

Running Head: SPORT EVENT VOLUNTEER ROLE PERCEPTIONS

Sport Event Volunteer Role Perceptions at the 2012 Ontario Summer Games

(Thesis Format: Monograph)

Kristen Rogalsky

Graduate Program

in

Kinesiology

Submitted in partial fulfilment
of the requirements for the degree
Master of Arts

School of Graduate and Postdoctoral Studies

Western University

London, Ontario, Canada

© Kristen Rogalsky 2013

WESTERN UNIVERSITY
School of Graduate and Postdoctoral Studies

CERTIFICATE OF EXAMINATION

Supervisor

Examiners

Dr. Alison Doherty

Dr. Packianathan Chelladurai

Supervisory Committee

Dr. Craig Hall

Dr. Karen Danylchuk

Dr. Michael Kerr

Dr. Craig Hall

The thesis by

Kristen Amber Rogalsky

entitled:

Sport Event Volunteer Role Perceptions at the 2012 Ontario Summer Games

is accepted in partial fulfillment of the
requirements for the degree of
Master of Arts

Date

Chair of the Thesis Examination Board

Abstract

The study tested a theoretical model of role perceptions of major sport event volunteers, and specifically correlates of role ambiguity. The sample consisted of 328 volunteers involved with the 2012 Ontario Summer Games. Participants completed an on-line questionnaire post-Games that included measures of role ambiguity, effort, performance, role satisfaction, role difficulty, training, supervision, overall satisfaction with the Games and future volunteer intentions. Findings provide support for a multidimensional model of role ambiguity, consisting of performance outcomes ambiguity and means-ends/scope ambiguity in this context. A final model indicated that supervision was critical to both dimensions of ambiguity, although they differentially predicted role performance and role satisfaction. Role satisfaction predicted overall satisfaction with the Games experience which significantly contributed to future intentions to volunteer. Implications for sport event volunteer management and suggestions for future research are discussed.

KEY WORDS: role ambiguity, satisfaction, sport event volunteers

Acknowledgments

First, I would like to thank my supervisor, Dr. Alison Doherty. Without her suggestion that I pursue a graduate degree in Sport Management, it is unlikely that I would have even considered the program in the first place. I cannot adequately express how grateful I am for all of her support and guidance throughout my studies. I am truly lucky to have benefited from her wisdom during this process and can honestly say that I would not have made it to this point without her encouragement.

I would also like to thank Dr. Karen Danylchuk for her feedback during my supervisory meeting. Her comments and suggestions helped to guide the direction of the final study, and for that I am deeply appreciative.

Thank you to my examiners, Dr. Packianathan Chelladurai, Dr. Craig Hall and Dr. Michael Kerr. Thank you for agreeing to be on my Examining Committee and taking the time to review my thesis. I very much appreciate your feedback and insights, and have done my best to incorporate them into this final version of my thesis.

I would also like to thank Dr. Darwin Semotiuk who kindly volunteered to act as Chair of my Thesis Examination Board. I am forever grateful for your support throughout my years at Western University.

Finally, I would like to thank Kyle Paradis for the help he provided when I ran into difficulty with my data analyses. Thank you for answering any quick queries that I had about statistics.

Table of Contents

Certificate of Examination	ii
Abstract	iii
Acknowledgements	iv
List of Tables	viii
List of Figures	ix
List of Appendices	x
Chapter 1 – Introduction	1
Purpose of the Study	4
Delimitations and Limitations	5
Chapter 2 – Review of Literature	7
Role Ambiguity.....	8
Role Ambiguity and Effort	10
Role Ambiguity and Performance	11
Role Ambiguity and Satisfaction.....	11
Role Ambiguity and Difficulty	12
Role Ambiguity and Training	13
Role Ambiguity and Supervision.....	14
Volunteer Satisfaction and Future Intentions	15
Chapter 3 – Method	19
Participants.....	19
Instrument	19
Role ambiguity.....	20
Role effort	22

Role performance.....	22
Role satisfaction.....	22
Role difficulty.....	23
Role training.....	23
Role supervision.....	24
Overall satisfaction.....	24
Future volunteer intentions.....	25
Procedure.....	25
Data Analysis.....	25
Chapter 4 – Results.....	27
Preliminary Analysis.....	27
Confirmatory factor analysis.....	27
Re-specification analysis.....	28
Psychometric Properties.....	29
Descriptive Statistics.....	32
Model Testing.....	34
Full structural model.....	34
Model 2.....	36
Model 3.....	36
Final model.....	37
Chapter 5 – Discussion.....	39
Concluding Comments.....	47
Implications for Sport Event Organizers.....	48

Recommendations for Future Research.....	50
References	52
Appendices.....	61
Curriculum Vitae	71

List of Tables

Table	Description	Page
1	Pattern Matrix Representing Factor Loadings for Role Ambiguity.....	30
2	Bivariate Correlations (r) between the Dimensions of Role Ambiguity and Other Correlates.....	33

List of Figures

Figure	Description	Page
1	Theoretical Depiction of the 2012 Ontario Summer Games Volunteer Experience.....	6
2	Full Model with Standardized Path Coefficients.....	35
3	Final Model with Standardized Path Coefficients.....	38

List of Appendices

	Page
Appendix A	Survey of Volunteering with the 2012 Ontario Summer Games61
Appendix B	Western University Research Ethics Board Approval Notice.....66
Appendix C	Letter of Information to Participants.....68

CHAPTER 1

INTRODUCTION

While amateur sporting events, ranging from local three-on-three basketball tournaments to the Canada Summer Games, have the potential to attract large numbers of athletes and spectators, and generate media coverage, they tend to have limited budgets. Thus, there is a heavy reliance on volunteers to organize and implement these events (Cuskelly, Hoyer, & Auld, 2006). Both the 2000 Sydney and 2004 Athens Olympic Games relied on over 40,000 volunteers (Cuskelly et al., 2006), while the 2008 Beijing Olympic Games had 100,000 volunteers involved with competition venues, the Olympic villages, and transportation (Yan & Chen, 2008). The 2010 Vancouver Olympics relied on approximately 25,000 volunteers during the Games themselves (Vancouver 2010 – A human legacy, 2010). On a slightly smaller scale, the Canada Summer Games, held every four years in a different community, depends on about 4,000 volunteers to make the event a success (Doherty, 2009).

The effort and performance of volunteers in the various roles they undertake is vital to the success of events (Cuskelly et al., 2006), and satisfaction with those roles may have some bearing on their interest and intention to volunteer again (Doherty, 2009). Roles, a common structural element to all groups, refer to the pattern of behaviour expected of individuals (Bray, Balaguer, & Duda, 2004; Carron, Burke, & Shapcott, 2009; Katz, Kahn, & Adams, 1978). Formal roles are those that are imposed by the group or organization that the individual is a part of (i.e., Director, registration official) (Carron et al., 2009). Sport event volunteers can be asked to take on any one or more of a variety of roles that can range from pre-event planning and organizing to on-site competitor

registration, welcome and orientation, merchandise sales, event marshalling and providing general assistance to athletes (Allen & Shaw, 2009; Shaw, 2009).

Due to the vital part that volunteers play in the success of events, it is important to understand their role perceptions. While research to date has measured sport event volunteer satisfaction in general and with regard to particular aspects (Allen & Shaw, 2009; Costa, Chalip, & Green, 2006; Doherty, 2003; Elstad, 1996; Farrell et al., 1998; Green & Chalip, 2004), there is a need to better understand sport event volunteers' perceptions of their role in these events, and the factors that impact their performance and effort.

Role ambiguity is one such factor. Role ambiguity refers to a lack of clear understanding about the actions required to perform one's role (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964). There may be ambiguity with regard to: (1) what one is expected to do (scope of responsibilities), (2) how to perform one's role (means-ends knowledge), (3) whose expectations are given priority (priority of expectations), (4) how one's performance is evaluated (evaluation of performance), and (5) the consequences of completion or noncompletion of one's responsibilities (consequences of role performance) (Kahn et al., 1964). Role ambiguity is purported to be detrimental to the individual and the organization (Kahn et al., 1964) and the consequences of role ambiguity have been well documented in a number of contexts, including business and industry, education, recreation, health care, and human service organizations (Abramis, 1994; Beard, 1996; Chang & Chang, 2007; Chang & Hancock, 2003; Jackson & Schuler, 1985; Koustelios, Theodorakis, & Goulimaris, 2004; Pavelka, 1993; Singh, 1998; Pousette, Jacobsson, Thylefors, & Hwang, 2003; Thompson, McNamara, & Hoyle, 1997;

Tubre & Collins, 2000; Wolverton, Wolverton, & Gmelch, 1999; Yun, Takeuchi, & Liu, 2007). Of note, role ambiguity has been associated with decreased effort (Brown & Peterson, 1994; Sakires, Doherty, & Misener, 2009), decreased performance (Doherty & Hoye, 2011; Orqvist & Wincent, 2006; Tubre & Collins, 2000; Wolverton et al., 1999) and decreased satisfaction (Jackson & Schuler, 1985; Sakires et al., 2009; Thompson, McNamara, & Hoyle, 1997; Wolverton et al., 1999).

A few studies have examined role ambiguity in the volunteer sport setting (Doherty & Hoye, 2011; Sakires et al., 2009; Schulz & Auld, 2006). Although low levels of ambiguity were reported, they were found to be significantly associated with board member performance, effort, satisfaction, and commitment (Doherty & Hoye, 2011; Sakires et al., 2009). However, these role ambiguity studies have focused specifically on volunteers with positions within organizations, such as board members, rather than on event volunteers. Due to the short-term and temporary nature of events, event volunteers might be expected to experience role ambiguity, which may impact on their effort, performance, and satisfaction.

Factors that may contribute to that role ambiguity include role difficulty, training, and supervision. Sport event volunteers may be expected to experience role ambiguity as a result of the wide variety of assigned tasks, for which they have no previous experience (e.g., transportation coordination, results processing, merchandise sales) or specific skills (Ralston, Downward, & Lumsdon, 2004). Additionally, new and potentially complex tasks may be perceived to be quite challenging (Elstad, 1996), and this role difficulty may bear on role ambiguity. For this very reason, a great deal of time and effort is spent on coordinating volunteer training and selecting appropriate supervisors to ensure things run

smoothly (Costa et al., 2006; Gladden, McDonald, & Barr, 2005). Thus, it is also of interest to consider the effect of training and supervision on sport event volunteers' role ambiguity.

It is also of interest to examine the further impact of role effort, performance and satisfaction on overall satisfaction with the event volunteer experience, which may be expected to directly influence future intentions for volunteering. Several studies have examined sport event volunteer satisfaction in general and with regard to particular aspects (Allen & Shaw, 2009; Costa et al., 2006; Doherty, 2003; Elstad, 1996; Farrell et al., 1998; Green & Chalip, 2004), and the current study builds on that work by considering the influence of the volunteers' role experience in particular. As short-term events do not easily allow for the recruitment of a relatively stable volunteer workforce (Lockstone & Baum, 2009), it is difficult to train volunteers on an on-going basis and to be able to utilize the volunteer workforce as needed. Through an increased understanding of future intentions for volunteering and the factors that influence them, event organizers will potentially be able to increase the likelihood of past volunteers returning to help at future events.

Purpose of the Study

The purpose of this study was to investigate how volunteers' perceptions of their role with the 2012 Ontario Summer Games, specifically their role ambiguity, related to their role performance, role effort and role satisfaction. Possible correlates of ambiguity, including role difficulty, training, and supervision, were also examined. A theoretical model was developed for use in this study. It proposes that volunteers' role training, role supervision and role difficulty will impact the perception of role ambiguity; in turn, role

ambiguity is expected to impact volunteer role effort, role performance and role satisfaction. The model further proposes that these variables are expected to impact on the overall satisfaction with the volunteer experience, which is then expected to relate to future volunteer intentions. The model to be tested is illustrated in Figure 1.

Three general questions guide the study:

1. What are sport event volunteers' perceptions of their role with the 2012 Ontario Summer Games? Specifically, do they perceive any ambiguity, and what impact does that have, if any, on their effort, performance and satisfaction with regard to their role?
2. What impact, if any, do role difficulty, training, and supervision have on role ambiguity?
3. What impact, if any, do role effort, performance and satisfaction have on overall satisfaction with the Games experience, and future intentions to volunteer?

The current study aims to help increase our understanding of volunteers' role perceptions and the factors that are associated with them. The findings are expected to make a three-fold contribution by (1) enhancing our understanding of the sport event volunteer experience, (2) enhancing our understanding of role ambiguity in the sport event volunteer setting, and (3) extending role ambiguity theory to this context. It is expected that the findings will also have implications for effective volunteer management and overall event success.

Delimitations and Limitations

The study is delimited to the population of 2012 Ontario Summer Games volunteers and thus, the findings may be generalized only to that population to the extent that the sample is deemed representative. The findings may also be generalized to populations of event volunteers in similar contexts.

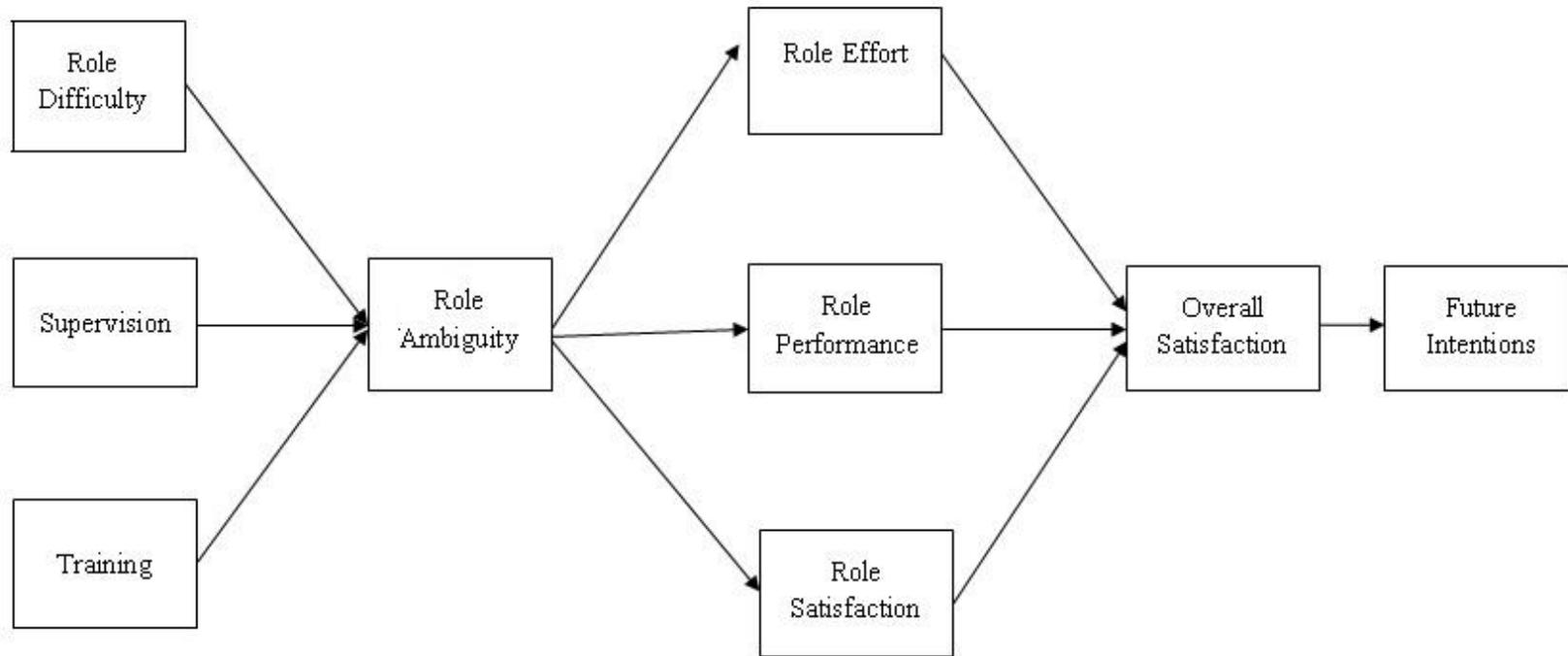


Figure 1. Theoretical Depiction of the 2012 Ontario Summer Games Volunteer Experience

CHAPTER 2

REVIEW OF LITERATURE

Roles within groups characterize expected patterns of behaviour for individuals who occupy a specific position, and are important elements in all groups (Bray et al., 2004; Carron et al., 2009; Carron & Hausenblas, 1998; Katz et al., 1978). An individual's role can arise due to the influence from their position and status within the group, as well as their assigned or assumed responsibilities (Carron & Hausenblas, 1998). Roles can be classified as being formal or informal. While formal roles are set by the group or organization that the individual is a part of (for example, an individual may be assigned the role of a registration official), informal roles are those that evolve naturally through the interactions and communications within the group, such as the role of a comedian (Carron et al., 2009; Carron & Hausenblas, 1998). Roles can be further subdivided into whether they relate to a task (i.e., coordinator) or to a social concern (i.e., social facilitator) (Carron et al., 2009; Carron & Hausenblas, 1998).

Role theory explains that the individual who occupies the role is called the focal person, while the individual(s) who communicates or sends the role expectations to the focal person is called the role sender (Eys, Carron, Beauchamp, & Bray, 2005; Kahn et al., 1964). In 1964, Kahn and colleagues developed a theoretical model of the role episode that explained the factors that influence the transmission and reception of role responsibilities within an organizational/industrial setting. The model suggests that role senders hold a set of expectations about a focal person and their role behaviour, which then affects the behaviour of the role sender towards the focal person. The pressure that the role sender exerts on the focal person is experienced by the focal person and can

cause psychological conflict, perceived ambiguity, dissatisfaction and affect the focal person's perception of the role and role senders. The focal person then responds accordingly to the pressure exerted by the role sender. Responses can include compliance with the role senders' demands or the adoption of coping mechanisms, some of which can be maladaptive (Kahn et al., 1964). Finally, the focal person's response influences the role sender's expectations, igniting a cyclic effect (Eys et al., 2005; Kahn et al., 1964).

It may be particularly pertinent to understand how roles are perceived and performed by sport event volunteers, who are assigned their roles based on what tasks the event coordinators require to be completed. As events are short-term and temporary, there is less time for managers to adapt their set of expectations and the amount of pressure they exert on volunteers through trial-and-error, and sport event volunteers' may perceive their role negatively. As such, it is important for managers to understand how volunteers perceive and perform their role and what difference, if any, it makes to their overall satisfaction and future volunteer intentions.

Role Ambiguity

The current study specifically considers the perception of role ambiguity, as this has been shown to be a factor that significantly influences one's role experience. Role ambiguity occurs when an individual lacks information that is pertinent to the fulfillment of his or her role (Sakires et al., 2009). More specifically, Kahn et al. (1964) defined work-related role ambiguity as an individual's perceived clarity regarding his or her job duties and the relative importance of each duty. Work-related role ambiguity occurs due to lack of information concerning the role an individual is expected to fulfill, such as the

definition of one's role, goals and how to fulfill tasks (Wright & Millesen, 2008). Thus, there are three dimensions of task ambiguity: scope of responsibilities, means-ends knowledge and priority of expectations (Kahn et al., 1964; Sakires et al., 2009). Scope of responsibilities refers to whether the individual understands the tasks that he or she must complete, while means-ends knowledge refers to whether the individual understands what must be done in order to fulfill his or her responsibilities and the best method to use to do so (Sakires et al., 2009). Finally, priority of expectations refers to whether the individual knows whose expectations should be given priority, particularly if there are multiple people that the individual is expected to report to (Wright, 2004).

Socioemotional ambiguity occurs when individuals are unclear about how they are viewed by others, and the consequences of their actions (Sakires et al., 2009). There are two dimensions of socioemotional ambiguity: evaluation of performance and consequences of role performance (Kahn et al., 1964; Sakires et al., 2009). Ambiguity regarding evaluation of performance refers to the uncertainty about how performance will be measured; whereas, ambiguity regarding the consequences of role performance reflects an uncertainty of what will occur upon completion or non-completion of one's responsibilities (Kahn et al., 1964; Sakires et al., 2009). These consequences may affect the individual, others and/or the organization (Sakires et al., 2009).

Studies on role ambiguity gained popularity in the late 1950s and early 1960s, with the majority concentrated in the organizational psychology literature (Sakires et al., 2009). Since then, global role ambiguity has been found to be negatively related to motivation, satisfaction and performance within business, and other settings such as teleservice (Von Emster & Harrison, 1998), nursing (Chang & Hancock, 2003),

education (Koustelios, Theodorakis & Goulimaris, 2004), sport (Bosselut, Heuzé, & Sarrazin, 2010; Eys & Carron, 2001) and non-profit organizations (Sakires et al., 2009; Wright & Millesen, 2008). Thus it is clear that despite organizational efforts to avoid role ambiguity, its significant negative association with various outcomes can still create problems within the workplace.

Role Ambiguity and Effort

Effort, a behavioural reflection of an individual's motivational state (Doherty & Carron, 2003), is defined as how hard one works to fulfill the organization's goals (Blau, 1993; Chelladurai, 2006; Sakires et al., 2009). While few studies have investigated event volunteers' effort and its effects, a number of studies have examined the effects of effort in the organizational setting (Blau, 1993; Brown & Leigh, 1996; Brown & Peterson, 1993; Menguc, 1996). Role ambiguity may be expected to have a negative association with effort, as how hard one works may be influenced by whether the role is clearly understood. Brown and Peterson (1994) found that role ambiguity had a modest direct effect on effort, while Sakires et al. (2009) found that role ambiguity accounted for 19% of the variance in effort among voluntary sport organization board members and staff. Further, ambiguity pertaining to performance outcomes was the best predictor of effort, followed by ambiguity pertaining to means-ends knowledge (Sakires et al., 2009). In their study on non-profit board member role ambiguity, Wright and Millesen (2008) reported a negative relationship between role ambiguity and the executive director's evaluation of the board's engagement; the board's engagement was assessed through a composite measure that included group effort, involvement, participation and attendance.

Thus, based on the previous literature, both within the work and volunteer setting, the following hypothesis was put forth:

Hypothesis 1: High role ambiguity will predict low sport event volunteer effort.

Role Ambiguity and Performance

Another outcome that role ambiguity has been negatively associated with is performance. Self-reported performance measures were found to have a moderate, negative correlation with role ambiguity (Ortqvist & Wincent, 2006); that is, when workers perceived their role to be poorly defined, they believed their performance was subpar. However, when performance was measured by a supervisor or a colleague, a weaker, negative relationship between performance and role ambiguity was found (Ortqvist & Wincent, 2006; Tubre & Collins, 2000). Doherty and Hoye (2011) reported role ambiguity accounted for 29% of total variance in board member performance, and further noted that scope of responsibilities was the strongest predictor. This finding is consistent with work in the sport team setting by Beauchamp, Bray, Eys and Carron (2002) who found that performance is particularly affected by ambiguity with respect to the scope of responsibilities.

Based on the research to date, the following hypothesis was put forth:

Hypothesis 2: High role ambiguity will predict low sport event volunteer role performance.

Role Ambiguity and Satisfaction

Previous studies have shown that job satisfaction is another correlate of role ambiguity. Job satisfaction is defined as “one’s affective attachment to the job viewed either in its entirety (global satisfaction) or with regard to particular aspects (facet

satisfaction; for example, supervision)” (Tett & Meyer, 1993, p. 261). Studies have consistently shown that there is a negative relationship between role ambiguity and global job satisfaction (Jackson & Schuler, 1985; Sakires et al., 2009; Thompson et al., 1997). Notably, Eys and colleagues (2003) found that, more specifically, ambiguity with respect to scope of responsibilities produced the strongest negative relationship with satisfaction. Similarly, in the voluntary sport organization context, ambiguity with respect to scope of responsibilities was the best predictor of satisfaction (Sakires et al., 2009).

Based on the research to date, the following hypothesis was put forth:

Hypothesis 3: High role ambiguity will predict low role satisfaction.

Role Ambiguity and Role Difficulty

A number of studies have examined the antecedents of role ambiguity within the volunteer and organizational context. For example, Schulz and Auld (2006) found that communication satisfaction was negatively associated with role ambiguity for chairpersons and executive directors of voluntary sport organizations. Individuals are likely satisfied with communication that is clear, and consistent, which in turn may help decrease both socioemotional role ambiguity and work-related role ambiguity. Socioemotional role ambiguity may be decreased through clarification about whom individuals are expected to report to and the consequences of their performance, while work-related role ambiguity may be decreased as clear communication would help individuals understand how to perform their role. Several proposed antecedents of role ambiguity in the sport event volunteer context are considered here.

It has been suggested that role ambiguity will be particularly prevalent where there is high task complexity (Abdel-Halim, 1991; Tubre & Collins, 2000). New and

potentially complex tasks may be perceived as quite challenging, and this role difficulty may be expected to bear on role ambiguity. Allen and Shaw (2009) found that volunteers felt more competent when given the opportunity to use their existing skill set. The ability to use existing skills suggests some, and perhaps sufficient, level of familiarity; therefore role ambiguity may be decreased as the task is perceived to be less difficult. Given the wide variety of tasks to be fulfilled, sport event volunteers may be assigned roles for which they have no previous experience (e.g., transportation coordination, results processing, merchandise sales). Thus, it is interesting to consider the relationship between role difficulty and perceived ambiguity.

Based on the research to date, the following hypothesis was put forth:

Hypothesis 4: High role difficulty will predict high role ambiguity.

Role Ambiguity and Training

In their study on volunteers at the Sunbelt IndyCarnival, Costa et al. (2006) examined the impact of training on volunteers' satisfaction. The vast majority of training was conducted pre-event. Volunteers were asked to evaluate their training based on the extent to which they found it to be unclear/clear, uninteresting/interesting, inconvenient/convenient, unimportant/important, not useful/useful and irrelevant/relevant (Costa et al., 2006). In general, the more satisfied volunteers were with their opportunities to contribute during training sessions, the more positive were their evaluations of those sessions (Costa et al., 2006). Costa et al. (2006) suggested that as volunteers are directly involved with the training experience, the clarity of the material and their interest in it may be enhanced. Thus, it is also interesting to consider the relationship between effective training and role ambiguity.

Based on the research to date, the following hypothesis was put forth:

Hypothesis 5: Positive evaluations of event volunteer training will predict low role ambiguity.

Role Ambiguity and Supervision

Role supervision during an event is also an important factor to consider in terms of its potential effect on role ambiguity. Deci, Connell, and Ryan (1989) found that as managers supported employees' autonomy, employees felt more satisfied with their jobs. Autonomy support was defined as recognizing the perspectives of employees by providing relevant information, offering choice and promoting self-initiation (Deci et al., 1989). By providing relevant information in a non-controlling manner, managers may clarify their subordinates' roles and tasks, thus reducing role ambiguity. Relatedly, Wright and Millesen (2008) argued that role ambiguity exists because of lack of communication between employees and supervisors. Communication establishes the standards of behaviour by providing accurate role-related information regarding which behaviours employees should focus their attention and effort on (Wright & Millesen, 2008). Feedback helps to achieve role clarity and avoid role ambiguity as it allows workers to realize whether they are achieving the desired goals in an appropriate manner (Wright & Millesen, 2008). In their meta-analysis on role ambiguity in work settings, Jackson and Schuler (1985) found that receiving feedback from others is associated with low role ambiguity, and suggested that this finding is not surprising as roles are learned primarily through feedback. Without proper supervisory support, it is likely that sport event volunteers could experience role ambiguity.

Based on the research to date, the following hypothesis was put forth:

Hypothesis 6: Effective event volunteer supervision will predict low role ambiguity.

Volunteer Satisfaction and Future Intentions

Research has found that sport event volunteers' overall satisfaction is related to a number of factors, such as the quality of communication between volunteers and recognition of the volunteers' efforts (Farrell et al., 1998; Reeser et al., 2005). Management practices that help to bolster these factors have also been found to be related to satisfaction (Johnston, Twynam, & Farrell, 2000). In her study on student volunteers' perception of learning and satisfaction in the XVII Olympic Winter Games in Lillehammer, Elstad (1997) found that volunteers felt satisfied if there were opportunities to develop their social network, develop job competence and to be part of an event. However, at the event, volunteers' overall satisfaction was found to be negatively associated with factors that could have been controlled by managers such as the transport available, food, accommodation, and job characteristics such as stress, too much or too little tasks to do and long hours (Elstad, 1997).

In their study on volunteers at the 2001 Francophone Games, Larocque, Gravelle, and Karlis (2002) found that volunteers experienced a high level of overall satisfaction with their event experience, as well as satisfaction with the quality of their volunteer team and with the recognition they received from the organization. However, volunteers were relatively less satisfied with the quality and level of assigned responsibilities (Larocque et al., 2002). It is clear that job characteristics, including the quality and level of assigned responsibilities, is related to volunteer satisfaction, and is also applicable to understanding how the volunteers perceive their task-related roles.

Understanding the sport event volunteers' overall satisfaction with their experience is important due to the relationship between satisfaction and intent to volunteer in the future. Cnaan and Goldberg-Glen (1991) argued that individuals will continue to volunteer only as long as they feel rewarded and satisfied with their experiences as a whole. A number of studies have examined future intentions to volunteer. Most of these studies have been descriptive, and have not established a clear link between volunteers' event experience and their future intentions (Doherty, 2009). However, these descriptive studies have generally found that among some volunteers, their intentions to volunteer at future events increase after their experience. For example, in a study conducted by MacLean and Hamm (2007) on volunteers at the 2005 Canadian Women's Open Golf Championships, it was found that most volunteers intended to persist in volunteering within the sport of golf (97.5%), while 76.4% desired to volunteer in the sport context and 83.3% of volunteers were planned to continue to volunteer in general.

A few studies have gone beyond a purely descriptive method of examining future volunteer intentions and present findings that highlight factors that are significantly associated with future intentions. In her study on volunteers at the 2001 Alliance Jeux du Canada Games, Doherty (2003) found that, overall, volunteers were slightly more likely to volunteer for another major festival or event; specifically, volunteers were more likely to volunteer for another major sports event in the future, than for an arts/cultural event or an event that was not sports or arts related. Doherty (2009) later reported that the planning volunteers' future intentions were predominantly influenced by the experienced costs of helping with the event, such as task overload and personal inconvenience, while

the future volunteer intentions of on-site volunteers were mostly influenced by experienced benefits of the event, such as social enrichment, community contribution and a positive life experience. In the case of on-site volunteers, personal inconvenience and task underload were also predictive of future volunteering (Doherty, 2009).

Downward and Ralston (2006) investigated the factors associated with the 2002 Commonwealth Games volunteers' future volunteer intentions, and found that one year post-Games, the majority of past volunteers were interested in being involved with another major sports event (85%), with another major event in general (68%) or had an increased interest in voluntary work in general (43%). They found that the personal development that volunteers experienced during their participation at the Games was predictive of volunteers' intent to volunteer in the future. It was also found that volunteers who had previous volunteer experience and volunteers who did not have previous experience were not distinguishable by their experience at the event as well as the event's impact on future volunteer intentions (Downward & Ralston, 2006).

Despite the wealth of knowledge that has been gathered on sport event volunteers' satisfaction and intentions to volunteer in the future, it is important to know more about how volunteers' role perceptions, particularly in regards to the perception of role ambiguity, influence their overall satisfaction and future intentions.

Based on the research to date, the following hypotheses were put forth:

Hypothesis 7a: High role effort will predict high overall satisfaction with the volunteer experience.

Hypothesis 7b: High role performance will predict high overall satisfaction with the volunteer experience.

Hypothesis 7c: High role satisfaction will predict high overall satisfaction with the volunteer experience.

Hypothesis 8: High overall satisfaction with the volunteer experience will predict high future intentions to volunteer.

CHAPTER 3

METHOD

Participants

The Ontario Summer Games is a multi-sport event that is held in a different community every two years. The 2012 Games were held in several communities in and around the Greater Toronto Area from August 16-19th, 2012, including Toronto, Hamilton, St. Catharines, Durham, Oshawa, and Barrie. The sample comprised the population of about 1,000 volunteers who were involved with the delivery of the Games.

A total of 328 volunteers participated in the study by completing an online survey after the event. Of the respondents, 40.1% were male and 59.9% were female. The majority of respondents were between 25 and 49 years of age (44.8%). Of the remaining participants, 12.0% of respondents were between 14 and 17 years of age, 9.5% were between 18 and 24 years of age, and 33.7% were 50 years of age or older. Most respondents had completed at least some college education (55.3%), with 24.2% having received post graduate education. They tended to be either employed (53.4%) or students (23.8%); 22.8% were unemployed, retired or homemakers. Most participants were personally involved in sport (68.1%), and had other volunteer experience outside of the 2012 Ontario Summer Games (89.5%).

Instrument

An online survey of Volunteering with the 2012 Ontario Summer Games was developed for use in this study (see Appendix A). The survey was comprised of three sections of self-constructed measures. Section A Background was designed to collect demographic information about the participants. It also included questions pertaining to

the volunteers' effort and performance within their roles. These questions were included in the first part of the questionnaire to reduce bias that may occur if participants were asked these questions after they reported on their role difficulty and role ambiguity. Section B Volunteer Role comprised questions about volunteers' role satisfaction, role difficulty, training and supervision. Finally, Section C Outcomes measured participants' overall satisfaction with the Games and their future volunteer intentions. Each of these measures is described below.

Role ambiguity. Role ambiguity was assessed using an adapted version of the Multidimensional Measure of Organizational Role Ambiguity (MMORA), which was developed by Sakires et al. (2009) for use in the context of volunteer sport organizations. The 24-item MMORA represents three dimensions of role ambiguity: scope of responsibilities, means-ends knowledge, and performance outcomes. Performance outcomes combines Kahn et al.'s (1964) original dimensions of 'evaluation of performance', and 'consequences of performance' ambiguity. Sakires et al. (2009) explained that in volunteer settings, it may be difficult to identify and measure performance. Rather, knowing the consequences of one's performance is the only feedback that is received and thus, it is how volunteers, and others, evaluate their performance (Sakires et al., 2009). The original dimension of 'priority of expectations' was also eliminated in the development of the MMORA, with two items combining with the dimension of 'scope of responsibilities'. Sakires et al. (2009) explained that it may not be possible to distinguish priority of expectations from scope of responsibilities as, in order to understand which expectations take precedence, an individual must already know what they are expected to do in their role (scope of responsibilities). Doherty and Hoye

(2011) utilized the MMORA in their study on board member performance in nonprofit sport organizations, and found support for the three dimensions.

The original MMORA was used to quantify any role ambiguity that policy volunteers, such as board members, may experience; however as the current study focuses on service volunteers in the sport event context, it was necessary to adapt the MMORA prior to use in this setting. For example, rather than asking participants how much they understood “how my work relates to the overall objectives of my work unit/group/committee”, the adapted measure asked how clearly they understood “how my work related to the overall objectives of the Games”. Rather than asking how clearly individuals understood “what difference my successful performance will make,” the adapted measure asked how clearly they understood “what difference my performance made to the Games.”

The adapted role ambiguity measure for the current study was comprised of 22 items. Participants were asked to indicate, using a seven-point Likert-type scale (1 = completely disagree to 7 = completely agree), the extent to which they agreed that they “clearly understood” each of the 22 items. Scope of responsibilities and performance outcomes ambiguity were each measured using nine items, while four items measured means-ends knowledge ambiguity. Sample items included whether participants clearly understood “what I was expected to do in my role”, “how to get my work done”, “to whom I was expected to report” and “what level of performance was expected of me during the Games.” As the items actually measure role clarity, they were reverse coded prior to data analysis. Items were averaged for scores of sport event volunteer role ambiguity on each of the dimensions.

Role effort. A multi-item instrument to measure volunteer role effort was adopted from Doherty (2003)'s study on the volunteers of the 2001 Alliance London Jeux du Canada Games. Building on the concept of effort as a behavioural reflection of an individual's motivational state (Doherty & Carron, 2003), one's effort can be considered as how hard one works to fulfill the organization's goals (Blau, 1993; Chelladurai, 2006; Sakires et al., 2009). Thus, effort can be considered in two capacities: direction and intensity (Blau, 1993; Chelladurai, 2006; Sakires et al., 2009; Weinberg, 2009). In the present study, effort was measured by asking participants to rate on a seven-point Likert scale how much they agree or disagree (1= completely disagree and 7=completely agree) with the following three items, "I worked hard on my assigned tasks" and "I did all I could towards fulfilling my role" and "I did my best to carry out my responsibilities". The items were averaged for a score of role effort.

Role performance. Role performance was assessed using a four-item self-report measure that was developed for use in the study based on the definition of role performance as behavior that is consistent with role expectations (Carron & Hausenblas, 1998). Respondents were asked to rate, on a seven-point Likert-type scale (1=strongly disagree and 7=strongly agree), their agreement with four items in regards to their performance as a volunteer: (1) "I successfully completed my assigned tasks," (2) "I did a good job," (3) "I performed my role as expected," and (4) "My responsibilities were satisfactorily fulfilled." The items were averaged for a score for role performance.

Role satisfaction. Volunteer role satisfaction was evaluated through the use of a three-item measure that was developed for the study. Participants were asked to indicate their level of satisfaction or dissatisfaction on a seven-point Likert-type scale (1 = very

dissatisfied to 7 = very satisfied) with three items that were developed to assess the participants' satisfaction with their role within the 2012 Ontario Summer Games; specifically, (1) "My volunteer assignment with the games," (2) "The tasks I was given to do", and (3) "My volunteer role." The items were averaged for a score for role satisfaction.

Role difficulty. Volunteer role difficulty was measured using a multi-item instrument that was developed for this study. Items were developed based on the definition of role difficulty as the extent to which a learner is able to satisfy the demands of a task-based role based on the "resources that a learner brings to the tasks" (Robinson, 2001, p.31). Tasks which are new, complex or require much effort or skill may deplete the learners' resources, and therefore make their role difficult to fulfill. Building on that definition, participants were therefore asked to assess their perceived role difficulty by indicating on a seven-point Likert scale (1 = completely disagree to 7 = completely agree) their agreement with six items, including: (1) "My tasks and responsibilities were quite new to me", (2) "I had a lot of different tasks I was responsible for," (3) "My assignment as quite difficult for me," (4) "I had to use a lot of skills I had never used before," (5) My role required a lot of effort on my part, and (6) "The tasks I had to do were quite challenging." The items were averaged for a score for role difficulty.

Role training. Volunteer role training was measured using an adapted version of the items that Costa et al. (2006) used in their study on the impact of training on event volunteers' satisfaction. Costa et al. (2006) asked their participants to indicate the extent to which they found their training to be 'unclear or clear', 'uninteresting or interesting', 'inconvenient or convenient', 'unimportant or important', 'not useful or useful' and

‘irrelevant and relevant’. The present study used one word of each of the pairings and asked respondents to indicate their level of agreement or disagreement with each item by using a seven-point Likert scale (1 = completely disagree to 7 = completely agree). Thus, respondents assessed the training that they received for their role at the 2012 Ontario Summer Games by indicating the extent to which they agreed or disagreed with items such as “training was interesting”, “training was clear”, and “training was convenient”. The items were averaged for a score for role training.

Role supervision. Four items were developed to measure volunteer role supervision within the context of the present study. Items were developed to assess the level to which volunteers agreed or disagreed that they received role specific supervision. Respondents were asked rate the following items using a seven-point Likert scale (1 = completely disagree to 7 = completely agree): (1) “My supervisor gave me guidance to do my tasks”, (2) “My supervisor gave me support during the Games”, (3) “My supervisor was approachable”, and (4) “My supervisor was accessible”. The items were averaged for a score on role supervision.

Overall satisfaction. Respondents’ overall satisfaction with their participation in the Games was assessed using a three-item measure developed for use in the study. Adopting items that Doherty (2003) developed to measure satisfaction with volunteer experience, the current study asked participants to rate their level of satisfaction or dissatisfaction with three items on a seven-point Likert-type scale (1 = very dissatisfied to 7 = very satisfied). Items included: (1) “The overall volunteer experience,” (2) “My personal involvement with the Ontario Summer Games,” and (3) “My experience at the Games.” The items were averaged for a score of overall satisfaction.

Future volunteer intentions. Future volunteer intentions was measured through the adoption of one item from Doherty (2003)'s study on volunteers of the 2001 Alliance London Jeux du Canada Games. Participants were asked to indicate their likelihood, on a seven-point Likert-type scale anchored by 1 (definitely would not volunteer) and 7 (definitely would volunteer) of becoming involved in a major sports event in the future.

Procedure

Ethics approval for the study was secured from the Non-Medical Research Ethics Board at Western University. The 2012 Ontario Summer Games Organizing Committee agreed to distribute an email to the volunteers two days after the close of the Games. The email invited volunteers to link to an online survey at a secure website constructed at surveymonkey.com. A letter of information explaining the study was available at the beginning of the survey.

As per recommendations of Dillman (2007), the Organizing Committee distributed two reminder emails to the volunteers. One reminder was sent the week following initial contact and the other reminder email was distributed the second week after the initial contact. As the Organizing Committee distributed the emails, it was not known exactly how many emails were sent and how many were received by the volunteers. Thus, it was not possible to determine a precise response rate.

Data Analysis

Prior to analysis, cases with large amounts of missing data were deleted, while cases with a low proportion of missing values were treated through mean substitution (Tabachnick & Fidell, 2007). Mean substitution is a conservative procedure for replacing

missing values as the mean for the distribution does not change (Tabachnick & Fidell, 2007).

Once the missing data were managed, preliminary analyses were conducted, and included a confirmatory factor analysis of the multidimensional measure of role ambiguity in the focal context (Tabachnick & Fidell, 2007). Psychometric testing (Cronbach alpha reliability analysis) of the scale structure of the multi-item measures (role effort, performance, training, role difficulty, supervision, role satisfaction, and overall satisfaction) was also undertaken. This was followed by descriptive statistics to develop a profile of participants and their role experience. AMOS 19.0 was then used to test the relationships in the theoretical model through structural equation modeling (Todman & Dugard, 2007).

CHAPTER 4

RESULTS

Preliminary Analysis

Confirmatory factor analysis. As the Multidimensional Measure of Role Ambiguity, developed by Sakires et al., (2009) is still a relatively new scale, and had been adapted for use in the sport event setting, it was important to test the validity of the scale through factor analysis (Nunnally & Bernstein, 1994). Thus, a confirmatory factor analysis (CFA) was conducted to test the fit of the three factor model of role ambiguity in the focal context. With the CFA, measurement errors were uncorrelated, factor covariance was set to 1.00, and items had to appropriately load onto their respective factors, while latent variables were allowed to correlate. To assess model fit, the chi-square statistic, Tucker-Lewis Index (TLI) and the comparative fit index (CFI) were considered. A non-significant chi-square statistic signifies that the model correlation matrix is not significantly different from the observed correlation matrix, and therefore indicates that the model is a good fit (Schumacker & Lomax, 2010; Tabachnick & Fidell, 2007). As the chi-square statistic can be sensitive to sample size, producing significant chi-squares despite good model fit with large samples, the other indices are considered (Aoyagi, Cox, & McGuire, 2008). Generally, .90 is the minimum value for acceptable model fit on both the TLI and CFI (Hu & Bentler, 1999). The Standardized Root Mean Square Residual (SRMR) was also considered as a measure of model fit; a SRMR value of less than .10 is considered to be an acceptable fit (Brown & Cudeck, 1993).

The values for the initial CFA failed to meet acceptable levels; $\chi^2 (2, N=328) = 1537.3, p < .001, CFI = .83, TLI = .82, SRMR = .05$. The factor correlations were examined

and found to be above .90. As such high factor correlations may indicate that the model has too many factors (Kline, 2005), it was determined that respecification of the model was necessary.

Re-specification analysis. Previous research has demonstrated that the use of an exploratory factor analysis (EFA) to re-specify a model can be beneficial (Gammage et al., 2004; Haase & Prapavessis, 2004), particularly when a measure is used in a new context where it may have a slightly different meaning and thus scale configuration (DeVellis, 2003). Thus, principal-axis factoring with oblique (direct oblimin) rotation was used to respecify the role ambiguity measure. Oblique rotation was chosen as correlations between the factors were expected (Tabachnick & Fidell, 2007).

Two measures were examined to determine whether it was appropriate to interpret the results of the EFA. As Bartlett's test of sphericity, used to measure item interdependence, was significant ($\chi^2=8097.83$, $p<.001$), and the Kaiser-Meyer-Olkin measure of sampling adequacy was acceptable at .96, the factor analysis results were interpreted (Tabachnick & Fidell, 2007). Factors with eigenvalues equal to or greater than 1.0 were considered (Tabachnick & Fidell, 2007). Items with a factor loading of .55 and above are considered to be very good, and thus were retained (Tabachnick & Fidell, 2007). One item that loaded onto more than one factor within 0.1 was excluded due to lack of factor purity.

The EFA produced a 2-factor structure with a total of 21 items that met the specified criteria. One additional item ("how to prioritize the multiple expectations of my position") was deleted as it did not fit conceptually with the other items, per the recommendation of Nunnally and Bernstein (1994) who argued that results of an EFA

should make theoretical sense, and researchers should not blindly accept results. Specifically, the item was intended to measure means-ends knowledge role ambiguity, and instead loaded onto a factor that was dominated by items that measured performance outcomes.

The first factor was labelled “performance outcomes” ambiguity, comprising items that refer to participants’ understanding of what difference they made to the event and where they fit in. The second factor was labelled “means-ends/scope” ambiguity and contains items that represent how clear volunteers were regarding what tasks they had to do and how they had to do them. Together, performance outcomes and means-ends/scope ambiguity accounted for 71.75% of total variance. Table 1 portrays the item factor loadings and eigenvalues.

Psychometric Properties

Cronbach’s alpha coefficients and scale intercorrelations were calculated to test the psychometric properties of the scales used in the study. Cronbach’s alpha values above .70 were considered acceptable (DeVellis, 2003), while an issue with multicollinearity may be present if bivariate scale intercorrelations are above .90 (Tabachnick & Fidell, 2007). Acceptable levels of internal consistency were demonstrated by both the performance outcomes subscale ($\alpha=.96$) and the means-ends/scope subscale ($\alpha=.92$). Effort, measured by the participants’ level of agreement or disagreement with the statements “I worked hard on my assigned tasks”, “I did all I could towards fulfilling my role,” and “I did my best to carry out my responsibilities,” produced an alpha level of .76.

Table 1

Pattern Matrix Representing Factor Loadings for Role Ambiguity

	Factor	
	1	2
1. Performance Outcomes Ambiguity		
How my work related to the overall objectives of the Games ³	.95	
What difference my performance made to the Games ¹	.93	
What difference my performance made to my area ¹	.90	
The impact of doing what was expected of me ¹	.88	
If I was doing a good job ¹	.83	
What authority I had in my role ³	.78	
To whom I was expected to report ³	.75	
How my work related to the overall objectives of my area ³	.70	
What would have happened had I not met the expectations of my position ¹	.69	
The goals and objectives for my position ³	.67	
The extent of responsibilities for my role ³	.65	
What would have happened if I didn't perform my duties ¹	.60	

What level of performance was expected of me during the Games ¹	.59		
To whom I was most accountable ³	.53		
If I was meeting the expectations of my position ¹	.51		
2. Means-Ends/Scope Ambiguity			
What adjustments I needed to make to carry out my assignment ²	.90		
What I was expected to do in my role ³	.76		
Which of the expectations for my position were most important ³	.70		
The best way to accomplish my tasks ²	.63		
How to get my work done ²	.53		
Eigenvalues	14.68	1.10	

Note. ¹Items from original Performance Outcomes scale, ² Items from original Means-Ends Knowledge scale, ³ Items from original Scope of Responsibilities scale.

Internal consistencies were also considered acceptable ($>.80$) for the measures of role performance, training perceptions, role difficulty, supervision, role satisfaction, and overall satisfaction (see Table 2).

Correlations to test multicollinearity revealed all scales were independent, although the two role ambiguity subscales were highly related ($r = .83$, $p < .01$). This is not surprising as, the items contained in the subscales measure work-related ambiguity as a whole (Wright & Millesen, 2008). However, it is recommended to undertake and interpret further analyses with caution. Additionally, the effort and performance scales were found to be slightly skewed ($< \pm 4.0$) and quite kurtotic ($> +7.0$; Vincent, 1995). It is important to note that low variability in the results, indicating predictor variable range restriction, may suppress any associations revealed in further analyses (Tabachnick & Fidell, 2007). Restriction in a range of scores can limit associations found between variables, thereby increasing the probability of detecting no effect when, in fact, one exists (Type II error) (Doherty & Hoye, 2011). Therefore, finding associations is especially noteworthy (Kerwin & Doherty, 2012).

Descriptive Statistics

Descriptive statistics are presented in Table 2. The two role ambiguity subscales were reverse-coded, as the original items asked participants about their role clarity. The reverse-coded subscales had mean ratings of 2.07 ($SD = 1.24$) and 2.05 ($SD = 1.33$), respectively. Based on the 7-point rating scale, where a high score indicates high ambiguity and a low score indicates low ambiguity, respondents reported fairly low levels of role ambiguity. Fairly low levels of role difficulty ($M = 3.03$, scale range of 1-7) were also reported. Respondents indicated very positive perceptions of volunteer training

Table 2

Bivariate Correlations (r) between the Dimensions of Role Ambiguity and Other Correlates

	1	2	3	4	5	6	7	8	9	10
1. Performance Outcomes	-									
2. Means-Ends/Scope	.83**	-								
3. Role Effort	-.37**	-.39**	-							
4. Role Performance	-.42**	-.47**	.62**	-						
5. Role Difficulty	-.12*	-.01	.17**	.04	-					
6. Training	-.37**	-.43**	.19*	.12	.21**	-				
7. Supervision	-.69**	-.55**	.22**	.25**	.16**	.30**	-			
8. Role Satisfaction	-.63**	-.55**	.31**	.36**	.22**	.44**	.60**	-		
9. Overall Satisfaction	-.58**	-.51**	.38**	.39**	.22**	.52**	.59**	.79**	-	
10. Future Intentions	-.32**	-.29**	.22**	.27**	.07	.16*	.27**	.31**	.43**	-
Mean (SD)	2.07 (1.24)	2.05 (1.33)	6.61 (0.64)	6.63 (0.74)	3.03 (1.40)	5.58 (1.33)	5.88 (1.49)	5.74 (1.64)	5.80 (1.50)	6.52 (1.00)
α	.96	.92	.82	.88	.84	.92	.95	.97	.97	-

Note. * $p < .05$, ** $p < .01$.
Scale range of 1-7.

($M=5.58$, scale range of 1-7) and supervision ($M=5.88$, scale range of 1-7) and reported very high role effort ($M=6.61$, scale range of 1-7), performance ($M=6.63$, scale range of 1-7), role satisfaction ($M=5.74$, scale range of 1-7), and overall satisfaction ($M=5.80$, scale range of 1-7). Respondents reported high intentions to volunteer in the future at a major sport event ($M=6.52$, scale range of 1-7).

Model Testing

Structural equation modeling (SEM) was used to further examine the relationships between variables and test the theoretical model in Figure 1 (Schumacker & Lomax, 2010; Todman & Dugard, 2007). SEM allows for causal relations among variables to be estimated (Kline, 2005). An ill-fitting model suggests that the hypothesized relationships are not supported, while a good fitting model indicates that the hypothesized relationships are valid (Schumacker & Lomax, 2010). To assess model fit, the chi-square statistic, TLI, CFI and SRMR were considered (Hu & Bentler, 1999; Tabachnick & Fidell, 2007). As power, the probability of rejecting a false null hypothesis, is influenced by sample size (Kline, 2005), a sample size of at least 200 is required for structural equation modeling (Tabachnick & Fidell, 2007). Therefore, as the current study has a sample size of 328, structural equation modeling is appropriate.

Full model. The full model contained all of the variables of interest and reflected the hypotheses as set forth earlier in the study. The model included the variables of role difficulty, training, supervision, role satisfaction, role performance, role effort, overall satisfaction and intentions to volunteer in the future. It also contained the two factors of role ambiguity (means-ends/scope and performance outcomes). The tested model (Figure 2) was found to have poor fit, $\chi^2(26, N=328) 507.7$, $p<.001$, CFI=.70,

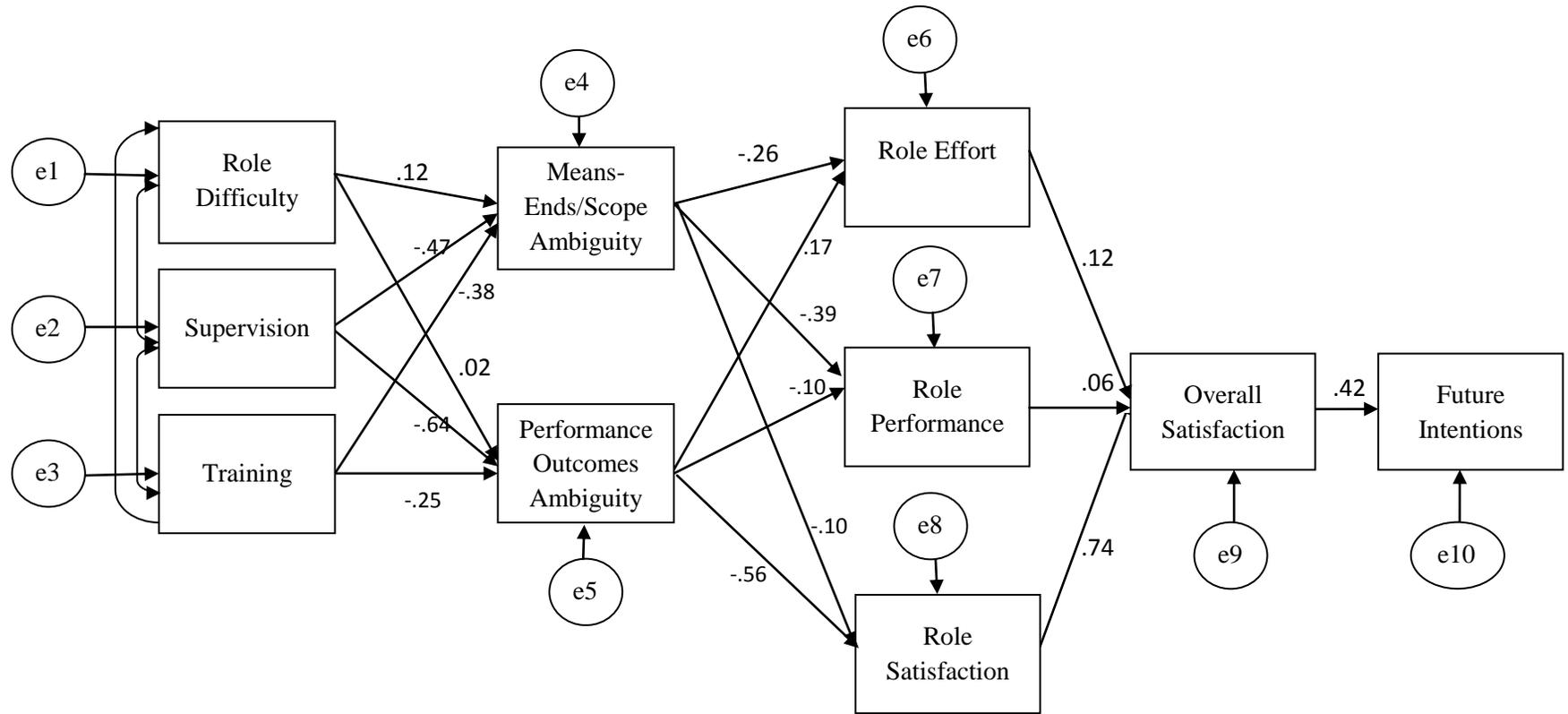


Figure 2. Full model with standardized path coefficients. Squares represent measured variables, and circles with 'e' represent error terms. Values are standardized regression weights. Model fit: $\chi^2(26, N = 328) = 507.7, p < .001, CFI = .70, TLI = .36$.

TLI=.36. The SRMR could not be calculated due to missing data for the variable of training.

Model 2. Only 263 (80%) study participants undertook training and were able to evaluate it in the survey. The remaining participants did not undertake training and so were not able to complete that portion of the survey. This resulted in too much missing data to be replaced, and so not all the SEM tests could be computed (Tabachnick & Fidell, 2007). Thus, role training was removed. The revised model was tested and was found to have poor fit, $\chi^2(21, N=328) = 490.5, p < .001, CFI = .69, TLI = .46, SRMR = .14$.

Model 3. A review of the fit indices and parameters was undertaken to help guide modification of a model that might produce better fit (Schumacker & Lomax, 2010). This review indicated that model fit would be greatly improved with the addition of a covariance between the errors of means-ends/scope and performance outcomes ambiguity and so, this path was added to the model (Tabachnick & Fidell, 2007). The model estimates also indicated that six of the regression paths were not significant ($p > .01$). As the goal in modeling is to develop a good-fitting model with unimportant parameters deleted, these paths were eliminated and the model was re-estimated (Tabachnick & Fidell, 2007).

The modified model specified that supervision predicted both performance outcomes and means-ends/scope ambiguity, and performance outcomes ambiguity predict role satisfaction. The model also specified that role satisfaction predicted overall satisfaction, and overall satisfaction predicted future intentions. Additionally, the model specified that means-ends/scope ambiguity predicted role performance and effort. All of the regression paths were significant ($p < .001$) and in the expected directions. However,

the model still did not properly fit the data, $\chi^2(20, N=328) = 187.7, p < .001, CFI = .89, TLI = .83, SRMR = .11$. Upon review of the fit indices, effort was found to have the lowest standard regression weight, and was therefore removed from the model.

Final model. The resulting model specified that supervision predicted both dimensions of role ambiguity, performance outcomes ambiguity predicted role satisfaction, role satisfaction predicted overall satisfaction, and overall satisfaction predicted future intentions. The model also specified that means-ends/scope ambiguity predicted role performance, and that the errors of means-ends/scope and performance outcomes ambiguity were correlated. The final model fit the data adequately, $\chi^2(14, N=328) = 82.3, p < .001, CFI = .95, TLI = .92, SRMR = .09$. The final model with significant parameter estimates presented in standardized form is diagrammed in Figure 3.

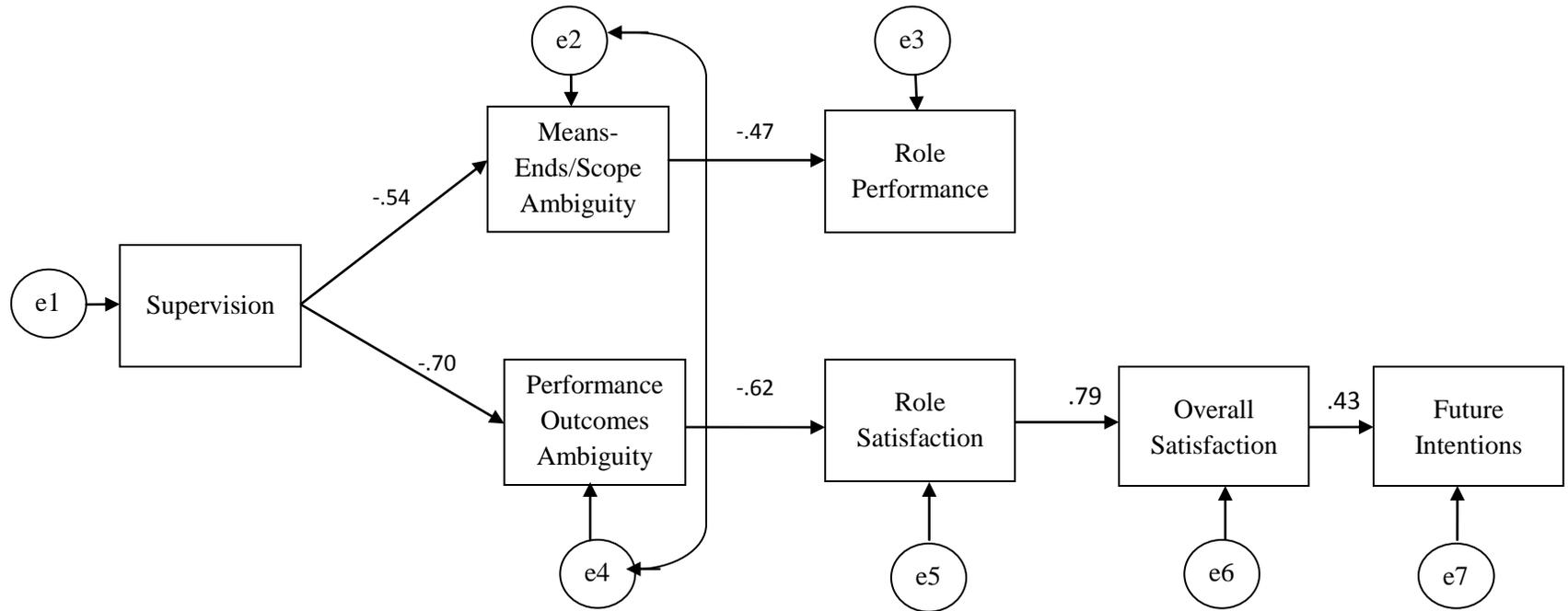


Figure 3. Final model with standardized path coefficients. Squares represent measured variables, and circles with ‘e’ represent error terms. Values are standardized regression weights. All path coefficients are significant at the .001 level.

Model fit: $\chi^2(14, N=328) = 82.3, p < .001, CFI = .95, TLI = .92, SRMR = .09.$

CHAPTER 5

DISCUSSION

The primary purpose of the present study was to investigate volunteers' perceptions of their roles with the 2012 Ontario Summer Games. It was of particular interest to examine whether volunteers perceived role ambiguity and, if so, how it impacted on their role effort, role performance and role satisfaction. In order to assess the hypothesized relationships between variables, role ambiguity was quantified using the MMORA, developed by Sakires and colleagues (2009). As the original 3-factor MMORA was supported by the findings of Doherty and Hoye (2011), the current study stayed with the framework with only slight adaptations to the sport event volunteer context. The a priori 3-dimension model of role ambiguity was not supported in the present context; instead, the present study found some support for two dimensions of role ambiguity, labelled performance outcomes ambiguity and means-ends/scope ambiguity. While performance outcomes ambiguity and means-ends/scope ambiguity were highly correlated, they appear to be conceptually different dimensions.

In 2009, Sakires and colleagues found that performance outcomes ambiguity comprised a combination of items from the a priori dimensions of the consequences of role performance and evaluation of performance. In the current study, this dimension comprised a combination of items from Sakires et al.'s (2009) performance outcomes and scope of responsibilities dimensions which, together, represent volunteers' sense of where they fit into the event operation, what difference they made and what impact they had on the event. Although Kahn et al. (1964), and later Sakires et al. (2009),

distinguished these dimensions, they were combined in the current context of sport event volunteers as the particular scope items represent the understanding of the goals and objectives of one's role, which aligns with the understanding of where one's role fits into the event.

The second dimension of role ambiguity derived in this study, means-ends/scope ambiguity, reflects how clear volunteers were regarding their role. Specifically, means-ends/scope ambiguity refers to how clear or unclear participants were regarding what tasks they had to do and how they had to do them. Although Kahn et al. (1964) theorized that means-ends knowledge and scope of responsibilities are distinct dimensions of role ambiguity, it may be that knowing what one is expected to do in one's role is intertwined with knowing how to fulfill it (Sakires et al., 2009). In the sport event volunteer context, volunteers are often assigned menial tasks (Costa et al., 2006) that take place over a relatively short period; therefore, knowing what tasks they are supposed to do may be tantamount to knowing how to complete them.

The present study made the first known attempt to quantify role ambiguity in the sport event volunteer setting. While the results indicate support for a two-factor model of role ambiguity in this context, it should be cross-validated with a different sample through the use of a CFA (Nunnally & Bernstein, 1994; Tabachnick & Fidell, 2007). As this step was beyond the scope of the present study, the findings should be considered preliminary until the model is cross-validated.

In general, volunteers at the 2012 Ontario Summer Games reported relatively low levels of role ambiguity. This finding is consistent with previous research conducted in the sport volunteer context (Doherty & Hoye, 2011; Sakires et al., 2009; Schulz & Auld,

2006). Doherty and Hoye (2011) found low levels of role ambiguity among sport volunteer board members, while Sakires and colleagues (2009) reported little role ambiguity among sport administrators in voluntary sport organizations. Studies in the workplace setting have also found low levels of role ambiguity (Jackson & Schuler, 1985; Schulz & Auld, 2006). The present study found that, despite the short term and temporary nature of sporting events, volunteers seemed to understand where they fit in to the overall event, what their role was and how to fulfill it. Previous studies have suggested that low levels of role ambiguity in the workplace may have been found as workers who experienced moderate or high levels of role ambiguity had already left the organization (Jackson & Schuler, 1985; Schulz & Auld, 2006). In the same manner, it is possible that volunteers who were unsure of their role at the 2012 Ontario Summer Games did not show up or did not complete their shifts and subsequently chose not to participate in the study. Relatedly, it is possible that individuals who did experience relatively higher levels of role ambiguity declined to participate in the survey (cf. Sakires et al., 2009). It is also possible that those who did participate may have responded to questions with ratings that would present them in a more favourable light, expressing a self-attribution bias (Wright & Millesen, 2008). Alternatively, one may not expect volunteers assigned to menial tasks, such as parking attendants, to be highly unclear about their role. In fact, participants did report fairly low role difficulty, although notably, the correlation values in Table 2 indicate that it was only weakly associated with performance outcomes ambiguity and not significantly associated with means-ends/scope ambiguity. Any consideration of variation in ambiguity by task type was precluded by the survey measures, while the high proportion of participants with previous volunteer

experience precludes consideration of variation on that basis. Nonetheless, it is possible that the relatively low role ambiguity may be a function of simple tasks and experienced volunteers.

Within the framework of the primary purpose, it was of interest to further examine the relationships between the dimensions of role ambiguity and role effort, performance and satisfaction through structural equation modeling. The insights provided by the final model indicate that neither performance outcomes ambiguity nor means-ends/scope ambiguity significantly predicted role effort. As such, Hypothesis 1 was not supported. This finding is inconsistent with previous research which has found role ambiguity to be associated with decreased effort (Brown & Peterson, 1994; Sakires et al., 2009). Interestingly, volunteers at the 2012 Ontario Summer Games reported very high effort, and yet role ambiguity had no bearing on the intensity and direction of their contribution. In other words, volunteers put a high level of effort into their assigned tasks regardless of their clarity of understanding their role. This finding may be due to the nature of a large scale community event, where people want to make a meaningful contribution. As a result, it is possible that the volunteers put in their time and good effort for whatever role they were assigned. Given that volunteers had set hours to work, they may have perceived that attending their shifts was tantamount to putting forth effort, and therefore reported high levels of effort when asked items such as “I did all I could towards fulfilling my role” and “I did my best to carry out my responsibilities”. Subsequently, the current study demonstrated that volunteers’ knowledge of where they fit in or what they had to do had no significant bearing on their effort to the event.

In contrast, and in support of Hypothesis 2, role ambiguity was significantly related to role performance. However, only means-ends/scope ambiguity explained unique variance in this factor. In other words, the more ambiguity one had with regard to what one's role entailed and how to fulfill it, the lower one's perceived performance. Similarly, in their study on volunteer non-profit board members, Doherty and Hoye (2011) found that knowing what to do and how to do it was predictive of role performance. The findings of both the current study and Doherty and Hoye (2011) suggest that knowing what to do and how to do it is more critical to one's performance than knowing what difference one's contribution makes. The contrast with the nonsignificant findings for effort may be a function of the respective outcome measures. The performance measure used in the current study reflects the perceived quality of one's contribution, while the measure of effort tapped into intensity (cf. Doherty & Hoye, 2011). This distinction suggests that role ambiguity is more meaningful to the quality of performance of one's role than the effort one puts forth, which may have implications for event success.

Consistent with previous research (Eys et al., 2003; Jackson & Schuler, 1985; Sakires et al., 2009), Hypothesis 3, suggesting that role ambiguity would predict role satisfaction, was also supported by the findings. However, only performance outcomes ambiguity explained unique variance in this factor. In both sport (Jackson & Schuler, 1985) and volunteer (Sakires et al., 2009) research, scope of responsibilities has generally been found to be the strongest predictor of satisfaction. This contrasts with the findings of the present study where only performance outcomes ambiguity was a unique predictor of role satisfaction. This result suggests that knowing what difference one's role fulfillment

makes to the event and where one fits in is vital to event volunteer satisfaction with their role. Thus, volunteers may focus less on their role than the event as a whole.

A secondary purpose of the current study was to increase understanding of the relationships, if any, between role difficulty, training, and supervision and role ambiguity. Role difficulty was not found to be a significant predictor of either dimension of role ambiguity; this finding is contrary to what was predicted in Hypothesis 4. Previous literature suggested that role ambiguity would be particularly meaningful where there was high task complexity (Abdel-Halim, 1991; Tubre & Collins, 2000). While it is possible that volunteers had performance outcomes clarity regardless of any perceived difficulty of their role, the absence of a link between means-ends/scope ambiguity and role difficulty may be more surprising. Perhaps volunteers' clarity regarding what they were expected to do and how to fulfill their tasks was not affected even if their roles required the use of new skills or were perceived to be challenging. The present study may not have truly measured role difficulty in terms of complexity, and may therefore warrant further investigation.

Role training was not included as part of model testing due to too much missing data. As not everyone underwent training, not everyone was able to answer items pertaining to their perceptions of training. Therefore, Hypothesis 5 was not considered further. However, a sub-analysis, through the use of an ANOVA, was conducted to compare the role ambiguity of volunteers who did and did not receive training. The results indicated no significant effect of role training on volunteer role ambiguity, $F(1, 326)=0.275, p>.05$.

Hypothesis 6 was supported as positive evaluations of supervision were found to predict lower role ambiguity; in other words, volunteers who held positive perceptions of their supervisor were less likely to experience either means-ends/scope or performance outcomes ambiguity. This finding is consistent with previous research which found that receiving feedback from others, such as a supervisor, leads to lower role ambiguity (Jackson & Schuler, 1985; Wright & Millesen, 2008). Wright and Millesen (2008) also argued that role ambiguity exists due to a lack of communication between employees and their supervisors. Similarly, Parent, Olver, and Seguin (2009) found that a supervisor must be able to clarify different roles, as subordinates look to them for necessary support and instruction. Therefore, in the present study, it is likely that volunteers who perceived that their supervisor was approachable experienced greater communication and feedback, resulting in greater role clarity. Positive perceptions of supervision appeared to be a stronger predictor of performance outcomes ambiguity ($\beta = -.70$) than it was of means-ends/scope ambiguity ($\beta = -.54$). It is notable that having a supervisor who was perceived to be accessible and supportive increased volunteers' understanding of where they fit into the event more so than the nature of their task and how to do it, although this was also meaningful.

A final purpose of the study was to examine what relationship, if any, role effort, performance and role satisfaction had to overall satisfaction with the Games, and what relationship overall satisfaction had to future intentions to volunteer. Hypothesis 7a, that effort would predict overall satisfaction, was not supported by the findings. Role effort was removed from the model due to its low standardized regression weight, and was not analyzed further.

Hypothesis 7b, that role performance would predict overall satisfaction, was also not supported. Similar to role effort, role performance was not significantly related to overall satisfaction. Thus, the current study found that volunteers' perception of how good a job they did had no significant bearing on their overall satisfaction with the Games. Again, the volunteers may have had more of a focus on the event itself than their specific role, or at least performance. Nonetheless, volunteers' perceived performance may be expected to have important implications for sport event organizers as it indicates whether volunteers believed they successfully completed their tasks and whether they did a good job. Future research should thus examine what difference, if any, volunteer perceived performance makes to particular aspects of the event, or the success of the event as a whole.

The present study found support for Hypothesis 7c, as role satisfaction was highly predictive of overall satisfaction ($\beta=.79$). That is, the more satisfied a volunteer was with their role, the more likely they were to be satisfied with their overall experience; and that role satisfaction was a function of understanding where they fit into the Games and what difference they made to the event.

Consistent with previous research, the hypothesis that overall satisfaction will predict future intention to volunteer (Hypothesis 8) was also supported. Research in general has found that after volunteering at an event, individuals are slightly more likely to volunteer in the future (Doherty, 2003; Doherty, 2009; Downward & Ralston, 2006; MacLean & Hamm, 2007). Specifically, individuals who volunteered at a major sporting event have been shown to be more likely to volunteer for another major sports event (Doherty, 2003). However, individuals will continue to volunteer only as long as they

feel satisfied with their overall experiences (Cnaan & Goldberg-Glen, 1991). As individuals are donating their time to volunteer at events, their experience must be perceived as satisfying and rewarding in order for them to use their leisure time to volunteer in the future.

In summary, the findings indicate that, in general, sport event volunteers are more concerned with the difference they make to the event as a whole than they are with what their role specifically entails. Further, the final model indicates that event volunteer supervision has some bearing on both means-ends/scope and performance outcomes ambiguity, which impact on perceived role performance and role satisfaction, respectively. While any further impact of role performance was not uncovered in this study, the findings indicate that role satisfaction can come from volunteers knowing where they fit in and what difference they make to an event, which has further significant bearing on their overall satisfaction with the experience and further intentions to volunteer.

Concluding Comments

As the success of sporting events is heavily reliant on event volunteers (Cuskelly et al., 2006), it is important for managers to understand how roles are perceived by their workers. This understanding enables managers to adjust their set of expectations, and thus alter the role episode cycle (Eys et al., 2005; Kahn et al., 1964), allowing for more positive outcomes. The fulfillment of task-based roles is of particular concern to managers as task roles aid in the group's attainments of its goals (Forsyth, 1999). Additionally, individuals who feel that they cannot meet the demands of their role may choose to withdraw from the group (Forsyth, 1999).

The current study enhances the understanding of the sport event volunteer experience. In particular, the present study highlights the factors that may impact volunteers' experience with the Ontario Summer Games, such as supervision and overall satisfaction with the Games. Results of the study also contribute to the limited body of research on one such factor—role ambiguity—in the sport event volunteer context. A multidimensional model of role ambiguity was extended into the sport event volunteer context, offering insight into the nature of role ambiguity there. In doing so, the study contributes to role ambiguity theory by highlighting the unique relationships that exist between the role ambiguity dimensions and role outcomes such as role satisfaction and performance. The findings indicate that the presence of role ambiguity in the sport event volunteer setting can negatively impact the volunteer experience, and thus should be taken into consideration by sport event organizers. Through awareness of what factors contribute to the sport event volunteer overall experience, organizers are able to take action to reduce undesirable factors. Implications for event volunteer management and directions for future research are discussed below.

Implications for Sport Event Organizers

The present study indicates that role ambiguity has the potential to be problematic for sport event organizers. A lack of clarity in terms of what tasks volunteers are expected to fulfill and how they are to do so can lead to a lower level of performance. Organizers should ensure that volunteers understand what their responsibilities are and how to fulfill them, as this clarity may translate into a higher level of performance, ensuring that important tasks get successfully completed. Organizers should also ensure that volunteers understand how they fit into the event. A clear understanding of the impact one has on

the event can lead to increased role satisfaction, and therefore higher overall satisfaction and higher intentions to volunteer at a major sports event in the future. As a result, the impact the event has on the community may extend beyond its fundamental focus on the competition itself, and provide a strong volunteer legacy (Doherty, 2009; Downward & Ralston, 2006). Specifically, community support, through individuals' intentions to volunteer in the future, would be carried beyond the event itself (Lynch, 2001).

Volunteers would thus be more likely to donate their time to subsequent sport events that are held in the community.

Given the differential impact of the two dimensions of role ambiguity examined here, sport event organizers should be aware of how attending to each form plays out. In the current study, volunteers who positively evaluated the supervision they received reported lower levels of both performance outcomes and means-ends/scope ambiguity. Different types or content of supervision, such as different messages, may impact the dimensions of role ambiguity. For example, ensuring that volunteers are aware of how their role influences the operation of the event as a whole may be effective in reducing performance outcomes ambiguity, but less effective in reducing means-ends/scope ambiguity. Instead, in order to reduce means-ends/scope ambiguity, organizers may find it more effective to provide volunteers with formal job descriptions that outline what their role responsibilities are. As supervisors may be volunteers themselves, sport event organizers should ensure that they too are aware of how their role influences the event as a whole and provide them with clear job descriptions. In general, organizers should encourage supervisors to be accessible to volunteers, and to disseminate relevant information, including instructions, in a timely and clear manner. Volunteers value clarity

in communication, both before and during events, as the more information they possess the more responsibility they can take (Nichols & Ojala, 2009). Increasing opportunities for clear communication between supervisors and volunteers would allow for volunteers to receive necessary guidance. In turn, this support can help to reduce their ambiguity with regards to what they are expected to do, how they are expected to do it, and where they fit into the overall event. Therefore, it is important that organizers are aware of the impact that supervisors can have on volunteers' role clarity, and adopt measures that encourage supervisors to remain accessible and supportive to volunteers throughout the event.

Recommendations for Future Research

Building on previous multidimensional role ambiguity research in the sport organizational setting (Doherty & Hoye, 2011; Sakires et al., 2009), the present study found support for a two-dimensional model of role ambiguity in the sport event volunteer context, consisting of ambiguity related to performance outcomes and means-ends/scope. As this was the first known attempt to quantify role ambiguity in the sport event volunteer setting, it is necessary to cross-validate the findings with a new sample (Schumacker & Lomax, 2010). Additionally, the validation of the instrument in other event volunteer settings could broaden its relevance while providing further insight into the role perceptions of volunteers.

A multidimensional perspective of the perception of role ambiguity should continue to be utilized in future research. The multidimensional approach to role ambiguity allows for the consideration of unique relationships between types of ambiguity and other important variables. In addition to theoretical support for the

multidimensionality of role ambiguity (Kahn et al., 1964), previous research has provided empirical evidence for such an approach (Doherty & Hoye, 2011; Eys & Carron, 2005; Sakires et al., 2009).

Future research should further investigate the relationships between both training and supervision and the different dimensions of role ambiguity. As not all volunteers completed training, the current study could not adequately investigate the relationship between training and role ambiguity. Training is a fundamental aspect of major events (Costa et al., 2006), and thus its effect on role perceptions warrants further investigation. Future research should also examine what difference, if any, the training of supervisors may make to volunteer role perceptions. As supervisors themselves may be volunteers, their training may influence how well they are able to provide appropriate guidance to other volunteers.

The current study did find an interesting relationship between supervision and both dimensions of role ambiguity. Any possible nuances of supervision and their impact on role ambiguity may be explored in future studies. Future research could further examine this relationship and investigate whether different types of leadership are utilized by supervisors in the sport event context and their impact there. Particular attention should be paid to the effects that different messages may have on the different dimensions of role ambiguity. As training and supervision are both areas in which event managers have a great amount of control, further analysis of the influence these variables exert on role ambiguity could lead to greater implications for effective event management.

References

- Abdel-Halim, A. A. (1981). Personality and task moderators of subordinate responses to perceived leader behavior. *Human Relations*, 34, 73-88.
- Abramis, D. (1994). Work role ambiguity, job satisfaction, and job performance: Meta-analyses and review. *Psychological Reports*, 75, 1411–1433.
- Allen, J., & Shaw, S. (2009). “Everyone rolls up their sleeves and mucks in”: Exploring volunteers’ motivation and experiences of the motivational climate of a sporting event. *Sport Management Review*, 12, 79-90.
- Bang, H., & Chelladurai, P. (2009). Development and validation of the volunteer motivations scale for international sporting events (VMS-ISE). *International Journal of Sport Management and Marketing*, 6(4), 332-350.
- Beard, F. (1996). Marketing client role ambiguity as a source of dissatisfaction in client–ad agency relationships. *Journal of Advertising Research*, 36(5), 9–20.
- Beauchamp, M.R., Bray, S.R., Eys, M.A., & Carron, A.V. (2002). Role ambiguity, role efficacy, and role performance: Multidimensional and mediational relationships within interdependent sport teams. *Group Dynamics. Theory, Research, and Practice*, 6, 229–242.
- Blau, G. (1993). Operationalizing direction and level of effort and testing their relationships to individual job performance. *Organizational Behavior*, 55, 152–170.
- Bosselut, G., Heuzé, J.P., & Sarrazin, P. (2010). Structure of the role ambiguity framework in the French culture. *Psychology of Sport and Exercise*, 11, 471-478.

- Bray, S., Balaguer, I., & Duda, J. (2004). The relationship of task self-efficacy and role efficacy beliefs to role performance in Spanish youth soccer, *Journal of Sports Sciences*, 22(5), 429-437.
- Brown, S.P., & Leigh, T.W. (1996). A new look at psychological climate and its relationship to job involvement, effort, and performance. *The Journal of Applied Psychology*, 81, 358–368.
- Brown, S. P., and Peterson, R. A. (1993). Antecedents and consequences of salesperson job satisfaction: Meta-analysis and assessment of causal effects. *Journal of Marketing Research*, 30(1), 63–77
- Browne, M. W., & Cudeck, R. (1993). Alternative ways of assessing model fit. In K. A. Bollen & J. S. Long (Eds.), *Testing structural equation models* (pp. 136-162). Newbury Park, CA: Sage Publications.
- Carron, A.V., Burke, S.M., & Shapcott, K.M. (2009). Enhancing team effectiveness. In B.W. Brewer (Ed.), *Handbook of sports medicine and science: Sport psychology* (pp. 64-74). West Sussex, UK: John Wiley & Sons.
- Carron, A.V., & Hausenblas, H.A. (1998). *Group dynamics in sport* (2nd ed.). Morgantown, WV: Fitness Information Technology.
- Chang, T-Y., & Chang, Y-L. (2007). Relationship between role stress and job performance in salespeople employed by travel agents in Taiwan. *International Journal of Stress Management*, 14, 211–223.
- Chang, E., & Hancock, K. (2003). Role stress and role ambiguity in new nursing graduates in Australia. *Nursing & Health Sciences*, 5, 155–163.

- Chelladurai, P. (2006). *Human resource management in sport and recreation* (2nd ed.), Champaign, IL: Human Kinetics.
- Cnaan, R.A., & Goldberg-Glen, R.S. (1991). Measuring motivation to volunteer in human services. *Journal of Applied Behavioral Sciences*, 27, 269–284.
- Costa, C., Chalip, L., & Green, B.C. (2006). Reconsidering the role of training in event volunteers' satisfaction. *Sport Management Review*, 9, 165-182.
- Cuskelly, G.C., Hoye, R., & Auld, C. (2006). *Working with volunteers in sport: Theory and practice*. UK: Routledge.
- Deci, E. L., Connell, J. P., & Ryan, R. M. (1989). Self-determination in a work organisation. *Journal of Applied Psychology*, 74(4), 580–590.
- DeVellis, R. F. (2003). *Scale development: Theory and applications* (2nd ed.). CA: Sage.
- Dillman, D. A. (2007). *Mail and internet surveys: The Tailored Design Method*. (2nd ed.). NJ: Wiley.
- Doherty, A. (2003). *A study of the volunteers of the 2001 Alliance London Jeux du Canada Games*. London, ON: The University of Western Ontario.
- Doherty, A. (2009). The volunteer legacy of a major sport event. *Journal of Policy Research in Tourism, Leisure and Events*, 1(3), 185-207.
- Doherty, A., & Carron, A.V. (2003). Cohesion in volunteer sport executive committees. *Journal of Sport Management*, 17, 116-141.
- Doherty, A., & Hoye, R. (2011). Board member performance in nonprofit sport organizations. *Nonprofit Management & Leadership*, 22(1), 108-128.

- Elstad, B. (1996). Volunteer perceptions of learning and satisfaction in a mega-event: The case study of the XVII Olympic Winter Games in Lillehammer. *Festival Management and Event Tourism, 4*, 75–83.
- Eys, M.A., & Carron, A.V. (2001). Role ambiguity, task cohesion, and task self-efficacy. *Small Group Research, 32*, 356-373.
- Eys, M.A., Carron, A.V., Beauchamp, M.R., & Bray, S.R. (2005). Athletes' perceptions of the sources of role ambiguity. *Small Group Research, 26*(4), 383-403.
- Eys, M.A., Carron, A.V., Bray, S.R., & Beauchamp, M.R. (2003). Role ambiguity and athlete satisfaction. *Journal of Sports Sciences, 21*, 391–401.
- Farrell, J.M., Johnston, M.E., & Twynam, G.D. (1998). Volunteer motivation, satisfaction, and management at an elite sporting competition. *Journal of Sport Management, 12*, 288–300.
- Forsyth, D. (1999). *Group dynamics* (3rd ed.). CA: Wadsworth.
- Gammage, K.L., Hall, C.L., Prapavessis, H., Maddison, R., Hasse, A., & Martin, K.A. (2004). Re-examination of the factor structure of the self-presentation in exercise questionnaire (SPEQ). *Journal of Applied Sport Psychology, 16*, 82-91.
- Gladden, J.M., McDonald, M.A., & Barr, C.A. (2005). Event management. In L.P. Masteralexis, C.A. Barr, & M.A. Hums (Eds.), *Principles and practice of sport management* (2nd ed., pp. 272–294). Sudbury, MA: Jones and Bartlett.
- Green, B.C. & Chalip, L. (2004). Paths to volunteer commitment: Lessons from the Sydney Olympic Games. In R.A. Stebbins & M. Graham (Eds.). *Volunteering as leisure, leisure as volunteering: An international assessment* (pp. 49-67). Cambridge, MA: CABI Publishing.

- Haase, A.M., & Prapavessis, H. (2004). Assessing the factor structure and composition of the positive and negative perfectionism scale in sport. *Personality and Individual Differences, 36*(7), 1725-1740.
- Hu, L., & Bentler, P.M. (1999). Cutoff criteria for fit indices in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modelling, 6*, 1-55.
- Jackson, S., & Schuler, R. (1985). A meta-analysis and conceptual critique of research on role ambiguity and role conflict in work settings. *Organizational Behavior and Human Decision Processes, 36*, 16–78.
- Johnston, M. E., Twynam, G. D., & Farrell, J. M. (2000). Motivation and satisfaction of event volunteers for a major youth organisation. *Leisure/Loisir, 24*(1–2), 161–177.
- Kahn, R.L., Wolfe D.M., Quinn, R.P., Snoek, J.D., & Rosenthal, R.A. (1964). *Organizational stress: Studies in role conflict and ambiguity*. NY: John Wiley & Sons, Inc.
- Katz, D., Kahn, R., & Adams, S. (1978). *The study of organizations: Findings from field and laboratory*. CA: Jossey-Bass.
- Kerwin, S., & Doherty, A. (2012). Investigating the conflict triggering process in intercollegiate athletics departments. *Journal of Sport Management, 26*, 224-236.
- Kim, M., Zhang, J.J., & Connaughton, D.P. (2010). Comparison of volunteer motivation in different youth sport organizations. *European Sport Management Quarterly, 10*(3), 343-365.

- Kline, R.B. (2005). *Principles and practice of structural equation modeling* (2nd ed.). NY: The Guilford Press.
- Koustelios, A., Theodorakis, N., & Goulimaris, D. (2004). Role ambiguity, role conflict and job satisfaction among physical education teachers in Greece. *International Journal of Educational Management, 18*, 87–92.
- Larocque, L., Gravelle, F., & Karlis, G. (2005). Volunteerism and serious leisure: The case of the Francophone Games. *World Leisure Journal, 47*(1), 45-51.
- Lockstone, L., & Baum, T. (2009). The public face of event volunteering at the 2006 Commonwealth Games: The media perspective. *Managing Leisure, 14*, 38-56.
- Lynch, B. (2001). *Volunteers 2000: The Sydney experience*. Sydney: SOCOG.
- MacIntosh, E., & Doherty, A. (2010). The influence of organizational culture on job satisfaction and intention to leave. *Sport Management Review, 13*(2), 106-117.
- Maclean, J. & Hamm, S. (2010). Motivation, Commitment and intentions of volunteers at a large Canadian sporting event. *Leisure/Loisir, 31*(2), 523-556.
- Menguc, B. (1996). Evidence for Turkish industrial salespeople: Testing the applicability of a conceptual model for the effect of effort on sales performance and job satisfaction. *European Journal of Marketing, 30*, 33–51.
- Nichols, G., & Ojala, E. (2009). Understanding the management of volunteers through psychological contract theory. *Voluntas, 20*, 369-387.
- Nunnally, J.C., & Bernstein, I.H. (1994). *Psychometric theory* (3rd ed.). NY: McGraw-Hill.
- Ortqvist, D., & Wincent, J. (2006). Prominent consequences of role stress: A meta-analytic review. *International Journal of Stress Management, 13*, 399–422.

- Parent, M.M., Olver, D., & Seguin, B. (2009). Understanding leadership in major sporting events: The case of the 2005 World Aquatics Championships. *Sport Management Review, 12*, 167-184.
- Pavelka, J. P. (1993). Relationships among role conflict, role ambiguity, job satisfaction, and job stress in summer camp staff. *Journal of Applied Recreation Research, 18*(1), 38–50.
- Pousette, A., Jacobsson, C., Thylefors, I., & Hwang, C.P. (2003). The role of feedback in Swedish human service organizations. *Community, Work, & Family, 6*, 245–268.
- Ralston, R., Lumsdon, L. & Downward, P. (2005). The third force in events tourism: Volunteers at the XVII Commonwealth Games. *Journal of Sustainable Tourism, 13*, 504-519.
- Reeser, J. C., Berg, R. L., Rhea, D., & Willick, S. (2005). Motivation and satisfaction among polyclinic volunteers at the 2002 Winter Olympic and Paralympic Games. *British Journal of Sports Medicine, 39*, 20–25.
- Rhoads, G.K., Singh, J., & Goodell, P.W. (1994). The multiple dimensions of role ambiguity and their impact upon psychological and behavioral outcomes of industrial salespeople. *The Journal of Personal Selling & Sales Management, 14*(3), 1-24.
- Robinson, P. (2001). Task complexity, task difficulty, and task production: Exploring interactions in a componential framework. *Applied Linguistics, 22*, 27-57.
- Sakires, J., Doherty, A., & Misener, K. (2009). Role ambiguity in voluntary sport organizations. *Journal of Sport Management, 23*(5), 615-643.

- Schulz, J., & Auld, C. (2006). Perceptions of role ambiguity by chairpersons and executive directors in Queensland sporting organizations. *Sport Management Review, 9*, 183–201.
- Schumacker, R., & Lomax. (2010). *A beginner's guide to structural equation modeling* (3rd ed.). NY: Routledge.
- Shaw, S. (2009). "It was 'all smile for Dunedin!'"': Event volunteer experience at the 2006 New Zealand Masters Games. *Sport Management Review, 12*, 26-33.
- Singh, J. (1998). Striking a balance in boundary-spanning positions: An investigation of some unconventional influences of role stressors and job characteristics on job outcomes of salespeople. *Journal of Marketing, 62*(3), 69–86.
- Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Boston, MA: Allyn & Bacon.
- Tett, R.P., & Meyer, J.P. (1993). Job satisfaction, organizational commitment, turnover intention and turnover: Path analyses based on meta-analytic findings. *Personnel Psychology, 46*(2), 259-293.
- Thompson, D.P., McNamara, J.F., & Hoyle, J.R. (1997). Job satisfaction in educational organizations: A synthesis of research findings. *Educational Administration Quarterly, 33*, 7–37.
- Todman, J., & Dugard, P. (2007). *Approaching multivariate analysis*. New York, NY: Psychology Press.
- Tubre, T., & Collins, J. (2000). Jackson and Schuler (1985) revisited: A meta-analysis of the relationship between role ambiguity, role conflict and job performance. *Journal of Management, 26*, 155–169.

- (2010). Vancouver 2010—A human legacy. Retrieved from http://en.olympic.cn/news/olympic_news/2010-02-23/1975937.html
- Vincent, W.J. (1995). *Statistics in Kinesiology* (3rd ed.). Champaign, IL: Human Kinetics.
- Von Emster, G.R., & Harrison, A.A. (1998). Role ambiguity, spheres of control, burnout and work-related attitudes of teleservice professionals. *Journal of Social Behavior and Personality, 13*(2), 375-385.
- Weinberg, R.S. (2009). Motivation. In B.W. Brewer (Ed.), *Handbook of sports medicine and science: Sport psychology* (pp. 7-17). West Sussex, UK: John Wiley & Sons.
- Wolverton, M., Wolverton, M. L., and Gmelch, W. H. (1999). The impact of role conflict and ambiguity on academic deans. *Journal of Higher Education, 70*(1), 80–106.
- Wright, B.E., & Millesen, J.L. (2008). Nonprofit board ambiguity: Investigating its prevalence, antecedents and consequences. *The American Review of Public Administration, 38*(3), 322-338.
- Yan, Z., & Chen, L. (2008). Smiling volunteers win another Olympic gold for Beijing. *Chinaview*, August 14. Retrieved from http://news.xinhuanet.com/english/2008-08/14/content_9321992.htm.
- Yun, S., Takeuchi, R., & Liu, W. (2007). Employee self-enhancement motives and job performance behaviours: Investigating the moderating effects of employee role ambiguity and managerial perceptions of employee commitment. *The Journal of Applied Psychology, 92*, 745–756.

Appendix A

Survey of Volunteering with the 2012 Ontario Summer Games

Survey of Volunteering with the 2012 Ontario Summer Games

Section A. Background [Demographics, description of role, effort, performance]

1. What is your sex? (check one) Male, Female
2. What is your age? (check one) 14-17 years, 18-24 years, 25-49 years, 50+ years
3. What is the highest level of education you have completed? (Check one) No formal education completed, Primary school, Some high school, High school diploma, Some college/university, College/university degree, Trade school qualification, University post-graduate degree
4. What is your employment status? (check one) Working, Retired, Unemployed, Homemaker, Student
5. Are you or someone in your family currently involved in sports? (check one) Yes, No
 - (a) I am involved as (check all that apply): Athlete, Coach, Official, Administrator/Executive, Support staff, Other (describe)
 - (b) My spouse/partner is involved as (check all that apply): Athlete, Coach, Official, Administrator/Executive, Support staff, Other (describe)
 - (c) My child is involved as (check all that apply): Athlete, Coach, Official, Administrator/Executive, Support staff, Other (describe)
 - (d) My parent is involved as (check all that apply): Athlete, Coach, Official, Administrator/Executive, Support staff, Other (describe)
6. Do you have any other volunteer experience besides the Ontario Summer Games (in any areas; e.g., sports, arts, culture, religion, charities)? (check one) Yes, No
 - (a) Indicate any other events or festivals for which you have volunteered. Space provided to indicate Event and Year(s) (e.g., 2005-2010)
 - (b) Indicate any organizations or groups that you volunteer for now, or have volunteered for in the past. Space provided to indicate Organization and Year(s) (e.g., 2005-2010).
7. In what area of the 2012 Ontario Summer Games did you volunteer? (check one) Registration, Volunteers, IT & Equipment, Sponsorship & Fundraising, Accommodations, Food Services, Security, Legacies, Sport Technical, Transportation, Medical, Finance & Administration, Special Events and Promotions
8. How many volunteer hours did you complete during the Games? Fill in blank
9. Did you show up for (check one): All your scheduled shifts, Most of your scheduled shifts, Some of your scheduled shifts, Only a few of your scheduled shifts, None of your scheduled shifts

10. Were you (check one): Always on time, Usually on time, Sometimes on time and sometimes late, Usually late, Always late
11. In total, did you work (check one): All of the hours you were assigned, Fewer hours than you were assigned, More hours than you were assigned
12. Typically, did you (check one): Stay until the end of your scheduled shift completion time, Leave before your scheduled shift completion time, Stay longer than your scheduled time to help out
13. Indicate on the scale provided your level of agreement or disagreement with the following statements related to your Ontario Summer Games volunteering: 7-point scale from 1 Completely Disagree, to 4 Neither Agree nor Disagree, to 7 Completely Agree
 - i) I worked hard on my assigned tasks
 - ii) I did all I could towards fulfilling my role
 - iii) I did my best to carry out my responsibilities
14. Indicate on the scale provided your level of agreement or disagreement with the following statements related to your Ontario Summer Games volunteering: 7-point scale from 1 Completely Disagree, to 4 Neither Agree nor Disagree, to 7 Completely Agree
 - i) I successfully completed my assigned tasks
 - ii) I did a good job
 - iii) I performed my role as expected
 - iv) My responsibilities were satisfactorily fulfilled

Section B. Volunteer Role [training, difficulty, ambiguity, supervision, satisfaction]

1. Indicate on the scale provided your level of agreement or disagreement with each of the following statements regarding the formal training for your Ontario Summer Games volunteering: 7-point scale from 1 Completely Disagree, to 4 Neither Agree nor Disagree, to 7 Completely Agree
 - i) Training was interesting
 - ii) Training was clear
 - iii) Training was convenient
 - iv) Training was important
 - v) Training was useful
 - vi) Training was relevant
2. Indicate on the scale provided your level of agreement or disagreement with each of the following statements regarding the nature of your role: 7-point scale from 1 Completely Disagree, to 4 Neither Agree nor Disagree, to 7 Completely Agree
 - i) My tasks and responsibilities were quite new to me
 - ii) I had a lot of different tasks I was responsible for

- iii) My assignment was quite difficult for me
- iv) I had to use a lot of skills I had never used before
- v) My role required a lot of effort on my part
- vi) The tasks I had to do were quite challenging

3. Indicate on the scale provided your level of agreement or disagreement with each of the following statements regarding your role: 7-point scale from 1 Completely Disagree, to 4 Neither Agree nor Disagree, to 7 Completely Agree. Items will be randomized.

I clearly understood....

- i) What I was expected to do in my role
 - ii) How my work related to the overall objectives of my area
 - iii) How my work related to the overall objectives of the Games
 - iv) What authority I had in my role
 - v) The goals and objectives for my position
 - vi) The extent of responsibilities for my role
 - vii) Which of the expectations for my position were most important
 - viii) To whom I was most accountable
 - ix) To whom I was expected to report
 - x) What adjustments I needed to make to carry out my assignment
 - xi) How to get my work done
 - xii) The best way to accomplish my tasks
 - xiii) How to prioritize the multiple expectations of my position
 - xiv) What was considered acceptable performance for my role
 - xv) What level of performance was expected of me during the Games
 - xvi) If I was doing a good job
 - xvii) What would have happened if I didn't perform my duties
 - xviii) What would have happened had I not met the expectations of my position
 - xix) What difference my performance made to my area
 - xx) What difference my performance made to the Games
 - xxi) The impact of doing what was expected of me
 - xxii) If I was meeting the expectations of my position
4. Indicate on the scale provided your level of agreement or disagreement with the following: 7-point scale from 1 Completely Disagree, to 4 Neither Agree nor Disagree, to 7 Completely Agree
- i) My supervisor gave me guidance to help me do my tasks
 - ii) My supervisor gave me support during the Games
 - iii) My supervisor was approachable
 - iv) My supervisor gave me feedback about my tasks

5. Indicate on the scale provided your level of satisfaction or dissatisfaction with the following: 7-point scale from 1 Very Dissatisfied, to 4 Neither Satisfied nor Dissatisfied, to 7 Very Satisfied
 - i) My volunteer assignment with the Games
 - ii) The tasks I was given to do
 - iii) My volunteer role

Section C. Outcomes [overall satisfaction, future intentions]

1. Indicate on the scale provided your level of satisfaction or dissatisfaction with the following: 7-point scale from 1 Very Dissatisfied, to 4 Neither Satisfied nor Dissatisfied, to 7 Very Satisfied
 - iv) The overall volunteer experience
 - v) My personal involvement with the Ontario Summer Games
 - vi) My experience at the Games

2. Indicate on the scale provided how likely you are to volunteer in the future for another major festival or event in the community: 7-point scale from 1 Definitely Would Not Volunteer, to 4 Not Sure, to 7 Definitely Would Volunteer
 - i) A major sports event
 - ii) A major arts or cultural event
 - iii) Any type of major festival or event

3. Indicate on the scale provided how likely you are to ask others to volunteer for another major festival or event in your community: 7-point scale from 1 Definitely Would Not Ask Others, to 4 Not Sure, to 7 Definitely Would Ask Others
 - i) A major sports event
 - ii) A major arts or cultural event
 - iii) Any type of major festival or event

4. If you were to volunteer for another community festival or event, indicate on the scale provided the extent to which you would want to be involved in comparison to your Ontario Summer Games experience: 7-point scale from 1 A Lot Less, to 4 The Same Amount, to 7 A Lot More, with an option to indicate I Would Not Volunteer Again

5. Indicate on the scale provided the extent to which your level of volunteering in the community (e.g., with charities, clubs, community service organizations, or no previous involvement) will change following your Ontario Summer Games experience, if at all: 7-point scale from 1 Will Greatly Decrease, to 4 Will Not Change, to 7 Will Greatly Increase

Appendix B

Western University Research Ethics Board Approval Notice



Use of Human Participants - Ethics Approval Notice

Principal Investigator: Dr. Alison Doherty
 File Number: 102626
 Review Level: Full Board
 Approved Local Adult Participants: 1506
 Approved Local Minor Participants: 0
 Protocol Title: Volunteering With The 2012 Ontario Summer Games
 Department & Institution: Health Sciences/Kinesiology, Western University
 Sponsor:
 Ethics Approval Date: July 19, 2012 Expiry Date: February 28, 2013

Documents Reviewed & Approved & Documents Received for Information:

Document Name	Comments	Version	Date
Western University Protocol	Attachment 1 Theoretical Model		
Letter of Information	Attachment 2 Letter of Information		
Western University Protocol	Attachment 3 Survey		
Other	Revised Attachment 2: Email Contact		
Revised Letter of Information & Consent	Revised Attachment 3: Letter of Information		

This is to notify you that The University of Western Ontario Research Ethics Board for Non-Medical Research Involving Human Subjects (NMREB) which is organized and operates according to the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans and the applicable laws and regulations of Ontario has granted approval to the above named research study on the approval date noted above.

This approval shall remain in effect until the expiry date noted above assuming timely and acceptable responses to the NMREB's periodic requests for surveillance and monitoring information.

Members of the NMREB who are named as investigators in research studies, or declare a conflict of interest, do not participate in discussions related to, nor vote on, said studies when they are presented to the NMREB.

The Chair of the NMREB is Dr. Riley Hinson. The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number: IR-0000541.

Signature

Ethics Officer to Contact for Further Information

<input checked="" type="checkbox"/> Gina Kelly gkelly@uwo.ca	<input type="checkbox"/> Brian Sullivan bsullivan@uwo.ca
---	---

This is an official document. Please retain the original in your files.

The University of Western Ontario

Office of Research Ethics

Support Services Building Room 5150 • London, Ontario • CANADA - N6G 1G9
 PH: 519-661-3036 • F: 519-850-2456 • ethics@uwo.ca • www.uwo.ca/research/ethics

Appendix C

Letter of Information to Participants.

Email Letter of Information

[Subject line: Survey of 2012 Ontario Summer Games Volunteers]

Dear Volunteer,

Please see below a letter of information inviting you to complete a survey regarding your Ontario Summer Games involvement.

Regards,

Lesley Davidson
Co-Chair, Volunteers
2012 Ontario Summer Games

Volunteering with the 2012 Ontario Summer Games

Volunteers are integral to the success of major sport events, like the Ontario Summer Games. Now that the Games are over, we are interested in knowing about your volunteer experience. The findings will increase our understanding of event volunteering and will provide feedback that may be helpful to the Organizing Committee and other major sport event organizers. Our research team includes Professor Alison Doherty and MA Candidate Kristen Rogalsky from the Sport Management program in the School of Kinesiology at Western.

In cooperation with the Ontario Summer Games Organizing Committee we are inviting all volunteers aged 18 years and older to complete a survey about their experience. The survey will be completed online at a secure website. The Organizing Committee will not know if you participated or not, and will not have access to any individuals' responses. Responses will be anonymous and we will not be able to link them to any particular individuals. No individuals will be identified in the data or any published results.

The survey should take about 10 minutes to complete and will give you an opportunity to reflect on your Games experience. There are no known risks associated with completion of the survey. Participation is voluntary. You may refuse to participate, refuse to answer any questions, or withdraw at any time. The information reported in your survey will be held in strictest confidence.

If you agree to participate you may access the survey at a secure website by clicking the cursor on this link: [surveymonkey.com link]. Please complete the survey as soon as possible, or by October 1, 2012.

Completion of the survey indicates your consent to participate in the study. If you have any questions about the survey or the final results, please contact us as indicated below. If you have any questions about the conduct of this study or your rights as a research participant you may contact the Office of Research Ethics, Western University, 519-661-3036 or ethics@uwo.ca.

Thank you for your consideration.

Curriculum Vitae

Name: Kristen A. Rogalsky

Post-secondary Education and Degrees: Western University
London, ON, Canada
2011-2013 M.A.

Western University
London, ON, Canada
2007-2011 B.A.

Honours and Awards: OUA Academic Achievement Award
2010

Dean's Honour List
2010-2012

Related Work Experience: Teaching Assistant
Western University
2011-2013