UNDERSTANDING THE SPORT EVENT VOLUNTEER EXPERIENCE IN THE IMPLEMENTATION MODE OF A PARA-SPORT EVENT: AN AUTOETHNOGRAPHY

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Research on volunteerism is one of the largest areas of inquiry within sport event management. Yet, the volunteer experience, as a phenomenon related to four constructs (satisfaction, motivation, commitment, and sense of community), is poorly understood over the course of the event's life cycle due to the strong emphasis on quantitative methodologies and cross-sectional designs. Using an autoethnographic approach, the purpose of this study was to understand the volunteer experience in the implementation mode of the event life cycle. The context of the study was the 2017 Canadian Electric Wheelchair Hockey Association Nationals where the first author collected data through field notes and a personal journal, while the second author acted as an outsider and allowed for peer debriefing to occur. Following the completion of the event, data were thematically analyzed and two key themes were identified: (a) success in assigned role: satisfaction and the volunteer experience, and (b) sense of community: impetus for commitment, motivation, and the volunteer experience. Theoretical contributions of this article include (1) the transferability of the conceptual framework used in the study, which was originally developed and investigated in the planning mode of the event life cycle; and (2) the understanding of the volunteer experience during the implementation mode and how it is impacted by its four related constructs. Event managers are encouraged to develop specific strategies touching upon satisfaction, motivation, commitment, and sense of community to enhance their volunteers' experience.

Key words: Volunteer experience; Motivation; Satisfaction; Commitment; Sense of community

Introduction

Sport event volunteers are a highly valued resource for the operations and success of sport events (Hoye et al., 2020). It would be difficult for most sport events ranging from the international level to the community level to survive and operate without the contributions of their volunteers. Volunteers' value for event managers relates to it being a freely chosen leisure activity where

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individuals receive no monetary remuneration for their services (Cnaan et al., 1996; Stebbins, 1996). For instance, the Olympic Games have required large volunteer workforces, such as over 70,000 for the 2012 London and 2016 Rio Olympic Games to operate (e.g., International Olympic Committee, 2014). While not requiring thousands of volunteers like mega-sport events, smaller sized sport events also require the contributions of many volunteers to successfully operate (Kerwin et al., 2015). The ability for sport events to capitalize on the experience, skills, and knowledge of volunteers without suffering financial consequences that would impact their operations and, arguably, their survival, demonstrates the importance of volunteers for sport event managers.

Despite the large body of literature pertaining to sport event volunteers in sport management (Wicker, 2017), researchers have a comparatively poor understanding of the volunteer experience: "individual's overall perception of their involvement in a given volunteer activity and defined context" (Lachance & Parent, 2020, p. 95; see also Wilson, 2012). This poor understanding pertaining to the volunteer experience is in part due to past research being cross-sectional in nature and to the domination of quantitative methodologies over qualitative methodologies.

More precisely, most studies in the sport event volunteer literature have relied on survey research as their selected methodology (E. Kim & Cuskelly, 2017). In contrast, few studies have incorporated qualitative methodologies, such as ethnographies (e.g., Kodama et al., 2013; Lachance & Parent, 2020; Sadd, 2018) or methods (e.g., qualitative interviews; Allen & Shaw, 2009). More qualitative research pertaining to the volunteer experience is needed because of the experiential nature of the phenomenon. Given the focus on quantitative methods in this body of research, our understanding of the volunteer experience has been limited to previously developed and applied scales (e.g., Special Event Volunteer Motivations Scale; Farrell et al., 1998). Qualitative methodologies, such as ethnographies, feature what Murchison (2010) stated as "being there" and enable for data "not readily obtainable through relatively detached approaches like [questionnaires]" (p. 12) to be undertaken. There is need for research to consider qualitative methodologies that value the subjective and experiential nature of the phenomenon at-hand (i.e., volunteer experience) in which those at the heart of it (i.e., volunteers) are represented as the main source of inquiry.

The focus on quantitative methodologies and methods in sport event volunteerism research has meant a general reliance on cross-sectional research designs. For instance, most studies have collected data at one time point, either before (e.g., Costa et al., 2006; MacLean & Hamm, 2007), during (e.g., Bang & Chelladurai, 2009; Bang et al., 2014), or after the event (e.g., Aisbett et al., 2015). As such, few studies have used multiple data collection points within or across event life cycle modes (i.e., planning, implementation and wrap-up, Parent, 2008; cf. Dickson et al., 2015; Neufeind et al., 2013).

Conducting research in different modes of an event life cycle is needed to understand how volunteers' experiences change from mode to mode (cf. Parent, 2008). For instance, Lachance and Parent (2020) examined the volunteer experience and its four related constructs (i.e., satisfaction, motivation, commitment, and sense of community) in the planning mode of the event life cycle. However, volunteers in small-scale sport events who assume a single role during the planning mode often assume multiple formal (and informal) roles during the implementation mode (Hoye et al., 2020; Kerwin et al., 2015), which can affect (positively or negatively) their event experience. Although Lachance and Parent (2020) investigated the relationship between the volunteer experience and its four related constructs in the planning mode of a para-sport event, where satisfaction and the volunteer experience were negatively impacted because of a failure to perform in the assigned role, the nature of the relationships in the implementation and wrap-up modes remain ambiguous (e.g., impact of multiple roles on examined constructs). Additional studies on volunteers in organizations have also discussed changes in constructs, such as motivation (e.g., Pearce, 1993) and commitment (e.g., Cuskelly et al., 1998, 2002). While not conducted on sport event volunteers, constructs related to the volunteer experience among volunteers in sport organizations have been discussed as being subject to change (e.g., commitment; Cuskelly et al., 1998, 2002). Given the change in processes from mode

to mode in an event's life cycle (Parent, 2008), and the dynamic nature of constructs among volunteers (e.g., motivation, commitment; Cuskelly et al., 1998, 2002; Pearce, 1993), there is a need to understand how the volunteer experience is manifested at different time points during a volunteer's involvement (e.g., planning mode versus implementation mode). As the involvement of volunteers in sport events (and particularly smaller sized sport events) occurs throughout multiple modes of the event life cycle, such knowledge would be beneficial for researchers and event managers to determine changes in the volunteer experience and its constructs to inform management practices, enhance event-related outcomes (e.g., success, sustainability, volunteer retention), and better understand the (potential) impact of the event life cycle's mode on this phenomenon (cf. Lachance & Parent, 2020).

With the exception of Lachance and Parent (2020), current studies lack "a holistic understanding of the volunteer experience . . . such as through a focus on the impacts and interrelationships of satisfaction, motivation, commitment, and sense of community" (p. 93). However, this holistic understanding of the volunteer experience is currently limited to the planning phase of the event life cycle (e.g., Lachance & Parent, 2020). Given volunteers' critical role in event success and involvement in multiple modes of the event life cycle, their experience should be viewed as paramount for both researchers and event managers. As such, the purpose of this study was to understand my volunteer experience in the implementation mode of the event life cycle using an autoethnographic approach. Given the frontline perspective and subjective nature of autoethnographies, the remainder of this study is written in the first person to indicate the first author's volunteer experience.

Literature Review

In this section, a general overview of sport event volunteer research is presented. This includes research on sport event volunteers pertaining to the volunteer experience and its four related constructs (i.e., satisfaction, motivation, commitment, and sense of community).

Defined as a freely chosen activity in which time and energy are dedicated to formally assist with organizing and staging sport events (Cuskelly et al., 2006), research on sport event volunteers has grown rapidly since Getz and Frisby's (1988) seminal article (E. Kim & Cuskelly, 2017). For instance, research on sport event volunteers has been conducted in various contexts, such as mega-events like the Olympic Games (e.g., Kodama et al., 2013) and FIFA World Cup (e.g., Bang & Chelladurai, 2009), large-scale events (e.g., world championships; Kristiansen et al., 2015), small-scale events (e.g., Kerwin et al., 2015), and in mega-events (e.g., Darcy et al., 2014; Dickson et al., 2013) and small-scale para-sport events (e.g., Lachance & Parent, 2020).

Within the sport event volunteer literature, a plethora of constructs have been examined. These constructs include, but are not limited to, satisfaction (e.g., D. Kim et al., 2019), motivation (e.g., Farrell et al., 1998), commitment (e.g., Han et al., 2013), sense of community (e.g., Kerwin et al., 2015), role ambiguity (e.g., Rogalsky et al., 2016), volunteer experience (e.g., Lachance & Parent, 2020), volunteer legacy (e.g., Doherty, 2009), job design (e.g., Neufeind et al., 2013), perceived organizational support and perceived supervisory support (e.g., Aisbett et al., 2015), future volunteer intentions (e.g., Dickson et al., 2015), volunteer selection (e.g., Cuskelly et al., 2021), and retention and recruitment (e.g., Coyne & Coyne Sr., 2001). These constructs have also been examined using various theories (e.g., theory of planned behavior, psychological contract theory, self-determination theory; E. Kim & Cuskelly, 2017) and scales, such as the Special Event Volunteer Motivation Scale (e.g., Farrell et al., 1998), the Volunteer Motivation Scale for International Sporting Events (e.g., Bang & Chelladurai, 2009), the Volunteer Satisfaction Index (e.g., Pauline, 2011), and the Sense of Community in Sport Scale (e.g., Kerwin et al., 2015). While a variety of constructs have been examined, sport event volunteer research has focused more on motivation and satisfaction compared to the other constructs (i.e., commitment, sense of community, the volunteer experience; E. Kim & Cuskelly, 2017).

Different types of relationships (e.g., cause-and-effect, predictions) have also been investigated between the constructs. For instance, a recent systematic review specific to sport event volunteer

research identified 24 different cause-and-effect relationships and 22 relationships between variables (E. Kim & Cuskelly, 2017). Such relationships have been examined according to various constructs including motivation and satisfaction (e.g., Bang & Ross, 2009; Vetitnev et al., 2018), motivation and future volunteer intentions (e.g., Hallmann & Harms, 2012), motivation, commitment, and future intentions (e.g., Bang et al., 2019; MacLean & Hamm, 2007), motivation and social composition (e.g., Wollebæk et al., 2014), and sense of community, satisfaction, and commitment (Costa et al., 2006).

Given the breath of past research, the sport event volunteer literature is well-established and recognized in sport management (E. Kim & Cuskelly, 2017; Wicker, 2017). Within this body of literature, past research has allowed for various constructs and relationships to be investigated among sport event volunteers within a plethora of contexts. This research has allowed for the volunteer experience to be understood as a complex phenomenon related to four constructs: motivation, satisfaction, commitment, and sense of community (e.g., Farrell et al., 1998; Downward & Ralston, 2005, 2006; Kerwin et al., 2015; Lachance & Parent, 2020; MacLean & Hamm, 2007).

First, satisfaction, which is associated with individuals' needs (e.g., Galindo-Kuhn & Guzley, 2002), has been discussed in relation to the volunteer experience (e.g., Farrell et al., 1998; Lachance & Parent, 2020). For example, satisfaction's impact on the volunteer experience has been found to be both positive (e.g., Farrell et al., 1998) and negative (e.g., Lachance & Parent, 2020). Second, the relationship between the volunteer experience and motivation, a multi-dimensional construct defined as the reasons for an individual to volunteer (Bang & Chelladurai, 2009; Farrell et al., 1998), has also been discussed in past research. For instance, research has discussed the presence of a direct relationship between motivation and the volunteer experience (e.g., Farrell et al., 1998; Downward & Ralston, 2005, 2006; Lachance & Parent, 2020; Ralston et al., 2004). Third, commitment among sport event volunteers is understood through an attitudinal perspective and defined as "a sense of affective attachment to a sport organization in which individuals experience intensive

organizational involvement and internalize the organization's goals" (Cuskelly & Boag, 2001, p. 68). This construct, while more investigated among volunteers in community-level sport organizations (e.g., Cuskelly et al., 1998; Ringuet-Riot et al., 2014), has been found to positively impact the volunteer experience in sport events (e.g., Lachance & Parent, 2020). Finally, sense of community, defined as the "recognition of shared purpose and common identity," is claimed to be have a direct impact on the sport event volunteer experience (Kerwin et al., 2015, p. 78).

While research on the volunteer experience and its four constructs is found in the sport event volunteer literature (e.g., Farrell et al., 1998; Kerwin et al., 2015; Lachance & Parent, 2020; MacLean & Hamm, 2007), four issues are present in sport event volunteer experience research: (a) a holistic understanding of the volunteer experience remains scarce; (b) the majority of studies do not provide a conceptualization for the phenomenon at hand; (c) the majority of studies have empirically examined the volunteer experience through non-experiential measures; and (d) the volunteer experience and its identified relationship with its four-related constructs (i.e., satisfaction, motivation, commitment, and sense of community) is limited to the planning mode of the event life cycle (Lachance & Parent, 2020). Each of these issues are further described below according to the sport event volunteer literature.

First, studies in the sport event volunteer literature have investigated the volunteer experience through the purposeful selection of one or multiple constructs. For instance, the majority of studies have examined a single construct (e.g., sense of community; Kerwin et al., 2015) or multiple independent constructs (e.g., satisfaction and motivation; Vetitnev et al., 2018) in relation to the phenomenon of interest. The continual examination of individual constructs and the lack of previous volunteer experience conceptualizations has resulted in limited and siloed knowledge regarding the relationships between the volunteer experience and satisfaction, motivation, commitment, and sense of community (Lachance & Parent, 2020). It is therefore important for research to move beyond the siloed focus of direct or cause-and-effect relationships between purposefully selected constructs towards empirically examining the volunteer experience

overall according to satisfaction, motivation, commitment, and sense of community (Lachance & Parent, 2020). Such a relationship between the volunteer experience and its four-related constructs is justified in sport event volunteerism research, but largely through the independent examination of these constructs (e.g., Farrell et al., 1998; Kerwin et al., 2015; MacLean & Hamm, 2007).

Second, studies claiming to investigate the volunteer experience fail to provide a conceptualization of this phenomenon. For instance, Farrell et al. (1998) found a relationship between the experience of volunteers and their motivation and satisfaction, while others, such as Kerwin et al. (2015), stated that sense of community "is inherent in the volunteerism experience" (p. 78). Aisbett et al. (2015) also discussed the volunteer experience throughout their study and claimed that the volunteer experience was impacted by high levels of satisfaction and perceived organizational support. However, the authors did not provide a conceptualization (i.e., definition) of this phenomenon (for other examples, see Downward & Ralston, 2006; Downward et al., 2005; Gellweiler et al., 2019; Holmes et al., 2018; Ralston et al., 2003; Rogalsky et al., 2016). The issue with this lack of conceptualization and previous claims is that we are left with no understanding of what the volunteer experience means (i.e., absence of a definition). To date, only one study investigating the volunteer experience has provided a conceptualization (as cited in the Introduction, i.e., Lachance & Parent, 2020). The benefit of this conceptualization is to provide researchers and event managers with a precise understanding of what the volunteer experience means as a phenomenon related to four constructs (i.e., satisfaction, motivation, commitment, and sense of community) and ensure that all are conceptualizing the phenomenon in the same manner so study results can be compared and contrasted.

Third, non-experiential-based measures have been used to empirically examine the volunteer experience. Despite being an experiential phenomenon, studies have chosen arguably inappropriate items to measure the volunteer experience. For instance, some studies have used (a) the length of time in the volunteer role, and (b) the number of attended committee meetings to measure the volunteer experience (Lu & Schuett, 2014). Given

the experiential state of the volunteer experience, these two measures are not representative of this phenomenon and should instead be viewed as being related to demographic or background information of participants, not their experience (see also Bang et al., 2019, for another example). This should not be related to the volunteer experience, but instead understood as the previous experiences as a volunteer. As such, there is a need to understand the volunteer experience as an experience and cease to associate it with non-experiential-based measures (e.g., attendance). Specific to experiential-based conceptualization of the volunteer experience, "it is essential that research … [understands] the value and meaning of the lived experience as this will lend further interpretation [into the] the meanings and memories associated with the volunteer journey" (Gellweiler et al., 2019, p. 498).

Finally, though Lachance and Parent (2020) avoided the three pitfalls noted above, they focused on the volunteer experience in the planning mode only. They found two relationships during the planning mode of a para-sport event: (1) satisfaction negatively impacted the volunteer experience because of a failure to perform in the assigned role, and (2) a positive sense of community impacted motivation, commitment, and the volunteer experience because of the relationships and the common identities and values shared with the other volunteers. Given changes in processes in an event's life cycle (Parent, 2008), such as an increase in workforce size, assuming multiple roles, and crises requiring quick solutions in the implementation mode, these identified relationships and understanding related to the volunteer experience cannot be assumed to continue throughout the remaining event life cycle modes (i.e., implementation, wrap-up; Parent & Smith-Swan, 2013). As such, research should consider the impact of the mode (e.g., implementation) on the volunteer experience and its four-related constructs.

Conceptual Framework

To guide this study's investigation of the volunteer experience, a conceptual framework is used. As Lachance and Parent (2020) conceptualized volunteer experience, we follow their conceptual framework for our study. Lachance and Parent's (2020)
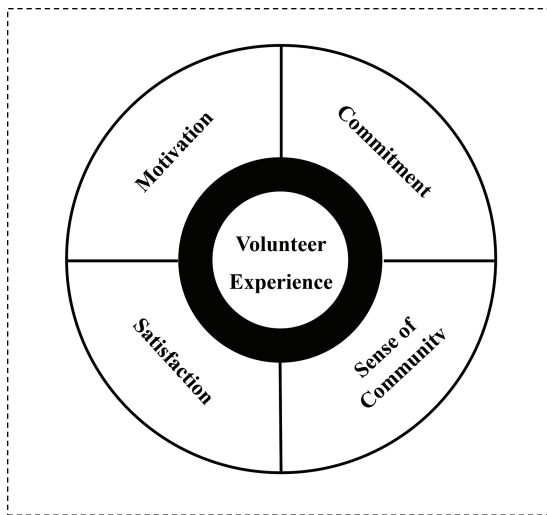
Figure 1. Conceptual framework (adapted from Lachance & Parent, 2020).

volunteer experience framework was developed from definitions and scales associated with satisfaction, motivation, commitment, sense of community, and the volunteer experience. The volunteer experience is placed at the center of the model. This construct is surrounded and therefore affected by four related constructs: (a) satisfaction (i.e., how the volunteer's needs are met; Farrell et al., 1998), (b) motivation (i.e., reasons for volunteering; Bang & Chelladurai, 2009), (c) commitment (i.e., emotional attachment to the organization; Cuskelly & Boag, 2001), and (d) sense of community (i.e., shared purpose and common identity; Kerwin et al., 2015). The volunteer experience can be impacted either directly by a single construct or by a combination of the constructs (Lachance & Parent, 2020).

The conceptual framework was adapted to understand the first author's volunteer experience in the implementation mode of the event life cycle (Fig. 1). As such, a dotted line is added around Lachance and Parent's (2020) conceptual framework. This dotted line represents the mode of the event life cycle in which the volunteer experience is being investigated in (i.e., implementation mode).

Methodology

Although there have been calls for more qualitative research within the sport management discipline (Singer et al., 2019), quantitative methods remain the dominant approach in sport event volunteerism research (E. Kim & Cuskelly, 2017). An issue with previous quantitative approaches to investigate the sport event volunteer experience and its four related constructs is its cross-sectional nature, as well as the lack of subjectivity and frontline insight on the part of those being studied, the volunteers. Autoethnographies have emerged as one methodology that can provide the much-needed subjectivity and front-line insight given the "value of this approach for future event research, particularly in the domain of event volunteering studies" (Leigh et al., 2014, p. 191; see also Lachance & Parent, 2020).

Autoethnography

Autoethnographies have emerged as a methodology in sport event (e.g., Hoeber & Kerwin, 2013; Holloway et al., 2010; Xing & Chalip, 2009, 2012) and sport event volunteerism research (e.g., Kodama et al., 2013; Lachance & Parent, 2020; Sadd, 2018). Compared to traditional ethnography, autoethnography is described as "an approach to research and writing that seeks to describe and systematically analyze (graphy) personal experience (auto) in order to understand cultural experience (ethno)" (Ellis et al., 2011, p. 273). This type of ethnography combines features from both autobiographies and ethnographies as subjective elements, such as the researcher's emotions, thoughts, and feelings, are paramount (Anderson, 2006; Ellis, 2004; Ellis et al., 2011). As such, autoethnographies are valued for their incorporation of subjective factors rather than objectivity to provide a more indepth and complete understanding of a particular phenomenon (Lachance & Parent, 2020).

Study Context

To situate the raw data accounts outlined in the results section, some background information about myself and the event are first presented. When data were collected and analyzed for the implementation mode, I had completed my undergraduate studies and was transitioning into a thesis-based master's degree at the University of Ottawa. Prior to volunteering for this event, I had accumulated

experiences as a volunteer in sport organizations and events at the local, provincial, national, and international levels.

My experience in relation to this study occurred during the 2017 Canadian Electric Wheelchair Hockey Association Nationals (2017 CEWHA Nationals), which is a national-level para-sport event held on a biannual basis to crown the best power wheelchair hockey team in the country. The event itself was hosted by the Ottawa Power Wheelchair Hockey League, and occurred from August 4 to 7, 2017. The volunteer workforce included 30 individuals, each assigned to various roles within a specific division of the event (e.g., scoring table). During the implementation mode of the event, I was a Games-time volunteer in which my assigned roles were associated with the scoring table division. This featured roles such as statistician, announcer, timekeeper, scorekeeper, and penalty box attendant.

Data Collection

The present study adopted an analytical autoethnography rather than an evocative autoethnography, as the former is focused on theoretical analysis and is based on assumptions consistent with traditional ethnographies (Anderson, 2006). According to Anderson, an analytical autoethnography must respect five features: (1) complete member–researcher status, (2) analytical reflexivity, (3) narrative visibility of the researcher's self, (4) dialogue with informants beyond the self, and (5) commitment to theoretical analysis.

Data were collected using field notes and a personal journal. This approach is consistent with Anderson (2006), as I was involved in the research context and included as a member of the event volunteer workforce (i.e., complete member–researcher status). Further, informal discussions with other volunteers and an independent peer acting as an "outsider" (i.e., peer debriefing with second author to enhance my reflections about my experience) during the data collection process enabled for reflections to occur regarding my volunteer experience (i.e., analytical reflexivity and dialogue with informants beyond the self).

Based on the collected field notes, my volunteer experience was narrated into a personal journal (i.e.,

visible and active members in the text). Within the journal, both subjective (e.g., emotions) and objective (i.e., sights and event environment) elements of my experience were noted and further reflected upon. The journal represents my volunteer experience for a period of 11 months and totaled 176 double-spaced pages in a Microsoft Word document.

Data Analysis

Following the completion of the event, I analyzed the data through a reflective analytical process. This process featured personal reflections, peer debriefing, and a reflexive thematic analysis based on the six modes outlined by Braun et al. (2016): (a) familiarization, (b) initial coding, (c) theme development (d) theme refinement (e) theme naming, and (f) write-up. Specific to peer debriefing, the second author and I had weekly meetings. Such meetings enabled the second author to act as an outsider where discussion about my volunteer experience allowed for my reflective analytical process to be deepened.

In turn, the reflexive thematic analysis was completed with the qualitative data analysis software NVivo 11 (QSR International Pty Ltd., Doncaster, Australia). First, I became familiar with the data by reading my personal journal three times (i.e., familiarization). Second, the coding portion of the analysis took place by reading the data over again. Rather than attempting to become familiar with the data like in the previous mode of familiarization, the initial coding mode occurred by labeling relevant phrases or passages in the data (e.g., identity, relationships, role diversity). After completing a first round of coding, I conducted a second round of coding to identify and label any remaining initial codes. Following this, I grouped the identified codes together into higher-order themes (e.g., identities and relationships codes grouped into relation to sense of community, i.e., theme development). Next, themes were refined in discussions with the second author (1) to determine the appropriateness of my interpretation with the data content, and (2) to ensure the so-called "story" answered the study's purpose (i.e., theme refinement). Finally, I named each identified theme (e.g., sense of community: impetus for commitment, motivation, and the volunteer experience, i.e., theme naming). To respect

Anderson's (2006) commitment to theoretical analysis, findings are presented below (see Results) and followed by a discussion according to relevant literature and the conceptual framework applied in this study (see Discussion and Conclusions).

Results

This section is devoted to presenting the two identified themes from my volunteer experience in the implementation mode: (1) success in assigned role: satisfaction and the volunteer experience, and (2) sense of community: impetus for commitment, motivation, and the volunteer experience. Each theme is presented below and is accompanied by narratives (in italics) from my personal journal. To respect the ethics certificate obtained for this study, pseudonyms are used when other volunteers are named.

Success in Assigned Role: Satisfaction and the Volunteer Experience

Walking up to the gymnasium for the start of the event, a sense of excitement began to fill my body. Particularly, my assigned roles within the scoring table division of the event was intriguing and diverse as it included the roles of announcer, timekeeper, scorekeeper, statistician, and penalty box attendant. These roles were appealing to me as I had accumulated years of experience as being an off-ice and on-ice hockey official. As such, my skills and previous experience were synonymous with the roles assigned to me during the event.

Prior to my first shift, a binder filled with operational information for the event was given to me by the event leader, Ida, and the volunteer coordinator, Jeff, to read and become familiar with. After reading the binder attentively, my first shift was scheduled to begin. The scoring table was located between the two team benches and across from the spectators. It was really in the middle of all the action so-to-speak. Sitting in my assigned seat at the scoring table, a quick and final read through of my announcements for the pregame, in-game, and postgame was made. After hearing the whistle from the referee signaling the end of the warm-up, a feeling of nervousness filled my body. This feeling of nervousness was associated with the recognition that this event was a national-level event and meant a lot for all involved. Nevertheless, holding the microphone in my sweaty palms, my pre-game announcements started. Once the announcement started my feeling of nervousness left and a feeling of confidence was felt as my delivery of the pre-game announcement was clear and flawless. Following my pregame announcement, the game began and frantic action with multiple scoring chances was demonstrated in the game. With this frantic action came multiple goals and penalties, which allowed me to make some in-game announcements. Similar to my pregame announcement, my performance in the in-game announcements made me feel more and more confident as clear announcements were provided to the spectators and teams. My confidence was further supported when Maya, one of my fellow volunteers at the scoring table, turned to me and said, "Wow Erik, you are really good at being an announcer" and she continued to provide me with positive feedback during my shift. In addition to being an announcer during my first shift, my schedule included multiple shifts in different roles, such as timekeeper, scorekeeper, statistician, and penalty box attendant. Although each of these roles were different, having the opportunity to change roles enabled me to never be bored or feel as if my volunteer work was mundane. For instance, the role of statistician required a high level of attention and engagement in the game as key stats needed to be recorded, such as shots on goal, scoring chances, and penalties. In contrast, being the penalty box attendant required less attention in the game as the characteristics of this role were limited to opening and closing the doors of the penalty box. Nevertheless, these roles at the scoring table enabled me to have a front row seat to the competition and the action taking place.

Despite assuming multiple roles at the scoring table, my favorite role was as the announcer. Not only was I succeeding in this role, it also came with some neat perks. For instance, being the announcer allowed me to pump up and excite the hometown crowd during Ottawa Capitals games. For example, the hometown team was trailing Calgary in the semifinal game by one goal. Suddenly, our hometown team scored and an opportunity presented itself to make a more exciting in-game announcement. With my microphone in hand, my

announcement began with "Allllright Capitals fans, let's hear you now louder than ever!" As my announcement was heard, the spectators began to sound their cow bells and noise makers. The noise was deafening, but my announcement continued with a mention of the goal scorer, assists, and time of the goal.

Following an unfortunate and heartbreaking loss, our hometown team made its way off the playing surface. On my way to grab a refreshment before my next shift, Ida made her way towards me and complimented me on my voice, my excited, and the quality of the announcements. It sure felt great to be congratulated for a job well done by the event leader. While recognizing my efforts, Ida also asked me to assume the role of live play-by-play commentator for the second semifinal game and bronze medal game as one of our volunteers had to leave for an emergency. Filled with excitement, my acceptance was greeted with relief and appreciation from Ida. After accepting this new role, a feeling of excited filled my body and I began to make my way over to the media room. Once arrived at the media room, Gisèle, another fellow event volunteer, welcomed me and provided another binder with operational details for my new role, such as the pregame announcements, team rosters, and postgame announcements.

As game time approached, the feeling of nervousness from my first shift as an announcer began to instill itself again. Given that the broadcast was being streamed live online across Canada, mistakes were certainly something that needed to be avoided. Then, with my headset on our producer gave us the green light and we went live with the broadcast. As the broadcast began and my pregame announcements were made, such as mentioning the sponsor of the game and the teams playing, a familiar feeling of confidence filled my body as I really got into the flow of the things and the game itself. The game continued and my description of the play seemed flawless as my pronunciation of player names was well done and additional insights or anecdotes related to game were provided (e.g., scoring leaders of the event) during the broadcast. As the broadcast went on, my reliance on the notes and team rosters to reference player names was decreasing and my live call of the game felt professional and well-delivered. This made me realize

that my performance in this role was high and my confidence was through the roof! After finishing the live call of the game and taking my headset off, Gisèle turned to me, gave me a big high-five and she proceeded to tell me: "you're a natural at this, amazing job!"

As can be seen from the above journal excerpt, I was successful in my assigned role of being an announcer at the scoring table during the implementation mode. My positive performance as announcer was demonstrated when I provided clear messages over the sound system to the spectators regarding pregame, in-game, and postgame announcements, and the recognition received from the other volunteers. I was able to add excitement by raising my voice or overpronouncing certain words during announcements, such as "*gooooalllll.*" Such actions appeared to please the spectators, as they applauded, high-fived their fellow fans, and used their noisemakers proudly. Specific to the spectators, I enjoyed seeing spectators' reactions as I made certain announcements, and especially when I had the chance to be the announcer for the hometown team's games. These sources of recognition, which originated from my fellow volunteers and spectators, were important factors to support my successful performance in my assigned role as announcer.

This feeling of success was also demonstrated when the event leader (i.e., Ida) decided to promote me to be a play-by-play commentator for one semifinal game and the bronze medal game. This promotion was satisfying, as it was based on my good performances as an announcer and additional roles at the scoring table. Specific to my role as play-by-play commentator, I felt I performed well because I described the action of the play, offered insight from my knowledge of power wheelchair hockey and ice-hockey, and incorporated my color commentator (i.e., Gisèle) into the call of the game. I was also pleased to receive positive feedback during the game from my fellow commentator (e.g., giving me thumbs up or encouragement during breaks in the live broadcast), which reinforced my feeling of success and satisfaction.

Although my main assigned role was as announcer, I also had the opportunity to assume additional roles within the scoring table division, such as timekeeper, statistician, and penalty box attendant. Having the opportunity to have a diverse

set of roles contributed to my satisfaction, as it minimized the possibility of one role being mundane. In addition, the diversity of roles enabled me to use skills I had acquired from my previous volunteer experiences as a member of the off-ice officials at numerous provincial-level hockey and basketball championships. The roles I assumed during the event were similar to those from my previous experiences, which I found satisfying because it ensured a certain level of confidence. Therefore, the diversity of roles was important for my satisfaction during my volunteer experience.

The feelings of success in my assigned roles and the diversity of roles I played, which represented sources of satisfaction, positively impacted my volunteer experience, as I felt important to the event's success. For instance, I realized the quality of my work at the scoring table, such as when I was the announcer, had an impact on how stakeholders (e.g., players, coaches, spectators, sponsors, and volunteers) would perceive the event. Therefore, a positive volunteer satisfaction (in relation to the success and diversity of my assigned roles) resulted in a positive perception towards my volunteer experience.

Sense of Community: Impetus for Commitment, Motivation, and the Volunteer Experience

Once the volunteer shirts were taken out of the box and handed to us, we all loved them and wanted to put it on right away. The bright electric blue color and large print of the event's logo on the front coupled with the word "volunteer" on the back created a feeling of excitement among my fellow volunteers and myself. As we all got changed and put on our volunteer shirts, a feeling of connectedness and identity instilled itself. My fellow volunteers appeared to embody the identity and rally around the matching shirts as we started to call ourselves the "blue shirts" or the "blue team." This identity was special as all of the volunteers could relate to it and enabled us to feel as though we were all part of the same team. As the event started and continued over the next few days my fellow volunteers continued to reinforce this identity. For instance, Maya would pass by the scoring table every morning and instead of saying our individual names, she would always say "Hey, blue team, how

is everyone doing this morning?" The camaraderie and identity among my fellow volunteers created an environment in which we felt as though we were a team and working towards a common goal. This feeling made me feel euphoric and grateful to be part of this amazing group of volunteers.

The team-oriented nature of the volunteers created a family-like environment as we all felt comfortable with one another and offered to take on additional roles or help whenever needed. We were truly working together as a unit and not as individuals. The activism of my fellow volunteers was on full display during the event. For example, during the first day of the event I was working my second shift as an announcer and no one was positioned as the penalty box attendant. Before making a call to our volunteer coordinator, I noticed that Richard, a fellow volunteer who was actually on his break, ran over from the other side of the gymnasium and assumed the role of penalty box attendant for the entire game. This type of behavior by my fellow volunteers was contagious and influenced me to assume additional roles (e.g., live play-by-play commentator) or help out in any way possible.

Along with identifying with our matching shirts and the activism of the volunteers was also a strong identity towards the hometown team: the Ottawa Capitals. By identifying with the hometown team, the volunteers created a strong sense of belonging as we all supported the hometown team during their games and throughout the event. These volunteers, including myself, live and breathe through the success of the Capitals. We often had conversations during our breaks about our team's chances to win the national title, and their upcoming tournament games. Talking with the other volunteers about our hometown team was enjoyable and made me feel more connected to my fellow volunteers as many of them had children or relatives on the team. The identity towards our hometown team was so strong that many of my fellow volunteers would wear jerseys used in previous years to display their identity and loyalty to the Ottawa Capitals. A vivid memory of this identity and loyalty during the event was when Matty and Justin, both fellow volunteers, were cheering loudly with their noise makers and screaming instructions to players, such as "Pass it up Erin, pass it up" or "Shoooooooooot," Other volunteers also sat in the stands during their breaks

and cheered loudly during Ottawa Capitals games. One instance occurred where Matty, who was sitting next to me at the scoring table, and Gisèle, who was on her break and sitting in the stands across from the scoring table, started to exchange horns blasts and led a Capitals themed cheer. This behavior influenced me as I chewed my nails during games or smacked the scoring table when a scoring chance occurred.

In this theme, a relationship between sense of community, commitment, motivation, and the volunteer experience is demonstrated. Such a relationship is based on the impact of a strong sense of community among the volunteers, which was characterized with (a) common identities, (b) relationships, and (c) the behavior of the volunteers.

Common identities were seen and were found to be important for the sense of community. For example, each volunteer was given matching electric blue shirts, which had the event logo on the front, and an identifier of "volunteer" on the back. The presence of matching shirts created a common identity for me in order to establish relationships with the other volunteers. Additional points of identity demonstrated by volunteers were towards the sport of power wheelchair hockey and the hometown team. This was illustrated by some volunteers wearing jerseys of our hometown team during their games and watching the game attentively in comparison to other tournament games. The strong identity towards the hometown team had an impact on my own behavior, as I also started to cheer for the hometown team during their games, and became invested in their performance at the event.

During the event, I was also able to foster the relationships I had established with volunteers from my involvement in the planning mode. I was also able to create new relationships with volunteers who joined the workforce for the implementation mode. Although the introduction of new volunteers into the original volunteer group might have created a potential issue for the established sense of community, the inclusiveness, positive environment (e.g., caring for one another, activism of volunteers), and common identities between volunteers allowed everyone to feel like we were all part of one big family.

The behavior of the other volunteers further contributed to my sense of community as everyone was willing to help with additional informal tasks and assume additional formal tasks during the implementation mode. Such behaviors among the volunteers created a positive and communal work environment. This environment was characterized with an implicit cultural norm within the volunteer group to be active and engaged during the event.

Sense of community, which is associated with the common identities, relationships, and behavior of other volunteers, positively impacted my (a) commitment, (b) motivation, and (c) volunteer experience. First, an emotional attachment was created towards the other volunteers because of the common sources of identity. More specifically, I felt as though I had established common identities towards the hometown team (i.e., local power wheelchair hockey team hosting the 2017 CEWHA Nationals) and the event, which were also seen among the other volunteers. For instance, the strong identity towards the hometown team had an impact on my own behavior, as I also started to cheer for the hometown team during their games and became invested in their performance at the event. Further, my identity towards the hometown team was only established during the event as I had no interactions with players and/or coaches until my experience during the implementation mode. As such, the positive sense of community among the volunteer group enabled me to feel connected on an emotional level.

Second, my motivation was impacted by the behavior of other volunteers. More specifically, the activism, energy, and involvement of the other volunteers fostered a stronger desire to contribute to the event (e.g., perform in my assigned roles). For example, the other volunteers displayed initiative and a will to assume additional formal and informal roles, as well as often put the needs of the event before their own. This type of behavior among my fellow volunteers influenced me to want to also offer to help during my breaks or assume additional roles when needed (e.g., play-by-play commentator). Thus, motivation was impacted by sense of community, which was associated with the behavior of other volunteers (e.g., activism).

Finally, my volunteer experience was enhanced by a sense of community, as I felt as though I was valued, cared for, and a complete member of the volunteer group. Such a perception was associated with the relationships I had established and
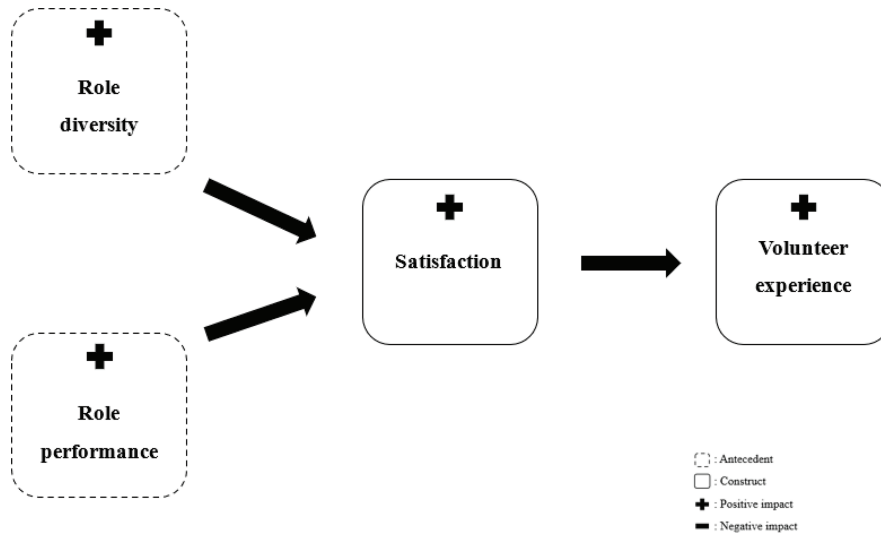
Figure 2. Relationship between satisfaction and volunteer experience constructs.

developed with the other volunteers. These relationships enabled me to feel like I was part of one big family so-to-speak as each volunteer was important to one another and I was able to create connections with other volunteers based on common interests.

Discussion and Conclusions

In this section, the theoretical analysis of the results according to the conceptual framework and relevant literature is presented. This includes the two sets of identified relationships (see Figs. 2 and 3) from the implementation mode. Contributions, limitations, and future directions conclude the paper.

Satisfaction and the Volunteer Experience

The identified relationships between satisfaction and the volunteer experience in the implementation
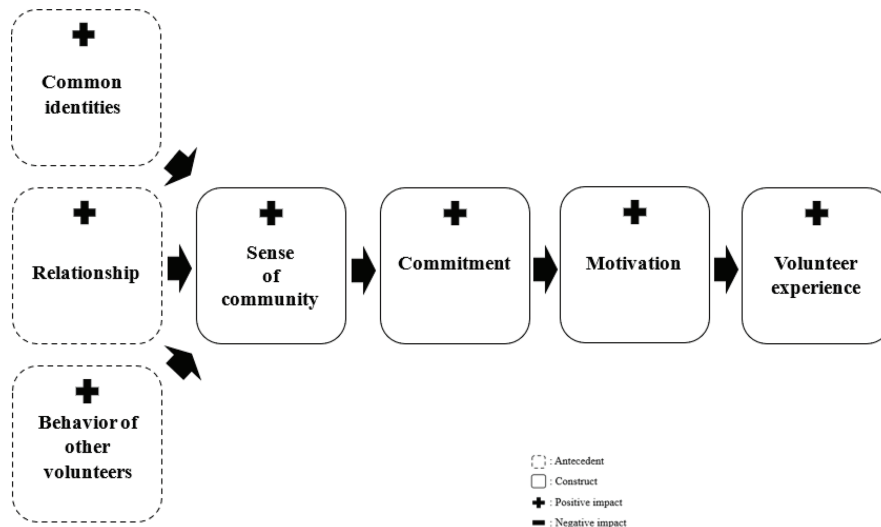

Figure 3. Relationship between sense of community, commitment, motivation, and volunteer experience constructs.

mode is consistent with previous accounts in the sport event volunteer literature (e.g., Farrell et al., 1998; Lachance & Parent, 2020; Lamb & Ogle, 2019). Compared to a negative relationship between satisfaction and the volunteer experience discussed in the planning mode (Lachance & Parent, 2020), a positive relationship between these two constructs was found in the implementation mode.

Specific to role-related factors, past studies have discussed its relationship with satisfaction, such as demographic information (e.g., Skirstad & Hanstad, 2013), differences in types of assigned roles (e.g., volunteer referees and judges; Allen & Bartle, 2014), role identity (e.g., Fairley et al., 2014), role design (e.g., Neufeind et al., 2013), and role ambiguity (e.g., Rogalsky et al., 2016). But few researchers have discussed its relationship with constructs related to the volunteer experience (exceptions include Lachance & Parent, 2020; Lamb & Ogle, 2016, 2019). The two identified role-related factors in this study should be regarded as antecedents to the relationship between satisfaction and my volunteer experience. This finding is consistent with claims in which (a) role performance (e.g., Rogalsky et al., 2016) and (b) role diversity enhance the relationship between satisfaction and the volunteer experience (e.g., Jamison, 2003; Lamb & Ogle, 2019), rather than inhibiting it (Lamb & Ogle, 2016).

First, the positive impact of role performance on satisfaction and the volunteer experience reiterates previous claims in the sport event volunteer literature (e.g., Rogalsky et al., 2016). Through a theoretical model of role ambiguity, Rogalsky et al. (2016) found role performance and role satisfaction predicted overall satisfaction with the volunteer experience during the implementation mode. Despite this discussed relationship, the previous study did not provide a conceptual basis for the volunteer experience construct and, instead, measured it through the overall satisfaction of the volunteers.

In this study, a successful performance in my roles positively impacted satisfaction and my volunteer experience. This finding differs and extends findings from Rogalsky et al. (2016) as (a) role satisfaction was not identified, instead being discussed according to the satisfaction construct in this study, which (b) provides evidence for role performance as an antecedent to the relationship between satisfaction and the volunteer experience.

Second, the ability to assume multiple roles enabled me to (a) use my previously developed skills and (b) avoid mundane roles. In comparison to the negative experience of volunteers who assume a single role over multiple days of the event (cf. Lamb & Ogle, 2016), findings from this study demonstrate the importance of offering volunteers the opportunity to assume multiple roles given the positive impact on two constructs: satisfaction and volunteer experience. As such, compared to large- and mega-sport events (cf. Kerwin et al., 2015), we argue the context of this study, small- and medium-sized scale sport events with a small-sized volunteer workforce, have a greater ability to promote role diversity and enhance volunteers' satisfaction and experience.

Sense of Community, Commitment, Motivation, and the Volunteer Experience

Despite receiving less attention in comparison to motivation or satisfaction in previous sport event volunteerism research (E. Kim & Cuskelly, 2017), sense of community appears to be an important construct given its impact on (a) commitment, (b) motivation, and (c) the volunteer experience. This relationship reiterates previous claims regarding the importance of sense of community (e.g., Costa et al., 2006; Kerwin et al., 2015; Lachance & Parent, 2020). Similar to Lachance and Parent's (2020) findings, relationships, common identities (i.e., blue team and the hometown team), and a family-like environment created an emotional attachment towards the volunteer group (i.e., commitment), which led to a will to contribute to the event (i.e., motivation) and positive perception towards my experience as a volunteer. Further, the presence of these sources of identities, such as the uniforms and the hometown team, reiterates its importance within the event volunteer culture, as it enables relationships and connections to be established (cf. Kodama et al., 2013; Kristiansen et al., 2015).

Despite these similarities with past research, different sources of identity were found in the implementation mode compared to those found in the planning mode (cf. Lachance & Parent, 2020). For instance, volunteers identified with (a) the uniforms and (b) the Ottawa Capitals during the implementation mode of the event life cycle in comparison

to identifying with the sport and the event in the planning mode (e.g., Lachance & Parent, 2020). During the implementation mode, matching uniforms enabled the volunteers to have a clear common identity. This is not the case in the planning mode as matching uniforms are not demonstrated (e.g., Lachance & Parent, 2020). Similarly, having the presence of the hometown team during the implementation mode created an additional source of identity as volunteers wore hometown jerseys during games and showed interest in their performance. As the hometown team was selected only weeks before the event, this source of identity is only demonstrated in the implementation mode as opposed to sources of identity discussed in the planning mode (e.g., Lachance & Parent, 2020). The presence of these identities, albeit as different as they are from those discussed in the planning mode, were reinforced during my volunteer experience, and reflected my own identity as well. As such, identities remained an important facet in the volunteer experience during the implementation phase, which further highlights the importance of social related factors within sport event volunteerism research (Kerwin et al., 2015; Kodama et al., 2013; Kristiansen et al., 2015; Lachance & Parent, 2020).

An additional point of discussion regarding sense of community is the behavior of the other volunteers during the event. Given that the other volunteers were very engaged in their roles and helped whenever needed, a positive and inclusive group environment was created. Such an environment was characterized by friendliness among volunteers as interactions were positive and based on common identities (e.g., personal interests), and relationships were established between volunteers. While previous research on volunteers has demonstrated the potential negative impacts of being excluded from groups (e.g., Whittaker & Holland-Smith, 2016), findings in this study demonstrate the importance of having a positive environment among sport event volunteers to enhance sense of community (cf. Costa et al., 2006; Kodama et al., 2013; Kristiansen et al., 2015; Lachance & Parent, 2020).

Within this relationship, satisfaction appears to be unrelated to sense of community, motivation, or commitment (cf. Costa et al., 2006). Although these findings are consistent with Lachance and Parent (2020), as they further illustrate the presence of motivation within this relationship, the absence of satisfaction differs from previous claims in which satisfaction was indirectly impacted by sense of community through commitment (e.g., Costa et al., 2006). This contradicts previous findings in which the relationship between satisfaction of sport event volunteers and their experience was associated with social factors (e.g., connecting with other volunteers; Allen & Shaw, 2009; Farrell et al., 1998) or volunteer culture (e.g., identities; Kodama et al., 2013). A potential explanation for this is that satisfaction and the volunteer experience are associated with role-related factors, such as role ambiguity (e.g., Rogalsky et al., 2016) or role performance (e.g., Lachance & Parent, 2020), as opposed to sense of community (e.g., Costa et al., 2006). Nevertheless, this supports previous claims regarding the absence of a relationship between satisfaction and sense of community (e.g., Lachance & Parent, 2020).

Based on the identified relationship and analysis above, sense of community is an important facet to consider when discussing a holistic understanding of the volunteer experience given its impact on three constructs (i.e., commitment, motivation, and the volunteer experience), while the inability to identify satisfaction in this relationship contests previous claims (e.g., Costa et al., 2006). As such, research on sport event volunteers should focus on the relationship between role-related factors and the two impacted constructs (i.e., satisfaction and the volunteer experience) in addition to the relationship between satisfaction and socially related factors (e.g., identities, culture) or constructs (e.g., sense of community).

Theoretical Contributions

First, the two identified relationships between the examined constructs in this study extend the work of Lachance and Parent (2020), as a holistic understanding of the volunteer experience should be considered in relation to satisfaction, motivation, commitment, and sense of community. The identification of two relationships demonstrates the need for researchers to consider the examined constructs in this study to gain a holistic understanding

of the volunteer experience. These relationships were highlighted through Lachance and Parent's (2020) conceptual framework, which enabled for theoretical analysis to occur during my experience in the present study. Such an analysis, and transferability of the conceptual framework in multiple modes of the event life cycle, further demonstrates its scientific utility (cf. Corley & Gioia, 2011) to understand the sport event volunteer experience. However, and specific to the mode of this study (i.e., implementation mode), findings extend those of Lachance and Parent (2020) as both similarities (e.g., relationship between sense of community, commitment, motivation, and my volunteer experience) and differences (e.g., two different sources of identity that are not necessarily present in the planning mode) in the relationships between constructs were identified.

Second, this study advances knowledge related to the experience of sport event volunteers during the implementation mode of the event life cycle. As certain contingencies change from mode to mode during an event's life cycle (e.g., increase in assigned roles), this study provides useful knowledge for sport event volunteer researchers: it supports the importance for event life cycle modes to be considered as a potential contingency factor within the relationship between satisfaction, motivation, commitment, sense of community, and the volunteer experience. This was associated with the findings of this study where assuming additional roles and having role diversity led to a positive impact of satisfaction on my volunteer experience in comparison to having one assigned role during the planning mode of the event life cycle (cf. Lachance & Parent, 2020). As such, it is imperative for future sport event volunteer experience studies to be grounded in and consider the event life cycle mode as a contingency factor (e.g., planning mode, implementation mode, and wrap-up mode; Parent & Smith-Swan, 2013).

Practical Contributions

From my experience as a para-sport event volunteer, two practical contributions for event managers are discussed. First, the ability to undertake a diversity of roles positively impacted on satisfaction and my volunteer experience. In an era of decreasing volunteer numbers, such a strategy can be invaluable for event managers to retain volunteers and positively impact the overall event experience for all stakeholders. Event managers should attempt to have volunteers assigned to a specific division of the event (e.g., scoring table), but work multiple roles within their respective division (e.g., announcer, timekeeper, and statistician).

Second, given the importance of sense of community, event managers should focus on creating opportunities for their volunteers to develop common identities. Such identities can be created via formal strategies (e.g., having matching uniforms), or informally, such as having the opportunity for volunteers to establish relationships and find common identities during their experience. For instance, I was able to establish a common identity towards the hometown team through interactions and relationships I had fostered with the other volunteers. An additional factor for event managers to consider is the importance of having a positive and inclusive group environment for its volunteers. Such a positive and inclusive environment is needed to enhance sense of community during the volunteer experience. To establish such an environment, event managers should offer opportunities for volunteers to develop relationships and common identities. For instance, these relationships and common identities can be created during the volunteer training sessions, such as enabling volunteers to learn about each other (e.g., ice-breaker activities, social activities), or during the event (e.g., creating opportunities for volunteers to work in teams or divisions rather than assuming roles that promote little interaction or collaboration with other volunteers).

Limitations

The present study's findings are, of course, specific to my volunteer experience, which included lower-level roles in the organizing committee structure (e.g., scoring table division) and a specific context (i.e., small-scale para-sport event). Linked to the autoethnographic approach, my experience is influenced from my own values, assumptions, and past experiences as a volunteer in sport. Although this speaks to the subjective aspect highly valued in autoethnographies, the transferability of these

findings can be questioned as it values subjectivity over objectivity. Despite this potential issue, it is important to consider the difference in terminology, such as reliability and generalizability, within auto-ethnographies. For instance, autoethnographies are not validated via sophisticated statistical models or attempt to generalize findings. Instead, they should be evaluated by how readers compare "their lives to ours, by thinking about how lives are similar and different and the reasons why, and by feeling that the stories have informed them about unfamiliar people or lives" (Ellis et al., 2011, p. 282). This study's findings also supported or extended existing literature—research conducted using different methodologies.

Future Research Directions

Based on the above discussion, contributions and limitations, more research is needed to move towards a holistic understanding of the volunteer experience. Notably, the transferability of the findings from this study, such as the identified relationship and application of the conceptual framework, should be pursued. These future examinations could enable increased scientific utility (e.g., Corley & Gioia, 2011) of the findings and conceptual framework to understand the volunteer experience beyond the context of a small-scale para-sport event. As such, additional research within and outside the para-sport event context (i.e., able-bodied) should be conducted in different small as well as larger events. Future research could also explore the transferability of the conceptual framework and findings from this study among different types of volunteers, such as core and peripheral volunteers (e.g., Ringuet-Riot et al., 2014) or virtual volunteers (e.g., Lachance, 2021), to better understand the volunteer experience.

Next, future research on the volunteer experience should be conducted in the wrap-up mode of the event life cycle. Not only is this mode neglected in sport event volunteerism research as the majority of studies are conducted in either the planning or implementation modes, little is known about the volunteer experience following the completion of the event. For instance, researchers could examine how the volunteer experience and its four-related constructs are impacted by factors in the wrap-up mode (e.g., report writing, closure of financial accounts related to the event, and leaving the organizing committee once operations are finished).

The application of autoethnographies in future sport event volunteerism research is also encouraged, as the front-line insights and subjective feature of this approach enables previous research to be challenged in regard to refining and further understanding the relationships between constructs and conceptualization of phenomenon (e.g., volunteer experience). For instance, future research should seek to explore alternative stories (e.g., negative role performance, exclusionary volunteer group) in comparison to mine as discussed in this study. These alternative stories would be fruitful to further explore and refine our understanding of the volunteer experience by providing critical perspectives. Further, the recent uptake in autoethnographies within event studies (e.g., Hoeber & Kerwin, 2013; Holloway et al., 2010) and research pertaining to sport event volunteers (e.g., Kodama et al., 2013; Lachance & Parent, 2020; Sadd, 2018) bolsters the importance of this future direction.

Given the importance of sense of community in this study, future research should be conducted on additional social-related factors (e.g., relationships, networking, camaraderie, culture, team and social world, identities). These social-related factors could be examined as antecedents to sense of community to better understand the volunteer experience. For instance, research could examine the relationship between the team and social world (e.g., Farrell et al., 1998; Stebbins, 1993, 1996) and sense of community as it relates to the volunteer experience. Further, future research could compare sources of identity among sport event volunteers at different modes of the event life cycle (e.g., planning versus implementation). Such changes in identity between modes (e.g., development of identity in planning mode versus uniforms in implementation mode) could assist in the understanding of the role of different antecedents on sense of community and the volunteer experience.

Finally, future research on sport event volunteers can apply additional models to the conceptual framework used in this study. For instance, future research could seek to understand the relationship between the four constructs and the volunteer

experience on a longitudinal basis by applying Bussell and Forbes' (2006) volunteer life cycle. Such research would move current cross-sectional examinations of the volunteer experience to be understood on a long-term basis.

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