

**LEGACY OF MEGA SPORTING EVENTS:
UNDERSTANDING THE LONG TERM IMPACTS OF
VOLUNTEERING**

by

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ABSTRACT

Mega Sport events have a popular appeal and countries use them as an instrument to enhance their image and stimulate their development (Swart, 2016). In addition to extensive research on planning and implementation of these events, there is a lot of discussion around mega sports events and the legacies they leave. There has been a focus on the most common legacies regarding economic factors, environmental factors and infrastructure, but there has been little attention on how volunteering in these events leaves a legacy not only to the volunteer but also to the community. Volunteer legacies are often neglected and within the literature, it was found that this could be attributed to the lack of strategic objectives for a volunteer legacy (Tomazos, & Luke, 2014). Volunteers play an important role in these events and their contributions enable mega sport events to be efficiently managed. It is important to understand the impact that volunteering could have in the community as citizens become involved, support and make their community a better place (Doherty, 2009). This project aims to critically explore the positive and negative aspects of volunteers' lived experiences at MSE and consider whether the benefits create a legacy of volunteering for volunteers and their communities, years after the completion of the mega event.

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Table of Contents

ABSTRACT	ii
ACKNOWLEDGEMENTS.....	iii
List of Tables.....	v
List of figures	vi
CHAPTER ONE: Introduction.....	1
Introduction.....	1
CHAPTER TWO: Literature Review	5
Mega Sport Events	5
Legacy.....	6
Volunteers and Volunteering.....	8
Social Capital.....	10
Research on Volunteering Legacy in Mega Sport Events.....	11
CHAPTER THREE: Methods	15
Phenomenology.....	15
Participant recruitment.....	16
Data collection and Data Analysis	18
CHAPTER FOUR: Results	23
Creating, Identifying and Sharing Valued Memories	24
Building Networks and Developing Friendships.....	29
Influencing Future Volunteering	32
Developing or Improving Valued and Transferable Skills/Knowledge.....	36
Feeling a Sense of National Pride	39
CHAPTER FIVE: Discussion	43
Volunteering Legacy Length and Its Components	45
Narrating positive experiences as a legacy.....	46
Social/Community Level.....	49
Social Capital.....	49
Future volunteering.....	52
Individual/ Personal Level.....	54
Personal improvement.....	54
Personal connection with the country.....	55
Limitations	57
CHAPTER SIX: Conclusion.....	58
References	60
List of Appendices	70
Appendix A Invitation Email to Participate in the Research	71
Appendix B Information Letter of the Research	72
Appendix C Consent Form.....	73
Appendix D Interview Questions to Volunteers.....	74
Curriculum Vitae	

List of Tables

Tables

Table 1: Types of legacies in a Mega Sport Event.....	7
Table 2: Participant's backgrounds	18
Table 3: Coding process.....	22

List of figures

Figures

Figure 1: Volunteering legacy (Vancouver 2010 & London 2012 Olympic Games).....45

CHAPTER ONE: Introduction

Introduction

Legacies are the long term benefits facilitated by an event and have become an important consideration in the bidding, planning, and delivering of mega sport events (MSE; Swart, 2016). MSE are focused on competition over a few weeks, but the legacies of such events have the potential to extend beyond the few short weeks of competition (Doherty, 2009). Legacy refers to anything remaining following the hosting of an event: the long term impacts that may extend beyond several decades (Nedvetskaya, 2015). It is a concept often tied to positive impacts and outcomes. However, it has been shown that legacy can be both positive and negative as some events-related effects can bring negative consequences (Preuss, 2007). Negative outcomes are generally ignored, and it is a vital part of the planning process to also take these into consideration to minimise the risks of any negative impact that may occur (Nedvetskaya, 2015).

To successfully stage a mega sport event, a significant amount of volunteer labour is required (Baum & Lockstone, 2007). Volunteers play a crucial role in mega sport events and they are considered to be the “face of the Games” as these events would not be possible without their efforts (Doherty, 2009). The most significant working contribution to mega sport events is provided by an unpaid workforce as they undertake tasks across the vast opportunities given by such events (Baum & Lockstone, 2007). It is important to understand the impact that volunteering could have in the community as citizens become involved, and make their community a better place (Doherty, 2009). It has been argued that volunteering in sports provide different potential benefits than the ones offered by volunteering in other settings (Green & Chalip, 2004). The unique atmosphere of mega

sport events and the vast interactions with other people seem to have implications for volunteer commitment, motivation and retention (Elstad, 1996; Kemp, 2002). Yet, the vast literature on mega sport events has not given adequate attention to the legacy of mega sport events' volunteerism (Bob & Swart, 2010; Brown & Massey, 2001; Chalip, 2014; Chappelet, 2012; Gratton & Preuss, 2008).

Interest in many aspects of the planning (Swart, 2016), management (Brennan, 2005; Farrell, Johnston, & Twynam, 1998; Swart, 2016), financing (Ritchie, 2001), and operation (Baum & Lockstone, 2007; Ritchie, 2001) of mega sport events has been shown in research. Volunteers, volunteer management, motivations, volunteering in non-sport contexts, and experiences are areas that have been addressed by a growing literature (Baum & Lockstone, 2007; Doherty, 2009; Downward & Ralston, 2005; Farrell et al., 1998). However, within the context of mega sport events, relatively little is known about the volunteering legacies for the volunteer and their community years after the completion of the event. This may be attributed to a lack of strategic objectives for a volunteer legacy (Tomazos & Luke, 2015).

Research suggests that volunteering provides a range of benefits that might encourage participation in future volunteer activities (Eley & Kirk, 2002; Koutrou, Pappous, & Johnson, 2016; Nichols & Ralston, 2012). Increased volunteerism has been identified as beneficial to the development not only of the individuals involved, but also to their community itself. Volunteering is considered an activity that can potentially change individuals through unforgettable and transforming experiences (Getz, 2007). Changes of knowledge, attitude, behaviour, commitment to volunteering, relationship development, fulfilment of mission and volunteer retention are some of the consequences of the volunteering experience listed in the volunteer process model (Nedvetskaya, 2015).

Other researches have mentioned boost in national pride, sense of belonging, team building and overall enjoyment among the benefits from a sports volunteering experience (Eley & Kirk, 2002; Kemp, 2002). All these benefits obtained by volunteers might lead to stronger commitment and greater satisfaction (Green & Chalip, 2004). However, there are downsides to volunteering that may lead to negative experiences such as lack of support, amount of time required, costs, lack of recognition and relationships (Doherty, 2009; Nedvetskaya, 2015). Organizers are not always effective in providing volunteers with the best experience, which mainly depends on volunteer roles, management style of team leaders and placements (Nedvetskaya, 2015). Negative experiences can lead to dissatisfaction, withdrawal and low performance of volunteers (Elstad, 1996; Tomazos & Luke, 2015). It is, therefore, of high importance to evaluate and understand the lived experiences of volunteers at mega sport events several years after the event in order to construct a view of the legacy for volunteers and their communities based on empirical evidence.

The purpose of this study was to critically explore the positive and negative aspects of volunteers' lived experiences at MSE and consider whether the benefits create a legacy of volunteering for volunteers and their communities, years after the completion of the mega event. Recognizing and valuing the volunteers' opinions and lived experiences creates knowledge on if and how volunteering enriches volunteers' lives and influences them to make life choices that would benefit them and the community. This study focuses on the long-term impacts of volunteering. The literature review, which follows (Chapter Two), examines the concepts of mega events, legacy, volunteering and the research on volunteering legacy. Chapter Three describes the methods employed in this study and details on how data is analyzed. Chapter Four presents the results of this study. Main

findings are presented and described as themes in this chapter. Chapter Five examines the data found in this study and a discussion of the research findings is presented. Chapter Six revisits the research findings. Limitations of the study and implications for future research are presented in this last chapter.

CHAPTER TWO: Literature Review

The purpose of this chapter is to provide a critical review pertaining to mega sport events, legacy and volunteering. “*The Legacy Cube*” by Preuss (2007) is introduced as the framework that guided this study. This chapter also provides a rationale for the study and the research questions that guided this study.

Mega Sport Events

A mega sport event refers to a “wide range of diverse sport competitions that take place over a short-term period” (Doherty, 2009, p.187). These events are one-time sport competitions or periodic in nature. While a mega sport event is of short duration, it tends to be of high profile. Baum and Lockstone (2007, p.31) describe mega events as “short-term events with long-term consequences”. These events are typically organized by diverse collaborative efforts of national governments and their associated bodies and non-governmental organizations such as the International Federation of Football Association (FIFA) or the International Olympic Committee (IOC). Mega sport events receive global interest and they include FIFA World Cups and large international sports gatherings such as the Olympic, Pan-American, and Commonwealth Games (Tomazos & Luke, 2015).

In recent years, mega sport events have been increasingly criticised, and there is much debate on whether the large sums of money and the significant resources that are needed to host these are justified with the impacts and legacies they leave (Chalip, 2014; Chappellet, 2012; Doherty, 2009; Swart, 2016). Baum and Lockstone (2007) tried to quantify the definition of a mega sport event by saying that a mega sport event should have a capital cost of at least \$500 million. Due to their high costs, they need to be justified on the basis of their long-term benefits through different aspects such as new

infrastructure, increased tourism, community cohesion and related benefits (Baum & Lockstone, 2007). They are expected to deliver not only elite sporting competition, but also long-term impacts for the host destination. Therefore, the different hosting candidates are now required to develop and include a legacy plan in their bids (Nedvetskaya, 2015). There has been a growing interest in the complexity of legacy, but defining, envisioning, framing, planning and implementing legacies has been challenging (Nedvetskaya, 2015; Preuss, 2015).

Legacy

Despite the growing body of literature, there is a lack of agreement on the definition of legacy (Preuss, 2007). Swart (2016) defined the term legacy as “the long-lasting benefits of a host destination after the completion of the event and can be planned or unplanned and has tangible and intangible aspects” (p.196). Chappelet discussed how a legacy is “essentially a dream to be pursued rather than a certainty to be achieved” (2012, p.76). Using “*The Legacy Cube*” framework introduced by Preuss in 2007, the following definition of legacy is adopted: “Irrespective of the time of production and space, legacy is all planned and unplanned, positive and negative, tangible and intangible structures created for and by a sport event that remain longer than the event itself” (Preuss, 2007, p.211). This definition works as a useful tool for this study to approach, frame and analyze the volunteer legacy of mega sport events.

The literature has suggested that MSE are associated with different types of legacies (Bob & Swart, 2010; Chappelet & Junod, 2006, Nedvetskaya, 2015). These legacies are: Sporting legacy, urban legacy, infrastructural legacy, economic legacy, social legacy, environmental legacy and political legacy. Table 1 lists some negative and positive

examples of each type of legacy identified by the literature.

Table 1

Types of legacies in a Mega Sport Event

LEGACY	EXAMPLES	LITERATURE
Sporting Legacy	<ul style="list-style-type: none"> - Sporting facilities newly built or renovated (may serve to increase participation in sport and become emblematic symbols for the host city) - Unused facilities 	Molloy & Chetty, (2015).
Urban Legacy	<ul style="list-style-type: none"> - New buildings built but no for sporting functions - Development of new urban areas or districts, urban regeneration - Unjust displacements and relocations 	<p>Curi et al., (2011)</p> <p>Waardenburg et al., (2015)</p> <p>Essex & Chalkley, (2004)</p>
Infrastructural Legacy	<ul style="list-style-type: none"> - Networks developed or renovated (transport / telecommunications) - New access routes by air, water, rail or road 	Kassens-Noor, (2012)
Economic Legacy	<ul style="list-style-type: none"> - Increase/ decrease of tourism - Leverage of investment opportunities - Changes in the # of permanent jobs and unemployment rates - Local and national debts - High opportunity costs 	<p>Li & Mccabe, (2012)</p> <p>Sant et al., (2013)</p>
Social Legacy	<ul style="list-style-type: none"> - Creation of stories and myths - Memories and experiences - Skills, additional know-how - Change in perception of the community of the host country 	<p>Thompson et al., (2015)</p> <p>Cho & Bairner, (2012)</p>
Environmental Legacy	<ul style="list-style-type: none"> - Impacts of the natural resource base - Reducing and managing waste - Pollution 	Chappelet, (2008)
Political Legacy	<ul style="list-style-type: none"> - re-position of the political image of the host country - good governance and democratic principles 	Grix, (2012)

When considering whether legacy is positive or negative, the concept of legacy may adopt different meanings for different reasons and it can have different values that can change through time. The IOC promoted the idea of “positive legacy” and encouraged it as a key component of the host selection process (Nedvetskaya, 2015). There has been research on discussions about the negative and positive legacies of mega sport events (Elstad, 1996; Farrell, Johnston & Twynam, 1998; Nedvetskaya, 2015; Preuss, 2007), but little is known on when a legacy starts to create value. Preuss (2015) discussed how difficult it is to determine the value of any legacy and used his study to demonstrate how the effect of a legacy “may only be felt long after the event” (p. 655). For example, knowledge accumulated through the event will not become a real legacy unless it is used in another event. Experiences and skills gained through the event are another example that will only become a real legacy once a person finds further opportunities to become involved and implement what they gained (Nedvetskaya, 2015).

Volunteers and Volunteering

Volunteers play a crucial role in mega sport events as the success of these events is tied to the involvement and performance of volunteers from the host community (Baum & Lockstone, 2007; Nedvetskaya, 2015). Mega sport events have the power to bring large numbers of people together as volunteers. For example, for London 2012 there were 70,000 volunteer positions while Vancouver 2010 had 25,000 positions (Dickson et al., 2014). It is important to understand that a volunteer is “someone who chooses to act in recognition of a need, with an attitude of social responsibility and without concern for monetary profit and gain beyond one’s basic obligations” (Tomazos & Luke 2015, p. 1340). Downward and Ralston (2005) discussed how the unpaid workforce provides

considerable benefits to event organizers and also provides opportunities for community development. Therefore, volunteers have become an important component in managing such events and without their contributions, many mega sport events would be unable to function (Tomazos & Luke, 2015).

Previous research efforts have focused mainly on volunteers' motivations, expectations, perceptions, job satisfaction and future volunteering intentions (Baum & Lockstone, 2007; Downward & Ralston, 2006; Misener & Mason, 2006). The literature suggests that people would volunteer for diverse reasons and the motivation for engaging in volunteerism can vary greatly from one person to another (Eley & Kirk, 2002). Research has argued that motives of mega sport event volunteers are different from those involved in other volunteer activities and that these events attract a different type of volunteer (Tomazos & Luke, 2015). Mega sport event volunteering has been considered different from volunteering at other types of activities as the event provides a unique 'celebratory environment' that causes high levels of satisfaction among the volunteers (Doherty, 2009).

It is important to define the concept of volunteering, and this is a complex task due to the different variations volunteering can take in terms of motivations, activities, and settings. Volunteering can be defined as "any activity which involves spending time unpaid doing something which aims to benefit someone (individual or groups) other than or in addition to close relatives, or to benefit the environment" (Tomazos & Luke 2015, p. 1339). It is considered an exchange relationship, where individuals offer their skills, time and energy to assist with an event, and they experience various benefits in return (Doherty, 2009).

Significant contribution to individuals has been made by volunteering as the personal skills of volunteers are developed and then those skills are used to provide more sport opportunities for other people to participate in sport (Eley & Kirk, 2002). According to Eley and Kirk (2002), all of these opportunities for sport participation will help the community in different ways as people are occupying their time in sports activities rather than doing something else that shows antisocial behavior. Research suggests that volunteering at a sport event has also led to pursue further volunteering among young people (Eley & Kirk, 2002). Therefore, sports volunteering can work as a mechanism to promote human capital (Kay & Bradbury, 2009). Interaction among volunteers and other people will also generate further voluntary action to improve the social, psychological and cultural situations in a community (Brennan, 2005; Nichols & Ralston 2012). However, greater analysis of how volunteering in these type of events develops social capital is required to understand its implications and benefits (Doherty, 2009; Nedvetskaya, 2015).

Social Capital

Research has suggested that sport events and sport development projects can have an impact through social capital (Misener & Mason, 2006). It has been argued that the active engagement of participants and organizers at the community level provided a vehicle to the development of social capital within an intensely short sport event life cycle (Schulenkorf, Thomson, & Schlenker, 2011). Sporting events have the potential to significantly impact upon different groups throughout the community (Misener & Mason, 2006).

Community efforts such as the hosting of sporting events foster opportunities for involvement and engagement of the local community, thus becoming vital sources of positive social capital (Kemp, 2002). Volunteering at a mega sport event might be a way to contribute to social and human capital development (Nichols & Ralston, 2011). Volunteering generates social capital and can contribute to the quality of life in communities where citizens act to make a difference in the world (Nedvetskaya, 2015). Harvey, Lévesque, & Donnelly (2007) explain how social capital involves the connections between individuals and includes aspects such as networks, norms and trust that enable individuals to act together towards a common goal. They also mentioned how previous research determined a strong relationship between social capital and sport volunteerism. It is important to take into consideration the concept of social capital in this research project, as it could be an important aspect linked to volunteering legacy but little is known about social capital 4-8 years after the event has taken place.

Research on Volunteering Legacy in Mega Sport Events

There has been little consideration of the legacy arising from the volunteering experience at mega sport events. Emphasis has been placed on the economic and infrastructural benefits of mega sport events, not giving the same importance to the non-economic, intangible benefits of these events (Baum & Lockstone, 2007; Chappelet, 2012). Research interest on volunteer legacy has started to emerge and there have been few studies that have examined long-term post-event volunteering legacy (e.g. Doherty 2009; Elstad, 1996; Koutrou et al., 2016; Koutrou & Pappous, 2016; Nedvetskaya, 2015; Nichols & Ralston, 2011, 2012).

Koutrou and Pappous' (2016) study showed five main drivers for volunteering motivation in an Olympic Games context: patriotism and community values (desire to contribute to society and pride in their country), career orientation and other contingent rewards (gaining skills and developing networks), love of sport and the Olympic Games (desire to be part of a once-in-a-lifetime opportunity), interpersonal contacts (desire to build social networks, to meet people and to make friendships) and personal growth (increase their self-esteem and self-development). Their study gives insight into the determinants of a volunteering legacy and offers guidelines to policy makers on how to maximize the social benefits of the volunteering experience.

Elstad (1996) discussed how being involved in volunteering at a MSE (1994 Lillehammer Winter Olympics) can develop social skills, knowledge about society in general and job specific competencies as a result. His study identified positive aspects of the volunteering experience through meeting new people, developing networks and the "celebratory atmosphere". This study provided evidence that involvement in sport volunteering delivered personal benefits, which included an increase in confidence, personal development and pro-social identity. Doherty's (2009) study has shown six main benefits gained through volunteering at MSE: community contribution (creating a better society), skill enrichment (acquiring and developing new skills), connection with sport (interacting with athletes), privileges of volunteering (getting free stuff/memorabilia), positive life experience (broadening horizons) and social enrichment (interacting with different people). Another study examining volunteering opinions and experiences reported "positive aspects of the experiences, such as the chance to be part of a lifetime experience, as well as negative aspects in relation to their skills being underused" (Koutrou et al., 2016, pg. 9). This study also examined the impact of an Olympic

experience on future volunteering, noticing that 66.2% of the sample suggested that volunteering at the Games influenced them to consider future volunteering pursuits. However, the study mentioned how a broad volunteering legacy was questionable due to the small sample they studied.

Nichols and Ralston (2011, 2012) found that through a volunteering programme following a mega sport event (2002 Commonwealth Games), a social inclusion legacy was developed in terms of volunteers' identity, friendship and skills. This programme acted as a vehicle to convert mega event episodic volunteers to long-term volunteers as their motivations were transformed into a commitment to volunteer. This study also considered the "active" participants as a volunteering legacy, as they were re-volunteering and showed an increase in their volunteering activity.

Nedvetskaya (2015) examined the London 2012 Games Maker Programme. The research studied the post-Games reflections by volunteers and managers and the perceived learning outcomes on three levels of analysis: individual, organizational and societal. The study identifies the increase of social skills, the expansion of knowledge about society, networks and relationships and job-specific competencies acquired as learning outcomes from the programme. This study also recognizes the importance of organizational support as a critical factor on final commitment and satisfaction of volunteers.

Within the literature, it has been argued that some of the most valuable outcomes of hosting mega sport events may be the social benefits that are given to a volunteer's community (Ritchie, 2001). Exposure to volunteering and helping activities is vital to create a sense of citizenship and community in people (Doherty, 2009). Sport can be seen as an instrument of social inclusion and a way to create civic engagement (Misener & Mason, 2006). On top of this, a mega sport event can act as a valuable method to enhance

social understanding and community cohesion (Ritchie, 2001). It appears that all these benefits make volunteering one of the most comprehensive forms of social legacy of mega sport events (Nedvetskaya, 2015). The idea of creating social relationships between individuals, developing personal skills, and improving community networks are some of the things that most of the hosting countries aim for the volunteers to achieve through a mega sport event. All these intangible benefits are part of a social legacy. Most of the time, thinking about and proposing social legacies is not the difficult part, but making them happen is something that the host countries usually struggle with.

Most of the studies on volunteering legacy have been purely quantitative and focused on volunteer satisfaction or future intentions. There have been very few studies examining volunteers' views on the positive and negative impacts of their volunteering experiences years after the event has taken place. One of these studies suggests that "A time frame of approximately four years following the Games is a suitable time to determine a legacy" (Koutrou et al., 2016, p.9). The current study examined the volunteering experiences of the volunteers four to eight years on from Vancouver 2010 and/or London 2012 Olympic Games. This allowed the elimination of any post-event euphoria. The following research questions were used to guide this study: What are the lived experiences of volunteers who have participated in mega sport events? What are the long term impacts that the lived experiences of mega sport volunteers create years after the completion of the event?

CHAPTER THREE: Methods

Phenomenology

The purpose of this study is to critically explore the positive and negative aspects of volunteers' lived experiences at mega sport events; specifically, investigating and identifying the long term impacts of the volunteer journey on volunteers, years after the completion of the event. Focusing on the lived experiences enabled me to understand volunteer legacy and positioned myself in a place where I was able to understand and critically analyze the field of study. The best approach to acquiring those lived experiences was phenomenology. Van Manen (1990) describes phenomenology as "the study of lived experience" (p.9). Sanders (1982) stated that "phenomenology seeks to make explicit the implicit structure and meaning of human experiences" (p. 354). The essential meaning of human experience would be revealed by using this approach (Morse, 1994). Van Manen (1990) explains how this approach seeks to describe and interpret the meaning of certain phenomenon to a certain degree of depth and richness (van Manen, 1990). The focus of this approach is on the nature of experience from the perspective of the person experiencing the phenomenon (Connelly, 2010).

Phenomenology can be both descriptive and interpretive as it can describe the lived experience and also describe the meaning of the expressions of the lived experience (Connelly, 2010; van Manen, 1990). For the purpose of this study, both descriptive and interpretive approaches were used. Descriptive phenomenology was used to describe the judgments, perceptions and emotions of the volunteers. On the other hand, interpretative phenomenology was used to explain and understand the meaning of volunteering at mega sport events and the long-term impacts of volunteering.

Van Manen (1990) explains how phenomenological research may be seen as exploring the lived experience and reflecting on the essential themes which characterize the phenomenon. The purpose of phenomenological research is to explore other people's experiences and their perceptions of their experiences in order to have a better understanding of the deeper meaning of a human lived experience (Sanders, 1982; van Manen, 1990). Van Manen (1990) discussed how "phenomenological reflection tries to grasp the essential meaning of something" (p.77). By reflecting on the lived experience, the thematic aspects of that experience were analyzed (van Manen, 1990). This reflection enabled the interpretation of the meaning of the phenomenon being studied by capturing and describing how people perceived the experience of volunteering, described it, felt about it, made sense of it and talked about it with others (Patton, 2002). Phenomenological meaning is revealed by reflecting experience or bringing it into awareness by the experiencing person (Morse, 1994). In order to know what the lived experience of serving as a volunteer at a MSE, a phenomenology approach was applied. The approach involved qualitative data collection through semi-structured interviews.

Participant recruitment

As this study involved research with humans, ethics approval was obtained under REB file # 2016-163. Using a phenomenological approach required selecting a sample that would allow me to gain a better understanding of legacy (Creswell, 2006). Connelly (2010) discussed that "in phenomenology sample sizes are often purposeful" (p. 127). Purposive sampling means that the "researcher looks for participants who possess certain traits or qualities" (Koerber & McMichael, 2008, p.464). Selecting purposefully enabled me to explore and gather material that served as a resource for developing a richer

interpretation of the lived experiences of the participants, in this case, the volunteers (van Manen, 1990). In this study, the aim of the research was considered and the sample was selected accordingly.

Koerber and McMichael (2008) discussed how the most important guiding principle in purposive sampling is maximum variation. This means selecting a sample that is diverse enough to represent the variation known to exist in the phenomenon being studied. For this study, it was necessary to focus on a specific number of events, to be able to find patterns and interrelated concepts and to reach saturation. Two mega sporting events, London 2012 and Vancouver 2010, were chosen due to the fact that they happened in a range of 4 to 8 years ago. As the study was seeking to understand the long-term impacts of volunteering at mega events, it was necessary to choose events that happened at least four years ago, but in close proximity so that they were still recent and relevant.

The study focused on volunteers from London 2012 Olympics and Vancouver 2010 Winter Olympics. Recruitment was via my research supervisor's professional network. As well, my own personal contacts who have been volunteers at these events were also contacted. Email communication was made to inform potential participants of the study and purposive sampling, specifically snowball sampling, was employed to select interviewees. In regards to gender and age range of volunteers, no specific criteria were used. Six of the interviewees volunteered for Vancouver 2010 Olympic Games, one for London 2012 Olympic Games, and two of them volunteered at both events. Table 2 shows the interviewees' nationalities, events where they participated and if it was their first volunteering experience at a mega sport event.

Table 2

Participants' backgrounds

Pseudonym	Nationality	Event(s)	First Time Volunteer in a mega sport event
Emily	Canadian	Vancouver 2010 OG	yes
James	Canadian	Vancouver 2010 OG	yes
Emma	Canadian	Vancouver 2010 OG	yes
Jacob	Canadian - American	Vancouver 2010 OG London 2012 OG	no
George	Brazilian	Vancouver 2010 OG	no
Oliver	British	London 2012 OG	yes
Olivia	Canadian	Vancouver 2010 OG	no
Ben	American	Vancouver 2010 OG London 2012 OG	no
Charlotte	Canadian	Vancouver 2010 OG	yes

This study was explained to participants in an information letter attached in the recruitment email (see Appendix A & B). Any other questions or concerns that followed were answered by email and/or phone calls. Interviews began with a verbal reminder of the research purpose. All interviews were audio recorded, with the individuals' consent. Consent was given verbally by the participants as interviews were conducted via Skype and it was also sent via email (see Appendix C) . Confidentiality was ensured as all names of interviewees were removed and pseudonyms were used in the written report and within the transcribed data so that the identity was kept private. Participants were able to withdraw from the study at any time without consequence.

Data collection and Data Analysis

For the purpose of this research project, an in-depth, semi-structured interview guide was developed in consultation with my supervisor and committee (see Appendix D). Patton (2002) explains how important it is for researchers using phenomenology to

undertake in-depth interviews with people who have directly lived the experiences as it is the only way to experience the phenomenon as directly as possible and get to know and understand what another person experiences. Morse (1994) discusses how interview questions in phenomenology centre around meaning and analogy. Therefore, the interview guide for this study was developed by selecting the questions that enabled the volunteers to tell their experiences, their role, and the processes they went through. I was able to capture the meaning of the lived experiences of the volunteers. Insights found from the interviews allowed the identification and analysis of the benefits of volunteering for volunteers and the community years after the completion of the mega sport event.

Nine individual interviews were conducted via Skype. Interviews ranged from 40 to 90 minutes in length. The transcription and coding of each interview was done immediately after the interview was conducted. For the data analysis, selective coding was used. Selective coding involved reading a text several times and identifying the statements or phrases that seemed essential or revealing about the experiences being described (van Manen, 1990). Henderson (2006) describes selective coding as “the process of integrating and refining theory” (p.169). The purpose of this approach was to analyze and gather the most significant statements from the interview, discern the themes that begin to emerge and then interpret them (Creswell, 2006; van Manen, 1990). The developed themes enabled to grasp the meaning of the phenomenon being studied (van Manen, 1990). Selective coding allowed the gathering of the most significant statements and discover the aspects or qualities that make those lived experiences unique (van Manen, 1990). Data analysis began by reading through all the data and obtaining a general sense of the information and reflecting on its overall meaning. Statements that potentially represented legacy were sorted into categories (positive, negative and neutral aspects).

Coding was done manually. I went through every category again and made a list of all the topics that were found in each one of them. Data were reduced by listing all the topics and grouping the ones that were related to each other (van Manen, 1990). A code was given to every topic and the coding enabled the generation of a small number of themes (see table 3). Themes changed several times as they were being discussed with my supervisor. Draft results were reviewed by my supervisory committee as a preliminary analysis to assure recoding data was not necessary (Morse, 1994). These themes were the ones that appeared as major findings for this study and helped to shape a general description for the phenomenon being studied (Wojnar & Swanson, 2007). Although most of these themes were common across interviewees, it did not mean that they had to be in every interview to be relevant. Themes helped to understand the results and to explain the findings of the study (Henderson, 2006). Thematic analysis was supported by direct quotations to help the reader understand the experience lived by the participant. A detailed discussion and interpretation of the themes was done next.

Interviews were conducted until saturation was reached. Saturation was used as a measure of sufficient sampling. This approach was useful in terms of discussing the sample size as this study did not involve statistical generalisations (Boddy, 2016). By collecting interview data many concepts emerged. Rowlands, Waddell, and Mckenna (2015) discussed how the rate at which these concepts will emerge will decrease to a point where few or no new concepts emerge. This will mean that “no additional data are being found to the extent that the researcher becomes empirically confident that a category is saturated” (Rowlands et al., 2015, p. 40). Saturation occurred when all of the main variations of the phenomenon being studied, in this case, the lived experiences of the volunteers, were identified and new information produced little or no change to the overall

findings, theory, model or framework (Guest, Bunce, & Johnson, 2006). For the purpose of this study, data collection ended when no new information or themes were observed from the data collected from the interviews. No new information or additional themes were found after interview #9. The results were capable of summarizing the findings and showed a deep understanding of the phenomenon being studied. Table 3 (see below) exemplifies and shows the coding process that was done. Each category assigned, code and theme developed are listed. Every theme is exemplified with a direct quotation of a participant.

Table 3

Coding Process

Category (step #1)	Code (step #2)	Themes Developed (Final Name) (step #3)	Example
positive	(B): future volunteering	Influencing Future Volunteering	“So, for me personally, it definitely has given me that avenue in terms of participating in volunteer work...” - James
	(E): develop - improve skills	Developing or Improving Valued and Transferrable Skills/ Knowledge	“It definitely helped me with organizing. I'm organizing a big event at our high school next week. Just in terms of delegating and having subcommittees and all that, [it helped] very much” - Charlotte
	(D): memories - sharing stories	Creating, Identifying and Sharing Valued Memories	" I would describe it as once in a lifetime opportunity to see some of the things that I saw and take part in" - Oliver
	(C): networks/ friendships /relationships	Building Networks and Developing Friendships	“The long-term impact is that I have a lot of valuable friends from all across Canada and other places in the world as a result of volunteering”- Olivia
	(A): patriotism / national pride	Feeling a sense of national pride	“I mean, just fills you with pride like I was there helping my country, my team and it was like whatever it needs to be done”. - Jacob
negative	(1): big costs	Negative aspects were sporadically mentioned and were not significant for a volunteering legacy. Hence, no themes were developed for this category.	-
	(4): dropping out		
	(2): incidents		
	(7): long shifts		
	(3): management issues		
	(5): positions not wanted		
(6): short notice			
neutral	(Y): motivations	Neutral aspects were used as support to some arguments for the legacies found. No themes were developed for this category.	-
	(U): obstacles		
	(V): organization / staff		
	(W): event process		
	(X): sports background		
	(Z): volunteering background		

CHAPTER FOUR: Results

The purpose of the current study was to critically explore the positive and negative aspects of volunteers' lived experiences at mega sport events; specifically, investigating and identifying the long term impacts of the volunteer journey on volunteers and their communities, years after the completion of the event. Positive and negative aspects of the volunteering experience were both examined. Some participants identified and mentioned some downsides of the volunteering experience. These downsides included aspects such as: high costs, long shifts, other volunteers dropping out, roles not wanted and bad management. The most common negative factors were high costs and long shifts. Even though volunteers know that as a volunteer you are supposed to pay your expenses, they mentioned they wish organizers could facilitate getting lower costs in aspects such as flights and accommodation. Long and tiring shifts were mentioned as a downside factor. Some volunteers wish logistics and management could do a better work in organizing and distributing the shifts and volunteers at a mega sport event. Negative aspects were sporadically mentioned and were not significant for a volunteering legacy for these participants. Even though these negative elements were not significant for a volunteering legacy in the current study, it is important for researchers, stakeholders and organizers to pay more attention to these elements.

Results of this study showed five main themes related to the legacy of volunteering at Vancouver 2010 and/or London 2012 Games: memories, relationships, future volunteering, skills/knowledge, and national pride. These themes revealed that there is positive legacy 4 to 8 years after the event has taken place.

Creating, Identifying and Sharing Valued Memories

Based on the data analysis, interviewees agreed that volunteering at the Olympic Games provided them with positive memories to remember and proudly share. For every study participant, the volunteering experience created memories that they will never forget. These memories come from different stories about moments in their volunteering experience. All volunteers identified their volunteering experience at Vancouver 2010 and/or London 2012 Olympic Games as mainly positive. The incredible atmosphere, the excitement for the Games, and the social interactions caused the volunteers to have a unique life experience. All the volunteers describe their experience as one of the best experiences in their life, if not the best. The memories from volunteering at those events is something that they will cherish and pass along to others.

Interviewees described the experience they had as: “amazing”, “unique”, “wonderful”, and “unbelievable”. One of the respondents, Oliver, who volunteered at the London 2012 Olympic Games and had different volunteering roles (working around the press area, welcoming dignitaries and supporting with general directions within the stadium) said: “I would describe it as once in a lifetime opportunity to see some of the things that I saw and take part in”. The experiences volunteers described were not only during the Games. Interviewees mentioned that before, during and after the Games, they experienced situations that will forever stay in their minds. Emma, who has been a sports fan and has been volunteering most of her adult life, mentioned how excited she was ever since the application process and how receiving her uniform was something memorable for her. She stated:

Once the application was submitted...it gave me something to look forward to when I was getting emails. We've received your application. They kept me in the

loop. This is where we are with the volunteer process, you should be hearing something soon. That was really exciting.... Then the day happened that I got my schedule, I got my uniform, I passed my security clearance like it was just the final end of it and it was actually really going to happen and that was just a spectacular day for me.

Two of the interviewees (James and Emma) experienced being selected as volunteer representatives, which is something that not every volunteer had the opportunity to be part of. They both considered it was a really good experience for them. James, who is Canadian and has always been a huge Olympics fan, explained:

They had a PR campaign leading up to the Olympics, and I was the Ontario representative. I did a spot on *Canada AM*. I was featured in a magazine article. They did a commercial on me... I really enjoyed my time there and it was one of the best experiences of my life.

Other memories volunteers mentioned come from seeing and interacting with athletes and different people. One of the respondents, Emily, who was volunteering at access points in and around the Curling venue, stated:

It was truly, an incredible experience just to be in that environment and that for me, I mean that was, so many awesome things and so many stories, and so many memories of people that you meet along the way.

Oliver, who was placed at the main stadium at the London 2012 Olympic Games, said:

Seeing Usain Bolt win the 200 meters final. David Rudisha winning the 800 meters in an unbelievable world record time. So for me it was more about again, if I'm being very honest, the opportunity to see the athletes.

Some of the volunteers were able to attend games and competitions which gave them a lot of excitement. Jacob, who volunteered at both mega sport events and had different volunteering roles almost every day at both of the events, was able to get free tickets for different competitions due to his exceptional work in his capacity of volunteer. He explained:

One time I got tickets to the women's boxing finals. It was the first time that women's boxing was included in the Olympic Games... When she won... Boom! it just exploded and everyone was cheering and laughing so that was really cool. I got to see the first female gold medalist in boxing.

Three participants mentioned the opening and closing ceremonies as one of their favourite memories during the Games and something that will stay for them forever because of all the emotions it caused. Emily, a Canadian participant, in her capacity as a volunteer, was able to help direct traffic in and out of the opening ceremonies and she stated:

My first volunteer experience when I got there was to help out with the opening ceremony... it was really interesting... I was able to kind of go and see Canada march in which was really, really cool.

Just to be present and be part of it was an amazing opportunity and experience for them, and they still remember it and share it at every opportunity. Another Canadian volunteer who was placed at Canada Hockey Place for his volunteering role (James), stated:

We all got to go together and watch the closing ceremonies which was unbelievable. It was an unbelievable experience. And I think that was the best moment, like, that's when the games were closed and we felt like we achieved something.

James mentioned a feeling of achievement after the games ended, which made him feel satisfied for what he did.

Another memory that was mentioned by the participants was the Hockey Gold Medal Game at the Vancouver 2010 Olympic Games. For the Canadian volunteers, it represented a lot, as their country was playing for the Gold Medal. Jacob, who was called into work for that game, mentioned:

The best part was the gold medal game. I was at the gold medal game... got to the arena and I was like, "Oh my God", I've been there for multiple games before but this was the gold medal game and I'm like, "Holy Christ holy Christ ". I get all excited. I call home to my family back here in Ontario and I was, Guess where I am.... Oh... Vancouver? Yes, yes but no guess where I am. At the bar? No, listen to the excitement of my voice. Guess where I am... That gold medal goal and holy the place exploded. It was just amazing!!!... like all five senses were just going to 110% like my skin was tingling, that's how amazing it was. This is my best story ever. I always love telling it.

Jacob was required to do some tasks before the game. The Chief of Protocol told him he was off-duty minutes before the game started and told him to just enjoy the game. He described how amazing this was and how he felt all his work was being rewarded.

All of the interviewees described some of their memories when they were asked about their best moment/part of their volunteering experience. For some, it was easy to identify and know which one to describe, as they considered it their best one and most remarkable one. For others, it was not the same case as they mentioned it was difficult to identify one single moment. George, who had an early love for the sports and had a role as an NOC (National Olympic Committee) assistant at the Vancouver 2010 Winter

Games, explained: "...If you put them all together, they will be the best. It's just like a collection of memories". In general, interviewees agreed that volunteering at the Olympic Games provided them with experiences and memories to remember and proudly share.

Although the memories found were mainly intangible, interviewees mentioned some tangible things that they still keep as a souvenir of their volunteering experience and to prompt memories. Some of these things include pictures and pins. One of the first-time volunteers got a tattoo in order to make her experience unforgettable. Emma stated: "Just so that I'll never forget it. I've got a tattoo. My very first tattoo was the Olympic rings down on my ankle to commemorate the experience and it's fantastic". Their volunteer memorabilia allowed volunteers to tell their memories to future generations.

In summary, interviewees evidenced the highly valued memories that were created from volunteering at the Olympic Games. These memories elicited positive emotions. The memories generated from the volunteering experiences at Vancouver 2010 and/ or London 2012 Olympic Games have been shared by the interviewees. Jacob explained how he did try to transfer his experience to the community. He said:

So I've used it in my community. Last summer, we had a career fair for the youth of our community. The organizers asked me if I could come in and share my experience with the Olympics...They asked me to just come and speak and share my experiences to hopefully open their minds, Oh yes, I grew up in the same community as you guys. I went to the same schools as you kids. Some of the teachers are still there...but I did it... I was able to go and travel the world and be part of these things. If I can do it, then you can do it. I have shared that piece with my community.

This volunteer tried to influence the way people think in his community by sharing his memories from the experience he has from volunteering at the Olympic Games.

The volunteering experience at Vancouver 2010 and/ or London 2012 Olympic Games provided a variety of memories that will stay in volunteers' minds. The event itself is still talked about and reminisced, memories are still shared since then. This is also enhanced by people acknowledging and asking them about their experiences, memories, and expertise of volunteering at these events.

Building Networks and Developing Friendships

All of the interviewees agreed that people themselves were one of the greatest sources of learning through relationships due to the diversity of cultures and backgrounds. During the games, every interviewee met people from all over the world and the host city and worked with them along the way. Some participants were interacting with just volunteers and their supervisors but other volunteers had the opportunity to work with athletes and dignitaries. Due to each other's roles, volunteers had the opportunity to expand their horizons and to enrich their experiences by getting to know people from different cultures, backgrounds and languages. Oliver, who had different volunteering roles at London 2012 Olympic Games put it this way:

The good thing... was that we were able to meet different people as well. So you never worked with the same team every single time, so that was good. You met different people, which again helps to make the experience good.

Two of the participants who volunteered at the Vancouver 2010 Olympic Games also stated, "It was great to be able to meet individuals from not just one part of Canada but

from all parts of Canada. I would say that that was definitely a strength” (Olivia). Jacob expressed:

For the Olympic Games with the Four Host First Nations I was a protocol officer so I was dealing and working with dignitaries, elders, high level people but then I also helped to manage the Four Host First Nations department or office in the protocol operations center.

Furthermore, two of the interviewees mentioned how this experience helped to expand their networks and how they can be helpful for their professional development and career. One of them, George, who has been heavily involved with sport organizations and other businesses, stated:

It was an amazing experience, in my case. I knew I wanted to work professionally with sports management, so I also enjoyed all of the time to make connections; be friends with the right people and look over the future towards my professional career.

Due to their interactions, volunteers were able to develop friendships with people they met. Olivia, who has been heavily involved in figure skating with different organizations, recognized her relationships with other people as a long-term impact. She stated, “The long-term impact is that I have a lot of valuable friends from all across Canada and other places in the world as a result of volunteering”. Volunteering was mentioned as the main mechanism for building these relationships. Friendship was a common aspect mentioned by most of the participants:

We made really good friends. I, still have many friends from the time from all over the world, I still keep in touch with them. That was the best experience I could have: the cultural exchange when you can see, pretty much, 200 countries together

in one place with no issues. Everybody is friends with everybody. You see people crying because they lost a medal, but at the same time, you see people laughing because they won a medal. At the end of the day, everybody is just sharing a beer and having a really good time. (George)

Findings evidenced how social interactions with other people were meaningful and had a significant impact on volunteers.

Most of the interviewees mentioned they still keep in touch with people they met. Annual reunions and social media, specifically Facebook, play an important role in maintaining relationships. Jacob explains:

Every year after that, we've all always had Olympic family reunion where everyone, Oh, what are you up to? So my friend in Vancouver...she is organizing that so I will be looking to head to Vancouver in February.

Another interviewee, Olivia, mentioned that the strong relationships she created during her volunteering role at the Vancouver 2010 Olympic Games is what makes them to meet and keep in touch often. She stated:

Yes, I still meet often, for example, people that I met at the Olympics. One person I spent a month with, we shared a room at the Olympics, she and her husband are coming to visit with us when we go to Arizona in a couple of weeks. I talk on the phone or through FaceTime a lot with people from Alberta, from all across the country.

Jacob, Emily and Ben recognized it is difficult to maintain connections when most of the time the only thing people had in common is the event they shared. They recognized that social media makes communication a little bit easier. They believe social media brings

individuals together based on shared experience by doing small interactions. Jacob, who volunteered at both events and has been at other mega sport events too, put it this way:

There's some people who I talk with on a regular basis through Facebook or emails. Once every two weeks there's something like that ... maybe we are not talking as much but still they put something on my Facebook...Put a picture...Hey, that's pretty cool. There's that small interactions. The interactions depend on the person or where they're at, what their schedules like, busy or not.

Charlotte, who participated at the Vancouver 2010 Olympic Games said: “From a volunteering perspective I met so many amazing people and we created a Facebook group of everybody that volunteered at that time”. Volunteers consider those small interactions help to bring individuals together and talk about their lives and the experiences they had and shared.

Influencing Future Volunteering

Interviewees mentioned how their volunteering experience at Vancouver 2010 Winter Olympic Games and/or London 2012 Summer Olympic Games reaffirmed their interest to volunteer. All of the interviewees had previous volunteering experience before their experience at Vancouver 2010 Winter Olympic Games and/or London 2012 Summer Olympic Games. Their previous experiences varied and included sport-related volunteering, cause-related volunteering, and community events.

In regards to mega sport events context, there were five first-time volunteers (Emily, James, Emma, Oliver and Charlotte) and four that were repeating their mega sport event volunteering experience (Jacob, Ben, George, and Olivia). Interviewees mentioned different reasons for why they wanted to volunteer at a mega sport event. For some, their

love for sports and Olympics lead them to participate and volunteer for the Olympic Games. Jacob, who has volunteered in more than 2 mega sport events, stated:

I first fell in love with the Olympics games in 1988 in Calgary. We watched it on T.V and I'm just like "Holy...Look at what this is. Look what sport can do" and I'm like "I want to be involved with it somehow" and when Vancouver won the bid to have the games, that was July 2, 2003. I watched it on TV and when they won I said right then and there I don't care where I am at the world but I will be at Vancouver 2010 somehow and the first way I thought of was, volunteer.

Jacob described an impressive volunteering background in different mega sport events. He volunteered at Toronto 2015 Pan-American Games, Vancouver 2010, London 2012, Sochi 2014 and Rio 2016 Olympic Games and has also been involved with other games such as the North American Indigenous Games. His love for sports and Olympics was clearly shown by all the volunteering work he has done throughout his life. The positive volunteering experiences have helped the volunteers to realize the impact of volunteering and how powerful volunteering can be. George, who volunteered at Vancouver 2010 Olympic Games explains it this way:

They (people) know it's big (a mega event), but they have no idea of how many people are involved in the backstage. It's so many different positions, so many roles, so many issues to take care every day, so many different nationalities; languages, problems from security to catering to transportation. It's huge... I knew that it was really big. I was just a very small part of it, but I had to help them. Without my little help, things could end up not as good as they were supposed to be.

Some volunteers (George, Emily, Ben, Jacob, Oliver and Olivia) that had a really strong sports background, have been involved with sports organizations and volunteered for other games before, which lead them to volunteer for the Olympic Games. One of them stated:

I'd previously volunteered at the UK Schools games in Coventry which was in 2010, and also, I'm trying to think of the other event, the British Transplant Games which took place in 2008. Part of my roles there was volunteering, but I also had a paid role in that as well. I was actually managing the volunteers within those events, which I guess hence led me into getting the experience to volunteer at London 2012 (Oliver).

Experienced volunteers mentioned that volunteering at the Games enhanced their passion for volunteering. One of the respondents, Olivia, has been involved as a volunteer and also as a paid staff member with different organizations such as Skate Canada and the National Board of Skate. When she was asked about the long-term impacts of her volunteering experience she stated: "...one of the impacts is that I still continue to be passionate about volunteering and being involved". Another interviewee explains it like this "So, for me personally, it definitely has given me that avenue in terms of participating in volunteer work..." (James). It is important to say that after his volunteering experience at the Games, he did some non-profit work for a couple of charities that are part of his community. Some of the participants mentioned how volunteering at the Olympic Games created an interest to develop a career as a volunteer. An example of this is an American volunteer, Ben, who not only volunteered at the Vancouver 2010 and London 2012 Olympic Games, but also volunteered in other mega sport events since 1984. He said:

I am retired... I've been in 15 Games. I volunteered as a young kid and then once I got into going to the first Olympic Games, I started volunteering in that type of stuff. Now that I have been to so many games I now make a point to make sure when I am not at the Olympic Games that I'm doing something here in my community, in my neighborhood, in my church. I feel best at the end of the day when I have given back to somebody. When I have helped somebody. I have always had that in me. When I see somebody that needs help, whether they have a flat tire on the road, or fallen down steps or carrying their bags out from the grocery store, I've always had that in me to lend a hand.

Ben is retired and his positive volunteering experiences have helped him to engage in further volunteer pursuits and reaffirm his identity as a volunteer. Volunteering in the Games lead him to increase his volunteer activities and develop his volunteer career. Emily, also affirms she has been involved with her community after her volunteering experience at the MSE, she states: "...now I'm focused on what's happening in my community and my daughter's school, that's where I'm consciously putting in my volunteering time now". Olivia, also mentioned:

I continue to participate in any sporting activity where there's a need... I continue to judge skating here in the province and in other provinces in Canada... I volunteer on a committee within our own province for figure skating...I still do things for organizations.

Four to eight years after their volunteering experience at a mega sport event, all volunteers expressed their interest to volunteer at another mega sport. They also recognized that this would depend on their time availability, jobs and other commitments they have. In summary, after volunteering at the Olympic Games, all participants were

encouraged to pursue other volunteering opportunities and they translated their experiences into non-Olympic Games settings including sport-related, cause-related, and/or community settings.

Developing or Improving Valued and Transferable Skills/Knowledge

Skills and knowledge were another common topic mentioned by volunteers. Volunteers stated they acquired and/or improved skills and knowledge during their volunteering experience. The volunteering experience at the Games provided individuals with different abilities and skills that could be implemented in future volunteering activities, as well as life in general. Oliver, who did different tasks during his volunteering experience, explained: “The legacy was for me...it gave me lots of insights and knowledge and skills which actually I still use today...”.

A common outcome mentioned by first-time volunteers was the increase in self-confidence and how they became more assertive. The experience of volunteering at the Games stimulated a sense of confidence in one’s own abilities. Emily, who was used to her little hometown and traveled to Vancouver on her own, explained: “I was happy, you know, that I can prove to myself I could survive in Vancouver and make my way around the city, and accommodate myself and feed myself, and get where I needed to go on time”.

Emma, another Canadian interviewee who traveled on her own reinforced this by stating:

...Traveling by myself, staying safe, being able to get on trains, and planes, and buses and everything else, and doing all the things that when you come from a small town you don’t necessarily have to do but you have to learn to navigate these things. I did all that. That was great. That was a learning experience.

Due to the tasks and roles volunteers had, other learning outcomes were also identified. Managerial skills were one of the common things mentioned by volunteers. By dealing with different and new situations, working with different people and meeting deadlines, they recognized they strengthened their communication skills, organizing skills, customer service skills and social skills. George stated:

Communication was really good, and everybody had a blast. It was a really really good time and really good experience for sure. Results would be the strongest points, like communication with the team, and a very nice work environment.

Charlotte, who is a French teacher, said: “It definitely helped me with organizing. I'm organizing a big event at our high school next week. Just in terms of delegating and having subcommittees and all that, [it helped] very much”. Leadership and team work were other outcomes noted by the volunteers. By making their own decisions and having some degree of responsibility, volunteers felt empowered to do some of the tasks they were in charge of: “I think leadership I guess you could say...After a while you are beating a dead horse, no one is making a decision. I said “I’m going to make a decision” (Jacob).

Interviewees not only noted personal skills they developed or improved, but also what they learned about how other organizations and people do certain things. These lessons could be transferred or implemented in the organizations they work with. Emily, who was been involved with different sport organizations in New Brunswick, stated:

So I learned a lot about sports as well in that province, which was very much related to my own work...It just was very good to learn and see what is going on in other provinces, how much they support sport and how much they invest in sport. So, you know, that was, actually to be honest, that was probably some of the biggest learnings for me.

On the other hand, three out of nine volunteers mentioned that they did not learn anything new at Vancouver 2010 Olympic Games and/ or London 2012 Olympic Games, but they did implement and improved the skills they had. The passages below show how their previous volunteering experiences provided them with skills and knowledge that they were able to offer to these events and pass them to others.

I wouldn't say I developed new skills. I did apply the skills that I had. I was... I'm good at, you know, paper work, administration, customer service. So, those came back up to the forefront. In terms of new skills, personally for me I really wouldn't say I did develop, only that I just got a better understanding of being part of a team.

(James)

Oliver expressed a similar sentiment, "I think I kind of... I wouldn't say developed, but topped up in a way because of the type of roles that I do in my job on a day-to-day basis".

Volunteers mentioned that most of these skills described are still implemented years after the completion of the event in their daily activities and professional careers. Oliver, a university senior lecturer, stated: "Even my teaching at the moment, probably four or five years later, I used to use those examples from the Olympics to inform my daily job". James reinforced: "These abilities and skills have played an important role after the Games. I know that volunteering since the Olympics has definitely influenced me in terms of what I do now in my professional career". In summary, the volunteering experience at Vancouver 2010 and/or London 2012 Olympic Games provided some individuals with a variety of skills/knowledge and enabled other volunteers to implement and improve the skills they already had.

Feeling a Sense of National Pride

Being involved with the Olympic Games created a connection between the volunteers and the host country. The different stories told by the interviewees evidenced the national pride that was displayed throughout the games. The atmosphere made people interact and communicate. Some of the volunteers considered the Games as a historical moment. James, who is Canadian, explained it this way:

In terms of the country, it was a historical moment...The country was so proud and you could tell by the people walking around. And, yeah, the atmosphere it was a great time. And there was a lot of national pride that was being displayed and just being expressed by everyone...The event itself still is talked about and reminisced and memories are still portrayed since then.

Interviewees mentioned the Games created a connection between them and their country. It helped them feel identified with their country and gave them a patriotic feeling. Jacob, who comes from a First Nation and has been heavily involved in mega sport events, explained:

I guess one of the long impacts is patriotism. I am a First Nations... so my relationship with Canada as a whole has had its ups and downs...I feel a closer connection now with it. There's still aspects of Canada that I don't agree with and I don't like, and I feel like we are not treated properly but I took that aside for sport and I cheer for Canada as loud as I can at any Olympic, Paralympic games...I guess in the long term that would be a patriotic feel.

The patriotic feeling was also evidenced when they mentioned that one of the main reasons for why they volunteered for the Games was because the Games were being hosted in their country. Emily stated:

...Some people said: well why would you do that in Canada? Why wouldn't you wait and go somewhere more exciting? But actually because they were in Canada was why I really wanted to go to that particular set of games.

Another participant, Emma, considered it an advantage that the Games were being held in her country because it allowed her to participate by having the same language. When she was asked why she decided to volunteer for the Games, she stated:

First of all was that it was in my own country and I don't speak any other language. It was great that I didn't have to rely on that... on another language to be able to participate. That was really key.

The atmosphere throughout Vancouver 2010 and London 2012 Olympic Games was remarkable for most of the volunteers. One of the respondents, Oliver, also noted how people behaved differently throughout the Games and how the Games made them feel proud of their country. He stated:

I think generally speaking, it was just a very proud thing for the country to do. I know London quite well, and during the Olympics London was almost like a different place to what it is any other time. It was just a completely different atmosphere and environment on the positive side. I have relatives that live in London. It's very hustle and bustle, and people aren't particularly friendly... And people don't really talk to you generally speaking in London...The amount of people I spoke to on the way to and from my shifts was probably more people than I spoke to in...Compared to the last six or seven years I've been travelling to London to see relatives down there. It was a different environment completely.

This quote shows that this atmosphere was evident not only at the event sites, but throughout the whole city. People wanted to show how great the host country was and

also wanted to make people feel at home by being friendly and comfortable. They wanted to behave properly as representatives or ambassadors of their country.

Volunteers also mentioned the pride that was showed during the competitions. They mentioned that just to be present there and be part of that was an amazing experience and opportunity. Excitement and pride was shown by cheering for their country and seeing ceremonies where their flags were raised. James, in his position as a volunteer at Canada Hockey place, explained:

The best day was obviously the last day... It was the Hockey Gold Medal game and it was...the whole Olympics was building up to that. So that was the goal. And obviously Canada, hockey gold, you know. So that day just the excitement leading out to the game itself, ended up scoring the goal and winning the game. It was pandemonium. Absolutely pandemonium. We watched them raise the flag and pick up the medals.

Participants also identified how satisfied and proud they were by knowing they were helping their country and doing something for their country. One of the participants, Jacob, stated: "I mean, just fills you with pride like I was there helping my country, my team and it was like whatever it needs to be done".

Some other volunteers, although they were not from the host country, also showed patriotism and national pride. George, who traveled from Brazil to Vancouver, mentioned: "We are Brazilian...Every time we'd wear the Brazilian flag hanging over my shoulder". Ben, who volunteered at both events as an NOC assistant, had the same feeling. He said:

...Even though I'm not from that country, I am going to be representing that country and I have to act like this is my country, this is where my loyalty lies, that I want to put my best foot forward.

In summary, national pride was something mentioned by the volunteers. Evidence in this study shows how proud of their countries volunteers were, how they showed this pride throughout the Games, and how volunteers still felt national pride long after leaving the Games.

CHAPTER FIVE: Discussion

The aim of this study was to identify the legacy of the volunteer journey, 4 and 8 years after the completion of the MSE. The purpose of this chapter is to discuss the implications of the findings presented in Chapter 4, to current knowledge of volunteering legacy. Broadly, this chapter discusses important relationships between the themes and how, taken together, the themes represent the important components of creating a volunteering legacy from mega sporting events such as the Olympic Games. Specifically, the chapter is structured around 4 sub-headings: (1) volunteering legacy length and its components, (2) social/community level and (3) individual/personal level (4) limitations. These 4 sub-headings serve as levels of analysis as the implications of the findings will be discussed broadly/temporally, socially and individually to understand volunteering legacy and the limitations of the current study. This chapter provides a discussion on how findings are related to existing literature and implications of the findings organizers should take into consideration.

Although some findings of the current study are consistent with the literature on volunteering legacy, this study also has some key differences. The key differences are represented by the legacy components which all together contribute and make up volunteering legacy. The current study demonstrates that the volunteering legacy components identified are enduring even 4 to 8 years after the mega event which signals that these events can produce volunteer legacy beyond short term impacts. These legacy components have key findings such as the narratives of the volunteering experience as a legacy, the continuation or increase in volunteering evidenced in the analysis of the actual volunteering behavior, and the evidence that MSE can build social capital through the

relationships developed by the volunteers.

Volunteering legacy and the components that were discussed, fit within the framework of Preuss (2007) used and explained in the current study. "*The Legacy Cube*" framework argues that "most pre-event studies and bid committees focus only on one sub-cube: planned, positive and tangible" (Preuss, 2007, p.1924). Evidence from those volunteers at Vancouver 2010 and/or London 2012 Olympic Games suggest that the volunteering legacy is primarily: planned, positive and intangible. Even though some participants mentioned some challenges and negative elements in their volunteering experience, results of this study evidenced that the volunteering experiences at the Vancouver 2010 and/or London 2012 Olympic Games were mainly positive for every interviewee.

In regards to the planning, planned legacies are those strategies that are thought of and decided upon throughout the planning and delivery processes of the event. (Preuss, 2007). The results of this study helped me with the understanding of volunteer legacies emphasizing that volunteer legacies primarily occur from planned and coordinated efforts of the people in charge of the event organization. Preuss (2007) also refers to tangible legacies as those structures that we can physically see, the hard structures, while intangible legacies are referred to as the soft structures. Preuss (2007) explains how the soft structures are legacies that are usually based on knowledge, experience, memories, and networks that were created through the event. Results of this study show that the legacies found from volunteering at Vancouver 2010 and/or London 2012 Olympic Games are primarily intangible, as the legacies found lie under the components that were previously mentioned by Preuss.

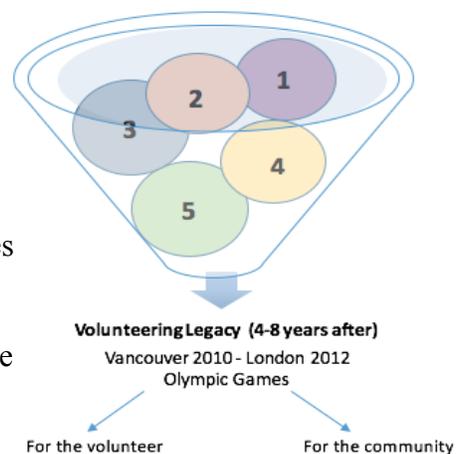
Volunteering Legacy Length and Its Components

Literature on legacy debates whether MSE can deliver legacies (Chalip, 2014; Chappelet, 2012; Preuss, 2015). Volunteering legacy has also been examined and analyzed in the literature (Doherty, 2009; Koutrou et al., 2016; Nedvetskaya, 2015; Nichols & Ralston, 2012). Yet, most of these studies have not examined volunteering experiences beyond two years after an event has occurred. The current research project is one of the few studies that examines volunteering legacy of a sport mega event 4- 8 years after the event has taken place. Volunteering legacy was evaluated by analyzing volunteers' experiences and examining the impacts of those experiences on volunteers and the community. This study shows that there is a positive legacy for the volunteer and the community 4 to 8 years after the event has taken place. The data analysis revealed five themes that together constitute the concept of the volunteering legacy at the Vancouver 2010 and/or London 2012 Olympic Games: (1) creating, identifying and sharing valued memories, (2) building networks and friendships, (3) influencing future volunteering (4) developing or improving valued and transferable skills/ knowledge, (5) feeling a sense of national pride. Figure 1 illustrates how volunteering legacy emerged based on the findings in this study.

Figure 1

Volunteering Legacy (Vancouver 2010 & London 2012 Olympic Games)

1. Creating, Identifying and sharing valued memories
2. Building Networks and Developing Friendships
3. Influencing future volunteering
4. Developing or Improving Valued and Transferable Skills/Knowledge
5. Feeling a Sense of National Pride



Themes act as legacy components, as all together, they contribute to make up volunteering legacy. These themes, taken together, indicate the capacity of a MSE to make a difference to individuals and their communities. Themes in this study are related to a social legacy. Themes involve a range of effects that occurred through an event, to individuals and communities through a social legacy perspective (Bob & Swart, 2010; Gratton & Preuss, 2008; Minnaert, 2012). Social legacy refers to the “soft” impacts and falls under the “intangible” structure in *“The Legacy Cube”* (Minnaert, 2012; Nedvetskaya, 2015; Preuss, 2007). It includes positive social effects such as: uniting people, increasing social capital, changes in knowledge, promoting wellbeing, positive emotions, stories to be told, increase in volunteering opportunities, patriotism, boosting image and status, inspiring children and reinforcing collective identities (Nedvetskaya, 2015; Smith, 2009; Waardenburg et al., 2015). Findings in this study have shown that volunteering at a MSE generated social legacy and positive social effects. Findings in this study expand our understanding on volunteering legacies at a MSE by providing its components and how they, all together, contribute to volunteering legacy. No differences were noted in the volunteering legacy between those who volunteered for Vancouver 2010 or London 2012 Olympic Games. All components mentioned in this section were evidenced in both events, which made the components of volunteering legacy the same for both MSE. The current study shows evidence that these components contribute to volunteering legacy and they still endure 4 to 8 years after the MSE has taken place. This contribution is something that has not been identified by previous studies.

Narrating positive experiences as a legacy.

Volunteering is an activity that can lead to memorable experiences that may

potentially change individuals through changes in their skills, behaviours, knowledge and expectations (Getz, 2007). Results of this study, similar to other studies that examined volunteering legacy (e.g. Doherty, 2009; Koutrou et al., 2016; Nichols & Ralston, 2012), provided additional evidence that a good volunteering experience contributes to a volunteer legacy. The volunteering experience at Vancouver 2010 and/or London 2012 Olympic Games was positive for every participant, regardless if it was their first volunteering experience at a mega sport event or not. Despite the different roles and levels of responsibility each volunteer had, participants in this study had a positive experience. Experience can be conceptualized as ‘basal experience’, ‘memorable experience’, or ‘transforming experience’ (Getz, 2007). Basal experience refers to an “emotional reaction to a stimulus, but with insufficient impact to stay in long in one’s memory (Getz 2007, pg. 206). Hence, the volunteering experiences of the participants of this study cannot be considered as “basal experiences”. Based on the definition of each level of experience, I considered the experiences of the participants of this study as memorable and transforming. This is due to the fact that a memorable experience refers to the experience whose emotion can be recalled at a later date and invokes emotions and a transforming experience refers to the one whose result is a durable change in attitude or behavior (Getz, 2007; Stuart, 2006). Emotion is an aspect that should be taken into consideration by stakeholders and organizers. This study demonstrated that positive emotions have an impact on the volunteering experience. Therefore, organizers should focus on how to evoke positive emotions in order for volunteers to have a positive volunteering experience.

The positive volunteering experience generated memories for every volunteer. Memories come from different stories about moments in their volunteering experience such as: attending ceremonies, watching and interacting with athletes, being present in

different competitions, and from the atmosphere itself. Evidence in this study suggests that “collective memories” can be created at a MSE. This type of memory will influence the legacy to be positive or negative (Bob & Swart, 2010). The memories of different moments in the volunteering experience that were created at Vancouver 2010 and/or London 2012 contributed to the experience being viewed as positive and those memories acted as a positive legacy that had a lasting impact on the volunteer. Memories from their positive volunteering experience were generated by planned and coordinated efforts of the people in charge of the event organization. Planned events providing a good experience may have an impact on the individual and the community (Getz, 2007). Getting through the application process, getting security clearance, going to the events, and having a volunteer role are some examples of coordinated efforts that contributed to participants’ positive feelings that were so meaningful that created a lasting impression. The lasting impression caused volunteers to realize the impact of volunteering and how powerful volunteering can be.

Volunteering legacy can arise due to individuals who hold memories and do not want to let the volunteering experience go. Participants in this study were able to narrate their memories and express the emotions evoked by their volunteering experience. Participants’ narratives of their memories played an important role in assigning meaning to their experiences. Participants constructed their own narratives by selecting meaningful experiences of volunteering at the event. Narrating and sharing their memories served as a vital instrument for keeping the legacy “alive”. Narratives are stories told that help in understanding the way things happened and provide information about different situations (Waardenburg et al., 2015). Narratives serve as the basis for the conceptualization of legacy (Waardenburg et al., 2015) and they give detail and depth to understanding legacy

(van Hulst, 2013). Through the narratives, people who did not live the same experience was able to get a sense of what volunteers encountered during their volunteering experience, what they liked or disliked and how they made sense of that. Narrating practices enable participants to reconstruct their volunteering experience, make sense of it and give meaning to the legacy of a MSE (Orme, 2012; Waardenburg et al., 2015). Telling and retelling stories is considered as a way to relive the collective memories (Poulton, 2005) and it also enables the legacy to be known in the present (Orme, 2012). This was evident in this study as volunteers were able to bring up to their minds and think about all their volunteering experiences and special memories they had, told and shared them. This may be a way to perpetuate values and attitudes and to enable others to relate to the experience and legacy, even though they may not have experienced it directly (Bowles, 1995; Orme, 2012). Memory would be something interesting for stakeholders to look at. It has been evidenced that memory is linked to volunteering legacy, as volunteers still remember and talk about their experiences. It is important for organizers to look deeper into this concept and take actions that will help volunteering experiences to stay longer in one's mind. Narratives of the volunteers evidenced volunteering legacy in both social/community level and in the individual/personal level. The following sections will discuss both levels of analysis and the implications for volunteering legacy. The social/community level, which follows, gives an analysis of the volunteering legacies found from a societal perspective.

Social/Community Level

Social Capital.

Through their experience, and later, sharing of stories and memories, volunteers

gave a sense on how social capital was built and maintained over the period of 4 to 8 years. Within the “soft” impacts of a MSE, social capital is listed as a social and intangible impact relating to the individual and their communities (Minnaert, 2012). Social capital is a useful concept to help understand volunteering legacy in this study. Social capital consists of “features of social organization, such as trust, norms, and networks that can improve the efficiency of society by facilitating coordinated action” (Putnam, 1993, p. 167). Social capital is also referenced as “the building of healthy communities through collective, mutually beneficial interactions and accomplishments, particularly those demonstrated through social and civic participation” (Schulenkorf, Thomson, & Schlenker, 2011, p. 108). Sporting events have the capacity to build social capital and the ability to combine and unite groups emotionally (Misener & Mason, 2006; Schulenkorf et al., 2011). Findings of this study evidence that social capital was created through the networks based on relationships that were developed by the participants of this study. Putnam (2000) explains two forms of social capital: (1) bonding social capital, referring to the relationships within homogeneous groups (e.g., other volunteers, other athletes); (2) bridging social capital, referring to the relationships with people who are different from us (e.g., individuals from another culture or different socio economic status). According to the findings of this study, the volunteering experience at Vancouver 2010 and/or London 2012 Olympic Games helped participants to develop both bridging and bonding social capital. This is due to the fact that they were able to meet people from a diversity of backgrounds and cultures, worked and interacted with them, made new friends and developed relationships. Their daily tasks allowed them to develop relationships and social bonds with people such as other volunteers, dignitaries, staff members and spectators.

Some volunteers, especially the ones who had a business background, were looking to develop their network and meet the right people to benefit their professional career. Volunteering has the potential to build networks with people. This can help volunteers to become more employable by creating networks through personal contacts or contacts in other organizations for future job opportunities (Nedvetskaya, 2015). The current study serves as an example of the idea of Schulenkorf et al., (2011) on how sport events can provide a vehicle for both bonding and bridging social capital. It also exemplifies how, through participation at sport events, people have the opportunity to build networks on both personal and professional levels by interacting and working together towards a common goal.

Participants in this study experienced a sense of belonging and community through the relationships they built in their volunteering experience. Participants recognized the people and the relationships created as one of the most rewarding aspects of their experiences. Evidence in this study reinforced how volunteering is an activity centered on interaction. This type of activity can leave a significant impact on volunteers and the community by the benefits of social interactions (Doherty, 2009; Elstad, 1996; Kemp, 2002.). People forming social networks and collaborating towards a common goal plays an important role in the volunteering experience (Fairley, Kellett & Green, 2007; Nichols & Ralston, 2012). Participants interacted with others, worked with different people and developed relationships throughout their volunteering experience. These relationships would have an impact on them and their lives in the future (Koutrou & Pappous, 2016). Participants mentioned how they were still in contact with many of the people they met during their volunteering experience. The current study evidenced that the social capital built through the volunteering experience still existed 4 to 8 years after the event took

place. Volunteers recognized that they maintain contact with people they met by reuniting with some of them every now and then.

It is important for event organizers to ensure that proper opportunities for social interaction and involvement are provided to the volunteers in order to continue to share their connection and maintain their contact after their volunteering experience. Perhaps, they can organize and maintain small groups for volunteers to meet every certain time, so they do not lose their connection. Participants also recognized that social media played an important role in maintaining these relationships as they were connecting through brief social interactions such as email and/or Facebook. Since each volunteer might have different commitments, schedules and responsibilities after their volunteering experience, social media could also serve as a mechanism for them to maintain their connection. This study's findings show that individuals gain social capital through their volunteer work and that the social relationships developed form the basis of social capital. Therefore, it is of great importance to consider the importance of the relationship between sport volunteerism and social capital (Harvey, Lévesque, & Donnelly, 2007; Misener & Mason, 2006; Tonts, 2005).

Future volunteering.

Many studies have examined the volunteer's intentions rather than the actual volunteering behaviour (Dickson, Darcy, Edwards & Terwiel, 2009; Giannoulakis, Wang, & Gray, 2008; Green & Chalip, 2004). Nichols and Ralston (2014) explain the idea that even if there is a desire to continue to volunteer after a MSE, it does not necessarily mean that this can be translated into long-term volunteering. This was not the case for this study as all of the participants who volunteered at Vancouver 2010 Olympic Games and/ or

London 2012 Olympic Games continued or increased their volunteering activities following the Olympic Games. For first-time volunteers, it started an interest in future volunteering at MSE. Volunteers who were not volunteering for the first time, the experience at Vancouver 2010 and/or London 2012 Olympic Games reaffirmed and enhanced their passion for volunteering. After the MSE, volunteerism was stimulated, not specifically only in sports-related settings, but in other settings in the community too. After the games, volunteers were involved in volunteering activities either on a big or small scale. As suggested by Doherty (2009), the ones that had a positive experience as volunteers at the Games, may have been inspired to repeat the volunteering experience at other Games or get involved in community volunteering. Due that a good volunteering experience may significantly predict event volunteers' increased interest in future volunteering, it is important for organizers and stakeholders to plan for volunteers to have a good experience. They should pay attention to every little aspect that contributes to a good volunteering experience.

Research on volunteers' motivations has suggested that volunteers who have a great experience at an event are likely to become motivated to volunteer at others (Downward & Ralston, 2006; MacLean & Hamm, 2007). In fact, all volunteers (experienced and inexperienced) showed interest of volunteering at another mega sport event after their experience. Some of them have, but others haven't had the opportunity to volunteer at another MSE yet. Being able to volunteer at a large scale again would depend on their availability, time, and other commitments (Taylor, Panagouleas, & Nichols, 2012). These findings contrast those of Doherty (2009) who found that there was variation in future intentions among experienced volunteers and those with no experience. This may be due to the difference in the sample number, as Doherty's study used a bigger sample,

and the analysis on the different event stages they examined between both studies.

Besides the volunteering legacies found in the social/community level, there were volunteering legacies for the individuals, in this case, the volunteers. The individual/personal level section, which follows, explains the volunteering legacies found for the volunteers at Vancouver 2010 and/or London 2012 Olympic Games, 4-8 years after the event has taken place.

Individual/ Personal Level

Personal improvement.

The Olympic volunteer experience provided opportunities for volunteers to develop and/or improve their personal skills and knowledge. First time volunteers mentioned “life skills” such as self- confidence and maturity, which may be skills that are not necessarily related to their role itself in the Games. Findings evidenced the personal development volunteers had and how volunteers became more assertive through the volunteering experience. The skills and knowledge volunteers acquired and/or improved by volunteering in a MSE, could be transferred to life in general as well as other volunteering pursuits and this will benefit them in the long run (Doherty, 2009; Nichols & Ralston, 2012).

Volunteers were also able to develop greater knowledge and organizational skills as a result of their involvement. They were able to learn skills used in their role performance and job-specific competences that were helpful in daily operations. Volunteers got a better understanding of how the event was run and what is needed in order to make the event successful. Volunteers who are familiar with sport and events mentioned a better understanding on international protocols, and other organizations’

procedures. Learning about the way others do things may help them in their professional careers and their daily jobs (Doherty, 2009). Participants mentioned skills such as customer service, leadership and team work. They learned to be part as a team and to interact with other professionals. Some of the participants who had previous volunteering experiences mentioned they applied their existing skills rather than developing new ones. This research study evidences that previous experience matter as they may give confidence to perform future assignments.

Volunteers who worked as NOC (National Olympic Committee) assistants had a greater degree of responsibility which helped them to develop decision-making skills. The greater degree of responsibility and critical decision making may help volunteers to realize the impact and benefits of volunteering (Ilsley, 1990). Duguid, Mundel, & Schugurensky (2013) stated that a variety of skills and knowledge that volunteers gain through their volunteering experience could be useful in workplaces; all volunteers reinforced this by stating that the skills and knowledge they acquired or improved have been implemented since then in their diverse daily jobs. Evidence in the current study shows that volunteering experiences at MSE can enhance personal improvement of an individual by boosting personal skills, competencies, and self- confidence.

Personal connection with the country.

In addition, another aspect that contributed to volunteering legacy in this study was the concept of national pride. National pride is defined as: “the positive affect that the public feels towards their country as a result of their national identity” (Kersting, 2007, p. 280). National pride is related to feelings of patriotism. Kersting (2007) suggests that MSE can present a unique opportunity to strengthen common bonds and build up patriotism. In

fact, results of this study show that through their volunteering experience at the Games, participants showed national pride and patriotism through their behaviour. Volunteers in this study who were born in the hosting country identified wanting to help their country and being proud of their country as some of the main reasons why they decided to volunteer. Additionally, volunteers were cheering for their countries, making people feel at home and helping their countries to gain international recognition by assisting to make the event a success. These actions show how major sport events often evoke sentiments of patriotism (Tomlinson & Young, 2006). Sporting events are often used to develop the idea of community and strengthen national unity (Kersting, 2007). Feelings of national pride was mentioned and evidenced throughout the volunteers' descriptions of their experiences with Games. Some volunteers wished these feelings could be maintained and they wished they could return to times where this atmosphere was present again. National pride is seen as a positive attitude which may produce individual self-esteem and have a greater impact on the individuals and their communities (Blank & Schmidt, 2003). Literature points out how the concept of national pride is perceived as a long-term effect, as people would look differently on their own community due to an event (Anderson & Holden, 2008; Bob & Swart, 2010). The interviews serve as evidence that volunteers still felt national pride 4 to 8 years after the event took place, but what it is not clear is how this national pride they still felt has influenced their behaviors years after the event had taken place. Gaining insight into how people act, behave and feel about their country after the Games is necessary in order to understand and develop a better understanding of national pride as a contributor of volunteer legacy.

Limitations

The data from this study provided insights on the components of the volunteering legacy of a MSE. The data cannot be generalized to a larger population because it was a study with a small, purposive sample (Bryman, 2001). There may have been self-selection bias in this study – individuals who had positive experiences may have been more willing to participate and share their stories. None of the participants perceived his/her experience in a mainly negative way but rather as mainly positive.

The study focused on two mega sport events (Vancouver 2010 Olympic Games and London 2012 Olympic Games). This characteristic limits transferability of the findings to a wider range of mega sport events as every mega sport event is organized and implemented in a different way, and could lead to a different volunteering experience in each MSE. There was limited access to a higher number of volunteers from London 2012 Olympic Games. This limitation could be addressed in future research.

Nevertheless, the use of in-depth interviews allowed for the exploration of volunteers' experiences and gathered useful insights about volunteering legacy, its components and implications. Interviews enabled to know about the volunteering experience from the perspective of the person experiencing it, as well as describing it and interpreting its meaning. These insights may help to inform future research and help organizers or stakeholders in their legacies' plans by giving a sense of the components of volunteering legacy and offering an idea on what it has to be done to maximize the potential of a volunteering legacy and make volunteering legacy sustainable.

CHAPTER SIX: Conclusion

The purpose of this chapter is to give a summary of the contributions of the study and to provide directions for event organizers and future research. Findings of this study evidenced how a good volunteering experience has a significant impact on individuals and their communities, resulting in a social legacy 4 to 8 years after the event has taken place. Positive experiences may influence future behaviour. The current study extends our understanding of volunteering legacy by offering insights on its components and on how these, all together, make up volunteering legacy. Legacy components described are enduring even 4 to 8 years after the mega event which signals that these events can produce volunteering legacy beyond short term impacts. This study offers suggestions for stakeholders and organizers to produce volunteering legacy beyond short term impacts and make it sustainable, by lasting for a long period.

The findings of this study suggest that the experience of volunteering at the Vancouver 2010 and/or London 2012 Olympic Games provided the impetus for a social legacy for the volunteers and their communities. Results showed that components that helped to make up volunteering legacy included: (1) the memories volunteers created, narrated, shared and portrayed since then, (2) the skills and knowledge they gained or improved, (3) the social capital volunteers developed through networks and friendships, (4) the further volunteering they have been doing years after the completion of the event, and (5) the sense of national pride volunteers felt. The four main contributions of this research project are: (1) There is volunteering legacy 4 to 8 years after the mega event has taken place, (2) Themes act as legacy components, which all together contribute and make up volunteering legacy, (3) narrative as a legacy, and (4) social capital was built as a result

of the volunteering experience.

In conducting future research in this area, it would be interesting to do qualitative research and interview volunteers of other mega sport events and examine their experiences at least 4 years after the event has taken place and compare the results with this study. Getting a better understanding of the volunteering legacy on other mega sport events may provide significant insights and suggestions for organizers and stakeholders with ideas on how they can create, plan and how legacy can be sustainable. Another interesting research would be to interview the same volunteers that were interviewed in this research project in a couple of years, just to be able to analyze their thoughts, judgements and perceptions 4 or 5 years later from now and compare if they are still the same.

The nine interviewees in this study had a positive volunteering experience. Some of them sporadically mentioned some negative aspects, but I interpreted them as being non-significant for a volunteering legacy. The field of volunteering legacy could benefit from examining volunteers who did not have a positive experience. It would be interesting to look for volunteers who quit and analyze the negative aspects of their experience. The data would be beneficial for organizers as they would be able to establish a plan to minimize the negative aspects. Planning on how to get the volunteers more involved or engaged and on how to deliver a positive and memorable experience for the volunteers, would be beneficial for volunteering legacy. Organizers should take into consideration the current study and other studies done about volunteers, their experiences and implications in order to anticipate the volunteers' needs, motives and desired experiences. This would allow them to facilitate good volunteering experiences.

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List of Appendices

Appendix A Invitation Email to Participate in the Research

Appendix B Information Letter of the Research

Appendix C Consent Form

Appendix D Interview Questions to Volunteers

Appendix A Invitation Email to Participate in the Research

Dear {insert name}

Please find attached a letter of invitation to participate in a research study conducted by, Coralia Andrea Monterroso, University of New Brunswick. The purpose of this study is to critically explore the positive and negative aspects of volunteers' lived experiences in Mega Sport Events. Specifically, investigating and identifying the long term impacts of the volunteer journey on volunteers, years after the completion of the event.

This project is titled: "Legacy of Mega Sporting Events: Understanding the long term impacts of volunteering" and it has been reviewed by the Research Ethics Board of the University of New Brunswick and is on file as REB [INSERT FILE NUMBER HERE]. If you have any questions or concerns, please do not hesitate to contact me via phone or email. If you would like to participate in the study, please respond to this email indicating your interest. If I do not hear from you within 1 week, I will be placing follow up emails/calls.

Sincerely
Coralia Andrea Monterroso
Camonterroso91@gmail.com
1-506-447-0612

Appendix B Information Letter of the Research



Faculty of Kinesiology

University of

New Brunswick

PO Box 4400

Fredericton, NB

Canada, E3B 5A3

Undergraduate and Graduate Programs

Tel 506-453-4575, Fax 506-453-3511

www.unb.ca/fredericton/kinesiology/

Title of Study: *Legacy of Mega Sporting
Understanding the long term impacts of volunteering*

Events:

Dear [Participant's Name],

My name is Coralia Andrea Monterroso and I am a Graduate Student in the University of New Brunswick, Faculty of Kinesiology. Based on your experiences and knowledge, I would like to invite you to take part in a research study on the "Legacy for volunteers in Mega Sport Events". All data and individual identities will be confidential and only aggregate data/analysis will be shared with you or produced in publications. Participant's involvement in the study is voluntary and you may withdraw from the study at any time without consequence.

I would like to invite you to take part in an interview. My research focuses on exploring the positive and negative aspects of volunteers' lived experiences in Mega Sport Events. Specifically, investigating and identifying the long term impacts of the volunteer journey on volunteers, years after the completion of the event.

The interview will be conducted via Skype at a date and time convenient to you. It will be audio recorded and transcribed. Furthermore, you will receive a report regarding the findings for the study within approximately 5-6 months of the completion of the study. You are free to withdraw at any time up until the analysis of the data begins. There are no known risks with this study. There are no negative consequences for non-participation in this study. All transcribed data will remain confidential and be stored on password protected computers. Data will be stored for a period of one-year post-publication. Confidentiality will be ensured and all names of interviewees will be removed and pseudonyms will be used in the written report and within the transcribed data so that your identity is kept private.

The benefits of participating in this study are that you will be providing valuable information for the field of study and help to gain a greater understanding of the positive and negatives of volunteering experiences. You will be contributing to construct a view of the legacy for volunteers and communities, as the experiences of volunteers at mega sport events will be evaluated.

This project has been reviewed by the Research Ethics Board of the University of New Brunswick and is on file as REB 2016-163. If you agree to participate, please respond to this email and I follow up to agree on a date and time for the interview. We will review all of this information at the start of the interview and you may ask questions, provide consent or withdraw at any time. If you have concerns about this study, you can contact Dr. Wayne Albert of the Faculty of Kinesiology at the University of New Brunswick, at 506-453-4576 or by email at walbert@unb.ca. Dr. Albert has no direct involvement with this project. If you have any questions about the study, please free to contact me using the contact information included below.

Sincerely,

Coralia Andrea Monterroso

Principal Investigator
Coralia Andrea Monterroso, Graduate Student
Faculty of Kinesiology, University of New Brunswick
Camonterroso91@gmail.com, 1-506-447-0612

Main supervisor:

Dr. Terri Byers
Associate Professor
Faculty of Kinesiology, UNB
tbyers@unb.ca- 506-447-3325

Appendix C Consent Form

Title of Project: *Legacy of Mega Sporting Events: Understanding the long term impacts of volunteering*

Research Ethics Board of UNB file number REB 2016-163.

Do you understand that you have been asked to be in a research study?
Y / N

Have you read and received a copy of the attached information sheet?
Y / N

Do you understand the benefits and risks involved in taking part in the study?
Y / N

Do you understand that you are free to refuse to participate or withdraw from the study at any time without consequence? Y / N

Do you understand your name will remain confidential?
Y / N

Do you understand that this interview will be audio recorded?
Y / N

Do you understand that you will have access to all information you provide?
Y / N

Do you understand that information you provide may be used for publication purposes?
Y / N

I agree to take part in this study:

Signature of Participant

Date

Printed name of participant

Signature of Researcher

Principal Investigator
Coralia Andrea Monterroso, Graduate Student
Faculty of Kinesiology, University of New Brunswick
University of New Brunswick
Camonterroso91@gmail.com, 1-506-447-0612

Dr. Terri Byers
Associate Professor
Faculty of Kinesiology,
tbyers@unb.ca- 506-447-3325

Appendix D Interview Questions to Volunteers

Introduction: Thank you for accepting to participate in this interview. Your opinions and insights are highly valued. A summary of the final results of interviews will be available at the end of the study in 2017. All data collection will be audio recorded only and you may withdraw from the study at any time without consequence. This research project is titled “Legacy of Mega Sporting Events: Understanding the long term impacts of volunteering”. The purpose of this study is to critically explore the positive and negative aspects of volunteers’ lived experiences in Mega Sport Events. Specifically, investigating and identifying the long term impacts of the volunteer journey on volunteers, years after the completion of the event. Skype interviews will be conducted until theoretical saturation is reached. Anonymity will be ensured, and all transcribed data will remain confidential and be stored on password protected computers.

Questions

Background

- Can you please tell me about you and your sports background?
Probing questions:
 - Have you been involved with sports throughout your life? How?
- Please describe your volunteer experiences
 - What volunteering experience do you have? Volunteer background? Volunteering in sports?
 - What mega sport event did you volunteer for?

Volunteering Process

- Can you describe the experience you had with volunteering process? (applying, recruiting, training, implementing)
Probing questions:
 - What made you apply to volunteer for this mega sport event?
 - What are some of the strengths and weaknesses of the process?
 - What did you like the most about the process? The least? What would you do in a different way?

Role/ Volunteering experience

- Please describe your volunteering experience through the event
- Can you tell me about your role in this event?
Probing questions:
 - When do you think you performed at your best during the event?
 - Please describe if you experienced like dropping out at some point
 - How did you feel about the general environment of the mega sport event?
 - What was the best moment/part of your volunteering experience? Why?
 - Do you think your past experience helped you somehow in volunteering in these event?

Learning experience

- Please describe what you personally learned from the whole experience?
Probing questions:
 - What did you hope to learn going into the experience? How were your personal expectations met?
 - Can you tell me about the skills you developed through your volunteering experience?
 - In what ways do you think this volunteer experience has changed your behavior or perspective?
 - Please describe any long term impacts you perceived after your volunteering experience.
- Please describe how had you used your volunteering experience from this event in other settings? (community?)
Probing questions:
 - Can you give any examples?
- Would you consider volunteering at some point in the future? In any specific type of event?

Curriculum Vitae

Coralía Andrea Monterroso Asteguieta

Universidad Francisco Marroquín, Bachelor in Business Engineering, 2014

Publications: none

Conference Presentations: none