory to explore issues in effective volunteer management. *European Sport Management Quarterly*, 6(2), pp. 123-147.
68. Turner, B. & Pastore, D. L., 2008. Effective public service advertisements to attract volunteers for the Special Olympics: An elaboration likelihood perspective. *Sports Management Review*, 11(2), pp. 165-192.
69. Vos, S., Breesch, D. & Késenne, S., 2012. The value of human resources and non-public sports providers: The importance of volunteers in non-profit sports clubs versus professionals in for-profit fitness and health clubs. *International Journal of Sport Management and Marketing*, 11(1-2), pp. 3-25.
70. Wicker, P., Vos, S., Scheerder, J. & Breuer, C., 2013. The link between resource problems and interorganisational relationships: A quantitative study of Western European sports clubs. *Managing Leisure*, 18(1), pp. 31-45.
71. Wiersma, L. D. & Sherman, C. P., 2005. Volunteer youth sport coaches' perspectives of coaching education/certification and parental codes of conduct. *Research Quarterly for Exercise and Sport*, 76(3), pp. 324-338.
72. Winand, M., Rihoux, B., Robinson, L. & Zintz, T., 2012. Pathways to high performance: A qualitative comparative analysis of sport governing bodies. *Nonprofit and Voluntary Sector Quarterly*, 42(4), pp. 739-762.
73. Wollebæk, D., Skirstad, B. & Hanstad, D. V., 2012. Between two volunteer cultures: Social composition and motivation among volunteers at the 2010 test event for the FIS Nordic World Ski Championships. *International Review for the Sociology of Sport*, 49(1), pp. 22-41.
74. Zhuang, J. & Girginov, V., 2012. Volunteer selection and social, human and political capital: A case study of the Beijing 2008 Olympic Games. *Managing Leisure*, 17(2-3), pp. 239-256.

3.5 Citations Ranked by Journal

Table 9. Citations ranked by Journal: Publication type *peer reviewed journal articles*; date range: 2004-2014 (English Language)

Journal Name	No. of Publications
European Sport Management Quarterly	11
Managing Leisure	8
Sport Management Review	8
Event Management	5
International Journal of Sport Policy and Politics	5
Non-profit and Voluntary Sector Quarterly	4
Journal of Sport Management	3
Sport, Education and Society	3
European Journal of Sport Science	2
International Review for the Sociology of Sport	2
Journal of Human Sport & Exercise	2
Sport in Society	2
Sport Management International Journal	2
Evaluation	1
International Journal of Event Management Research	1
International Journal of Sport Finance	1
International Journal of Sport Management and Marketing	1
Journal of Leisure Research	1
Journal of Policy Research in Tourism, Leisure and Events	1
Journal of Sport Administration and Supervision	1
Journal of Sport and Tourism	1
Mentoring and Tutoring: Partnership in Learning	1
Perceptual Motor Skills: Exercise and Sport	1
Research Quarterly for Exercise and Sport	1
Sociology	1
Sociology of Sport Journal	1
The Sport Psychologist	1
Tourism and Hospitality Planning and Development	1
Tourism Management	1
World Leisure	1
Total	74

3.6 Methodology Analysis

Table 10. Methodology analysis; ranked by *No. of Publications*; Quantitative *QUANT*; Qualitative *QUAL*; Mixed Method *MM*

Methodology	No. of Publications	QUANT	QUAL	MM
Questionnaire*	26	✓		
Survey*	10	✓		
Analysis of Population Survey* Data	9	✓		
Interview	4		✓	
Focus Group Interview	4		✓	
Survey* and Interview	2			✓
Questionnaire* and Interview	2			✓
Analysis of Existing Data and Survey*	2	✓		
Focus Group and Interview	2		✓	
Questionnaire* and Survey*	1	✓		
Focus Group and Survey*	1			✓
Phone Interview and Questionnaire*	1			✓
Autoethnography	1		✓	
Questionnaire*, Interview and Focus Group	1			✓
Participant Observation, Interview and Historical Document Analysis	1		✓	
Focus Group, Interview and Observation	1		✓	
Analysis of Sport and Attendance Data	1	✓		
Ethnographic Field Work: Observation, Survey*, Interview and Archive Analysis	1			✓
Email Interview and Document Analysis	1		✓	
Repertory Grid Interviews	1		✓	
Qualitative Comparative Analysis	1		✓	
Systematic Review	1		✓	
Total	74	49	17	8

*Note: Some articles used the terms survey and questionnaire interchangeably, while some articles reported using both questionnaires and survey data. In such cases, the final classification was based upon the term used in the abstract. A key difference between surveys and questionnaires is that surveys tend to be used for exploratory or descriptive research, while questionnaires are responses to a series of questions that have a logical structure among them that are combined to obtain an overall score (Rhind, Davis, and Jowett, 2014). Often, the psychometric properties of questionnaires are also often provided (e.g. internal reliability and structural validity; Rhind et al., 2014).

3.7 Inclusion and Exclusion Criteria 2 and 3

At this stage inclusion and exclusion **Criterion 2** and **Criterion 3** were applied (see Table 11):

1. All manuscripts which were based on mega-events were removed because of the difference evident in the literature between mega-event volunteering and sports volunteering away from mega-events (**Criterion 2**).
2. Manuscripts were included or excluded in relation to the specific research questions within this project (RQs 1-6). That is, manuscripts were only included if they related to one of the five key areas of the project: (1) Motivations and Barriers, (2) Recruitment and Opportunities, (3) Preparation and Training, (4) Engagement and Experience, and (5) Retention and Dropout (**Criterion 3**).

Table 11. Analysis of research topic: *Motivations and Barriers; Recruitment and Opportunities; Preparation and Training; Engagement and Experience; Retention and Dropout*; Publication type: *Peer Reviewed Journals*; date range: 2004-2014 (English Language)

Research Topic	No. of Publications
Motivations and Barriers	9
Recruitment and Opportunities	9
Preparation and Training	3
Engagement and Experience	8
Retention and Dropout	8
Total	37

Based upon these criteria, the following articles were included in the systematic review.

3.8 Systematic Review: Final 37 manuscripts included

1. Adams, A. & Deane, J., 2009. Exploring formal and informal dimensions of sports volunteering in England. *European Sport Management Quarterly*, 9(2), pp. 119-140.
2. Barcelona, R. J. & Young, S. J., 2010. The role of municipal park and recreation agencies in enacting coach and parent training in a loosely coupled youth sport system. *Managing Leisure*, 15(3), pp. 181-197.
3. Breuer, C., Wicker, P. & Von Hanau, T., 2012. Consequences of the decrease in volunteers among German sports clubs: is there a substitute for voluntary work? *International Journal of Sport Policy and Politics*, 4(2), pp. 173-186.
4. Burgham, M. & Downward, P., 2005. Why volunteer, time to volunteer? A case study from swimming. *Managing Leisure*, 10(2), pp. 79-93.
5. Busser, J. A. & Carruthers, C. P., 2010. Youth sport volunteer coach motivation. *Managing Leisure*, 15(1-2), pp. 128-139.
6. Cuskelly, G., 2004. Volunteer retention in community sport organisations. *European Sport Management Quarterly*, 4(2), pp. 59-76.
7. Cuskelly, G. & O'Brien, W., 2013. Changing roles: Applying continuity theory to understanding the transition from playing to volunteering in community sport. *European Sport Management Quarterly*, 13(1), pp. 54-75.
8. Cuskelly, G., Taylor, T., Hoye, R. & Darcy, S., 2006. Volunteer management practices and volunteer retention: A human resource management approach. *Sport Management Review*, 9(2), pp. 141-163.
9. Dawson, P. & Downward, P., 2013. The relationship between participation in sport and sport volunteering: An economic analysis. *International Journal of Sport Finance*, 8(1), pp. 75-92.
10. Doherty, A., Misener, K. & Cluskey, G., 2013. Toward a multidimensional framework of capacity in community sport clubs. *Nonprofit Voluntary Sector Quarterly*, XX(X), pp. 1-19.
11. Doherty, A., Patterson, M. & Van Bussell, M., 2004. What do we expect? An examination of perceived committee norms in non-profit sport organisations. *Sport Management Review*, 7(2), pp. 109-132.
12. Downward, P., Lera-Lopez, F. & Rasciute, S., 2014. The correlates of sports participation in Europe. *European Journal of Sport Science*, X(X), pp. 1-11.
13. Engelberg, T., Zakus, D. H., Skinner, J. L. & Campbell, A., 2012. Defining and measuring dimensionality and targets of the commitment of sport volunteers. *Journal of Sport Management*, 26(2), pp. 192-205.

14. Gombás, J., 2012. Sighted volunteers' motivations to assist people with visual impairments in freetime sport activities. *Journal of Human Sport and Health Science*, 8(2), pp. 220-227.
15. Griffiths, M. & Armour, K., 2012. Mentoring as a formalized learning strategy with community sports volunteers. *Mentoring and Tutoring: Partnership in Learning*, 20(1), pp. 151-173.
16. Hsu, W. T. et al., 2013. Autonomy and structure can enhance motivation of volunteers in sport organizations. *Perceptual and Motor Skills: Exercise and Sport*, 117(3), pp. 709-719.
17. Kay, T. & Bradbury, S., 2009. Youth sport volunteering: developing social capital? *Sport, Education and Society*, 14(1), pp. 121-140.
18. Kim, M., Chelladurai, P. & Trail, G. T., 2007. A model of volunteer retention in youth sport. *Management and Marketing*, 21(2), pp. 151-171.
19. Kim, M., Zhang, J. J. & Connaughton, D. P., 2010. Comparison of volunteer motivations in different youth sport organizations. *European Sport Management Quarterly*, 10(3), pp. 344-365.
20. Mihajlovic, M., Komnenic, N., Kastratovic, E. & Cilerdzic, V., 2010. Volunteers in sport organizations. *Sport Management International Journal*, 6(2), pp. 5-18.
21. Mills, H. & Schulz, J., 2009. Exploring the relationship between task conflict, relationship conflict, organizational commitment. *Sport Management International Journal*, 5(1), pp. 5-18.
22. Mirsafian, H. & Mohamadinejad, A., 2011. Sport volunteerism: A study on volunteering motivations in university students. *Journal of Human Sport and Exercise*, 7(1), pp. 73-84.
23. Misener, K., Doherty, A. & Hamm-Kerwin, S., 2010. Learning from the experiences of older adult volunteers in sport: A serious leisure perspective. *Journal of Leisure Research*, 42(2), pp. 267-289.
24. Nichols, G., 2005. Stalwarts in sport. *World Leisure*, 47(2), pp. 31-37.
25. Nichols, G., Tacon, R. & Muir, A., 2012. Sports clubs' volunteers: Bonding in or bridging out? *Sociology*, 47(2), pp. 350-367.
26. Nichols, G. & Taylor, P., 2010. The balance of benefit and burden? The impact of child protection legislation on volunteers in Scottish sports clubs. *European Sport Management Quarterly*, 10(1), pp. 37-47.
27. Østerlund, K., 2013. Managing voluntary sport organizations to facilitate volunteer recruitment. *European Sport Management Quarterly*, 13(2), pp. 143-165.
28. Pfister, G. & Radtke, S., 2006. Dropping out: Why male and female leaders in German Sports Federations break off their careers. *Sport Management Review*, 9(2), pp. 111-139.

29. Ringuet-Riot, C., Cuskey, G., Alud, C. & Zakus, D. H., 2014. Volunteer roles, involvement and commitment in voluntary sport organizations: Evidence of core and peripheral volunteers. *Sport in Society*, 17(1), pp. 116-133.
30. Rowe, N. F., 2012. An examination of the importance and satisfaction sports participants attach to volunteering support contextualized within a broader measure of satisfaction with the quality of the sporting experience. *International Journal of Sport Policy and Politics*, 4(2), pp. 159-172.
31. Safai, P., Harvey, J., Lévesque & Donnelly, P., 2007. Sport volunteerism in Canada. *Sociology of Sport Journal*, 42(4), pp. 425-439.
32. Sakires, J., Doherty, A. & Misener, K., 2009. Role ambiguity in voluntary sport organizations. *Journal of Sport Management*, 23(5), pp. 615-643.
33. Schlesinger, T., Egil, B. & Nagel, S., 2013. 'Continue or terminate?' Determinants of long-term volunteering in sports clubs. *European Sport Management Quarterly*, 13(1), pp. 32-53.
34. Schlesinger, T. & Nagel, S., 2013. Who will volunteer? Analysing individual and structural factors of volunteering in Swiss sports clubs. *European Journal of Sport*, 13(6), pp. 707-715.
35. Taylor, T., Darcy, S., Hoye, R. & Cuskelly, G., 2006. Using psychological contract theory to explore issues in effective volunteer management. *European Sport Management Quarterly*, 6(2), pp. 123-147.
36. Wicker, P., Vos, S., Scheerder, J. & Breuer, C., 2013. The link between resource problems and interorganisational relationships: A quantitative study of Western European sports clubs. *Managing Leisure*, 18(1), pp. 31-45.
37. Wiersma, L. D. & Sherman, C. P., 2005. Volunteer youth sport coaches' perspectives of coaching education/certification and parental codes of conduct. *Research Quarterly for Exercise and Sport*, 76(3), pp. 324-338.

3.9 Flow diagram of search and retrieval strategies

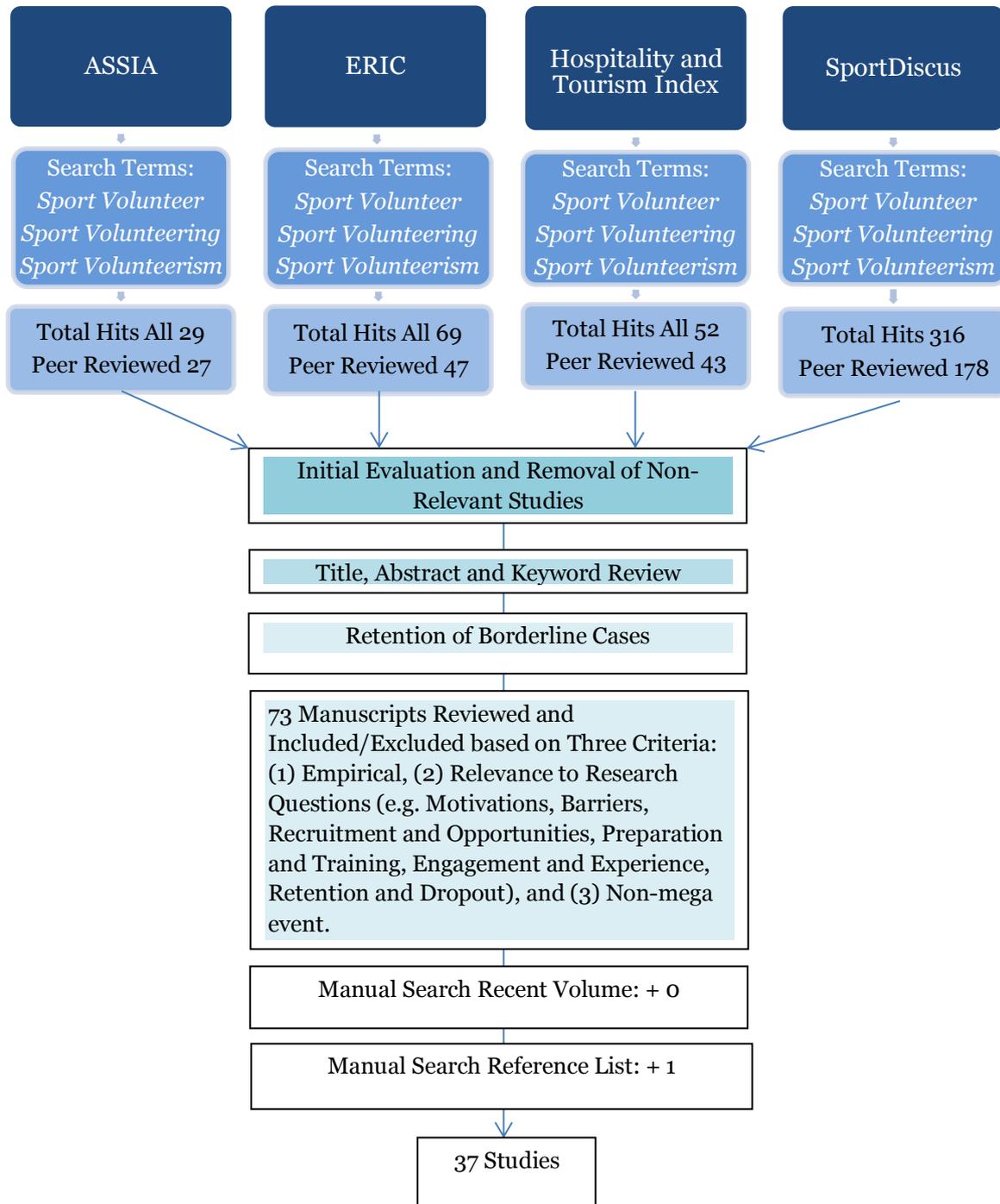


Figure 3. Flow diagram of search and retrieval strategies: Search Term: *Sport Volunteer; Sport Volunteering; Sport Volunteerism*; Publication type: *All + Peer Reviewed*; Date range: *2004-2014*; *English Language*

3.10 Systematic Review Analysis

The following section provides a review of the final papers included in the systematic review. The data are presented in Table 12, and provide an analysis of authors, dates, participants, and design/method, and the key findings of the 37 manuscripts identified in the systematic review. The key findings of the papers are then integrated into the findings of section 4, ‘A contemporary qualitative investigation into sport volunteering’, in the ‘Section Conclusion and Relationship to Previous Academic Literature’ sections.

Table 12. Systematic Review Analysis: Final 37 Manuscripts

Study	Participants	Design/Method	Findings
Adams, A. Deane, J., 2009	A range of stakeholders both within and outside voluntary sports clubs	Interviews	Subjective interpretations of support, which are discursively linked to subjective interpretations of both agency and structure, are crucial to fully conceptualise the whole range of volunteering activity that occurs in sport.
Barcelona, R. J. & Young, S. J., 2010	Members of the American Park and Recreation Society (APRS) (N=327)	Survey (Background & Demographics, Influence and Control and Coaches/Parents Training)	A ‘loose coupling’ relationship between municipal park and recreation agencies in the USA and voluntary youth sport organisations (VSOs) involved in youth sport delivery. While the level of influence of municipal agencies over VSOs is positively related to the prevalence of coach training, no such relationship exists with the prevalence of the mandatory parent training. It recommends that municipal agencies could leverage their influence with affiliated VSOs in order to achieve more consistent training of coaches and parents.
Breuer, C., Wicker, P. & Von Hanau, T., 2012	German non-profit sports clubs (N=724)	Analysis of the Sport Development Report conducted by the German Sport University Cologne. Longitudinal data sets used from 2005-2007-2009 are used.	In the short term, the number of secondary volunteers and the proportion of clubs with low-cost employees increased significantly. In the long term the share of clubs with paid staff increased significantly. The sports clubs are capable of compensating for declines in

			volunteer numbers; nevertheless, one major policy implication for sports clubs, sports federations and policymakers should be to improve the recognition of voluntary work.
Burgham, M. & Downward, P., 2005	Swimming volunteers and non-volunteers (N=126)	Spring and summer of 2003, a closed response questionnaire collected in postal and electronic formats. It was issued at two clubs randomly sampled from the ASA's list of clubs and given to non-volunteers at leisure centres near the clubs. Also the northern counties ASA officials at the Manchester Aquatic Centre and the ASA Education Development Committee.	Policies should be encouraged that aim to maintain current volunteers. It is clear that clubs need advice about recruitment methods and assistance in providing training for their recruits.
Busser, J. A. & Carruthers, C. P., 2010	Active youth sport coaches – volunteering for a municipal parks and recreation agency's soccer programme (N = 141)	Questionnaire – during an orientation session held prior to the start of the season	90% of the youth coaches had a sibling on their team. They wanted to make a positive contribution to the lives of young people; other motives include social, personal growth and self-serving. Only 12% coached because no one else would.
Cuskelly, G. & O'Brien, W., 2013	Brisbane City Council Community Sport Organisations (N=12; male=7 & female=5)	Semi-structured interviews	The transition from a playing role into a non-playing role indicated that volunteers were indeed seeking to extend both their connection to and involvement in sport, and in most cases within a particular organisational setting. The sense of identity volunteers developed over the course of extending their involvement beyond playing their sport suggests that maintaining a sense of identity was a significant aspect in their

			<p>decisions to continue to volunteer.</p> <p>A sense of belonging, which in turn created a familiar environment in which to maintain a volunteering identity and maintain relationships, which in turn further deepened their sense of belonging.</p>
Cuskelly, G., 2004	Australian Bureau of Statistics (2002)	A secondary analysis of a data series from the Australian Bureau of Statistics (2002) is used to illustrate recent volunteer and player participation trends in sport.	<p>The paper argues that government policies aimed at increasing participation in organised sport may not be achievable given apparent decreases in the volunteer work capacity of the community sport system.</p> <p>Problems such as the uneven distribution of volunteer work in sport and the relatively small and decreasing proportions of people volunteering in specific roles in sport are discussed.</p>
Cuskelly, G., Taylor, T., Hoye, R. & Darcy, S., 2006	Rugby club administrators across five states and territories across Australia (N=98)	Focus groups (16), average 6 people.	Confirmatory factor analysis was used to examine the properties of a hypothesised reflective measurement model with seven volunteer management constructs (planning, recruitment, screening, orientation, training and support, performance management, and recognition).
Dawson, P. & Downward, P., 2013	16 years and older living in private households and interviewing a child aged 11-15 in that household in England	Analysis of the first three waves of the Taking Part Survey (TPS) (2005-06, 2006-07 & 2007-08) commissioned by the DCMS.	<p>In general, the findings confirm the well-established impacts of human and economic capital in sport-related activities, as well as the availability of time.</p> <p>There is evidence of shifting roles of consumption and production of sport as family commitments change, particularly the presence of children and retirement, while differential effects are also found with respect to ethnicity, health, and the accessibility of sports facilities.</p> <p>The negative relationship of volunteering and participation in sport to general television watching suggests that sedentary leisure is a substitute for the extent of active engagement in sports.</p>
Doherty, A., Misener, K. &	Presidents of community	13 focus groups across the	Human resources, finance, infrastructure, planning and

Cuskelly, G., 2013	sports clubs (N=51)	province of Ontario	development, and external relationships varied with club size.
Doherty, A., Patterson, M. & Van Bussel, M., 2004	Volunteer sport executive committee members (N=121)	Questionnaire	Committee norms that reflect members' expectations about how to treat each other and how to work together were perceived to be very strong. Only committee size explained variations in perceived committee norms, where three norms were perceived to be stronger by members of larger versus medium- sized committees. There are strong expectations, with very little variation, for member behaviour; however, those group expectations have only a modest influence on the individual behaviours examined.
Downward, P., Lera-López, F. & Rascuite, S., 2014	Population of EU member states (N = 12,291)	Analysis of Eurobarometer 72.3 (October 2009); it covers the population of EU member states aged at least 15 years and older.	In general both government expenditure and club membership are important factors associated with participation, along with certain key motivations. Significant differences have been found between males and females; greater problems of access to facilities for females, but sport for females seems to be a more sustainable activity over the life course.
Engelberg, T., Zakus, D. H., Skinner, J. L. & Campbell, A., 2012	Little Athletics registered centres, Queensland, Australia. 214 surveys from 52 centres, with 204 used in final analysis;71% female and 2% under 30	The first step consisted of defining the six commitment constructs. Two commitment dimensions (affective and normative commitment) and three targets (the athletics centre, the volunteer team, and the volunteer role). The final questionnaire consisted of 35 questions.	Provided support for a two- dimensional model within and across each of the targets, and also ensured that the measures had adequate discriminant validity and reliability. Volunteers have distinctive commitments to the organisational targets rather than just the organisation. The commitment construct can especially be applied to a volunteer team and a volunteer role in a specific sport context.
Gombás, J.,	Hungarian	Online	Respondents admit to having a wish

2012	Sports and Leisure Association for the Visually Impaired – over 18 only (N=42)	Questionnaire during November 2002; 29 multiple choice and Likert-scale items.	to share the joy of physical activity with their visually impaired peers. Joining the association was in a few cases attributed to having parental or other family relations with blind or partially sighted people.
Griffiths, M. & Armour, K., 2012	Coaches and mentors identified through Community Sports Partnership (CSP) Mentors – 5 years plus experience and level 3 or higher (N=6). Coaches – Level ½ (N=18)	Interviews, questionnaires and focus groups 12 month longitudinal study	Mentoring was the result of continuous interaction between coach and context, and that context must be understood in both spatial and temporal terms. Mentoring as a learning process was complex, ambiguous, developmentally stage sensitive, and operated in an environment that was underpinned by volunteerism. The majority of coaches and mentors failed to perceive the value in a formalised mentoring process and, as a result, mentoring in this study was unsustainable as a learning strategy.
Hsu, W. T., Wang, Y. C., Wu, K. H., Hsiao, C. H. & Wu, H. C., 2013	Sport Volunteers (N=489, male=289 & female=200)	Questionnaire	Structure, as a motivating factor, is positively related to autonomy support and autonomous motivation. Supervisors in non-profit sport organisations do not need to worry that providing structure may decrease sport volunteers' autonomous motivation.
Kay, T. & Bradbury, S., 2009	Young people involved in the Step into Sport programme Education and sport professionals (N=33)	Survey (N=160) and interviews (N=10) with the young people Interviews with the education and sport professionals	Both sets of respondents reported strong individual benefits to participants from their involvement, and increased social connections in a range of contexts.
Kim, M., Chelladurai, P. & Trail, G. T., 2007	Volunteers in the American Youth Soccer Organisation	Structural equation modelling	Empowerment mediated the relationship between person-task fit and person-organisation fit; managerial treatment and intention

	(N=515)		<p>to continue volunteering fit well and better than the other two models.</p> <p>Volunteer organisations need to focus on empowering their volunteers through the fit of the volunteer to the task and organisation, and appropriate managerial treatment.</p>
Kim, M., Zhang, J. J. & Connaughton, D. P., 2010	Youth sport volunteers (N=1,099)	<p>Modified Volunteer Functions Inventory for Sports (MVFIS)</p> <p>Four groups: international, national, local & special needs.</p>	<p>Volunteers working at the international and special needs sport events displayed higher motivations in values, understanding, social, career, enhancement and protective.</p> <p>Female volunteers' motivations were higher in values and understanding.</p>
Mihajlovic, M., Komnenic, N., Kastratovic, E. & Cilerdzic, V., 2010	Students (N=231; male=115, female=76)	<p>Questionnaire: 20 closed format questions.</p> <p>Group A: college and faculty students where they studied sport.</p> <p>Group B: students of other colleges and faculties.</p>	<p>79% believe that it can be used in career development.</p> <p>78% believe that we live in a society where people are motivated by personal benefit.</p> <p>67% believe that people do not have enough experience with volunteering.</p> <p>55% believe people do not have time to volunteer.</p> <p>29% did not agree to lack of time being a barrier.</p> <p>79% believed that volunteering can help your career.</p> <p>60% agreed that if more people were to volunteer, this could contribute towards general social development.</p>
Mills, H. & Schulz, J., 2009	Volunteer committee members of basketball clubs in England's southern league	<p>Stage one was an online questionnaire, using a 5-point Likert scale (N=49). Stage 2 was a series of semi-structured interviews, following up from data collected</p>	<p>Relationship conflict was negatively related to both organisational commitment and satisfaction; however, task conflict was only related to job satisfaction.</p> <p>The absence of a relationship between task conflict and organisational commitment.</p> <p>It is possible that individuals in</p>

		from the questionnaire.	voluntary sport organisations saw their commitment as being to something greater than the club or association and were therefore likely to 'put up' with high levels of dissatisfaction associated with a poor management process.
Mirsafian , H. & Mohamadinejad, A., 2011	Volunteers in sports programmes in university sport (N=304)	Questionnaire of 39 questions which measured seven different effective factors on the motivation of volunteers. A 5-point Likert scale.	The social and obligation factors, respectively, were the highest and lowest effective factors on sport volunteers' motivation. There was a significant difference between the effect of social and career factors in the two genders (P<0.05). Promotion of sport volunteering activities at the universities could develop the culture of volunteering in various parts of the communities.
Misener, K., Doherty, A. & Hamm-Kerwin, S., 2010	Older adult volunteers, 65 years and older, in community sports organisations (N=20; male=15, female=5)	Interviews	Found to be consistent with serious leisure based on characteristics such as substantial involvement, strong identification with activity, and need to preserve. Viewed their experience as extremely positive, enabling them to make a meaningful contribution and to receive several benefits of contribution. The most frequently noted negative experience was interpersonal relations; yet overall this was not enough to drive participants away from the activity.
Nichols, G. & Taylor, P., 2010	Volunteers in sports clubs in Scotland	Interviews with 14 representatives of key agencies and a survey of current, disengaged and potential volunteers	Having to comply with child protection procedures is a minor deterrent to volunteers, compared to the pressures from lack of time, time at paid work, and time with their families. Child protection legislation may have stimulated a broader adoption of child protection policies in clubs but it has also imposed additional burdens on volunteers and voluntary administration. If society values the voluntary sector in sport and what it provides, it will have to give this sector

			additional support to cope positively with the legislation and incorporate working with children into 'good practice'.
Nichols, G., 2005	16 years & above (N = 8,459)	Analysis of an Omnibus Survey, conducted by BMRB International of volunteering in sport, conducted in 2002 for Sport England (Taylor, et al. 2003) of over 8,000 individuals. Volunteers were prompted about volunteering in 28 different sports.	Analysis of the sex, age, education, work status, and motivation of these volunteers shows the only significant distinguishing characteristic of these volunteers is their motivation. Volunteering in sports clubs organised by their members is the most significant single form of volunteering in sport, with 14.8% of the population volunteering in a sporting context over the last 12 months. 'Stalwarts' are the core volunteers who provided much of the volunteering for voluntary sector sports clubs; 457 respondents gave time to voluntary sector sports clubs, of whom 101 gave 301 hours or more a year, and only 84 of these did not volunteer to help family or friends. The only significant difference between 'Stalwarts' and other volunteers was how they initially became involved in volunteering.
Nichols, G., Tacon, R. & Muir, A., 2012	Sports clubs with national accreditation (Clubmark); the interviewees had a major administration role within their club. (N=5)	In-depth interviews across a range of sports (athletics, cricket, diving, hockey, and cheerleading). A first set of interviews was conducted and over a year later a follow-up interview was conducted.	One critical factor in identifying bonding and bridging ties within sports clubs run by volunteers is the social psychological concept of collective identity. The framework of bonding and bridging within social capital is useful in explaining why sports clubs run by members consistently claim to require more volunteers but rarely recruit from outside club members or parents of participants.
Østerlund, K., 2013	Danish voluntary sports organisations (N=5,203)	Analysis of Danish web-based survey conducted in 2010 by the Centre for Sports, Health, and Civil Society,	In order to facilitate volunteer recruitment, sport organisations can generally be recommended to: (1) involve members in major decisions, (2) delegate decision-making and tasks across multiple committees and volunteers, (3) recognise volunteers by granting

		University of Southern Denmark, in cooperation with the Danish Institute for Sport Studies.	them perks and material incentives, (4) formulate a specific strategy describing how to recruit volunteers, and (5) employ electronic modes of communicating.
Pfister, G. & Radtke, S., 2006	Male and female volunteer leaders in German sports organisations who “dropped out” earlier than originally planned from the national level of different sport federations (N=16; male=7, female=9)	In-depth, semi-structured interviews	A great variety of leadership biographies and reasons to leave the sport associations, which had to do mostly with the culture of the organisation. Gender differences emerged, especially with regard to attitudes towards dealing with power, prestige, and conflicts. In contrast to men, women not only experienced sex-specific discriminations but also showed a much higher emotional involvement in conflicts and the dropout processes as a whole.
Ringuet-Riot, C., Cuskelly, G., Auld, C. & Zakus, D. H., 2014	Sport volunteers from community sports clubs involving three sports. (N=243)	A self-administered survey instrument was designed and developed to collect data regarding self-reported volunteer involvement, commitment and roles, and selected demographic characteristics.	Volunteer hours per individual are decreasing and this can have significant implications for the successful operation of voluntary sport organisations. Significant differences between core and peripheral volunteers based on their levels of involvement and commitment in their self-identified primary sport organisation roles.
Rowe, N. F., 2012	Sample across 45 Sport England funded sports, distributed across ‘general participants’, ‘affiliated club members’, and the ‘talent pool’. (N=44,390)	Questionnaire followed by in-depth interviews, between March and May 2009.	‘People and staff’ is ranked as the second most important domain for club members, the domain ranked third for levels of satisfaction. Satisfaction scores are just below, but close to, importance. Variations between sports, reflecting the different roles of volunteers. The research confirms the distinctive and important role of volunteers as a component of the

			sporting experience.
Safai, P., Harvey, J., Lévesque, M. & Donnelly, P., 2007	Two different sport associations in two majority linguistic localities in Canada. (N=271)	Questionnaire from NSGVP questions. Non-profit voluntary organisations active at the local level (not in schools), located in urban/suburban communities, close to large cities.	The results indicate that there are some different patterns of sport volunteering between the two different (official) linguistic communities, and suggest that the experiences of Canadian sport volunteers in relation to linguistic membership have implications for the recruitment, training, and retention of sport volunteers in sport. Differences in pattern include the circumstances of initial volunteer involvement; volunteer incentives; time devoted to volunteering; experiences of volunteer involvement; and challenges and obstacles to volunteering.
Sakires, J., Doherty, A. & Misener, K., 2009	Paid staff (N=79) Volunteer board members (N=143)	Online questionnaire	Role ambiguity was negatively associated with age, job tenure, and organisation tenure, with more years of experience reflecting greater role clarity. Greater role ambiguity was also associated with lower levels of satisfaction, organisational commitment and effort. Ambiguity pertaining to scope of responsibilities was the primary predictor of both satisfaction and organisational commitment, while performance outcomes ambiguity and means-ends knowledge ambiguity significantly predicted effort.
Schlesinger, T. & Nagel, S., 2013	Swiss sports club (N=45) Club members (N=1,018)	The first stage was a questionnaire completed by club managers, the second stage an online survey completed by club members.	Volunteering is not only an outcome of individual characteristics such as lower workloads, higher income, children belonging to the sports club, longer club memberships, or a strong commitment to the club. Influenced by club-specific structural conditions; volunteering is more probable in rural sports clubs whereas growth-orientated goals in clubs have a destabilising effect.
Schlesinger, T., Egli, B. & Nagel,	Swiss sports club	Online questionnaire	The constructs orientation towards collective solidarity and volunteer

S., 2013	volunteers over 16 years old (N=441)		job satisfaction correlated positively with long-term volunteering commitment. Volunteers with a higher orientation towards collective solidarity were unlikely to terminate their voluntary engagement in their club.
Taylor, T., Darcy, S., Hoye, R. & Cuskelly, G., 2006	Australian Rugby Union's (ARU) community sport network	Volunteer questionnaire (180) 16 focus groups – 98 club administrators. Telephone interviews with 2 club administrators. 48 general volunteers interviewed.	Club administrators and volunteers place different emphases on the transactional, assurance of good faith and fair dealing, and intrinsic job characteristic components of the psychological contract. Club administrators had substantial expectations of volunteers in relation to adherence to professional, legal, and regulatory standards. Volunteers were primarily concerned with doing rewarding work in a pleasant social environment that was able to fit within their often-tight time restrictions.
Wicker, P., Vos, S., Scheerder, J. & Breuer, C., 2013	Germany (N=19,345) Belgium (N=651)	Analysis of existing data from the German Sport Development Report 2009/10 and Flemish Sports Club Panel 2009	Sports clubs in both countries experiencing serious problems regarding the availability of sport facilities were significantly more likely to have relationships with a school or a commercial sport provider. Serious resource problems are correlated with interorganisational relationships.
Wiersma, L. D. & Sherman, C. P., 2005	Volunteer youth coaches (basketball, soccer, baseball, softball, and football) from southern California (N=25; male =21, female=3)	Focus groups (5)	Four themes emerged: (a) coaching education content areas of need, (b) barriers to and problems of offering coach education, (c) coaching education format recommendations, and (d) efficacy of parental codes of conduct.

4.0 A CONTEMPORARY QUALITATIVE INVESTIGATION INTO SPORT VOLUNTEERING

4.1 Introduction and Methodology

In an effort to paint a fuller picture of the experiences of sports volunteering, the research team undertook a number of interviews across England at three separate regional areas (Brighton and the south coast, Hull and East Yorkshire, and Crewe and south Manchester). These interviews were conducted across a number of sectors involved in the act of sports volunteering and included active volunteers, recruiters of volunteers, ex-volunteers, and non-volunteers (total number of people involved = 45). The interview questions used to guide the data collection were directly related to the original tender document. These semi-structured interviews took an average of 35 minutes to complete and provided a personal account of the lived experience of volunteering. All field researchers were experienced qualitative researchers with considerable experience in situated fieldwork technique. In addition to the act of interviewing as a method of data collection, the interview process itself can be seen as an engagement which actively values the views and feelings of those involved. The act of interviewing is increasingly being seen within the social sciences as an opportunity to 'give voice' to those who work in isolation or lack the confidence to enter into mainstream communication avenues.

4.2 The data collection areas

The three selected areas allowed the research team to access a full range of geographical locations; not only did this facilitate access to particular regional differences in sports and volunteer engagement, but also the three regions represent a diversity in social and economic characteristics. Every effort was made to balance the number of people contacted in each area and make sure the selection of contexts in which sports volunteers were involved were also balanced across the regions.

4.3 Ethics

Full research ethical approval for this aspect of the project was granted by Manchester Metropolitan University Department of Exercise and Sport Science Ethics Committee. Each interviewee was asked to read and sign a Participant's Information Sheet which told them of the nature of the interview process and the main funding agency (Sport England) and, if they were happy to give it, asked permission for the interview to be recorded and, if required, to use extracts from the interviews for the research.

4.4 Use of the data

Once transcribed, the interviews were read through a number of times and subjected to both intra- and inter-consideration. The transcriptions were then further studied and a process of thematic analysis undertaken. This thematic analysis allowed extracts of data to be gathered into themes or categories. These categories were built around the headings included in the interview guide and directly related to the research question, both implicitly and explicitly expressed in the tender document, and generated from further meetings with staff from Sport England. We offer these data in an illustrative sense, using selected extracts and quotes to give life and context to aspects which may otherwise rely on numerical representation. This mixed-method approach, where numerical and interview data are combined, offers a comprehensive representation of complex and nuanced social phenomena such as sports volunteering.

4.5 Motivations

There is little doubt that sport generates considerable passion and connectedness. For some, sport and associated sport volunteering is their 'life'. The motivations that come from this depth of feeling often generate high levels of personal commitment to sport.

Vignette 1: Motivation Calum

Calum, 21, an undergraduate sports coaching and performance student, volunteers in a private gym. In this role he completes a range of tasks and works with a diverse client base that ranges from professional athletes to housewives. Before assuming this position Calum completed a placement in a school setting as, at that time, he had aspirations of becoming a physical education teacher. While on this placement, however, he came to realise that teaching 'just was not for me, it was not what I wanted'.

Following his school-based experience Calum chose to seek other opportunities. This coincided with his sitting a work placement undergraduate module that required him to evidence and reflect on a voluntary work experience. Inspired by a growing interest in strength and conditioning, Calum sought voluntary experience in a local gym. Recognising that you 'don't really see a lot of volunteering in gyms' Calum had to network to get his 'foot in the door'.

While evidencing voluntary experience is, for Calum, an educational requirement, the primary reason he gave for completing such work was to gain experience that would ultimately help him 'to get a job'. He is of the belief that such experience 'is something that just sets you apart' from other applicants and is, therefore, 'more important than anything'. In this position Calum volunteers every day from 2 pm to 6 pm. He said that he is happy to contribute so much of his time because 'it's a great atmosphere to be in', his supervisors 'are teaching me so much', and that in strength and conditioning he has found a profession that he wants to pursue: 'I absolutely love it; it's probably the dream job.'

Vignette 2: Motivation Elliot

As part of his employment at a County Sports Partnership, Elliot, 34, is heavily involved with the recruitment, development, and deployment of local sports volunteers. In this position he finds himself liaising with a range of stakeholders in the private, public, and voluntary sectors. Elliot is of the belief that ‘the community sports sector requires as many volunteers as possible’ as ‘community sport relies on these sports volunteers to actually make things work’.

During his time in industry, Elliot has seen what he considers to be ‘a significant change in the reasons for volunteering’. Whereas people used to ‘do it because of the goodness of their hearts’, over recent years volunteerism has, for Elliot, started to become more of a social requirement. Broadly speaking he considers there to be two types of volunteers: those volunteers that ‘want to give back – to do something for the community’ and individuals that ‘do it because they want to see something tangible at the end of it’ as ‘they want to get into employment’.

In acknowledgment of their efforts Elliot believes that ‘all volunteers should be rewarded’ through small gestures such as a simple “pat on the back” and “thank you”. In response to the changing landscape of volunteerism, however, he has come to recognise the importance of developing an understanding of each volunteer and ‘exactly why they’re doing it’, so that more tailored incentives can be offered. Depending on the motives of the individual Elliot utilises a range of rewards. While effective, he has started to critically reflect on what impact such approaches might be having on the motivations of his volunteers.

4.5.1 For the Love of the Sport

For a number of interviewees the relationship between being a player, being involved in the sport and being a volunteer was blurred. This deep commitment led to individuals expressing wide-ranging support for all aspects connected with their involvement. The following paired quote summarises this immersion.

Well, I'm not really sure what to say, you do it for the love of cricket. That's the reason I do it, I do it for the love of cricket. **(Hamish, 40, Volunteer, East Sussex)**

Because I love netball and, you know, not having that, you know, I just wouldn't like it, you know, I love my sport and I love to see it being done how it should be done and I think that's one of the biggest things, you know, and I want it to progress... I'm quite passionate about it, you know, seeing how it should be played and getting the recognition it deserves, so I suppose that's why I do it so much, because I just love playing and I love being involved. **(Samantha, 27, Volunteer, Cheshire East)**

Any suggestion that these individuals may lessen their commitment was deemed only a possibility following a radical change in circumstances.

I always make time for squash. Squash is something I've always done on a Sunday morning as far as I can remember. So nothing really other than moving or anything like that is going to change that for me. **(Mike, 19, Volunteer, Cheshire East)**

4.5.2 Giving Back to the Sport

There was also a sense of giving back to a sport that had provided enjoyment and fulfilment for individuals. Many participants felt that it was their turn to commit time and effort to others, and the sport itself could benefit.

I think they do it for intrinsic reasons. They do it because they love it, they do it because they feel like they are contributing to something. Or they do it because they feel like they can give something back so they've played, maybe played for 20 or 30 years, and they feel like it is their turn to give something back. **(Gemma, 28, Manager/Recruiter, East Riding of Yorkshire)**

While there seems to be some separation between those who volunteer while playing and those who see it as a stage to move into after their playing career has finished, the motivation to contribute seemed just as strong. The obligation to give back is illustrated in the following extract.

But they have always been part of my life and all the coaches have coached me for free so I've said that I'd go back and coach just to give something back to the county squad, because I wouldn't have been as good if it wasn't for them. **(Laura, 21, Volunteer, Cheshire East)**

While giving back was seen as ‘the right thing to do’, for younger volunteers there was a realisation of other benefits.

For me personally, when I used to volunteer back to a club I played for when I was younger, at the time I used to enjoy kind of giving back, so kind of like a self-gratification feeling. But on top of that as an individual, that looks good on your CV. It’s a cliché but it does, really. **(Kayode, 21, Ex-Volunteer, London Borough of Lewisham)**

However, the notion of duty, for some, overrode the personal benefits.

Well, for me I just enjoy it. It’s enjoyable. I know this sounds terribly old-fashioned but I was brought up that you give something back. You know? That’s the way I was brought up and that’s the way I brought my kids up. **(Janet, 65, Volunteer, East Sussex)**

The traditional notion that volunteering was a community duty and something that individuals did to pay back their dues was still expressed in a number of situations and across differing sports.

4.5.3 Child Involvement

Child involvement was cited as one of the main motivations to start volunteering in sport.

My main motivation was my kids, I used to take him and I was just stood at the sidelines and in the winter months if you’re freezing and they said they wanted someone to help out so I volunteered and it just went from there really. **(Geoff, 41, Volunteer, East Riding of Yorkshire)**

Well, I had, at the time I started volunteering, all three of my children were swimming. I’ve always believed in giving something back. If you’re getting something out of something, give something back, so if I can help I will help. Maybe I’ve just got that kind of nature. **(Hayley, 41, Volunteer, East Riding of Yorkshire)**

4.5.4 Volunteering: The link between Education and Employment

In recent years, the act of volunteering has been embedded in a number of social and educational programmes. The belief that the experience makes an individual more

employable or that life skills may be developed while engaged in the act has resulted in a generation of young people becoming involved.

There's people who volunteer because they have to because it's either part of a course or a requirement of a qualification. **(Chris, 29, Manager/Recruiter, East Riding of Yorkshire)**

I think definitely with university students, I think because universities are driving it to them more now to be volunteers as part of their courses and get that life experience is definitely more key, and that's definitely happened over the last two or three years of volunteers in a university setting, doing more hours. Some of the universities we work with they're required to do at least 150 hours' worth of volunteering, which is great, because if they're coming to us as a County Sports Partnership they've got to do 150 hours and hopefully they're coming to us because we will not just take anyone and this is perhaps more a personal reflection than an organisation reflection. **(Martyn, 36, Manager/Recruiter, Staffordshire Stoke-on-Trent)**

The idea that volunteering generates employment skills acts as a recruiter and a driver for involvement.

I think a lot of the ones [opportunities] we're seeing now is the marketplace post-university, so the employment market. A lot of the graduate schemes are asking for volunteering. They clearly state that they want volunteering. And then I think a lot of the academic departments are becoming very good at pushing these graduate attributes and it's not just about having a degree anymore; it's about developing your employability skills, graduate attributes. **(Steve, 33, Manager/Recruiter, East Riding of Yorkshire)**

While it could be argued that all volunteering is worthwhile, there was some concern about the utilitarian nature of some of the engagement and the short-term commitment.

4.5.5 Career Aspirations

One development of the use of volunteering as a vehicle to achieve personal goals was the move towards the activity for CV building and the emergence of the sporting internship.

Another one is actually people want to do it because they want to see something tangible at the end of it and they want to get into employment, they want a step up the ladder, they want to see some recognition of doing something, doing something actually that will make them stand out. **(Elliot, 34, Manager/Recruiter, East Riding of Yorkshire)**

Recruitment into teacher training programmes for physical education has been associated with gaining experience while volunteering in various sports settings.

From a young age I've always liked coaching and sports and I always wanted to get into PE teaching. And I started doing coaching badges and I was looking for jobs and then I realised that obviously they're looking for people with more experience. So the only way to get this experience maybe from my way was to go on the volunteering route. **(Jade, 28, Ex-Volunteer, East Riding of Yorkshire)**

This need to gain experience-based learning while volunteering under the term sporting internship was a driver for a number of the younger interviewees.

The profession I wanted to go in, you are not going to get anywhere without experience, never... Working with professionals who are teaching me and learning this important knowledge. That's the benefits I am getting out of that but you are getting hands-on experience of what it is like to coach, for a strength coach in all different environments and people you work with and the coaching behind it, so the theory of how do you interact with different people. **(Calum, 21, Volunteer, East Riding of Yorkshire)**

To start volunteering was suggested by some as a route to achieve future paid employment.

I feel like at the minute you can't get into a sporting job, a paid sporting job, without you volunteering first and making your way up. You've got to go from the bottom, really, to get to the top where you want to be. **(Charlie, 20, Ex-Volunteer, East Riding of Yorkshire)**

4.5.6 Social Connection

The social side for many was an attraction of volunteering. The perception that the act of volunteering bonded and united individuals was a motivation. This is represented in the following paired quotes.

I enjoy the social side – the talking to people here and meeting new people, meeting different clubs that come along. But the essence is really why do I do it? It's just, you know, something from the social side that you get as well, away from the nature of the work I do currently. **(John, 52, Volunteer, East Sussex)**

And it was a social thing as well. You know? I moved into the area, didn't know a great number of people. Traditionally when I've moved around the country, which I have done a fair bit, I play cricket. So I get to know people at the cricket club... So it's still a major part of my social life. Not the entire part as it was when I went there, but it's still a major part of it. And if I didn't volunteer I would lose that. And it's interesting. The number of people who've said they've left the committee have said they've really missed it because of that social aspect of it. (**Adrian, 47, Volunteer, North Cheshire**)

The social benefits associated with volunteering were evident across most sports and most contexts. While it could be suggested that club-based provision aided the idea of social engagement, a number of those we talked to, operating in small non-facility sports, also cited the social aspect.

It's also about the social aspect of it as well because I was talking to somebody the other day that, you know, some of our very best friends are actually runners in the club and we see them socially as well, we run with them but we see them socially at weekends and things like that. So it's a very social thing as well, which a lot of people are surprised given the hard work you have to put into running, so what keeps me going now is very much about, you know, I'm part of the club. (**Alistair, 51, Volunteer, Cheshire East**)

4.5.7 Section Conclusion and Relationship to Previous Academic Literature

Investigating those factors that motivate sports volunteers is a key area of study in the academic articles highlighted in our systematic review. Here, previously reported findings mirror many of our own: (1) Child involvement (Burgham and Downward, 2005; Busser and Carruthers, 2010; Cuskelly and O'Brien, 2013; Safai et al., 2007; Schlesinger and Nagel, 2013; Wiersma et al., 2005); (2) positively contributing to the lives of young people (Busser and Carruthers, 2010); (3) gaining experience and qualifications could aid career progression (Mihajlovic et al., 2010; Mirsafian and Mohamadinejad, 2011; Nichols et al., 2012); (4) obtaining social and personal benefits (Busser and Carruthers, 2010; Mirsafian and Mohamadinejad, 2011); (5) commitment to and a desire for continued involvement in the sport (Cuskelly and O'Brien, 2013; Schlesinger and Nagel, 2013).

Here, we believe that future studies should seek to investigate if and how motivations change over the lifecycles of volunteers and how current practices and social demands might impact on volunteers' motives.

4.6 Barriers

A number of factors were identified as a barrier to sports volunteering. These included a lack of time and motivation, financial constraints, responsibility, a lack of awareness, a lack of confidence and knowledge, an increase in administration and bureaucracy, and the professionalisation of sport. In the following section we provide qualitative data collected from the Insight into Volunteering project to illuminate these factors.

Vignette 3: Barriers Alain

Although always supportive of the club and realistic that without the effort of volunteers it would grind to a halt, Alain has always been reluctant to step forward. He went on to say that when he did take on the team manager's role it was a shock the amount of time the job consumed. 'It was not the match day stuff that took the time, I would have been there anyway, but the stuff in the week. Phone calls, mini bus bookings, fixtures and getting people and kit organised – the courses cost that was £120, I did not have a clue beforehand; I mean it never ends.'

Alain suggested it was not just the additional time commitments but also the hidden costs. He recounted the first time he got his monthly mobile phone bill after being elected to the role: 'it was crippling' he said. He went on to suggest that with the cost of petrol and going on a few training days, in an attempt to learn the ropes, the additional demands were really off-putting. When asked if he could estimate the cost to him personally of volunteering in this capacity, Alain thought hard and believed the time per week given over to the club could amount to eight hours per week over the season; however, the cost in terms of money was a different matter. 'I really don't want to do it, it would be scary. By the time you have done the petrol and travel, the meals on the motorway, it could amount to hundreds... no, it is really too much... I wonder why I do it. I have even ended up buying people pints, yes, to keep them sweet... there was a parent of a kid who got a ball in the face... I sat in the bar with her while the kid was in A & E... that afternoon was not cheap.'

Alain still volunteers in a coaching role but now finds it easier to manage the commitment. The new club he has joined has three coaches per team and it is now very clear what he is letting himself in for. At the beginning of the season, they sit down and divide the roles and responsibilities. 'I feel I have some control back,' Alain suggested; 'I know what I am letting myself in for this time.'

4.6.1 Time

When asked about the reasons preventing you from volunteering and what prevents individuals from returning to volunteering the issue of time was evident. The idea that volunteering was time expensive was common.

Time takes up everything with volunteering, I think. Like, if you haven't got the time or the passion about the sport, then you're not going to be able to volunteer. (**Geoff, 41, Volunteer, East Riding of Yorkshire**)

The issue of 'having time' was also thought to be a reason why some people did not put themselves forward.

I think there are a few barriers. I think for some of them it's circumstance, so we find that there are some very capable people with what we see with student clubs. But for them, that's their time off. They just want to go and play. They maybe don't want to volunteer. (**Steve, 33, Manager/Recruiter, East Riding of Yorkshire**)

There was also a concern that volunteering would be 'time heavy' and the idea of short-term and occasional volunteering had not crossed people's minds. The concept of the 'micro-volunteer' seemed to go against the traditional notion of what volunteering was really about.

4.6.2 Lack of Motivation

Varying degrees of motivation to volunteer were expressed. The 'what is in it for me?' view seems to be a concern for those who presently do not offer their services and time.

A lot of people are hard to get to do anything, especially when it's not for themselves, so obviously a lack of motivation would be one factor. A lot of people can't see the point in doing it because they're not getting anything out of it themselves. (**Jade, 28, Ex-Volunteer, East Riding of Yorkshire**)

The view expressed in the following quote, taken from an individual who is volunteering, while negative, was not commonly echoed by those who were recruiters of volunteers.

Some people don't see the benefit of it, some people think 'why am I getting out of bed at six in the morning to go to work for seven in the morning for

nothing?' It's the way some people look at it. (**Calum, 21, Volunteer, East Riding of Yorkshire**)

While a lack of motivation should be a concern to those recruiting and planning volunteering opportunities, consideration needs to be given to the resource cost of attracting individuals with lower levels of motivation to volunteering, particularly at club level.

4.6.3 Financial Constraints

The notion of a paid sports helper was considered by a number of the participants interviewed. The move towards the professionalisation of a sporting workforce was seen as a move towards covering 'the cost of volunteering'. Specifically, the increase in National Governing Body (NGB) coach education courses was seen to be problematic. The following quotes illustrate these concerns.

Being paid is obviously important there but even things like expenses, getting to this opportunity may cost money and the students might not be able to commit financially to that and they may have jobs or childcare issues or other things that they are looking into as well. (**Phil, 36, Recruiter, Cheshire East**)

And I don't think it's going to get any easier, I think it's going to get harder and the cost of qualifications now is just going to be another barrier that's put in place. People won't want to get involved and volunteer for a club if they're forking out £320 for a level two qualification, 'how can you justify it?' You can't, there's going to have to be something in place where we either say what our volunteers need now is to be paid and then that has a huge impact on how much your players pay and stuff like that to make sure you can pay for a coach... I do what I can, any committee I'm on I'd never see them go without and I'm just hoping that there are more people like that who come through. If there's not then in the next 10 to 15 years then we're going to be in a real struggle. (**Samantha, 27, Volunteer, Cheshire East**)

However, there was also a concern from clubs and recruiters of volunteers about contributing to the payment for coach education and other sport leader courses. When questioned, a number of people in deploying positions wondered if this was a good investment of limited resources.

You learn by experience of saying right we'll give you this qualification for free and it's almost a 'hit and run', they take the qualification and run and we don't see them ever again. So from my experience we've learnt about, almost volunteer agreements and things like that, so if we are going to give them a qualification they sign up to giving us a number of hours in return or they need

to give us the hours upfront and then we'll qualify them and then we still expect something in return. So yes, it's difficult, because, you know, there is the chicken and egg scenario, we want them to be qualified, because we want them to lead sessions, but we don't want to give them the qualification and never see them again. (**Martyn, 36, Manager/Recruiter, Staffordshire Stoke-on-Trent**)

The recent increase in the cost of training volunteers, in terms of time and money, was a common theme mentioned across the individuals we talked to. While there was an acknowledgment of the need for better training opportunities, the cost was considered a constraining factor in getting more people involved.

4.6.4 Responsibility

The idea that all volunteering opportunities carry heavy degrees of responsibility coloured some individuals' views. The following pair of quotes represents the idea of the fear of commitment putting people off.

I think it is almost a fear of too much responsibility. You know, having been a chair of a club myself it's a lot of responsibility and it is a lot of work and I think people see how much work goes on and they are almost fearful. (**Alain, 21, Volunteer, Cheshire East**)

Even though you're a volunteer, the moment that you volunteer to do a role, you're taking on responsibility. Whether that's just, you know, mowing the grass or carrying equipment, you're still taking on responsibility and I don't think people want to take that responsibility. People feel that once you actually put yourself forward that you've kind of got some responsibility and I think that kind of worries people. (**Ben, 24, Volunteer, Staffordshire**)

The concept of the volunteer as the 'sporting other', the hidden individual 'who runs the club but is different from me', was verbalised by a few individuals.

I think the other reason people don't volunteer is because they see it as someone else's job to volunteer so it's easy to not do it. (**Chris, 29, Manager/Recruiter, East Riding of Yorkshire**)

4.6.5 Awareness

There was strong support for the idea that the act of volunteering as a social activity was facilitated and enhanced by an individual's knowledge of what to expect, social closeness and having access to information about volunteering opportunities.

Not knowing what's going on, not knowing how to volunteer, being new to an area so you have kind of social challenges there in terms of not knowing anybody. (**Elliot, 34, Manager/Recruiter, East Riding of Yorkshire**)

The communication of opportunities to volunteer and what was required for each position seemed to be somewhat ad hoc in nature and generally poorly considered. While there was acknowledgment that 'getting the message out there' needed to be improved, a number of the participants were unsure how to achieve this.

I think one because they don't know about the volunteering opportunities. The colleges that we've been going to at the minute, we've come away with, like, lists of people who've wanted to volunteer. So I reckon that's another thing, like marketing. There are not a lot of people who know about these volunteering opportunities. (**Charlie, 20, Ex-Volunteer, East Riding of Yorkshire**)

There was some indication that clubs were supplying job descriptions for some volunteering positions, and that where the NGBs were offering 'job templates' on their websites these were being accessed and used.

4.6.6 Lack of Confidence and Knowledge

Issues around a lack of confidence may also constrain people's willingness to put themselves forward. These factors may be compounded by limited knowledge about what the position might entail and a concern that an individual might not have anything to offer. The following paired quotes indicate some of these concerns.

Probably because they're unfamiliar with the role and that would probably put a lot of people off. Probably being out of their comfort zone. I do think that's probably the main one. I didn't know any rules, regulations, anything. I didn't know about poolside; I didn't know about galas. There is obviously a lot about the swimming club role in itself so I do think comfort zone for a parent would stop them volunteering. (**Hayley, 41, Volunteer, East Riding of Yorkshire**)

Some people don't think they've got anything to give and don't think they can give anything that's of any value. Some people have self-confidence issues. (**Veronica, 42, Volunteer, East Riding of Yorkshire**)

4.6.7 Administration and Bureaucracy

The belief that each volunteer position required some level of qualification and/or certain criteria was a concern for some involved in club settings.

The problem is I think when you start saying ‘you need to have this, you need to have that’ people are reluctant to volunteer, because they either don’t fulfil the criteria to volunteer, which is ridiculous, or they feel that there’s going to be a lot of work involved and, you know, they don’t necessarily want that. **(Samantha, 27, Volunteer, Cheshire East)**

The requirement for DBS checks was also cited as a perceived barrier for those wishing to contribute. In addition, for some the associated demand to meet the Club Mark standard was also a hurdle.

It's harder for people to volunteer because they've got to get DBSs, because they've got to attend workshops, which you have to pay for. So for instance the ECB now, if you want to send them round the junior section you've got to be Club Mark, you've got to have the single Club Mark, which means you've got to have a club welfare officer, which is fine, okay, so we'll get a club welfare officer, which is then great, they've then got to go off and attend three separate courses which are often run in Brighton, you know, 60 mile round trip, 70 mile round trip, which they then have to pay for, on top of their petrol so... But the rules are such that it's making it hard now, so. Or if you've got someone that says yes, I'll be a volunteer. Okay, we need you to, I'll volunteer to be that and then you need to go off and do this, this, this and this. Oh, I can't be bothered with that. **(Hamish, 40, Recruiter/Volunteer, East Sussex)**

While there was an acknowledgment that the requirement to attend training courses added to the confidence of some volunteers, this was countered by the belief that the additional burden in terms of time and cost would deter others.

4.6.8 Professionalisation

The notion that recent changes in sports policy and aspirations for the quality of sport provision has resulted in a different atmosphere was evident. Referred to as an ‘upskilling’ or the ‘professionalisation’ of the sporting workforce, this movement was met with a mixture of realism and a little concern.

I think at a higher level of sport a lot of the voluntary roles seem to be, you know, being phased out so the structure that might have once existed at a kind of semi-professional level... and all of these other elements which are adding more structure to the game to create a better, you know, probably a better standard, but what you are doing is reducing the amount of volunteers. **(Jamie, 26, Sports Participant, Non-volunteer, East Sussex)**

In addition, each club and sport compete against each other for limited resources meaning that clubs 'needed to play the game' and get better at negotiating the red tape and making a strong case for future funding.

The way things run now, the world has changed in the last 15 to 20 years, the sport by nature and the English public demand sport to be more professional. Everybody's looking at the same pot. At the same time people aren't really looking to fund and there's an awful lot of red tape in the way, so not necessarily red tape, but you've got to jump through an awful lot hoops to get involved with that now. **(Hamish, 40, Recruiter/Volunteer, East Sussex)**

The views expressed concerning the changes made to funding criteria requirements for volunteers to gain qualifications and the modernisation of club structures showed a mixture of realisation and apprehension. While it was suggested that these movements would lead to improvement, that was balanced against a concern about the time and cost for individuals to meet these demands, which acted as a deterrent to those wishing to volunteer.

4.6.9 Section Conclusion and Relationship to Previous Academic Literature

Analysis of the existing academic literature, from the systematic review to the evidence of the themes (i.e. time, motivation, finance, responsibility, awareness, confidence/knowledge, administration/bureaucracy, and professionalisation) identified and discussed above, helps to advance understanding about the barriers to sport volunteering.

The identification of time as a barrier is consistent with previous research into volunteerism. For example, research in Canada by Safai et al. (2007) highlighted that a lack of time (86%) and family obligations (75%) were perceived to be the main barriers to volunteering. Similarly, 55% of the participants in a study completed by Mihajlovic et al. (2010) considered time to be a barrier to volunteering. That said, 29% of the people involved in the Mihajlovic et al. (2010) investigation did not agree that a lack of time was a genuine barrier. Similarly to the present study, work by other scholars has also identified that while the professionalisation of sport has many benefits, such developments can also increase administrative workloads and, in certain instances, can actually prevent individuals from volunteering (Adams and Deane, 2009; Nichols and Taylor, 2010; Taylor et al., 2006).

4.7 Recruitment and Opportunities

When we asked about recruitment and volunteering opportunities, it was evident that there were a number of avenues and pathways by which volunteers got to know about particular positions and volunteering roles. While there is continuing evidence of recruiting from within a sport/club/among groups of friends, there was indication that younger volunteers got to know about what was on offer via more formal mechanisms (e.g. local authorities/university/county sports partnerships).

Vignette 4: Recruitment Martyn

Martyn, 36, currently works with businesses and employers to try to promote health and physical activity in the workplace. As part of this, Martyn explains the social and economic value of having a healthy and physically active workforce to employers. Martyn highlighted that one of the key elements of his current role involves working with the British Heart Foundation, ‘creating workplace champions, so it’s very much in its early stages at the moment, just to know what the role of a workplace champion is and promotion of health, physical activity and sport as a side-line to their current role in employment’.

When discussing some of the barriers to promoting and recruiting for such a scheme, Martyn highlighted ‘workplaces giving time for people essentially to volunteer to coordinate people to be active, they’re definitely the challenges that we’re facing at the moment. We’re trying to look at running lunchtime activity and potentially after work, immediately after work activity, short bouts where people might come do a running group or a Pilates class, which takes place either at lunchtime or immediately after work and is as cheap as possible, because we know cost is a barrier to people taking part, so we’re trying to make sure these things are as cheap as possible, hence why we’re using volunteers and training volunteers or giving them the skills to lead a group.’

Vignette 5: Recruitment Phil

Phil, 36, works for a university in the northwest of England. Within the Sports Development Unit, one of his many roles is to coordinate the volunteer and paid opportunities offered by local schools, sports clubs, local sport partnerships and other organisations. These opportunities are, in turn, offered to the wider student body. Some students are looking for volunteering hours to meet university course requirements and others need additional practical experience to help with NGB coaching awards. Students are increasingly seeking out sport volunteering positions to help build their CVs in the belief that this will help them secure employment.

Phil went on to suggest that ‘the situation has changed. I feel some students are very focused on what they want to get out of the positions; they see it as an opportunity to get experience, fill in blanks in the CV and prepare for the job market. They only want a six- or eight-week programme, get the hours and then leave. Some of the schools don’t want short-term help, they want commitment.’

Phil is also concerned about the quality of some of the placements he is asked to find students for. He suggests that often organisations and clubs are not clear about what they really want the individual to contribute or what they can offer in return. He believes most strongly that if a volunteer has a bad experience the first time they engage, it is difficult to retain their services.

He went on to note that the language of the volunteering sector is changing. ‘It makes me laugh sometimes, I confess, the bigger clubs and firms; some of the professional sports clubs now offer internships... not volunteering positions. There may not be any chance of a job at the end of it but it buys into the whole “get experience first” movement. We have to be honest with the students; it may not lead to anything.’

Phil certainly believes the volunteering landscape is changing, suggesting that there is a slow realisation of what both parties are looking for. For the younger student as a volunteer the notion of ‘mutual aid’ may be on the wane; however, he goes on to comment that this does not detract from the fact that they give thousands of unpaid hours in the local sporting community.

4.7.1 Formal Club Structures

While some sporting clubs and group activities strived to attract volunteers, the means by which the possibilities were advertised varied in method and quality. The formal club structure helped provide a mechanism to recruit and advertise.

What you don't want is a closed shop of certain individuals, because some individuals, and it's always perceived then as a closed shop and you don't want that. And that's why we have, you know, the AGM and we have meetings. And people can volunteer to stand for any of the posts, from chairman, president, vice chairman, I think it is publicised. If people want to get involved in it, they will do. (**John, 52, Volunteer, East Sussex**)

Having people within the club who are persuasive, who recognise skills that people may have, who recognise that person might be good in that particular role and then talking to those individuals about, look, we've got a vacancy coming up, they wouldn't have dreamed of volunteering now are an integral part of it. It's a proverbial arm around the shoulder saying, 'look, you know, we're growing. We want you to be part of that growth'. (**Adrian, 47, Volunteer, North Cheshire**)

4.7.2 Family and Informal Networks

The loose network of family and friends also provided avenues by which volunteers were brought into the fold. There was a sense that internal recruitment helped people understand the nature of what they were taking on.

I think it's all got to be informal and it's got to be on the lines of family-related, bearing in mind we run under nines to tens, and elevens and twelves and thirteens. So there's an awful lot of resource that's not being tapped that can assist here. That informality is very important. It would be very difficult to recruit from just outside, especially because people wouldn't volunteer their services free anyway and do not know what they are getting into. (**John, 52, Volunteer, East Sussex**)

This informal pathway of recruitment was also necessary because other options were not available.

In the clubs that I've been in it's all been done by sort of word of mouth. When I was at my clubs there wasn't a website for any of them really at home type area. It was all very old-fashioned and it was all here's a letter to give to your parents rather than sending an email, but I think since then they've sort of advanced more to emailing and that kind of thing. (**Elizabeth, 22, Volunteer, Cheshire East**)

Just through parents, just at the end of the night. Or when they drop people off, drop the kids off, if you want to stay and help you can. Like new kids, the new parents coming in, mum says if you do want to stay and help or if you do want to get involved just let me know and if you want to stay and help out, because some parents are a bit uneasy about leaving the child for the first time, so want to sort of stick around but they don't just want to sit there staring. So I mean they can come in and feedback to other kids and stuff. So she's always saying if you want to come and help you can, if you want to help you can. **(Laura, 21, Volunteer, Cheshire East)**

It's all been word of mouth, but as I said before volleyball was so small it's not difficult to kind of hear on the grapevine what's going on and then you'd be approached by somebody or you know 'stick your hat in the ring' to be approached. **(Fiona, 30, Ex-Volunteer, Staffordshire)**

4.7.3 Sporting Networks

These networks stretched beyond the confines of the club and were aided by parents' groups, meetings and conferences, and other meetings where volunteer recruitment experiences could be discussed and shared.

A lot of it is word of mouth as well. That's probably the biggest tool that we've got is the amount of people involved and the amount they all talk to each other at the school gates and things like that. **(Gemma, 28, Manager/Recruiter, East Riding of Yorkshire)**

Such networking gave volunteers opportunities to compare their own experiences with others in similar situations.

When the head coach who went to a coaching conference not that long ago and whilst she was there she was putting feelers out, but I think a lot of clubs are in the same position, in terms of the number of qualified coaches in the area there's just not enough to fill the clubs. **(Samantha, 27, Volunteer, Cheshire East)**

Those charged with recruiting volunteers for local authorities and other agencies utilised methods that were more systematic.

We have a massive database of community volunteers, coaches that we would send information out to, now it is depending on what volunteer it is and if it floats their boat and they take interest then they will grab hold. We work as a partnership... if we need volunteers, for certain things we would go to the right people. **(Elliot, 34, Manager/Recruiter, East Riding of Yorkshire)**

4.7.4 Through Education Providers

Increasingly the younger volunteers connected with a school or college are accessing opportunities via their education institutions. A recruiting manager suggested that a link between education and the NGBs would help keep in contact with those volunteering through this avenue.

I've heard about volunteering opportunities through the courses that I've been on at Hull College. I've done the BTEC and I've done my foundation degree there and I've done a lot of volunteering through them as well. **(Jade, 28, Ex-Volunteer, East Riding of Yorkshire)**

We've naturally levitated towards the sports courses because we're a sports-based programme. The ones that really want to come and find us or get involved with us, they will come and find us at the Freshers' Fairs and they will tell us that they're volunteers, they've done the community sports leaders, they've already been involved at their own club. So you've got a top level that we don't need to do any recruitment with. They'll find us. But maybe some of the national governing bodies should be able to track these volunteers when they leave college, what university they're going to. **(Steve, 33, Manager/Recruiter, East Riding of Yorkshire)**

The increased use of social media was also cited as an effective method to communicate opportunities and maintain contact.

We, it's just changed recently but we used to market it out, our own methods through social media, through Moodle, through jobs for students, job shop through the Students' Union, now it's changed, now the volunteering is run by the Students' Union so all of our opportunities we filter into the Students' Union and a volunteering manager will then facilitate that onto the students via their social media through Moodle, through job shop, through those type of opportunities. **(Phil, 36, Recruiter, Cheshire East)**

4.7.5 Advertising and Publicity

The approach to advertising and publicity was hindered by a lack of information on where to advertise and what may bring the best returns for limited resources.

I've not really seen much advertised. Not like around where I am. There's not really anywhere to advertise, unless it's on the internet and stuff and you're out looking. So I think the advertising needs to be better. Well, where obviously I live, it's quite a small area, so there was not a lot of advertising. **(Focus Group, Sports Participants, East Riding of Yorkshire)**

The larger NGBs and other central organisations provided a portal, via their websites, by which opportunities could be advertised to a wider audience.

The FA website is quite good, because you can go look at all the coaching opportunities and you can just search for any vacancies, like for volunteers and stuff in your local area or anywhere like that. **(Bradley, 20, Volunteer, West Midlands)**

A local authority-employed recruiter of sport volunteers went on to add:

Our website is set up so that we can advertise for clubs that are looking for volunteers so they can go on there and advertise that they need an extra pair of hands. We advertise that through our website, we've got Facebook and Twitter accounts that we promote everything to clubs and to teams, the leagues send information out to parents as well to say that we need extra pair of hands or a lot of leagues' volunteers are recruited from existing teams and it is the teams themselves that recruit parents... We've got videos as well, just about leadership and volunteering, what courses they can access and just selling the benefits to them that the amount of different opportunities it can offer for them and just explaining why they might want to get involved. **(Gemma, 28, Manager/Recruiter, East Riding of Yorkshire)**

4.7.6 Need for Focused Recruitment

Among the individuals, clubs and sporting groups we talked to there were a range of views offered on the advantage of targeting particular volunteers with particular skills. The idea that every volunteers will always be required was not universally held.

Yes, we don't want to recruit volunteers for the sake of it, because volunteers they need a purpose, there's no point saying we're looking for volunteers and all the volunteers turn round and say, well for what? So it needs to be with a purpose, so if it is around helping a sports club and a sports club is looking for a particular kind of volunteer. It is definitely recruitment with a purpose and making sure that with that purpose the volunteer becomes valued, so wherever possible they are rewarded and hopefully that incentive is part of that reward. **(Steve, 33, Manager/Recruiter, East Riding of Yorkshire)**

The need for those recruiting from across sports provision to have a clear picture of what is on offer, and what is required, had strong support.

The other thing that we could be doing is we could be saying to people, 'right, we need this doing, could you do it?' And just be very specific and start off with

little things. Yes. I guess if you say ‘could you do this?’ it could be quite daunting, so maybe you could encourage people by maybe being more specific with regards to their role and responsibilities. (**Veronica, 42, Volunteer, East Riding of Yorkshire**)

4.7.7 Section Conclusion and Relationship to Previous Academic Literature

Our finding that much recruitment occurs from within clubs and the sport more widely, through internal networks, links to the findings reported by Cuskelly and O’Brien (2013) and, more specifically, Nichols et al. (2012). Nichols et al. (2012) highlighted that the importance that club members placed on collective identity, commitment to the sport, and trust helps to explain why they consistently claim to require more volunteers but rarely recruit from outside their club (Nichols et al., 2012). Like the work of Østerlund (2013), in Denmark, some of the participants in the present study identified the importance of formulating a specific strategy for volunteer recruitment. Future research might usefully seek to further explore the types of advertising and publicity that are currently being utilised to recruit volunteers, so as to help establish which methods are more effective than others and why this might be the case.

4.8 Preparation and Training

4.8.1 Adequate Preparation

When asked about their initial involvement and induction into volunteering positions, individuals mentioned the need for preparation and training. Not only was this seen as providing information about what the job entailed but also as helping prepare new volunteers to cope with the various tasks involved in volunteer roles. This preparation and training were considered in both formal and informal activities.

The previous incumbent who ran the bar, gave me a heads-up of what stock keeping to order, how often you need to order it, the pipes and how the pipes are cleaned et cetera, and then it was ‘if you need any further help let me know’. (**John, 52, Volunteer, East Sussex**)

More informal relationships saw the handover of responsibilities from friend to friend.

I was quite lucky in the sense that the chairperson before me, I was very friendly with, I had lived with the year she was chairperson and she was still around the year I took over, so I always had kind of a sound board, so if I needed to check anything and ask and say ‘is this right? Am I supposed to be doing something else?’ I had that kind of safety net and the coaching staff, so

we had two coaches like employed by the club. I had already been sent for the info, so I had had an insight into those positions and how they worked. **(Georgina, 25, Volunteer, Cheshire East)**

Some individuals felt that they could bring experience and skills from other aspects of their life to the volunteering role.

I felt prepared when it came to the coaching side, because I've got a lot of experience. I've done coaching badges and leadership awards. So, if I'm using the experience from these coaching sessions, I felt that I was capable of going out and delivering the sessions. It was a multi-skill session, so it wasn't, like, basically coaching a specific sport, so I felt more comfortable with doing that. **(Jade, 28, Ex-Volunteer, East Riding of Yorkshire)**

4.8.2 Inadequate Preparation

It was suggested that some committee and management roles required great degrees of knowledge and training.

Some of the other roles, like treasurer and committee member, treasurer in particular, I've got no background in that, that's quite a difficult role to take on and most of the people that did that job in the past didn't have a background in it, so you were picking up quite disorganised poorly managed accounts. **(Phil, 41, Ex-Volunteer, East Riding of Yorkshire)**

The need for NGB or other organisations to provide general guidance and training to support certain positions was voiced by a number of individuals. The need to 'skills match' the volunteer and the requirements of the position was expressed by a recruiter of volunteers.

I think there's definitely a shortage, I think that maybe our volunteers that we are sending out haven't got the right skills that the organisations are asking for, so I think there is a skill shortage, I don't know how we overcome that but I think there is definitely areas where they don't have the skills match that they are asking for. **(Phil, 36, Recruiter, Cheshire East)**

Vignette 6: Training and Preparation Ben

Ben, 24, spends somewhere in the region of 15 hours a week at the athletics club, although, if there is a weekend away meet, Ben could be away from home for an additional day or two. Volunteering mainly as a qualified coach, he now has his own group, instructing them in a number of the sprint disciplines. In addition, Ben sits on the club's management committee representing the coaching element, a role that, at the beginning, he did not feel adequately trained for. 'There was no training for team manager... Here's the stuff you need. Kind of get on with it. There was no help from the club... Just learn on the job. If you make a mistake, don't make the same mistake next time.'

Ben further highlighted that in his first year of being the team manager he made a number of mistakes. For example, at one athletics meeting, 'I didn't realise that you had to submit your team sheet 45 minutes before the meet, so they come on the Tannoy, team manager, go to the management box and hand in your team sheet and just stuff like that. And you just don't really realise that, actually, you've got to email your stuff over, ideally the night before, but at least 45 minutes before. It's a bit frustrating because it's something that could have been prevented. If someone had said, 'oh, you need to do this, this and this', then obviously if someone had told me that I need to hand my team sheet in 45 minutes before, then, you know what, it would have been done. It wasn't as if the team sheet wasn't ready; it was filled in. All I needed to do was submit it.'

In the long term Ben wants to make a career from coaching and sees himself, when asked, as not so much a volunteer, but rather an unpaid coach. This is a distinction that he suggests helps him focus on the sacrifices he has to make in balancing full-time education with time at the athletics club. He sees this commitment, however, as a necessary grounding to gain experience, which, hopefully, will enable him to secure a full-time paid position. 'I want to go into coaching athletics hopefully as a full-time job at the end of it, and then obviously this will kind of lay the foundations for me. I've got experience of coaching athletes at developmental level, and then going into the different levels. So I'm already getting my kind of work experience. But obviously the only downside is that I'm not getting paid.'

The lack of a handing over or mentoring relationship for some proved problematic.

I wasn't given [any training], you know, here's a sheet, this is what you need to do. When I very first got involved in the County Netball Association basically I was voted onto that committee without knowledge, because I was young and they needed some young people on the committee... I wasn't even there, wasn't even at the meeting. I was just given a phone call saying 'oh by the way, you know, you're now on the committee, hope that's alright?' The woman who I took over from had retired from it and it took 12 months for me to even get like any sit down time with her to kind of say 'right what do I actually really need to do?' (**Samantha, 27, Volunteer, Cheshire East**)

Where there was evidence of planning for succession there was a range of approaches. It was acknowledged this was an area that clubs in particular had difficulty with.

4.8.3 Need for Role Specific Support and Training

The expressed need for a staged handover is evident in the following interview. In this case the respondents suggest that differing sports contexts could learn from each other.

I think it would be quite good if you could maybe observe and go out there and see what people do. Also have a specific volunteer mentor to go to. Maybe some kind of volunteer forum in that area so you can check out people's experiences and see how they've handled different situations and it could prepare you for when you're in your sort of sessions. (**Jade, 28, Ex-Volunteer, East Riding of Yorkshire**)

There was some consideration of having the roles of preparation and training given over to volunteer managers, although there was acknowledgment of the possible cost.

I think it's almost supporting volunteers more and I don't know if mentoring volunteers is taking it too far, but supporting them with a bit more direction is perhaps a better way of taking it forward. But obviously that comes at a cost, so it's whether the cost of having a professional volunteer manager managing volunteers, their CPD, the minimum operation standards. Perhaps it's something that people need to consider more, because the costs of having more qualified and trained volunteers may be offset down the line when actually there are more trained people to help on sports clubs and activities. So it may be a cost that actually is worth understanding and bearing down the line. (**Martyn, 36, Manager/Recruiter, Staffordshire Stoke-on-Trent**)

The support offered by some NGBs was evident, balanced against the time required to access the information and embed it into the role.

The hardest thing to do at first is to figure out what you need to do and what is urgent and what's not urgent, what's relevant and what's not relevant. I relied a lot on a previous volunteer coordinator to help me out very much so in the early days... But there are some, on the ASA website and the IOS, there are some training bits and pieces for chairmen, for secretaries, but it's actually getting the chance to be able to do them. There are the good club guides, so there's the guide for the chairman; there's one for the secretary. But, as a volunteer, sometimes you are just too busy running to keep up with what you're volunteering to be able to actually get on and do your training. **(Veronica, 42, Volunteer, East Riding of Yorkshire)**

The problems associated with bringing volunteers together to learn from each other's collective experience were also noted.

From a league and team point of view, if you've got a new manager coming through a lot of it relies on mentoring so it relies on making sure that people are supported as much as possible; leagues run admin courses and things like that so they help upskill those new managers that come in. To try and have that time with each person is difficult to do so, but trying to get everybody together in the same place and at the same time is difficult, everybody works different shifts, they work different work patterns, it is difficult to get people together. **(Gemma, 28, Manager/Recruiter, East Riding of Yorkshire)**

4.8.4 Additional Support

The desire to have a local person who 'knew the way the club and sport ran' was important. Among the people interviewed there was an appreciation that sport ran on hidden and tacit knowledge and that this was sometimes lost when an individual left. A local volunteer coordinator role was suggested in the following data extract.

If you had somebody that looked after your volunteers at a club, if there was one. You'd need somebody, if somebody could pull all of it together. Identify all the roles that are volunteer roles, because there's a lot more that goes on in volunteering than you ever really see. If you had somebody that would pull that all together, then that would make life a lot easier. **(Hamish, 40, Recruiter/Volunteer, East Sussex)**

A volunteer coordinator would be really helpful and you know to identify things that people could do, but also to go out and find people to do them from amongst the club community or outside it if there are particular skill sets that

we need outside the club... That becomes particularly relevant when you've got things like, you know, club treasurer. And you want somebody who's got some financial nous to be able to do some of that sort of stuff, somebody to write the press releases or go and find fundraising and, you know, that we don't have somebody in the club who's got that skill set, I'm not sure how we'd go about finding somebody so you kind of do without. (**Neil, 50, Volunteer, Cheshire East**)

There was belief that support from NGB and local authorities had been distanced from their original roles and they were more concerned with collecting metrics than helping grassroots provision.

But the rugby stuff, I found that people that call themselves sports development officers, community development officers, elite performance managers, you saw them once a year when it came to give us your numbers. 'What are your numbers? How many?' You know 'how many people have you had through the door?' And that used to aggravate me more than anything that every week I had to keep an Excel file of all these numbers, do all the averages, and these people just send an email saying: 'what have your numbers been all year?' And that was the level of support. The rest of the time you're more or less on your own or if you wanted something you had to do. So they leave you on your own for months. (**Ian, 56, Volunteer, Cheshire East**)

4.8.5 Section Conclusion and Relationship to Previous Academic Literature

Like the volunteers in this study, the volunteer coaches in Wiersma et al.'s (2005) investigation stressed the importance of relevant training and on-going support in their role, and outlined a range of possible mechanisms to develop such individuals (i.e. mentoring, regular clinics and workshops, round table discussions with other volunteer coaches, practical workshops). Although the training of a volunteer workforce remains both costly and time consuming, research in Canada by Doherty et al. (2013) highlighted that providing development and support for volunteers and coaches is critical to the ability of clubs to achieve their goals.

The participants in our study identified mentoring type initiatives as one potential strategy to better prepare volunteers for their role. While mentoring can be an effective means of upskilling workforces, a study by Griffiths and Armour (2012), investigating the implementation of a formal volunteer sports coaching mentoring scheme, recently highlighted that despite initial enthusiasm and momentum for the programme, by the end of the 12-month scheme issues such as time, access, and interpersonal relationships had resulted in low levels of engagement by all involved. Additional research into the training and support of volunteers is therefore needed before practical recommendations can and should be made.

4.9 Engagement and Experience

Sport volunteers are often current or ex-sports participants. Because of this, for volunteers to maintain interest and engagement having positive experiences of volunteering remains important. For those participants new to a club or informal sports group, their first contact with a coach or sport leader is critically important and may influence their decision to continue (or not) volunteering in sport. The following examples highlight the impact of frustration and stress and gratification (both personal and communal) on the experience of volunteering in sport.

Vignette 7: Engagement and Experience Islay

Islay is a 51-year-old professional who has been running on or off for about ten years. She is an active member of a local running club; however, on Sunday mornings she and her friends, most of them local and of similar age, do their own thing and organise their own road runs and training programmes. It is not that they actively distance themselves from the club, but the 'Sunday morning group' finds that they prefer to run in a supportive and casual atmosphere and this gives them an opportunity to chat and catch up. The run often finishes near a local café where partners will join them for a social Sunday breakfast.

Most of the weekly plans evolve via group text; Islay seems to have taken on a leadership role of some sort. 'It is not that I was voted in or anything, we are not like that; however, I am happy to map the runs, suggest the route via group text and plan the group's six week training schedule.' It would seem that the social side of this group is of central importance and the women will socialise and talk to each other via social media during the week, between meetings. The group has a core membership of five or so with a number of other women who drift in and out as time and family commitments allow. 'It is not that we exclude men [laughs] but we certainly would not give an open invite for others to join – it is nice to just run when and where we want to and at the speed all are comfortable with; there are no leaders or rules to get in the way. I have thought about doing the run leader course but what is the point? I don't want to spoil things or get asked to lead a different group.'

Vignette 8: Engagement and Experience Sam

Sam is a netball fanatic; the game has been a part of her life for as long as she can remember. From her early teens, she has taken on team management, coaching, membership secretary and treasurer roles. Such was her commitment she was voted onto a regional post while she was away on holiday. When Sam was asked to estimate the number of hours she devoted to netball at local, regional, and county level per week she found it difficult to make a separation between life outside netball and her volunteering commitment. She added, 'It consumes me, to the point where I dream of netball and talk about it all the time. I am not totally sure it is healthy [laughs]; sometimes my boyfriend looks at me and just rolls his eyes.'

Even when Sam decides to stop playing she can still see herself making efforts to volunteer and help at any level where she is required. Sam said that she just felt she was one of those people who sees a job needs doing and steps in. She added that the jobs are always different and the people so supportive; 'like a family' is the way Sam described it. When asked if there was any situation she could envisage that would force her to drop volunteering, Sam indicated that she found it difficult to picture that scenario. Sam went on to joke, 'my mum says that they will carry me off court in a box'.

4.9.1 Gratification – Personal/Communal

There was considerable support for the idea that engagement in volunteering, at any level, has positive outcomes at an individual and collective level, and that a positive first experience helped with an individual's confidence and led to additional interest in taking up further opportunities.

We've got examples of people doing great volunteering, examples from the World Tae Kwon Do Championships; ask Alain to do something else he's more than happy to jump on board on that because he's had a good experience the first time so then you have to reinforce them... I was a Commonwealth Games volunteer for Manchester, to have that on my CV that's something that I'll never forget and I would have hoped to have opened some doors in my role that I'm currently doing. **(Phil, 36, Recruiter, Cheshire East)**

For some any separation between the act of volunteering and sports participation seems false, and the line between the two activities somewhat fabricated. The social side and the act of volunteering, in a club context, helped develop relationships beyond the confines of the sporting context. The paired quotes below highlight the enjoyment of being involved in volunteering and the social benefit of meeting new people.

I just love playing and I love being involved. If I didn't love it I don't think I'd do half the things I do. You know, if I just wanted to turn up and play I could be that kind of person, but because I love my sport, my club, and I want to see the county, and the teams improve, that's why I kind of say okay I'll get involved and I'll do whatever I need. **(Samantha, 27, Volunteer, Cheshire East)**

I've met a whole new group of friends in parents, we have like a social group now, we go out as a social group, and some of the mums they've all met up and go off and do fitness classes while we train, so there's a good social side to it. **(Geoff, 41, Volunteer, East Riding of Yorkshire)**

The commitment to community provision was also a strong theme. A number of interviewees (notably in the older age group) indicated that they volunteered in other capacities outside sport.

I mean, for me, personally, as I say, it keeps the brain ticking over. It gives me something to do. And I do enjoy it. It gives me a lot of satisfaction... It's mostly fun but we're desperate for the money. Most cricket clubs are skimming along. Hardly any funds are coming in. But I enjoy that part anyway. I've fundraised for another charity as well. **(Janet, 65, Volunteer, East Sussex)**

4.9.2 Frustration and Stress

Volunteers expressed a number of frustrations at being thrown in at the deep end, which often resulted in negative experiences of 'not being able to cope'.

All sorts of different experiences from a couple of really bad experiences early days when, you know, I was tasked with coaching groups of young athletes and I had run-ins with coaches from other clubs who'd pretty much embarrass me in front of parents and athletes when I was quite new to it, they made me walk away from it. And, I got kind of verbally attacked from parents and these young athletes and I was maybe only a year into volunteering, that nearly made me walk away from it. **(Phil, 41, Ex-Volunteer, East Riding of Yorkshire)**

In sporting settings, the expectation of success and winning was evident, and that led to other frustrations.

It can be a bit stressful... Not winning. I've got the worst under tens team in the area. So we're bottom of the bottom division, which I don't really mind, because at the end of the day the lads enjoy it and they come off the pitch and they don't care whether they've won or lost, after five minutes they're 'oh can I go on the Xbox, oh can so and so come round for dinner?' I get upset with bad refereeing, it's the club coaches that referee the games and they're not qualified and we had a referee one week that was so bad and some of the tackles were verging on assault. Well, do I go on and stop the game or do I just let him finish his refereeing and say something afterwards, because it got to a point where it became too much? **(Geoff, 41, Volunteer, East Riding of Yorkshire)**

Those charged with recruiting and managing volunteers expressed the pressure of making the experience of volunteering meaningful.

If you take the Sport Makers programme recruiting people for the [Olympic] legacy programme, encouraging people to volunteer at least ten hours was good, tracking those volunteers and communicating with them on a regular basis definitely had its challenges, people logging their hours on a website portal came with its challenges, 'oh it's another thing I've got to do. I've done my hours; do you really need me to prove it?' So that's definitely a challenge. **(Martyn, 36, Manager/Recruiter, Staffordshire Stoke-on-Trent)**

When taking on particular roles a number of those we interviewed found the task stressful; however, there were a number of examples of commitment not to let participants down.

I did some coaching while I was in that team manager's role for girls' and women's volleyball, there was no acknowledgment and I found that quite difficult. The year I did it I found it quite difficult and did not put myself back in the mix for taking up that role the following year. I did not overly enjoy it, and I am not sure what I gained from it. The kids definitely gained from it, you know everything was where it should be and had good training facilities, everyone was communicating, parents and children too. We had good communication with the national governing body so up the chain and down the chain. So that was all done by me. But it was a voluntary role but it was quite stressful and it, I walked away from it at the end of the year because I just was not sure of the cost benefit for me personally. **(Fiona, 30, Ex-Volunteer, Staffordshire)**

4.9.3 Section Conclusion and Relationship to Previous Academic Literature

The above data reveal a range of positive and negative experiences that people encounter while volunteering in sport. Here links can be made to some of the findings of those studies that were identified through our systematic review of the literature. For example, like the volunteers in our own investigation, the work of other scholars has also identified that increased social connection and solidarity were enjoyable features of sport volunteering (Kay and Bradbury, 2009; Misener et al., 2010; Schlesinger et al., 2013). Scholarly work in this area of academic study is also starting to acknowledge that negative interpersonal relationships can cause tension, anxiety, and disappointment, and that such experiences relate negatively to both organisational commitment and satisfaction (Mills and Schulz, 2009; Misener et al., 2010). These findings would appear to be in keeping with the comments and experience of our own participants. It is our belief that future investigations should seek to better understand the everyday realities of being a sport volunteer.

4.10 Retention

The retention of sporting volunteers is a key consideration of the sporting landscape. The need to recruit volunteers on an on-going basis has a direct relationship to the need to replace those who have left volunteering. Not only do those who leave reduce in numbers those who contribute but they also often leave with considerable knowledge and skills that are difficult to replace at short notice.

4.10.1 Rewards

When we discussed the idea of reward and recognition with those interviewed for this study, the idea of rewarding volunteers was seen as desirable and necessary to encourage engagement on one hand, but also against the ethos of volunteerism on the other.

I think it really would vary, you would have the intrinsic and extrinsic rewards, so some people actually might want something physical, say a trophy or a certificate or a piece of equipment. I know the council do, once you hit a certain number of hours you get another piece of clothing, you get a T-shirt and then you'd get a hoodie and then you'd get tracksuit bottoms. I don't know, it really depends on the person. I know I kind of am not really fussed about that stuff, I'd rather actually just see people benefitting from my volunteering and that session being on which can happily make me carry it on, but I do think it depends on the person. (**Rebecca, 22, Volunteer, Cheshire East**)

Vignette 9: Retention Phil

Phil is a 41-year-old who has engaged in sport for most of his life, as an athlete and latterly both in paid and voluntary capacities. While currently employed in the sport industry as an educator, it has been two years since he last volunteered. Phil was a sport volunteer for around 17 years.

During this period he helped out at his local athletics club, starting off as a coach and eventually becoming a committee member and treasurer also, as well as helping out with other sports and forms of physical activity. Phil has a number of positive lasting memories from his voluntary experiences and believes that the efforts of volunteers are what keep sport alive. Despite holding sport volunteerism in such high regard, however, he also had a range of less favourable experiences that ultimately led him to withdraw his efforts.

Phil stopped volunteering for a number of reasons. He grew increasingly frustrated by the fact that he was investing a considerable amount of time and effort into athletes, many of whom dropped out or seemed to be more interested in ‘rushing off to get down the pub’ or wanting to ‘get back to watch something on telly’, which left him thinking ‘why am I even bothering?’

Phil also found the context in which he volunteered to be a politically difficult environment: ‘You always felt like there were people looking over your shoulder, commenting on and criticising what you did, looking down their nose at you.’ He explained that these factors, in addition to battles over ‘using the same facilities’, coaching the more ‘talented athletes’ and ‘classic pushy parent stuff’, all got a ‘bit frustrating over time really – so consequently I decided to take myself out of it’.

When asked how the sports industry might encourage him to return to volunteering, Phil mentioned that the prospect of working with talented athletes could tempt him: ‘From a governing body perspective, if they were sourcing people with the right experience, the right expertise, and trying to identify talent, athletic talent, and put them in touch with those people to offer that support – I’d be more inclined to help out.’ For Phil a desire to work with talented athletes is what first encouraged him to start volunteering and would, therefore, seem to be the only factor that might encourage him to volunteer once again.

The notion that a degree of personal recognition would be welcome had some support. A number of individuals suggested a simple ‘thank you’ would make a difference.

I definitely think they should be recognised. Just like, you know, athletes win medals and that kind of stuff. So some kind of award, maybe, for volunteer of the month, volunteer of the year – that kind of stuff. It just gives them a bit of incentive to actually keep giving up their time. It doesn’t have to be excessive but just something that would give them, you know, a bit of a boost, a bit of a thank you, and, actually, they’re not going unrecognised. (**Ben, 24, Volunteer, Staffordshire**)

4.10.2 Recognition

Some younger volunteers suggested that some acknowledgment would encourage them to continue to engage.

I probably maybe would have been more encouraged to carry on volunteering if I felt more respected about what I was doing. Obviously I was doing the same amount of work that a normal paid coach would and didn’t feel that I was getting any kind of credit for it. I wasn’t getting respected and I didn’t feel very well recognised. (**Jade, 28, Ex-Volunteer, East Riding of Yorkshire**)

There were a number of different examples of recognition across clubs.

Every Christmas they get us kind of a voucher or something to say thank you. So they’re very much aware of us and the recognition and then the kids as well, Christmas cards and stuff like that. (**Mike, 19, Volunteer, Cheshire East**)

A few respondents cited targeting rewards schemes in relation to the individual motivation of the volunteer as a possible way forward. The following three quotes illustrate these suggestions.

If you have an understanding about that volunteer and know exactly why they’re doing it then it’s a lot easier to reward them. It could be simply thank you, but it also could be something like you’re just signposting them and supporting them to move onto another volunteering, some training or if they really want to get into employment. (**Elliot, 34, Manager/Recruiter, East Riding of Yorkshire**)

Kind of give some appreciation back. It doesn't have to be financial, but just say, you know, well done. Is there anything you need? Kind of actually give some feedback and actually listen. There's no one who ever comes to me and says, oh, you know, 'what do you need and thanks for giving up your time'. **(Ben, 24, Volunteer, Staffordshire)**

A volunteer recruitment officer offered some examples of the type of reward she gave out.

The biggest thing that seems to help retain people is recognition and it is just a simple thank you. So one of the things I've done is bought a load of calendars and just sent a personal letter to every single person that is involved in the game, which I can do because the numbers are small and just said I just want to say thanks for the work that you are doing. And you know that it is appreciated, and do you know simple things like that go a long way. We run an Annual Awards and nominations every year and it is just a way of encouraging people to get recognised for what they do. Just being able to say thank you to people goes a long way. That would probably be the best way, just recognition for what they do. It doesn't have to be anything expensive, sometimes just a certificate and some sort of prize for what they have done. With the young leaders we've got a reward scheme that rewards them for up to 200 hours so that they can access kit and equipment and it is just a way of kind of keeping them for 200 hours and then hopefully they will stay for a bit longer. **(Gemma, 28, Manager/Recruiter, East Riding of Yorkshire)**

4.10.3 Providing Qualifications and Expense

Rewarding 'in kind' had some level of support and was preferred to direct payment; however, the ability to cover expenses did have a degree of support.

If you were a volunteer with no coaching badges, someone saying you've done really well for us, here's the money to go and get your level 1, I think that would be fantastic. Because I think that is a barrier people these days is the money. They have not got the funds, they would go and get their level one coaching badge but they've got things that are more pressing that they don't do it. So yes, if it recognises they've done really well and helping out loads, if someone said 'here's the money, we've got you a grant, go and get your coaching badges'. **(Laura, 21, Volunteer, Cheshire East)**

As with questions on other aspects of volunteering, there was a realisation that resources limited the amount of money that was available at the local and club level.

But in the economic climate, there isn't really that much available, that many jobs going at the minute, because they're not getting enough funding pumped into the sport. But possible training would also be an incentive. Obviously you need to get the training and experience but can go hand in hand to get you a

job when you get there. (**Jade, 28, Ex-Volunteer, East Riding of Yorkshire**)

Those with experience of rewarding volunteers offered additional consideration to the merits of the differing approaches.

Some incentives that we've found have been better, for example being able to train people on low-level sports courses. Offering that free or at a low-level cost has definitely been something that we've been able to do and also rewarding people, so if they have given for example 10 hours of volunteering or 20 hours, so different trigger points almost of actually where you can access clothing. You can access a level one, a minimum operation standard course which might cost us £30, but with us you would do it for free. (**Martyn, 36, Manager/Recruiter, Staffordshire Stoke-on-Trent**)

For some volunteers, who did not value additional qualifications, the ability to cover the cost of giving their time was a way forward.

I'm a big believer in expenses. I think many volunteer opportunities just completely seem to disregard the expenses model. If someone has had to travel to one of our sessions, I'm not going to expect them to pay the bus fare themselves because they're in a negative financial state, for doing something for us. (**Steve, 33, Manager/Recruiter, East Riding of Yorkshire**)

4.10.4 Clear Roles and On-going Support

A number of respondents returned to the theme and need for clear role descriptions and job requirements. This, it was suggested, tied in with if there was the need for training and further development, and thus any cost could be planned for. The following quotes express the desire for clarity and detail when advertising for volunteers and the link to support via training.

I think clear role descriptors, clear job outlines, clearly outline and the training support that's going to be available. If people knew exactly what they were getting involved in, what the requirements were, the fact that these courses will be made available to you, perhaps subsidised or, you know, paid for by the club and then there was a mentor available to help you go through that process then it takes a lot of the worry out of it, you're going to be properly supported, what you're getting yourself into in the first place, so that actually makes it more likely for me that people are going to buy into that. (**Phil, 41, Ex-Volunteer, East Riding of Yorkshire**)

I get real basic emails from clubs: 'I want you to volunteer at the football club'. And it's like, well, 'what can you do?' Tell me what the roles and

responsibilities are. Who are they going to be working with? How many hours are you expecting? What qualifications do they have to have? It's almost like thinking it back, like it's a workforce description. It's work or a role description of what's going to be involved. **(Steve, 33, Manager/Recruiter, East Riding of Yorkshire)**

4.10.5 Section Conclusion and Relationship to Previous Academic Literature

The findings of the present study reiterate some of those reported in articles that have investigated volunteering in other countries. A need to recognise volunteers' efforts (i.e. Breuer et al., 2012; Cuskelly and O'Brien, 2013; Misener et al., 2010; Taylor et al., 2006) and utilise incentives (i.e. Mirsafian and Mohamadinejad, 2011; Østerlund, 2013; Safai et al., 2007) to motivate and retain volunteers are strategies that have been consistently reported in the academic literature that we identified in our systematic review. The importance that our participants placed on clear advertising, recruitment, and preparation would seem significant also. Whereas role ambiguity can lead to lower levels of satisfaction, organisational commitment, and effort (Sakires et al., 2009), research by Kim et al. (2007) suggested that matching volunteers with tasks and organisations, as well as the managerial treatment of volunteers, related to volunteers' intention to continue volunteering. Our study also highlighted that covering expenses would, in many instances, be gratefully appreciated.

4.11 Dropout

Individual sports clubs and organisations all invest in sport volunteers. Reducing dropout and lengthening the time individuals maintain an interest would help in the capacity of the workforce, increase the experience they can draw on and allow sports provision to benefit from continuity. A number of factors were highlighted to relate to dropout in sports volunteering such as personal circumstances, organisational circumstances, lack of enjoyment, child dropout, financial issues, qualifications, and political influences. The following section highlights some of the issues surrounding dropout and offers contextual insights gathered from the field.

4.11.1 Personal Circumstances

The decision to engage in, or withdraw from, the act of volunteering is often based on an individual's personal situation at a given time.

Personal, circumstances, if people get involved in volunteering then they get married or go and have children we tend to lose them. Alternatively, if they get involved when they are younger and then they go to university we could lose them. **(Gemma, 28, Manager/Recruiter, East Riding of Yorkshire)**

Vignette 10: Dropout Fiona

Fiona has always been a committed volleyball player. Starting at school, inspired by a physical education teacher, it has been her passion for some 25 years. After playing at university and into her late twenties, she got involved in coaching the local team and took a number of positions on the club's committee. She suggested that she always felt she had a clear picture of what was best for the club and was not afraid to voice this vision. 'I don't get that just because you are a volunteer you cannot put in full effort. I have no time for those who are playing at it; if you don't want to commit the time give back the job and do something else.'

However, Fiona suggested that as volleyball is such a minor sport with only a small number of people active in volunteering within the local area, the chances of upsetting people was possible. 'The old guard were resistant to change and this led to a few difficult meetings and situations. We did move on and more like-minded people took on committee roles. But after a while the politics and the lack of action of the regional committees took its toll. Maybe I had just had enough and had no more energy left.'

It has been eight years since Fiona dropped out and she confessed she misses working with the players and the social side of being at the club. She talked of getting back into volunteering in some minor role next season, believing that she could find two or three hours a week to make a contribution.

Not only is volunteering activity related to the period of an individual's life but is also influenced by the economic realities of an individual's employment situation and the time that they can devote to volunteering.

I stopped volunteering because I got a job. That was the only reason; otherwise, I would still be in there now. (**Charlie, 20, Ex-Volunteer, East Riding of Yorkshire**)

The above quote highlights that the individual stopped volunteering because of employment. Interestingly, the option of 'micro-volunteering' was not commonly considered. Other respondents suggested that the lifecycle of young volunteers was often related to university commitments.

I mean obviously we have volunteers from sort of universities and colleges who do move on and that's just natural. They go home in the summer and at the end of their third year obviously they sometimes move home and don't come back. I think that's natural, that you're going to get sort of people leaving. (**Alex, 30, Recruiter/Coordinator, Cheshire East**)

Others referred to their age and capacity to continue in their present volunteer role as likely causes of dropout.

Probably just incapacity, you know, if I was ill or died I suppose. We joke at club that I'll still be here coming with my Zimmer frame watching them and saying 'no you need to be doing that', you know. I'm not strong as I used to be, so, you know, I do have to recognise my limitations. (**Julie, 55, Volunteer, East Riding of Yorkshire**)

When asked about a reduction in commitment as opposed to dropping out, a number of volunteers suggested that they would find it attractive but were not sure how to go about managing the decrease in hours.

4.11.3 Organisational Circumstances

A number of younger volunteers we talked to during the study cited volunteer programmes and schemes as the vehicle by which they started volunteering. This avenue into giving time to sport was seen as of benefit but did have some shortcomings.

There are a lot of programmes that are funded to raise participation but actually once they've finished then there is not a requirement for them [the volunteers] anymore. That's an area to be looked at, because yes they might stop but it might not be their choice why they stop. **(Elliot, 34, Manager/Recruiter, East Riding of Yorkshire)**

While the longevity of funding projects is problematic, there was an expressed opinion that a follow-on option would help maintain interest and bring further life to a scheme.

The programme I was volunteering on was Alive and Kicking. It was a weight management programme for children and they'd had a lot of coaching sessions. It was age between 5 and 16. After so long of volunteering for them, it kind of – the sessions got spread around Hull more so it meant that you had to spend more time travelling. After it finished if they'd said to me that we could pay you, then that could have been different because obviously then I could have maybe cut some hours at my other job and used that as well and carry on. **(Jade, 28, Ex-Volunteer, East Riding of Yorkshire)**

It would appear that those who provide sports provision utilising volunteers did not plan for succession and after losing key volunteers a particular activity ceased or failed to be supported.

4.11.4 Lack of Enjoyment

There was a sense that the 'stalwarts' among the volunteering community felt increasing pressures to give more. For some this meant that the act of volunteering could lose its fundamental enjoyment and appeal.

People becoming a bit disillusioned with people keep putting pressure on them. I think after time you just, you get a bit tired of people taking and taking and not really giving. I know that I certainly found that when I was sort of coaching; I'm still quite young now, but when I was particularly a young coach I think the club that I was at, at the time, was quite happy for me to give up a load of my time and then not really give anything back really. **(Alex, 30, Recruiter/Coordinator, Cheshire East)**

The correct matching of the volunteer and their skills with the opportunities open to them was also cited as a solution to maintaining interest. The option to change role as the volunteer's interests change seemed to have strong appeal.

In my experience in volunteering, people have dropped out because they've not enjoyed it. So I think when it comes to volunteering, if they match it up

with the right volunteering position, it's something they're going to undertake with a passion about and they enjoy, and then they're going to carry on more with it because obviously they're going to get something out of it, and it's going to be something they want to do and carry on for years to come. (**Jade, 28, Ex-Volunteer, East Riding of Yorkshire**)

4.11.5 Child Dropout

The induction into volunteering is often a family affair. The 'I was down there anyway so I thought I would offer' reasoning is still common. However, this commitment to volunteering via a third party comes with some stipulations. The following paired quotes indicate these caveats.

I'm under-elevens manager now. If my son suddenly comes and tells me in three months' time, 'Dad, I'm not interested anymore', I very much doubt I'll go up to being an under-thirteens manager if he's not playing. So it's my personal circumstances at the time. And in terms of juniors, there are very few junior manager/coaches who don't have a child involved. (**Adrian, 47, Volunteer, North Cheshire**)

The main thing is if my son left the team, I think that would have a big influence. (**Geoff, 41, Volunteer, East Riding of Yorkshire**)

However, there was a realisation from clubs that the parent as volunteer may have a differing motivation for engaging, and that they may move on as not only their situation changes but also their child's.

We haven't got the luxury of having, you know, enough coaches to look after every single team, so we do rely on parents in that way, but they don't form any part of our committees because they change so frequently. We get a deal for two or three years and then they either drop out and don't want to do it anymore or, you know, they might join a different club, so very rarely we get a parent who sticks throughout. (**Samantha, 27, Volunteer, Cheshire East**)

The issues surrounding longevity and volunteer engagement are complex and multifaceted; however, a willingness from all parties to see the volunteer change the nature of the engagement would help maintain their involvement and increase the range of the commitment.

4.11.6 Financial Issues

For some the act of volunteering is an expensive engagement. Not only does it include the cost of travel and fuel but there is also the opportunity cost of forgoing

work. For the young person quoted below, his commitment to volunteering impacts on him and other member of his family.

I think they've got to do something about expenses. Especially with the way fuel's gone over the last two or three years. Every year it's costing more and more to volunteer. And just simple stuff like paying to park your car when you're giving up your time free, I think it's just a bit of an insult, really. I think my mum would prefer me not to do the volunteering and earn my money. I think my mum would definitely be happy for me to forget the volunteering and go, work 15 hours extra a week because obviously I would have more money... She's the difference between if I was working an extra 15 hours a week, she wouldn't have to support me as much – it's as simple as that. (**Ben, 24, Volunteer, Staffordshire**)

In addition to the cost of acting as a volunteer, there was an expressed perception that the sports clubs and NGB failed to support the volunteer by not supplying financial support or offering 'goods in kind'.

And even if you're volunteering they don't give you a reduced price to get your qualifications or anything like that even though the club is part of Badminton England. So they don't help the volunteers out to get better at volunteering. Because I would've loved to have done all my badges and everything like that. I didn't have that money... And they don't give you sort of reduced tickets to anything, like there's a big tournament every year in England but I pay the full price that anyone else would even though I'm part of Badminton England, I was a member at the time and I was a volunteer for one of their clubs. (**Elizabeth, 22, Volunteer, Cheshire East**)

When asked about rewarding volunteers there was little support for the direct payment of the individual volunteer; however, some commitment to help to offset costs seem to be supported. There was also support for 'goods in kind', to support activities the volunteer was directly involved in.

4.11.7 Qualifications

A number of volunteers directly involved in coaching activity mentioned the recent move towards the UKCC scheme within a number of sports. While generally supported, there was concern about the additional time required to move from the old to the new and the additional cost, in terms of money and time, of the new scheme.

When I did my level two rugby league, it was a very straight situation. Rugby league went from its own award system to level one, two, and three in the UKCC system... And in effect that should have lasted four weekends, Saturday,

Sunday for four weekends. That's a hell of a commitment. I think that sort of thing frightens many people off. I'm convinced of that. That sort of thing gets round word of mouth very quickly about, you know, how much time it takes. That would actually frighten someone off if you start doing that. (**Ian, 56, Volunteer, Cheshire East**)

In addition to the concerns about the length of time required to gain any award, there was a sense that it takes you away from the very activity you are interested in doing. When considering the higher awards some respondents suggested that they were priced beyond the reach of the average volunteer.

You've got to take this course, that course. It's starting to go like that, that obviously you've got to keep your CRB up, you've got to do your child protection, your first aid and all that and it – obviously that takes time away from the role you're doing and putting extra pressures on. Also, at the moment the way they actually run the courses, for example, at Loughborough on 11th and 12th of April I've got to go as part of my next coaching badge, I've got to go and do that course on a weekend when ordinarily I would be coaching. So there'll be two days when no coaching happens, because obviously I've got to do the part of the course. So they need to be careful how high they set the bar on these qualifications. And I think if they want to raise the standard and set people on these courses, there comes a point where, right, if you're going to do this above a certain point, they've got to pay them because you're not going to have people volunteering to go on, you know, like, level four coaching courses, level four officiating, what takes quite an amount of time. So they've got to be really careful that they don't annoy people. (**Ben, 24, Sports Coach Volunteer, Staffordshire**)

In many sports, it is early days concerning the adoption of the UKCC system and a number of NGBs are adjusting their price structure to aid recruitment onto the courses. In addition, if there is a commitment to upskill the coaching workforce, with the aim of promoting a better participant experience, then formal coach education will remain as the main avenue of delivery.

4.11.8 (Micro)Political Influences

Sports provision occurs in a 'micro-political' climate (e.g. conflicting personal and institutional agendas). While some provision seems to maintain a behind the scenes approach to decision making and club politics, others seem to be less successful.

The environment that I worked in politically was quite a difficult environment, you always felt like there were people looking over your shoulder, commenting on and criticising what you did, looking down their nose at you, you know. It's just that, you know, we've probably been working at the same place, in the same club environment, a lot of us for too long. I don't know, there's only so

much talent around, you know, if talented athletes are coming over to certain coaches and asking them if they'll work with them and leaving other coaches, and it always happens, because the grass is always greener on the other side of the fence, people get their noses put out of joint and, you know, that causes tensions and, you know, pressures from parents. **(Phil, 41, Ex-Volunteer, East Riding of Yorkshire)**

The idea that an individual could be a position tool was echoed by a volleyball coach, who, after many years contributing, stated:

I think with the volleyball coaching roles and the team management in volleyball, I think I'd probably just come to saturation point with volleyball. Done it all my life. Organisations like volleyball which are very small have a very small knit of people and it is not a case of your face not fitting, it is a case of there's a group of likeminded people who think they can work together then they will and then breaking into that can be quite difficult. I probably just had enough of the battle but I thought the battle was one worth fighting, so then I have a choice, I either change and adopt their ways, which I don't agree with, or don't necessarily follow, they are not my rules, they are their rules, or you walk away from it. **(Fiona, 30, Ex-Volunteer, Staffordshire)**

The issues of maintaining the harmony of a sporting environment with a perception of increasing pressure on a club from parent and other volunteers is difficult to mediate. While the views expressed were strongly held, it would be misleading to suggest this element was felt by any more than a select minority.

4.11.9 Section Conclusion and Relationship to Previous Academic Literature

Analysis of the academic articles that were identified through our systematic review of the literature revealed that the reasons why people 'drop out' of volunteering is an area of investigation that has, to date, received relatively little attention. There is a paucity of research into this important feature of voluntary workforce maintenance. Those themes outlined and discussed above represent a useful initial analysis of why individuals choose to stop volunteering. It is our recommendation that additional work be undertaken into this area of volunteering study. Findings from such scholarly investigations might help with the identification and development of strategies designed to minimise 'dropout' by encouraging volunteers to continue engaging in this important activity.

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6.0 APPENDICES

Appendix A: Volunteerism by County Council

Current area code	Former area code	Area name	APS5 (Oct-2010- Oct 2011)	APS6 (Oct 2011- Oct 2012)	APS7 (Oct 2012- Oct 2013)
			%	%	%
North West					
E10000006	16	Cumbria	15.4%	15.1%	11.7%
E10000017	30	Lancashire	15.1%	14.1%	11.9%
Yorkshire and the Humber					
E10000023	36	North Yorkshire	17.3%	17.3%	16.0%
East Midlands					
E10000007	17	Derbyshire	13.5%	14.6%	13.0%
E10000018	31	Leicestershire	15.6%	16.1%	12.5%
E10000019	32	Lincolnshire	15.7%	15.7%	13.0%
E10000021	34	Northamptonshire	15.7%	15.8%	12.5%
E10000024	37	Nottinghamshire	14.9%	14.2%	15.0%
West Midlands					
E10000028	41	Staffordshire	15.2%	14.1%	12.0%
E10000031	44	Warwickshire	15.7%	13.9%	13.7%
E10000034	47	Worcestershire	14.1%	15.6%	14.1%
East					
E10000003	12	Cambridgeshire	16.4%	11.8%	13.1%
E10000012	22	Essex	13.9%	16.0%	14.2%
E10000015	26	Hertfordshire	16.8%	16.1%	12.9%
E10000020	33	Norfolk	14.1%	13.3%	10.3%
E10000029	42	Suffolk	14.1%	13.9%	12.5%
South East					
E10000002	11	Buckinghamshire	15.2%	19.2%	18.1%
E10000011	21	East Sussex	14.4%	14.4%	13.8%
E10000014	24	Hampshire	14.3%	14.4%	13.2%
E10000016	29	Kent	13.8%	13.6%	12.4%
E10000025	38	Oxfordshire	15.6%	18.3%	12.3%
E10000030	43	Surrey	17.4%	15.9%	13.3%
E10000032	45	West Sussex	15.1%	13.3%	13.0%
South West					
E10000008	18	Devon	17.5%	16.2%	17.3%
E10000009	19	Dorset	12.9%	16.0%	12.1%
E10000013	23	Gloucestershire	17.9%	14.3%	15.8%
E10000027	40	Somerset	17.2%	16.3%	13.8%

Appendix B: Volunteerism by County Sports Partnership

	APS5	APS6	APS7
	(Oct 2010-Oct 2011)	(Oct 2011-Oct 2012)	(Oct 2012-Oct 2013)
	%	%	%
Bedfordshire	12.8%	11.9%	12.0%
Berkshire	15.1%	17.0%	14.1%
Birmingham	11.4%	17.6%	*
Black County	9.33%	11.2%	7.43%
Buckinghamshire and Milton Keynes	14.9%	17.1%	18.4%
Cambridgeshire	15.1%	12.1%	11.9%
Cheshire	15.7%	16.7%	12.3%
Cornwall and Isles of Scilly	15.7%	19.9%	15.9%
Coventry, Solihull and Warwickshire	14.3%	13.3%	12.0%
Cumbria	15.4%	15.1%	11.7%
Derbyshire	13.6%	15.3%	12.5%
Devon	16.1%	15.8%	15.5%
Dorset	13.3%	15.8%	11.8%
Durham	14.3%	17.3%	*
Essex	14.0%	15.0%	13.4%
Gloucestershire	17.9%	14.3%	15.8%
Greater Manchester	13.1%	12.6%	10.4%
Hampshire and Isle of Wight	13.6%	14.2%	12.8%
Herefordshire and Worcestershire	12.9%	15.0%	15.2%
Hertfordshire	15.8%	16.1%	12.9%
Humber	15.9%	15.9%	7.99%
Kent	13.4%	13.2%	12.2%
Lancashire	14.7%	13.5%	12.0%
Leicester, Leicestershire and Rutland	14.2%	14.6%	11.2%
Lincolnshire	15.7%	15.7%	13.0%
London Central	9.69%	9.38%	9.09%
London East	10.8%	10.4%	7.97%
London North	10.3%	12.3%	9.35%
London South	12.4%	13.5%	12.7%
London West	10.9%	12.2%	8.88%
Merseyside	12.9%	12.3%	11.6%
Norfolk	14.1%	13.3%	10.3%
North Yorkshire	16.4%	17.0%	15.2%
Northamptonshire	15.7%	15.8%	12.5%
Northumberland	16.0%	14.7%	13.3%
Nottinghamshire	14.1%	13.2%	13.3%
Oxfordshire	15.6%	18.3%	12.3%
Shropshire and Telford and the Wrekin	15.8%	12.8%	10.8%
Somerset	17.2%	16.3%	13.8%

South Yorkshire	11.1%	13.6%	12.8%
Staffordshire and Stoke-on-Trent	14.8%	14.7%	12.2%
Suffolk	14.1%	13.9%	12.5%
Surrey	17.4%	15.9%	13.3%
Sussex	14.5%	13.4%	12.5%
Tees Valley	11.7%	11.7%	9.76%
Tyne and Wear	10.8%	11.4%	11.7%
(Greater) Warwickshire	15.0%	13.9%	13.0%
West Yorkshire	13.7%	15.4%	14.1%
Wiltshire and Swindon	13.5%	16.5%	11.2%

* Data unavailable, question not asked or insufficient sample size.

Appendix C: Volunteerism by Unitary and District Local Authority

Current area code	Former area code	Area name	APS5	APS6	APS7
			(Oct 2010- Oct 2011)	(Oct 2011- Oct 2012)	(Oct 2012- Oct 2013)
			%	%	%
NORTH EAST					
E06000047	00EJ	County Durham UA	14.3%	17.3%	*
E06000005	00EH	Darlington UA	13.4%	*	*
E06000001	00EB	Hartlepool UA	14.9%	*	*
E06000002	00EC	Middlesbrough UA	10.6%	*	*
E06000048	00EM	Northumberland UA	16.0%	14.7 %	13.3%
E06000003	00EE	Redcar and Cleveland UA	11.9%	12.9%	*
E06000004	00EF	Stockton-on-Tees UA	9.91%	*	*
E08000020	00CH	Gateshead	12.7%	*	*
E08000021	00CJ	Newcastle upon Tyne	10.8%	14.9%	*
E08000022	00CK	North Tyneside	12.7%	12.6%	*
E08000023	00CL	South Tyneside	11.8%	*	*
E08000024	00CM	Sunderland	7.53%	*	*
NORTH WEST					
E06000008	00EX	Blackburn with Darwen UA	12.0%	10.0%	*
E06000009	00EY	Blackpool UA	13.1%	*	*
E06000049	00EQ	Cheshire East UA	16.2%	19.5%	*
E06000050	00EW	Cheshire West and Chester	16.0%	16.2%	*
E06000006	00ET	Halton UA	10.6%	11.1%	*
E06000007	00EU	Warrington UA	14.4%	*	14.1%
Cumbria					
E07000026	16UB	Allerdale	17.9%	11.6%	*
E07000027	16UC	Barrow-in-Furness	12.4%	14.3%	13.9%
E07000028	16UD	Carlisle	14.8%	*	*
E07000029	16UE	Copeland	10.7%	18.1%	*
E07000030	16UF	Eden	18.0%	22.5%	*
E07000031	16UG	South Lakeland	17.3%	20.3%	16.1%
E08000001	00BL	Bolton	12.0%	13.0%	*
E08000002	00BM	Bury	13.7%	12.9%	15.0%
E08000003	00BN	Manchester	9.76%	*	*
E08000004	00BP	Oldham	13.1%	*	*
E08000005	00BQ	Rochdale	13.0%	18.5%	*
E08000006	00BR	Salford	12.5%	*	*
E08000007	00BS	Stockport	15.9%	*	*
E08000008	00BT	Tameside	16.4%	14.3%	*
E08000009	00BU	Trafford	12.1%	15.1%	*
E08000010	00BW	Wigan	15.0%	16.2%	*
Lancashire					
E07000117	30UD	Burnley	14.6%	*	*
E07000118	30UE	Chorley	14.5%	14.8%	*
E07000119	30UF	Fylde	12.9%	15.7%	*
E07000120	30UG	Hyndburn	15.6%	*	*

E07000121	30UH	Lancaster	20.2%	17.7%	*
E07000122	30UJ	Pendle	12.8%	*	*
E07000123	30UK	Preston	14.9%	13.2%	*
E07000124	30UL	Ribble Valley	17.9%	18.3%	16.4%
E07000125	30UM	Rossendale	15.8%	*	14.4%
E07000126	30UN	South Ribble	11.4%	*	15.3%
E07000127	30UP	West Lancashire	14.6%	13.4%	*
E07000128	30UQ	Wyre	15.5%	17.0%	*
E08000011	00BX	Knowsley	11.5%	*	*
E08000012	00BY	Liverpool	13.2%	*	*
E08000014	00CA	Sefton	12.7%	*	18.8%
E08000013	00BZ	St. Helens	11.6%	*	*
E08000015	00CB	Wirral	14.6%	13.7%	*
YORKSHIRE AND THE HUMBER					
E06000011	00FB	East Riding of Yorkshire	17.7%	18.3%	*
E06000010	00FA	Kingston upon Hull, City	14.1%	16.0%	*
E06000012	00FC	North East Lincolnshire UA	13.4%	12.8%	*
E06000013	00FD	North Lincolnshire UA	17.7%	13.2%	*
E06000014	00FF	York UA	13.6%	16.3%	*
North Yorkshire					
E07000163	36UB	Craven	19.1%	16.7%	22.6%
E07000164	36UC	Hambleton	15.7%	10.2%	*
E07000165	36UD	Harrogate	21.4%	21.5%	22.5%
E07000166	36UE	Richmondshire	13.2%	18.9%	*
E07000167	36UF	Ryedale	18.9%	14.5%	17.9%
E07000168	36UG	Scarborough	16.2%	17.5%	*
E07000169	36UH	Selby	12.9%	18.3%	*
E08000016	00CC	Barnsley	13.5%	*	*
E08000017	00CE	Doncaster	9.07%	*	18.6%
E08000018	00CF	Rotherham	10.6%	13.2%	*
E08000019	00CG	Sheffield	11.4%	14.7%	*
E08000032	00CX	Bradford	15.3%	13.6%	*
E08000033	00CY	Calderdale	16.6%	15.3%	14.1%
E08000034	00CZ	Kirklees	12.7%	16.4%	15.9%
E08000035	00DA	Leeds	13.1%	18.1%	16.0%
E08000036	00DB	Wakefield	12.4%	*	*
EAST MIDLANDS					
E06000015	00FK	Derby UA	13.7%	17.1%	*
E06000016	00FN	Leicester UA	10.2%	11.4%	*
E06000018	00FY	Nottingham UA	12.4%	*	*
E06000017	00FP	Rutland UA	20.2%	17.7%	19.8%
Derbyshire					
E07000032	17UB	Amber Valley	13.1%	*	*
E07000033	17UC	Bolsover	9.42%	*	*
E07000034	17UD	Chesterfield	10.7%	15.6%	*
E07000035	17UF	Derbyshire Dales	20.0%	23.5%	20.6%
E07000036	17UG	Erewash	10.5%	13.5%	*
E07000037	17UH	High Peak	15.3%	*	11.2%
E07000038	17UJ	North East Derbyshire	14.1%	12.7%	*
E07000039	17UK	South Derbyshire	16.4%	15.7%	*

		Leicestershire			
E07000129	31UB	Blaby	12.5%	11.5%	*
E07000130	31UC	Charnwood	15.6%	23.4%	*
E07000131	31UD	Harborough	17.0%	13.2%	21.2%
E07000132	31UE	Hinckley and Bosworth	19.8%	13.0%	14.6%
E07000133	31UG	Melton	16.8%	15.7%	*
E07000134	31UH	North West Leicestershire	12.8%	14.1%	14.6%
E07000135	31UJ	Oadby and Wigston	14.8%	17.5%	*
		Lincolnshire			
E07000136	32UB	Boston	12.2%	*	*
E07000137	32UC	East Lindsey	15.7%	15.6%	*
E07000138	32UD	Lincoln	17.0%	*	*
E07000139	32UE	North Kesteven	17.1%	16.7%	*
E07000140	32UF	South Holland	13.9%	17.3%	*
E07000141	32UG	South Kesteven	15.9%	18.2%	13.4%
E07000142	32UH	West Lindsey	16.3%	15.3%	17.3%
		Northamptonshire			
E07000150	34UB	Corby	17.4%	*	*
E07000151	34UC	Daventry	16.0%	17.2%	12.5%
E07000152	34UD	East Northamptonshire	17.3%	16.1%	*
E07000153	34UE	Kettering	14.8%	*	13.1%
E07000154	34UF	Northampton	11.8%	16.8%	*
E07000155	34UG	South Northamptonshire	22.1%	17.2%	17.0%
E07000156	34UH	Wellingborough	17.3%	11.6%	14.7%
		Nottinghamshire			
E07000170	37UB	Ashfield	13.1%	*	*
E07000171	37UC	Bassetlaw	13.1%	*	14.9%
E07000172	37UD	Broxtowe	13.5%	18.2%	*
E07000173	37UE	Gedling	16.2%	16.0%	16.9%
E07000174	37UF	Mansfield	10.3%	14.8%	*
E07000175	37UG	Newark and Sherwood	18.6%	12.1%	14.2%
E07000176	37UJ	Rushcliffe	18.8%	*	21.3%
WEST MIDLANDS					
E06000019	00GA	Herefordshire, County of	12.9%	13.4%	18.7%
E06000051	00GG	Shropshire UA	16.3%	*	*
E06000021	00GL	Stoke-on-Trent UA	13.1%	*	*
E06000020	00GF	Telford and Wrekin UA	14.8%	*	*
		Staffordshire			
E07000192	41UB	Cannock Chase	16.7%	*	*
E07000193	41UC	East Staffordshire	15.3%	12.7%	*
E07000194	41UD	Lichfield	16.2%	14.6%	15.4%
E07000195	41UE	Newcastle-under-Lyme	13.5%	*	*
E07000196	41UF	South Staffordshire	14.9%	17.2%	*
E07000197	41UG	Stafford	16.5%	14.5%	*
E07000198	41UH	Staffordshire Moorlands	13.6%	13.3%	*
E07000199	41UK	Tamworth	15.5%	16.9%	*
		Warwickshire			
E07000218	44UB	North Warwickshire	13.1%	11.7%	18.0%
E07000219	44UC	Nuneaton and Bedworth	15.1%	13.4%	*
E07000220	44UD	Rugby	17.7%	13.6%	*
E07000221	44UE	Stratford-on-Avon	17.8%	13.6%	*

E07000222	44UF	Warwick	14.3%	15.6%	15.8%
E08000025	00CN	Birmingham	11.4%	17.6%	*
E08000026	00CQ	Coventry	12.0%	*	*
E08000027	00CR	Dudley	10.2%	*	*
E08000028	00CS	Sandwell	7.17%	12.7%	*
E08000029	00CT	Solihull	14.1%	11.1%	*
E08000030	00CU	Walsall	8.00%	12.2%	*
E08000031	00CW	Wolverhampton	12.1%	*	*
		Worcestershire			
E07000234	47UB	Bromsgrove	18.0%	22.6%	*
E07000235	47UC	Malvern Hills	17.5%	16.3%	14.8%
E07000236	47UD	Redditch	8.82%	*	*
E07000237	47UE	Worcester	15.6%	17.4%	17.1%
E07000238	47UF	Wychavon	13.1%	14.3%	15.9%
E07000239	47UG	Wyre Forest	11.9%	*	*
EAST					
E06000055	00KB	Bedford UA	15.0%	15.1%	*
E06000056	00KC	Central Bedfordshire UA	12.0%	13.2%	17.5%
E06000032	00KA	Luton UA	11.8%	*	*
E06000031	00JA	Peterborough UA	10.3%	*	*
E06000033	00KF	Southend-on-Sea UA	19.4%	*	*
E06000034	00KG	Thurrock UA	8.51%	*	*
		Cambridgeshire			
E07000008	12UB	Cambridge	15.0%	*	*
E07000009	12UC	East Cambridgeshire	15.5%	13.4%	*
E07000010	12UD	Fenland	12.5%	*	15.5%
E07000011	12UE	Huntingdonshire	16.0%	11.5%	*
E07000012	12UG	South Cambridgeshire	21.2%	13.9%	17.2%
		Essex			
E07000066	22UB	Basildon	8.36%	*	*
E07000067	22UC	Braintree	16.6%	15.5%	*
E07000068	22UD	Brentwood	18.6%	21.7%	14.9%
E07000069	22UE	Castle Point	13.7%	17.6%	*
E07000070	22UF	Chelmsford	15.0%	17.8%	*
E07000071	22UG	Colchester	11.0%	*	20.5%
E07000072	22UH	Epping Forest	16.6%	19.2%	*
E07000073	22UJ	Harlow	10.2%	15.7%	*
E07000074	22UK	Maldon	14.4%	19.5%	*
E07000075	22UL	Rochford	12.5%	13.1%	*
E07000076	22UN	Tendring	17.5%	13.8%	*
E07000077	22UQ	Uttlesford	15.1%	20.7%	19.5%
		Hertfordshire			
E07000095	26UB	Broxbourne	12.5%	*	12.6%
E07000096	26UC	Dacorum	15.9%	16.2%	*
E07000097	26UD	East Hertfordshire	22.2%	21.7%	17.1%
E07000098	26UE	Hertsmere	12.2%	14.7%	16.1%
E07000099	26UF	North Hertfordshire	17.8%	14.7%	*
E07000100	26UG	St Albans	16.6%	18.3%	16.5%
E07000101	26UH	Stevenage	16.4%	*	*
E07000102	26UJ	Three Rivers	16.8%	18.5%	*
E07000103	26UK	Watford	12.8%	13.6%	*

E07000104	26UL	Welwyn Hatfield	20.7%	18.5%	*
		Norfolk			
E07000143	33UB	Breckland	13.7%	15.9%	*
E07000144	33UC	Broadland	14.1%	14.6%	11.5%
E07000145	33UD	Great Yarmouth	11.6%	*	*
E07000146	33UE	King's Lynn and West Norfolk	13.8%	14.2%	*
E07000147	33UF	North Norfolk	14.5%	18.4%	*
E07000148	33UG	Norwich	13.1%	*	*
E07000149	33UH	South Norfolk	17.7%	*	*
		Suffolk			
E07000200	42UB	Babergh	17.6%	16.0%	13.5%
E07000201	42UC	Forest Heath	16.4%	*	*
E07000202	42UD	Ipswich	8.54%	*	*
E07000203	42UE	Mid Suffolk	17.3%	15.5%	15.8%
E07000204	42UF	St Edmundsbury	14.5%	*	*
E07000205	42UG	Suffolk Coastal	14.5%	17.3%	11.6%
E07000206	42UH	Waveney	13.1%	13.4%	*
LONDON					
E09000002	00AB	Barking and Dagenham	8.11%	*	*
E09000003	00AC	Barnet	9.95%	*	*
E09000004	00AD	Bexley	13.0%	12.7%	*
E09000005	00AE	Brent	9.95%	*	*
E09000006	00AF	Bromley	8.53%	15.8%	*
E09000007	00AG	Camden	12.0%	*	*
E09000001	00AA	City of London	*	*	*
E09000008	00AH	Croydon	14.2%	14.1%	*
E09000009	00AJ	Ealing	8.22%	13.0%	*
E09000010	00AK	Enfield	10.6%	13.9%	*
E09000011	00AL	Greenwich	12.3%	10.5%	*
E09000012	00AM	Hackney	8.10%	*	*
E09000013	00AN	Hammersmith and Fulham	12.5%	*	*
E09000014	00AP	Haringey	9.69%	*	*
E09000015	00AQ	Harrow	11.9%	15.4%	*
E09000016	00AR	Havering	10.1%	*	*
E09000017	00AS	Hillingdon	10.4%	10.7%	*
E09000018	00AT	Hounslow	13.8%	*	*
E09000019	00AU	Islington	6.09%	*	*
E09000020	00AW	Kensington and Chelsea	10.5%	*	*
E09000021	00AX	Kingston upon Thames	16.4%	14.2%	*
E09000022	00AY	Lambeth	8.68%	*	*
E09000023	00AZ	Lewisham	8.40%	16.3%	*
E09000024	00BA	Merton	10.5%	12.9%	*
E09000025	00BB	Newham	13.2%	8.46%	*
E09000026	00BC	Redbridge	12.9%	*	*
E09000027	00BD	Richmond upon Thames	14.7%	*	16.1%
E09000028	00BE	Southwark	10.9%	*	*
E09000029	00BF	Sutton	12.1%	12.9%	*
E09000030	00BG	Tower Hamlets	10.4%	9.04%	*
E09000031	00BH	Waltham Forest	11.0%	12.9%	*
E09000032	00BJ	Wandsworth	10.7%	*	*

E09000033	00BK	Westminster	8.45%	*	*
SOUTH EAST					
E06000036	00MA	Bracknell Forest UA	16.7%	16.9%	12.2%
E06000043	00ML	Brighton and Hove UA	13.0%	*	*
E06000046	00MW	Isle of Wight UA	13.3%	14.7%	14.6%
E06000035	00LC	Medway UA	11.0%	10.7%	*
E06000042	00MG	Milton Keynes UA	14.2%	13.0%	18.9%
E06000044	00MR	Portsmouth UA	11.9%	*	*
E06000038	00MC	Reading UA	14.7%	21.0%	*
E06000039	00MD	Slough UA	12.2%	12.4%	*
E06000045	00MS	Southampton UA	12.0%	12.8%	*
E06000037	00MB	West Berkshire UA	15.0%	13.8%	13.8%
E06000040	00ME	Windsor and Maidenhead UA	18.6%	19.5%	18.0%
E06000041	00MF	Wokingham UA	13.4%	17.5%	15.3%
Buckinghamshire					
E07000004	11UB	Aylesbury Vale	16.0%	16.9%	21.2%
E07000005	11UC	Chiltern	14.1%	26.3%	*
E07000006	11UE	South Bucks	15.5%	17.5%	15.9%
E07000007	11UF	Wycombe	15.0%	18.4%	18.1%
East Sussex					
E07000061	21UC	Eastbourne	12.3%	12.2%	*
E07000062	21UD	Hastings	13.0%	12.8%	*
E07000063	21UF	Lewes	16.8%	*	17.9%
E07000064	21UG	Rother	16.0%	18.5%	*
E07000065	21UH	Wealden	13.9%	15.4%	14.6%
Hampshire					
E07000084	24UB	Basingstoke and Deane	9.44%	13.5%	*
E07000085	24UC	East Hampshire	16.9%	20.2%	*
E07000086	24UD	Eastleigh	13.6%	*	13.7%
E07000087	24UE	Fareham	14.5%	16.2%	12.4%
E07000088	24UF	Gosport	14.2%	*	*
E07000089	24UG	Hart	16.5%	22.0%	15.9%
E07000090	24UH	Havant	15.0%	*	*
E07000091	24UJ	New Forest	13.2%	13.1%	13.9%
E07000092	24UL	Rushmoor	12.8%	*	*
E07000093	24UN	Test Valley	15.2%	13.1%	11.8%
E07000094	24UP	Winchester	18.3%	17.7%	24.7%
Kent					
E07000105	29UB	Ashford	12.1%	*	10.6%
E07000106	29UC	Canterbury	16.5%	17.4%	*
E07000107	29UD	Dartford	17.3%	13.0%	*
E07000108	29UE	Dover	16.8%	13.3%	12.0%
E07000109	29UG	Gravesham	11.8%	15.2%	15.3%
E07000110	29UH	Maidstone	12.6%	15.6%	12.1%
E07000111	29UK	Sevenoaks	15.1%	19.9%	14.4%
E07000112	29UL	Shepway	12.9%	*	*
E07000113	29UM	Swale	8.28%	*	*
E07000114	29UN	Thanet	11.0%	*	14.8%
E07000115	29UP	Tonbridge and Malling	12.8%	15.5%	16.0%
E07000116	29UQ	Tunbridge Wells	19.5%	15.8%	14.8%

		Oxfordshire			
E07000177	38UB	Cherwell	13.6%	17.3%	15.1%
E07000178	38UC	Oxford	11.3%	18.8%	*
E07000179	38UD	South Oxfordshire	19.7%	20.4%	13.7%
E07000180	38UE	Vale of White Horse	18.6%	16.6%	15.7%
E07000181	38UF	West Oxfordshire	16.1%	18.0%	16.3%
		Surrey			
E07000207	43UB	Elmbridge	20.9%	16.5%	14.3%
E07000208	43UC	Epsom and Ewell	18.3%	17.2%	*
E07000209	43UD	Guildford	19.1%	15.1%	*
E07000210	43UE	Mole Valley	16.4%	19.8%	*
E07000211	43UF	Reigate and Banstead	17.0%	12.9%	15.2%
E07000212	43UG	Runnymede	16.4%	17.2%	*
E07000213	43UH	Spelthorne	15.5%	*	15.4%
E07000214	43UJ	Surrey Heath	18.1%	13.9%	22.1%
E07000215	43UK	Tandridge	13.6%	18.6%	14.8%
E07000216	43UL	Waverley	17.6%	16.4%	16.5%
E07000217	43UM	Woking	15.9%	16.2%	*
		West Sussex			
E07000223	45UB	Adur	14.1%	*	*
E07000224	45UC	Arun	16.8%	*	*
E07000225	45UD	Chichester	14.9%	*	*
E07000226	45UE	Crawley	10.5%	20.1%	*
E07000227	45UF	Horsham	15.5%	13.1%	17.6%
E07000228	45UG	Mid Sussex	18.6%	*	14.0%
E07000229	45UH	Worthing	13.2%	*	*
SOUTH WEST					
E06000022	00HA	Bath and North East Somerset UA	18.1%	*	*
E06000028	00HN	Bournemouth UA	13.4%	*	*
E06000023	00HB	Bristol, City of UA	11.9%	*	*
E06000052	00HE	Cornwall UA	15.7%	19.9%	15.8%
E06000053	00HF	Isles of Scilly UA	23.9%	*	*
E06000024	00HC	North Somerset UA	16.4%	12.4%	*
E06000026	00HG	Plymouth UA	13.4%	14.8%	*
E06000029	00HP	Poole UA	14.2%	12.7%	*
E06000025	00HD	South Gloucestershire UA	17.0%	18.3%	*
E06000030	00HX	Swindon UA	9.00%	13.4%	*
E06000027	00HH	Torbay UA	13.1%	15.5%	*
E06000054	00HY	Wiltshire UA	15.4%	17.9%	*
		Devon			
E07000040	18UB	East Devon	13.4%	14.8%	24.6%
E07000041	18UC	Exeter	19.1%	15.7%	*
E07000042	18UD	Mid Devon	17.1%	17.7%	15.9%
E07000043	18UE	North Devon	16.5%	*	16.5%
E07000044	18UG	South Hams	21.2%	16.9%	16.5%
E07000045	18UH	Teignbridge	16.8%	20.2%	17.4%
E07000046	18UK	Torridge	18.6%	*	18.0%
E07000047	18UL	West Devon	21.2%	21.6%	14.8%
		Dorset			
E07000048	19UC	Christchurch	9.64%	14.7%	*

E07000049	19UD	East Dorset	12.0%	14.8%	*
E07000050	19UE	North Dorset	16.4%	13.8%	*
E07000051	19UG	Purbeck	14.8%	18.5%	15.8%
E07000052	19UH	West Dorset	12.5%	19.6%	13.1%
E07000053	19UJ	Weymouth and Portland	12.4%	17.9%	*
		Gloucestershire			
E07000078	23UB	Cheltenham	21.0%	16.6%	*
E07000079	23UC	Cotswold	17.6%	*	*
E07000080	23UD	Forest of Dean	18.3%	16.7%	18.5%
E07000081	23UE	Gloucester	13.3%	*	*
E07000082	23UF	Stroud	18.3%	17.2%	22.6%
E07000083	23UG	Tewkesbury	19.1%	17.1%	*
		Somerset			
E07000187	40UB	Mendip	14.9%	17.6%	13.8%
E07000188	40UC	Sedgemoor	19.5%	15.2%	*
E07000189	40UD	South Somerset	17.8%	14.5%	*
E07000190	40UE	Taunton Deane	15.0%	17.1%	14.2%
E07000191	40UF	West Somerset	20.7%	20.3%	*

* Data unavailable, question not asked or insufficient sample size.

Appendix D: Volunteerism by Funded Sports

	APS5	APS6	APS7
	(Oct 2010-Oct 2011)	(Oct 2011-Oct 2012)	(Oct 2012-Oct 2013)
	%	%	%
Swimming	0.59%	0.64%	0.54%
Athletics	0.76%	0.87%	0.75%
Football	3.83%	3.74%	2.86%
Cycling	0.34%	0.30%	0.27%
Golf	0.40%	0.41%	0.31%
Badminton	0.27%	0.25%	0.24%
Tennis	0.31%	0.30%	0.27%
Equestrian	0.29%	0.26%	0.25%
Squash and racketball	0.08%	0.07%	0.05%
Bowls	0.32%	0.33%	0.34%
Cricket	0.95%	0.80%	0.67%
Basketball	0.24%	0.24%	0.15%
Rugby Union	0.72%	0.66%	0.59%
Netball	0.38%	0.42%	0.30%
Boxing	0.08%	0.09%	0.09%
Angling	0.14%	0.13%	0.09%
Table tennis	0.15%	0.13%	0.18%
Weightlifting	*	*	*
Snowsport	0.05%	0.05%	0.04%
Hockey	0.28%	0.30%	0.28%
Mountaineering	0.19%	0.24%	0.19%
Sailing	0.14%	0.13%	0.12%
Gymnastics and trampolining	0.19%	0.18%	0.18%
Rugby League	0.21%	0.22%	0.22%
Canoeing	0.08%	0.10%	0.09%
Rowing	0.09%	0.11%	0.07%
Volleyball	0.04%	0.06%	0.06%
Taekwondo	0.03%	*	*
Judo	0.03%	0.05%	0.05%
Rounders	0.08%	0.07%	0.09%
Archery	0.07%	0.11%	0.10%
Fencing	0.03%	*	*
Baseball and softball	*	*	*
Water-skiing	*	*	*
Basketball (Wheelchair)	*	*	*
Boccia	*	*	*
Goalball	*	*	*
Handball	*	*	*
Lacrosse	*	*	*
Modern Pentathlon	*	*	*
Orienteering	0.03%	*	0.03%
Shooting	0.11%	0.13%	0.11%
Triathlon	*	*	*
Wheelchair	*	*	*

rugby			
Wrestling	*	*	*

* Data unavailable, question not asked or insufficient sample size.