

**South African host city volunteers' experiences of the 2010  
FIFA World Cup South Africa™**

**by**

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**A mini-dissertation submitted in partial fulfilment of the  
requirements for the degree**

**MA (Counselling Psychology)**

**in the Department of Psychology at the**

**UNIVERSITY OF PRETORIA**

**FACULTY OF HUMANITIES**

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**July 2012**

## ABSTRACT

The 2010 Fédération Internationale de Football Association's (FIFA) World Cup (WC) would be the first time that a FIFA WC would be hosted on the African continent. This study was aimed at describing the South African City of Tshwane (COT) general volunteers' experiences of volunteering at the 2010 FIFA WC. The FIFA Volunteer Programme consists of two groups of volunteers: Local Organising Committee (LOC) volunteers and each Host City (HC) volunteers. The COT volunteers are HC volunteers from the Tshwane Metropolitan Area (TMA). Volunteers are active in a variety of different contexts, namely in the community, volunteers at sport clubs or schools and also at mega sport events. Volunteers make it possible to host a mega sport event because they provide their time and effort without expecting remuneration or they receive a stipend amount.

The existing literature of volunteers at mega sport events investigated what motivated volunteers to participate as well as how satisfied the volunteers were with the experience. The aim of this study was to describe COT general volunteers' experiences of preparing (preparation phase) for the 2010 FIFA WC; COT general volunteers' experiences during (participation phase) the 2010 FIFA WC, as well as the South African COT general volunteers' experiences on their involvement (reflection phase) at the 2010 FIFA WC was described. The methodology employed in this study was Descriptive Phenomenology and the Duquesne Phenomenological Research Method was used to analyse the material. The differences between Descriptive Phenomenology and Interpretive Phenomenology were described. The material consisted of a written account as well as an interview, which was based on the essences that were portrayed in the written accounts. There were five participants — three spectator services volunteers and two rights protection volunteers. All of the participants were female.

The findings of this study were divided into the preparation phase, participation phase and the reflection phase. In the preparation phase the COT general volunteers described two essences namely, the application process and training. In the participation phase the COT general volunteers experienced four essences namely, the working of shifts, interaction with volunteers, interaction with supervisors

and lastly interaction with tourists. In the reflection phase the volunteers described two experiences, growth and value. This research project contributes to sport psychology because this study describes the experiences of volunteers at the 2010 FIFA WC.

**Key words:**

Descriptive Phenomenology

Duquesne Phenomenological Research Method

2010 FIFA World Cup South Africa<sup>TM1</sup>

Mega Sport Events

Mega Sport Event Volunteers

Interpretive Phenomenology

Sport Psychology

South Africa

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<sup>1</sup> Although “2010 FIFA World Cup South Africa<sup>TM</sup>” is an official trademark, the term “2010 FIFA WC” will be used for the purpose of this study.

## ACKNOWLEDGEMENTS

I am very grateful to a number of people who have stood by me and assisted me during this experience. I would like to thank the following people:

Prof. L.H. Human my supervisor, thank you for making this research project a learning experience. Thank you for your guidance and for playing a role in my professional as well as personal development.

To my husband, Danie, who shared this experience with me: from driving me to the participants of this study, to motivating me when I was stuck and right up to the end. Thank you for your patience, effort and understanding. You supported me all the way.

My colleagues and friends, Danie Breedt, Lisa Dennison and Stephen van Niekerk. Thank you for all the support, the jokes and the advice.

Thank you to my family for the interest you took in this experience and the support that you provided.

To the five participants for being willing to take part in this study and sharing your experiences with me.

To Emil Nothnagel, Manager of the City of Tshwane Volunteer Programme. Thank you for your support in terms of speaking to the volunteers and with answering all my questions.

## ABBREVIATIONS

| <b>Abbreviation</b> |           | <b>Description of Abbreviation</b>                |
|---------------------|-----------|---|
| AIS                 | Chapter 1 | Academic Information Services                     |
| COT                 | Abstract  | City of Tshwane                                   |
| COT WCVF            | Chapter 3 | City of Tshwane World Cup Volunteer Programme     |
| DPRM                | Chapter 2 | Duquesne Phenomenological Research Method         |
| FIFA                | Abstract  | Fédération Internationale de Football Association |
| HC                  | Abstract  | Host City   |
| IPA                 | Chapter 2 | Interpretive Phenomenological Analysis            |
| LOC                 | Abstract  | Local Organising Committee                        |
| MA                  | Chapter 1 | Master of Arts                                    |
| SA                  | Chapter 1 | South Africa                                      |
| SE                  | Chapter 1 | Sport Event                                       |
| TMA                 | Abstract  | Tshwane Metropolitan Area                         |
| UK                  | Chapter 1 | United Kingdom                                    |
| UP                  | Chapter 1 | University of Pretoria                            |
| USA                 | Chapter 1 | United States of America                          |
| WC                  | Abstract  | World Cup   |

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## **CHAPTER 1**

### **BACKGROUND**

#### **Introduction**

In this chapter the context of the study is explored. This context involves enunciation of a brief history of FIFA, South Africa's (SA's) bid to host the 2010 FIFA WC and the 2010 volunteer process. The chapter proceeds with a discussion of the research questions, the goals of the study, as well as the motivation for this study.

#### **1.1 CONTEXT**

##### **1.1.1 Fédération Internationale de Football Association**

FIFA was established on 21 May 1904 in Paris and French was recognised as the official language. It was established due to a need for an international football event. The first football associations to join included France, Belgium, Denmark, Netherlands, Spain, Sweden and Switzerland. The English association was reluctant to join, eventually joining in 1905. South Africa joined FIFA in 1909. During the early years of FIFA, statutes were implemented and an executive committee was appointed with Robert Guerin as the first FIFA president. In 1908 football was an event at the London Olympic Games. The new sport was not accepted warmly and the organisation of the event was a failure.

The 1912 Stockholm Olympic Games was an improvement on the previous Olympic Games, but there were still problems with the organisation of the event. The executive committee under Guerin was under pressure and a new executive committee was formed. Daniel Burley Woolfall was appointed as the new president of FIFA. Woolfall was credited with the development and implementation of the "Laws of the Game". Some of these laws are still adhered to today. FIFA continued to host the football championships under the Olympic Games until 1928 (Fédération Internationale de Football Association [FIFA], 2010).

As the organisation of FIFA improved during its participation in the Olympic Games, FIFA was motivated to host its own international football event. On 28 May 1928 the decision was made by the executive committee to host the first FIFA WC. The host of the first FIFA WC was Uruguay and it was held in 1930 in Montevideo. The 1930 FIFA WC introduced a new era for football as FIFA showed that they were capable of hosting a world championship independent from the Olympic Games. The first FIFA WC was a success, but Europe was in an economic crisis and only four European teams participated in that FIFA WC. Uruguay was not pleased and they refused to defend their title at the 1934 FIFA WC.

Italy was chosen as the host for the second FIFA WC, in which qualifying matches were played and 16 teams participated. The 1934 FIFA WC was the first time that an African team, namely Egypt, participated in the FIFA WC. There were only knock-out games. In 1942 the fourth FIFA WC should have taken place, but due to World War II it was postponed. The next FIFA WC took place in 1950 with Brazil as the host. The Olympic Games and the FIFA WC are currently recognised as mega events due to the large scale of the event, the international attention that a host nation receives during these mega events, as well as the atmosphere of the event (Cornelissen, 2008; FIFA, 2010; Horne & Manzenreiter, 2006; Van der Merwe, 2009). By 1955, FIFA had grown to include 85 members. It is a private institution and relies on the profit made during a FIFA WC to sustain it for the next four years. The 1982 FIFA WC held by Spain included 24 teams. The FIFA WC held in 1998 included 32 teams to increase the various countries chances of participating in the FIFA WC. Sepp Blater was elected as the new president of FIFA in 1998 and he has been in office for twelve years. In 2003 FIFA named SA as the host for the 2010 FIFA WC (Fédération Internationale de Football Association [FIFA], 2003; FIFA, 2010).

### **1.1.2 2010 FIFA World Cup South Africa™**

After SA's first unsuccessful bid to host the FIFA WC in 2006, SA bid again to host the 2010 FIFA WC. Early in 2003 the South African government and the South African Football Association showed their support towards the successful staging of the 2010 FIFA WC. The bidding committee had valid arguments, regarding hosting the 2010 FIFA WC in SA, namely that SA has the best stadia in Africa and SA has a

stable economy. Furthermore SA is no stranger to hosting international events. Examples include the 1995 Rugby WC, the Africa Cup of Nations in 1996, as well as the 2003 Cricket WC. SA made the final proposal on 15 May 2003. Nelson Mandela referred to SA as a committed and united country. SA received the winning number of 14 votes. After SA won the bid, the challenge of hosting the 2010 FIFA WC began. Although many of the existing stadia were going to be used during the 2010 FIFA WC, many of the stadia had to undergo upgrades. New stadia were also to be built. The infrastructure of the South African roads had to be improved in order to accommodate the thousands of expected tourists (FIFA, 2003). The 2010 FIFA WC began on 11 June 2010 and ended on 11 July 2010. There were nine host cities during the 2010 FIFA WC namely, Cape Town, Durban, Johannesburg, Mangaung (Bloemfontein), Nelson Mandela Bay (Port Elizabeth), Nelspruit, Polokwane, Rustenburg and Tshwane (Pretoria). There were 15 000 Sport Event (SE) volunteer positions that needed to be filled for the 2010 FIFA WC. SE is a broad term that consisted of LOC and HC volunteers. The LOC and HC volunteers were further divided into general and specific volunteers (see Figure 1.1).<sup>2</sup>

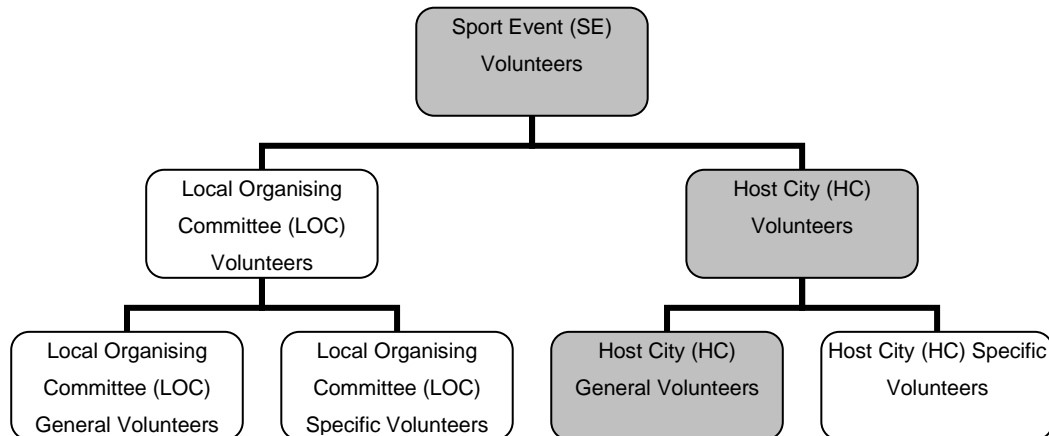


Figure 1.1 2010 FIFA World Cup South Africa™ Volunteers

<sup>2</sup> The participants in this study (grey blocks), were HC general volunteers, called the COT general volunteers, who did their volunteer work in the TMA.



### **1.1.3 2010 FIFA World Cup South Africa™ Volunteers**

#### **1.1.3.1 Definition of a Volunteer**

A volunteer can be described as someone who makes a decision to engage in an activity and in doing so sacrifices his/her time and financial compensation. The volunteer participates in the activity in order to benefit the community as well as him-/herself (Clohesy, 2000; Cnaan, Handy & Wadsworth, 1996).

#### **1.1.3.2 Recruitment of Volunteers**

In order to recruit volunteers, the LOC advertised on radio, television, the Internet and in newspapers across SA. The volunteer applications for the 2010 FIFA WC opened on 20 July 2009 and the applications closed on 31 August 2009. This was the only opportunity for people to apply to become a volunteer. No extension of the period was permitted. People could also visit the access venues situated in all of the host cities to complete the volunteer application process. People from overseas who wanted to apply and work as volunteers at the 2012 FIFA WC, did so through the Internet. The information regarding the access venues were provided on FIFA's website (Fédération Internationale de Football Association [FIFA], 2009).

FIFA reported that they received 67 999 applications from 170 countries. Johannesburg had the most applications with a total of 16 280 applications. Tshwane (Pretoria) had a respectable 8 496 applications, while Nelson Mandela Bay (Port Elizabeth) received 7 365 and Cape Town 5 998 applications. Durban had 5 148, Nelspruit 5 781, Polokwane 5 503, Mangaung (Bloemfontein) 4 371 and Rustenburg 5 558 applications, which brought the total to 67 999 applications (FIFA, 2010).

Volunteer applications were not restricted to South Africans. Volunteers outside of SA showed an interest in being part of one of the biggest sporting events in the world. African countries such as Nigeria, Zimbabwe, Cameroon, The Democratic Republic of Congo and Lesotho sent in volunteer applications. Countries outside of

African borders included the United States of America (USA), Brazil and Italy (FIFA, 2010).

#### 1.1.3.3 Selection of Volunteers

The volunteers received a receipt to confirm their volunteer application for the 2012 FIFA WC. If the volunteer made the short list for the interviews, he/she was informed telephonically. The interview was necessary so that the organisers of the volunteer programme could establish the volunteer's language ability and to determine which of the functional areas best suited the volunteer's abilities. The overseas applicants underwent interviews via video conferencing. The interviews were conducted between November 2009 and January 2010. After the volunteers were selected, they were given information regarding the training that was required (FIFA, 2009).

#### 1.1.3.4 Types of Volunteers

The volunteers at the 2010 FIFA WC sport events were referred to as SE volunteers. FIFA's SE volunteers consisted of two main groups, namely LOC and HC volunteers (see Figure 1.1). Each of these groups was divided into general and specific volunteers. The LOC general volunteers were volunteers who worked at the stadiums and within all of the official event areas. The HC general volunteers were representatives of the respective host cities where they assisted spectators and tourists in the respective cities. Other areas in which HC general volunteers functioned include transport, media, rights protection services, spectator services and logistics. The other group of volunteers were referred to as LOC and HC specific volunteers, who were volunteers with expert knowledge and skills, for example, language and technology skills (FIFA, 2009). Each of the nine host cities had their own LOC and HC volunteers. This study explored the experiences of the COT general volunteers, as this group consisted only of South African volunteers. In terms of the available resources, the COT general volunteers were the practical choice because they lived in the same metropolitan area as the researcher. The COT general volunteers were also used in order to limit the financial costs of this study.

### 1.1.3.5 Training of Volunteers

The training of the COT general volunteers took place during March 2010 and April 2010. Volunteers in each of the functional areas were trained separately. For example, transport COT general volunteers were trained on a different day than the media service COT general volunteers. Each volunteer received a training manual to assist him/her in providing their respective volunteering service. Volunteers also participated in role play activities to ensure that they understood what was expected of them (FIFA, 2009). Volunteers are the people who work hard behind the scenes to make a sporting event a success (Allen & Shaw, 2009; Cuskelly, Hoye & Auld, 2006; Lockstone & Baum, 2009; Solberg, 2003). Therefore, this study will aim to describe the experiences of South African COT general volunteers during the 2010 FIFA WC (see Figure 1.1).

## 1.2 QUESTIONS

The primary research question for this research project was: “How did South African COT general volunteers experience volunteering at the 2010 FIFA WC?” As this study focused on COT general volunteers’ experiences before, during and after the 2010 FIFA WC, there were three secondary research questions pertaining to this research project.

### 1.2.1 Secondary Research Question 1

This research question focused on the experiences of COT general volunteers before (preparation phase) the 2010 FIFA WC. It was: “How did South African COT general volunteers experience the time before (preparation phase) the 2010 FIFA WC?”

### 1.2.2 Secondary Research Question 2

This research question focused on the experiences of COT general volunteers during (participation phase) the 2010 FIFA WC. It was: “How did South African COT

general volunteers experience the time during (participation phase) the 2010 FIFA WC?”

### **1.2.3 Secondary Research Question 3**

This research question focused on the experiences of COT general volunteers after (reflection phase) the 2010 FIFA WC and it was: “How did South African COT general volunteers experience the time after (reflection phase) the 2010 FIFA WC?”

## **1.3 GOALS**

### **1.3.1 Primary Goal**

The primary goal of this study is to describe the experiences of South African COT general volunteers regarding the 2010 FIFA WC.

### **1.3.2 Secondary Goals**

The secondary goals of this research project were:

1. Secondary Goal 1: To describe the experiences of South African COT general volunteers before (preparation phase) the 2010 FIFA WC.
2. Secondary Goal 2: To describe the experiences of South African COT general volunteers during (participation phase) the 2010 FIFA WC.
3. Secondary Goal 3: To describe the experiences of South African COT general volunteers after (reflection phase) the 2012 FIFA WC.

## 1.4 OBJECTIVES

The research objectives for this study include the following components:

1. Position: To provide a description of Descriptive Phenomenology, the research position of this study (Chapter 2).
2. Inquiry: To describe the research inquiry followed in the study, with specific reference to the research context, participants, material, quality and ethics. These aspects are all guided by the research position above, namely descriptive phenomenology (Chapter 3).
3. Project: To conduct the research project at the completion of the 2010 FIFA WC (11 July 2010).
4. Findings: To report the findings of the research project (Chapters 4-6).
5. Literature: To conduct a literature review, after the research project, on community volunteers, sport event volunteers, as well as mega sport event volunteers. This is done in accordance with Descriptive Phenomenology (Chapter 7) (Lopez & Willis, 2004)<sup>3</sup>.
6. Report: To finalize the report of this study.

## 1.5 MOTIVATION

### 1.5.1 Academic Motivation

The University of Pretoria (UP) delivers three Master of Arts (MA) programmes in Psychology namely, MA (Clinical Psychology), MA (Counselling Psychology) and MA (Research Psychology). The research was conducted according to the requirements of the MA (Counselling Psychology) programme, which is based on the researcher-practitioner model. The model consists of 50% researcher training and 50%

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<sup>3</sup> Within Descriptive Phenomenology a literature study is often not done, or either done after the research project. This is to bracket the researcher's previous knowledge about the phenomenon being studied, and allows the researcher to focus on the researched phenomenon (Lopez & Willis, 2004). This aspect is further detailed in Chapter 2 (See: 2.2.2.3).

practitioner training. The practitioner training consists of the following subjects: Fundamentals of Psychology (Core), Psychological Assessment (Core), Counselling Psychology (Core), as well as Sport Psychology (Elective) or Community Psychology (Elective). Therefore, a mini-thesis is required to successfully complete the MA (Counselling Psychology) programme (Department of Psychology, 2011). Lastly, the researcher has an interest in sport and therefore chose Sport Psychology as an elective and pursued a mini – thesis topic within the field of Sport Psychology.

## 1.5.2 Research Motivation

Besides the academic motivation for this study, it is also necessary to portray its research motivation. This will be done by reviewing research on community volunteers, followed by reviewing research on sport event volunteers, as well as mega sport event volunteers.

In the research overview the countries where the research was conducted, depicting the research methodology applied in these studies, giving a description of the participants in the various studies, as well as portraying the primary findings from these studies will be referred to.

### 1.5.2.1 Volunteers in Community Contexts<sup>4</sup>

Research on community volunteers, such as hospice, AIDS, as well as volunteers who work with people who are cognitively impaired, has been done in Australia (e.g., Beatty, Oxlad, Koczwara & Wade, 2008; Dolnicar & Randle, 2007; Pennington & Knight, 2008), Canada (e.g., Damianakis, Wagner, Bernstein & Marziali, 2007), Ireland (e.g., MacNeela, 2008), Israel (e.g., Haski-Leventhal, Ronel, York & Boaz, 2008), Japan (e.g., Murayama, Taguchi & Murashima, 2008), New Zealand (e.g., Rath, 2008), SA (e.g., Akintola, 2008), United Kingdom (UK)(e.g., Bradshaw, Mairs & Richards, 2006; Paterson, Reniers & Vollm, 2009) and the USA (e.g., Bruyere &

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<sup>4</sup> As this is a mini-thesis of limited scope, the researcher searched the “Ebscohost”, “ISI Web of Knowledge” and “Psychinfo” databases from 2006-2010 through the Academic Information Services (AIS) of the UP, for research in the field of Psychology on the experience of community volunteers.

Rappe, 2007; Finkelstein, 2008, 2009; Lundhal & Wicks, 2010; MacCorkle, Dunn, Wan & Gagne, 2009; Morrow-Howell, Hong & Tang, 2009; Smith, 2010).

Some of the studies were done using a quantitative methodology (e.g., Bruyere & Rappe, 2007; Dolnicar & Randle, 2007; Finkelstein, 2008, 2009; Lundhal & Wicks, 2010; Morrow-Howell et al., 2009; Murayama et al., 2008; Paterson et al., 2009), while other studies employed a qualitative methodology (e.g., Akintola, 2008; Beatty et al., 2008; Bradshaw et al., 2006; Damianakis et al., 2007; MacCorkle et al., 2009; MacNeela, 2008; Pennington & Knight, 2008; Rath, 2008). Two of the studies opted for a mixed methodological design (e.g., Haski-Leventhal et al., 2008; Smith, 2010).

In certain of the studies all the participants were female (e.g., Akintola, 2008; Beatty et al., 2008; Murayama et al., 2008; Rath, 2008), while in others there were female and male participants, but with more females than males (e.g., Bradshaw et al., 2006; Finkelstein, 2008, 2009; Haski-Leventhal et al., 2008; MacCorkle et al., 2009; Morrow-Howell et al., 2009; Paterson et al., 2009; Pennington & Knight, 2008). However, some studies used an equal number of female and male participants (e.g., Bruyere & Rappe, 2007; Damianakis et al., 2007), while certain studies were unclear regarding the gender of the participants (e.g., Dolnicar & Randle, 2007; Lundhal & Wicks, 2010; MacNeela, 2008).

The findings indicated community volunteers' motives are heterogeneous, in that they are motivated by altruistic as well as egoistic values (e.g., Bruyere & Rappe, 2007; Dolnicar & Randle, 2007; Finkelstein, 2008, 2009; Haski-Leventhal et al., 2008; MacNeela, 2008; Morrow-Howell et al., 2009; Pennington & Knight, 2008; Smith, 2010). People who volunteer in a mental health facility or hospice are likely to have suffered from the disease themselves or had a significant other affected by the disease (e.g., Beatty et al., 2008; Damianakis et al., 2007; MacCorkle et al., 2009; Rath, 2008). Some studies found that community volunteers are a crucial component in delivering a service in the community (e.g., Akintola, 2008; Bradshaw et al., 2006; Lundhal & Wicks, 2010; Muruyama et al., 2008; Paterson et al., 2009).

In summary, studies on community volunteers, such as hospice volunteers, AIDS volunteers as well as volunteers who work with people who are cognitively impaired,

have been done in various countries around the world. These studies included female and male participants, while various research methodologies were employed in them. The findings indicated that community volunteers have different motives for becoming volunteers and that previous personal experiences may influence people's decisions in becoming community volunteers. It was also found that community volunteers can play a crucial role in service delivery in community contexts.

#### 1.5.2.2 Volunteers at Sport Events<sup>5</sup>

Research on SE volunteers has been done in Australia (e.g. Lockstone & Baum, 2009; Monga, 2006; Treuren, 2009), Canada (e.g., Hamm & MacLean, 2007), New Zealand (e.g. Shaw, 2009), SA (e.g. Surujlal, 2010), UK (e.g. Adams & Deane, 2009; Doherty, 2009; Downward, Lumsdon & Ralston, 2005; Ralston, Lumsdon & Downward, 2005) and the USA (e.g. Costa, Chalip, Green & Simes, 2006; Pauline & Pauline, 2009).

Some of the studies used a quantitative methodology (e.g. Costa et al. 2006; Doherty, 2009; Downward et al. 2005; Hamm & MacLean, 2007; Monga, 2006; Pauline & Pauline, 2009; Surujlal, 2010; Treuren, 2009), while others were conducted from a qualitative methodology (e.g. Lockstone & Baum, 2009; Ralston et al. 2005; Shaw, 2009). One study used a mixed method methodological design (e.g. Adams & Deane, 2009).

Regarding the participants, a number of studies reported that they had more female than male participants (e.g., Doherty, 2009; Hamm & MacLean, 2007; Pauline & Pauline, 2009; Surujlal, 2010), while some studies indicated that there were more male than female participants (e.g., Costa et al., 2006; Downward et al., 2005; Monga, 2006; Treuren, 2009). One study was equal in terms of female and male participants (e.g., Ralston et al., 2005), while one study did not indicate the gender of the participants (e.g., Shaw, 2009). Certain studies were interested in developing

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<sup>5</sup> As this is a mini-thesis of limited scope, the researcher searched the "Ebscohost", "ISI Web of Knowledge" and "Psychinfo" databases from 2005-2010 through the AIS of the UP, for research in the field of Sport Psychology on the experience of sport event volunteers.



frameworks in order to conduct research on SE volunteers and therefore did not refer to participants (e.g., Adams & Deane, 2009; Lockstone & Baum, 2009).

The findings suggest that SE volunteers are motivated by the uniqueness of the event and to help make the event a success (e.g., Doherty, 2009; Hamm & MacLean, 2007; Monga, 2006; Pauline & Pauline, 2009; Ralston et al., 2005; Surujlal, 2010; Treuren, 2009). Furthermore, the findings also indicated that SE volunteers were satisfied with volunteer training if they were involved in the decision-making process regarding the training (e.g. Costa et al. 2006; Lockstone & Baum, 2009; Shaw, 2009). A study that investigated the gender differences of SE volunteers found that women were more likely to volunteer to develop career skills, whereas men expected more status by being an SE volunteer (e.g. Downward et al. 2005).

In summary, it appears that studies on SE volunteers have been done in many countries around the world. These studies have employed various research methodologies, while female and male participants were used in these studies. From the findings on SE volunteers, it seems that SE volunteer motives are unique, that SE volunteers strive to make sport events a success, while involvement in volunteer training enhances volunteers' experiences of the volunteer training. In the following section the research will focus on volunteers at mega sport events.

#### 1.5.2.3 Volunteers at Mega Sport Events<sup>6</sup>

Studies conducted on volunteers at mega sport events were conducted in Greece (e.g., Karkatsoulis, Michalopoulos & Moustakatou, 2005), Hong Kong (e.g., Du, 2008), Japan (e.g., Haruo, 2004), UK (e.g. Baum & Lockstone, 2007) and the USA (e.g. Bang, Alexandris & Ross, 2009; Fairley, Kellett & Green, 2007; Giannoulakis, Wang & Gray, 2008).

Some of the studies were conducted by means of a quantitative methodology (e.g. Bang et al. 2009; Giannoulakis et al. 2008). Included in the quantitative methodology was the Du (2008) study which investigated how satisfied volunteers were at the

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<sup>6</sup> As this is a mini-thesis of limited scope, the researcher searched the "Ebscohost", "ISI Web of Knowledge" and "Psychinfo" databases from 2004-2010 through the AIS of the UP, for research in the field of Sport Psychology on the experience of mega sport event volunteers.

2007 Special Olympic Games, while other studies employed a qualitative methodology (e.g. Fairley et al. 2007; Karkatsoulis et al. 2005). One study that focused on the 2002 FIFA WC used a mixed methodological design (e.g. Haruo, 2004). The Baum and Lockstone (2007) study proposed a research framework for volunteers at a mega sport event.

Regarding the participants on the topic of volunteers at mega sport events, some studies reported more female than male participants (e.g., Du, 2008; Giannoulakis et al. 2008; Haruo, 2004). One study indicated more male than female participants at the football matches during the 2004 Athens Olympic Games (e.g., Bang et al. 2009), while two study did not indicate the sample characteristics of the participants (e.g., Baum & Lockstone, 2007; Fairley et al. 2007). Another study provided an overview of what the 2004 Athens Olympic Games meant to the people of Greece (e.g. Karkatsoulis et al. 2005).

The findings on volunteers at mega sport events showed that they wanted to be a part of something unique, to help to make the event a success and for patriotic reasons (e.g., Bang et al. 2009; Fairley et al. 2007; Giannoulakis et al. 2008; Haruo, 2004). The findings also indicated that mega sport event volunteers were interested to learn new skills, that their motives for becoming involved in the volunteer activity are likely to change and that most of the mega sport event volunteers were satisfied with the experience (e.g., Du, 2008; Karkatsoulis et al., 2005). The study conducted by Baum & Lockstone (2007) posed questions regarding the motivation of volunteers at the mega sport events, their roles and responsibilities as well as their economic contribution.

In summary, it seems that studies on mega sport event volunteers have been done in various countries around the world, but not in SA. These studies made use of different methodologies, with female and male participants being included in the studies. The findings indicate that mega sport event volunteers were motivated by patriotism, wanting to contribute to the success of the mega sport event and also to be part of something unique. Acquiring new skills was also a motive for becoming a mega sport event volunteer.

The present study focused on South African COT general volunteers' experiences regarding the 2010 FIFA WC. Situating the present study within existing research, this study was conducted in SA. Five South African female participants took part in the research. The study was done from the perspective of a qualitative research methodology in general, and more specifically from within Descriptive Phenomenology. The uniqueness of this study lies primarily in its focus on COT general volunteers during the 2010 FIFA WC.

## **1.6 STRUCTURE**

Chapter 1 describes the background of this study, with regard to the history of FIFA, SA's bid to host the 2010 FIFA WC as well as the volunteers. The chapter also portrayed the research question and the secondary research question. Lastly the academic motivation and the research motivation were described.

Chapter 2 portrays the research position of this study. The chapter provides a description of the research paradigms found within psychology and phenomenology as a research position.

Chapter 3 describes the research inquiry of this study. The chapter describes the research context, the research participants, the method used to conduct the study, the research material, the research quality and the ethics pertaining to this study.

Chapter 4 describes the findings of how the South African COT general volunteers experienced the time before (preparation phase) the 2010 FIFA WC.

Chapter 5 portrays the findings of how South African COT general volunteers experienced the time during (participation phase) the 2010 FIFA WC.

Chapter 6 portrays the findings of how South African COT general volunteers experienced the time after (reflection phase) the 2010 FIFA WC.

Chapter 7 aims to situate this study within the existing research. This chapter indicates areas where this study contributes to existing literature while also indicating

similarities between this study and the available research regarding volunteers at mega sport events.

Chapter 8 provides a summary of the research findings as well as linking the research questions with the findings and integrating existing literature. This chapter also describes the limitations of this study with specific reference to the sample and the methodology used in this study.

## **Conclusion**

In this chapter the background of the present study was sketched, by providing a brief overview of the history of FIFA, the 2010 FIFA WC and the volunteer process. This chapter also depicted the research questions, the research goals, as well as the academic and research motivation of the study. In the following chapter the research position, namely Descriptive Phenomenology, will be addressed.

## CHAPTER 2

### RESEARCH POSITION

#### Introduction

In this chapter the researcher will discuss the dominant paradigms that are found in psychology, namely positivism, constructivism<sup>7</sup> and constructionism<sup>8</sup>. The researcher will then proceed with a discussion of phenomenology as a research position, with specific references to the similarities and differences in Descriptive Phenomenology and Interpretive Phenomenology. Lastly, Descriptive Phenomenology as a research position for this study will be discussed.

#### 2.1 RESEARCH IN PSYCHOLOGY

Research in psychology is done predominantly from within one of three paradigms, namely positivism, constructivism and constructionism. In this section the researcher will briefly discuss these three paradigms regarding their ontological, epistemological and methodological positions.

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<sup>7</sup> I acknowledge that the term “constructivism” has many interpretations, but in this research report I shall follow the description by Patton (2007), as well as Roberts (2000), that this term refers to the “in there” world of people.

<sup>8</sup> I acknowledge that the term “social constructionism” has many interpretations, but in this research report I shall follow the description by Patton (2007), as well as Roberts (2000), that this term refers to the “in between” world of people.

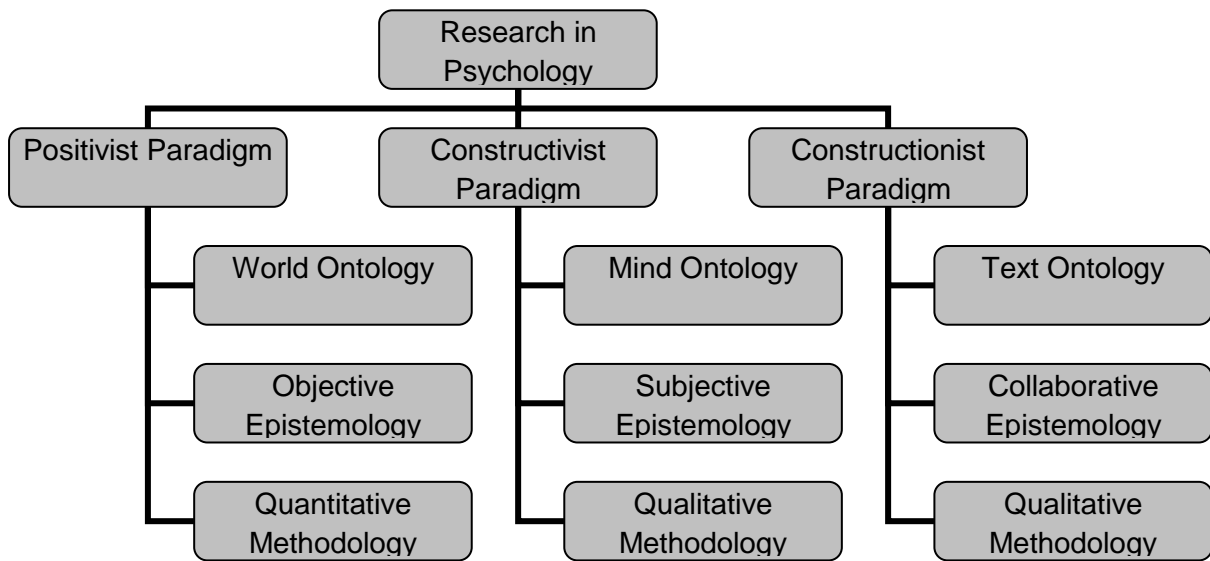


Figure 2.1: Research Paradigms in Psychology

(Compiled from: Gergen, 1985;  
Terre Blanche & Durrheim, 2006; Willig, 2008)

A paradigm can be described as a framework of assumptions and beliefs that has implications for how a person views and understands the social world, with reference to ontology, epistemology and methodology. Firstly, ontology can be described as being interested in the nature of the world. Furthermore, ontology indicates the type of reality that will be studied. Ontology asks: What is the form and nature of reality? Secondly, epistemology refers to the manner in which the paradigm views the creation of knowledge and also consists of the researcher's role in the creation of knowledge. Epistemology poses the question: What is the relationship between the researcher and the participant? Lastly, methodology is the process and the steps that will be required to conduct the research. The methodology that the researcher adopts is informed by the ontological and epistemological position of the paradigm (Moses & Knutsen, 2007; Ponterotto, 2005; Terre Blanche & Durrheim, 2006; Willig, 2008).

In the following section the ontological, epistemological and methodological implications of the positivist, constructivist and constructionist paradigms will be described.

### **2.1.1 Positivist Paradigm**

Positivism's ontological position postulates that reality exists "out there", namely in the external world. It can be described as a "world-dependent" ontology. Regarding its epistemological stance, positivism posits that the research relationship be characterized by objectivity and that objective knowledge is obtained through observation. Lastly, the methodology employed in positivism is a quantitative methodology (Moses & Knutsen, 2007; Neuman, 2006; Ponterotto, 2005). Gergen (1985) has referred to positivism as an exogenic perspective in psychology.

### **2.1.2 Constructivist Paradigm**

The ontological position of constructivism views reality as "in there"; in the internal minds of people. It can be described as a "mind-dependent" ontology. Epistemologically, constructivism holds that the research relationship is characterized by subjectivity and that subjective knowledge is produced through research. The methodology used in constructivism is a qualitative methodology (Neuman, 2006). Constructivism has also been referred to as the endogenic perspective in psychology (Gergen, 1985), while Ponterotto (2005) uses the term "constructivism-interpretivism" to explain this paradigm, which views reality as taking place in a person's mind.

### **2.1.3 Constructionist Paradigm**

Constructionism's ontological position views reality as "in-between"; in the discursive/narrative realities constructed by people. It can be described as a "text-dependent" ontology. On an epistemological level, the research relationship is characterized by collaboration and textual knowledge is created through researcher-participant interactions, with an emphasis on the constructive role of language. The methodology employed within this paradigm is qualitative in nature (Gergen & Gergen, 2008; Terre Blanche & Durrheim, 2006). Ponterotto (2005) refers to the

constructionist paradigm as the critical-ideological paradigm because the researcher is actively involved in facilitating change through the act of conducting research, such as in discourse studies and narrative research.

## 2.2 PHENOMENOLOGY AS A RESEARCH APPROACH

The researcher adopted a phenomenological research position in this study, with the aim to study the experiences of South African COT general volunteers at the 2010 FIFA WC. In this section the similarities and differences between Descriptive Phenomenology and Interpretive Phenomenology will be portrayed, as they pertain to origin, ontology, epistemology and methodology. Willig (2008) states that the researcher must clearly delineate what school of phenomenology he or she will use, as the different schools have different implications for how one would conduct the study. Phenomenology has different meanings for different people, therefore it is necessary for the researcher to indicate which school of phenomenology he or she will use in the study.

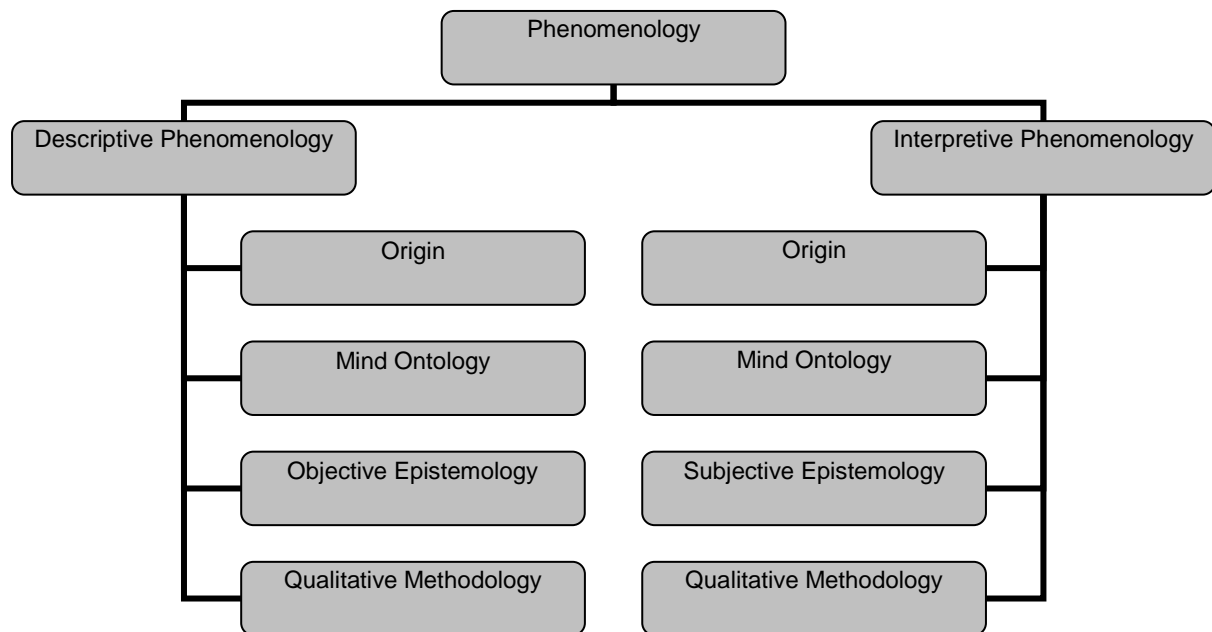


Figure 2.2 Descriptive Phenomenology and Interpretive Phenomenology

(Compiled from: Giorgi, 1992; Giorgi, 2010; Lavery, 2003; Smith, 2008)



## 2.2.1 Origin

In this section, the origin of phenomenology will be described with attention to how the two schools of phenomenology developed. Descriptive Phenomenology was established by Edmund Husserl (1859-1938) while Interpretive Phenomenology was developed by Martin Heidegger (1889-1976). Heidegger was a student of Husserl.

### 2.2.1.1 Origin of Descriptive Phenomenology

Husserl developed phenomenology to address the issues that he felt positivism could neither investigate nor provide sufficient answers to. Husserl levelled the same critique against psychology, because at that moment in time, psychology was strongly influenced by the practices of the natural sciences (Giorgi, 1992; Giorgi, 1994; Giorgi & Giorgi, 2008; Koch, 1996; Laverty, 2003; LeVasseur, 2003).

Husserl believed that consciousness is what allows people to experience phenomena and that it is this subjective experience that warrants further investigation. Husserl also indicated that one should begin by approaching things as they are, therefore beginning with phenomena and not theories. This links to the belief shared by descriptive phenomenologists to conduct the literature review after the study has been completed. Lastly, Husserl believed that people should be studied in the *lebenswelt*, translated as how people experience their world. This refers to studying people in their everyday lives instead of creating a superficial environment with constraints to study phenomena (Allen-Collinson, 2009; Annells, 1996; Cohen, 1987; Finlay, 2008).

Husserl believed that consciousness is intentional which implies that consciousness is always of something. Therefore experiences can be studied in a systematic way because they occur in the consciousness. In order to conduct a phenomenological study Husserl identified three steps. The steps are phenomenological reduction (which involves bracketing) or *epoche*, description and free imaginative variation

(Finlay, 2008; Finlay, 2009; Giorgi, 1997; Giorgi, 2005; Giorgi, 2010; Von Eckhartsberg, 1998; Wertz, 2005).

Husserl's Phenomenology also had an impact on the other areas of the social sciences, namely Max Scheler (1874-1928) and Alfred Schutz (1899-1959). Scheler used phenomenology to describe aspects like values and feelings whereas Schutz used phenomenology and applied it to sociology and social psychology. Schutz also used phenomenology to focus on our construction of social reality (Von Eckhartsberg, 1998). Giorgi (1970) used phenomenology as postulated by Husserl and conducted studies in the discipline of psychology. However, in order to use the phenomenological approach in psychology and other disciplines, it was necessary to modify the phenomenological approach. Accordingly, Giorgi (1970) developed the Duquesne Phenomenological Research Method (DPRM) to enable him to conduct phenomenological research in psychology. The DPRM will be explored in Chapter 3 in paragraph 3.3.4.

#### 2.2.1.2 Origin of Interpretive Phenomenology

Heidegger was not convinced that phenomenology as posited by Husserl could account for how people experienced their world. Heidegger did not believe that it was possible for a researcher to bracket previous knowledge. Instead, Heidegger believed that the researcher is involved in the research process by co-creating the account of the participant. Heidegger stated that a person's experience can not be separated from the context in which the experience takes place (Finlay, 2009; Klein & Westcott, 1994; Koch, 1995; Wojnar & Swanson, 2007). The hermeneutic circle was created by Heidegger and referred to the continuous interpretation between the researcher and the text. The interpretive phenomenological approach goes further than merely describing the experience, as is the case in transcendental phenomenology, in that it attempts to make meanings that are obscured clear (Koch, 1996; Lavery, 2003; Lopez & Willis, 2004; Osborne, 1994).

Heidegger's work had an influence on French philosophers such as Gabriel Marcel (1889-1973), Jean-Paul Sartre (1905-1980) and Maurice Merleau-Ponty (1908-1961). Smith (1996) developed the Interpretive Phenomenological Analysis (IPA) in order to

conduct phenomenological studies in psychology, which was informed by Interpretive Phenomenology. In the following section the differences between Descriptive and Interpretive Phenomenology will be described (Von Eckhartsberg, 1998).

## **2.2.2 Ontology**

Although there are ontological differences between Descriptive and Interpretive Phenomenology they do share some common ground. Descriptive and Interpretive Phenomenology are interested in studying the lived experiences of people and the belief that these experiences are situated in the mind (mind ontology). Therefore, Descriptive Phenomenology and Interpretive Phenomenology are both situated within the constructivist paradigm because reality is seen as being internal or “in there” (Giorgi, 2010; Lavery, 2003; Smith, 2008).

### **2.2.2.1 Ontological Position of Descriptive Phenomenology**

Ontologically, Descriptive Phenomenology holds that reality resides within the consciousness of the person (mind-ontology). The objective phenomenon appears in the participants’ consciousness through their subjective experience of that objective phenomenon (e.g. the appearance of the 2010 FIFA WC as an objective phenomenon in the consciousness of the COT general volunteers through their subjective experience of the 2012 FIFA WC). The researcher can only gain access to the objective phenomenon through the participants’ subjective experience of the objective phenomenon (Annells, 1996; Conklin, 2007; Finlay, 2008; Giorgi, 1985; Giorgi, 1997; Koch, 1996; Lavery, 2003; LeVasseur, 2003; Wojnar & Swanson, 2007).

### **2.2.2.2 Ontological Position of Interpretive Phenomenology**

Ontologically, Interpretive Phenomenology postulates that reality is situated in the mind of the person (mind-ontology). Interpretive Phenomenology holds that an objective phenomenon can not be known because one can only know the participants’ contextual interpretation of their experience of an objective

phenomenon (e.g. how participants made sense of their experience of being a COT general volunteer at the 2010 FIFA WC). Interpretive Phenomenology is interested in what is unique to each participant's experience and how the participants understood their experience of the phenomenon within a specific context (Klein & Westcott, 1994; Koch, 1995; Lavery, 2003; Lopez & Willis, 2004; Osborne, 1994; Smith, 2004).

### **2.2.3 Epistemology**

#### **2.2.3.1 Epistemology of Descriptive Phenomenology**

As mentioned, ontologically the assumption made by Descriptive Phenomenology is that an objective phenomenon can be known through the participants' subjective experience of the phenomenon. The objective phenomenon can be influenced by the researcher's personal biases and previous knowledge. In order to describe the objective phenomenon the researcher must engage in phenomenological reduction that consists of bracketing, which involves setting aside personal biases and previous knowledge that the researcher has regarding the phenomenon. Therefore, the researcher aims to provide an account of the participants' subjective experience of the objective phenomenon that is free from his or her personal biases and previous knowledge, thus striving for an objective epistemology. The knowledge that Descriptive Phenomenology aims to produce is in a sense positivistic in that it wants to describe the universal essence of the phenomenon. The phenomenon as experienced by the participant is subjective, but the researcher is required to be objective (Giorgi, 2005; Giorgi, 2010; LeVasseur, 2003).

#### **2.2.3.2 Epistemology of Interpretive Phenomenology**

Interpretive Phenomenology postulates that an objective phenomenon can not be known through their subjective experience. One can only know the contextual interpretations of the participants' experience of the objective phenomenon. This implies a subjective epistemology, in which the researcher is required to reflect on the impact that his/her personal biases and previous knowledge could have on the study. This allows the researcher to use his/her personal biases and previous

knowledge to understand the participants' interpretations of their experience of the objective phenomenon (Finlay, 2009; Klein & Westcott, 1994; Koch, 1995; Lopez & Willis, 2004; Wojnar & Swanson, 2007).

## **2.2.4 Methodology**

### **2.2.4.1 Research Question**

Descriptive Phenomenology is interested in describing the participant's experience of a phenomenon as it appears in the participants' consciousness (Giorgi, 1994; Osborne, 1994; Smith, 2008; Wojnar & Swanson, 2007). The research question for a descriptive phenomenological study would be general in order to limit the researcher's personal biases and previous knowledge from impacting on the findings and also to allow the participants the freedom to choose what they would like to convey to the researcher. An example of a Descriptive Phenomenology research question would be: "Describe your experience of being a COT general volunteer at the 2010 FIFA WC?"

Interpretive Phenomenology is concerned with illuminating situations in which sense-making of experience occurs. In contrast to a descriptive phenomenological question, the interpretive phenomenological question would be more specific because the researcher's experience leads him/her to be interested in the study. Also Interpretive Phenomenology is interested in understanding how people have interpreted their experience of a phenomenon in a specific historical and cultural context. An example of an Interpretive Phenomenology question would be: "Describe your experience of being a COT general volunteer during the 2010 FIFA WC at the first match played at Loftus Versveld?" (Koch, 1996; Wojnar & Swanson, 2007).

### **2.2.4.2 Research Literature**

In descriptive phenomenological research, literature reviews are only conducted after the study has been completed. This is done so that it will facilitate the process of bracketing. The knowledge gained from conducting the literature review can influence the researcher's personal biases and previous knowledge. This results in

the phenomenon becoming subjective rather than it being objective. This is also the reason that the literature review has been moved to the end of the mini-thesis. This allowed the researcher to bracket previous knowledge when conducting the material analysis (Giorgi, 2005; Giorgi, 2010; Laverly, 2003; Lopez & Willis, 2004).

In an Interpretive Phenomenology study, the researcher is interested in the participant's contextual interpretation of the phenomenon and by conducting the literature review prior to conducting the study the researcher can enhance his/her knowledge of the phenomenon. This allows the researcher to gain a better understanding of the participant's interpretations. If this study was conducted from an interpretive phenomenological position, the existing literature would be placed earlier in the mini-thesis because the researcher and the participant co-create an account of the experience (Annells, 1996; Koch, 1995; Koch, 1996; Osborne, 1994).

#### 2.2.4.3 Research Purpose

The purpose of a Descriptive Phenomenology study is to describe the objective phenomenon (the experience of being a COT general volunteer at the 2010 FIFA WC) by accessing the participants' subjective experience of the objective phenomenon. Building on the question used in 2.2.4.1 Descriptive Phenomenology is interested in describing the phenomenon as it appears in the participants consciousness, thus how the participant experienced being a COT general volunteer at the 2010 FIFA WC (Finlay, 2008; Giorgi, 2005; Laverly, 2003; Lopez & Willis, 2004).

The purpose in an interpretive phenomenological study is to understand how people made sense of their experience within a particular context. In an interpretive phenomenological study the purpose is to move beyond the description of the phenomenon. The aim is to interpret and understand the participants' contextual experience. The researcher is interested in finding what is unique and also what meanings are concealed regarding the phenomenon. Therefore the researcher is not interested in the objective phenomenon (e.g. the experience of being a COT general volunteer for the 2010 FIFA WC), but rather in the contextual interpretations of being a COT general volunteer at the 2010 FIFA WC. The example used in 2.2.4.1 for an

interpretive phenomenological study would be interested in understanding what it meant for the participants to be COT general volunteers at the 2010 FIFA WC during the first match played at Loftus Versveld (Allen- Collinson, 2009; Klein & Wescott, 1994; Koch, 1995; Smith, 2004; Wojnar & Swanson, 2007).

#### 2.2.4.4 Research Method

In a descriptive phenomenological study, the two methods of material collection used to gain access to a participant's consciousness are through the participant providing a written account of his/her experience or an unstructured interview. This limits the influence of the researcher's personal bias impacting on the description of the experience because the researcher brackets personal biases and previous knowledge. In this study a written account and a semi-structured interview was used. The semi-structured interview was used as an elaboration on the written description of the experience. This would serve the purpose of limiting the researcher's personal biases and previous knowledge influencing the participant's accounts. The researcher used the DPRM method to analyse the material. Furthermore, in this study the aim was to gain access to the participants' consciousness of being a COT general volunteer at the 2010 FIFA WC (Giorgi, 1985; Klein & Westcott, 1994; Osborne, 1994).

In an interpretive study semi-structured interviews are used in order to obtain access to how the participants interpreted their contextual experience of the phenomenon. The researcher uses his/her previous knowledge of the phenomenon to construct the interview schedule. The semi-structured interview allows the researcher to understand the unique contextual interpretations of how the participants experienced the objective phenomenon. This links with the subjective epistemology of Interpretive Phenomenology. The IPA is one method used to conduct an interpretive phenomenological study. The aim of an interpretive phenomenological study would be to understand the contextual interpretations that the participants had of being COT general volunteers at the 2010 FIFA WC during the first match played at Loftus Versveld (De Witt & Ploeg, 2006; Smith, 2004; Willig, 2008).

#### 2.2.4.5 Research Outcome

Descriptive Phenomenology is used when there is limited research available on a topic, therefore Descriptive Phenomenology is exploratory in nature. Also, Descriptive Phenomenology describes the universal essences of the phenomenon. The researcher describes what the participants experienced (the phenomenon) as it appears in the participants' consciousness and also uses free imaginative variation to describe the essences of the experience. Descriptive Phenomenology allows one to learn more about the phenomenon. The outcome of this study allowed the researcher to gain more knowledge on the phenomenon of volunteerism at the 2010 FIFA WC through the subjective experiences of South African COT general volunteers (Finlay, 2008; Lopez & Willis, 2004; Wojnar & Swanson, 2007).

An interpretive phenomenological study is used when the topic has been researched, but when the researcher is interested in understanding the phenomenon in a certain context. Also, when the researcher wants to discover what is unique to the participants' contextual interpretations of their experience of a phenomenon. If this study was conducted from an interpretive phenomenological position, the outcome would have been to understand what it meant to the participants to be a COT general volunteer at the 2010 FIFA WC during the first match played at Loftus Versveld (Lopez & Willis, 2004; Wojnar & Swanson, 2007).

### **2.3 DESCRIPTIVE PHENOMENOLOGY AS RESEARCH POSITION IN THIS RESEARCH PROJECT**

In the discipline of Sport Psychology, most research is conducted in terms of the positivist paradigm, usually within cognitive-behavioural thinking and practice, however, there is an increasing call for more research to be conducted through the constructivist and constructionist paradigms (Culver, Gilbert & Trudel, 2003; Dale, 1996; Streat, 1998), which allow for more qualitative research methodologies. Qualitative research studies in Sport Psychology have employed phenomenology as a research approach (Dale, 1996; Dale, 2000; Lavalley & Jones, 2009; Nicholls, Holt & Polman, 2005; Omli, 2008), as well as narrative as a research position (Douglas,



2009; Leah & Harrigan, 2006; Sparkes & Partington, 2003; Smith & Sparkes, 2009). The researcher opted to conduct this research project from a descriptive phenomenological perspective, as the researcher wanted to gain more knowledge on the phenomenon of volunteerism at the 2010 FIFA WC through the subjective experiences of South African COT general volunteers.

## **Conclusion**

In this chapter the paradigms found within psychology were discussed in order to demonstrate in which paradigm Descriptive Phenomenology is situated. The two different schools of thought found in phenomenology, namely Descriptive and Interpretive Phenomenology, were described in terms of their origin. Furthermore, Descriptive and Interpretive Phenomenology were considered in terms of ontology, epistemology and methodology and the different implications that each would have when conducting a descriptive or interpretive phenomenological study. In the following chapter the researcher will describe how the research was conducted as well as the quality and ethics involved in this study.

## **CHAPTER 3**

### **RESEARCH INQUIRY**

#### **Introduction**

In this chapter the research context and the demographic information of the research participants are described. The process of how the research material was collected and the measures that the researcher used to enhance the quality of the study are portrayed. Lastly, the ethics involved in the study are described.

#### **3.1 RESEARCH CONTEXT**

In this section the researcher describes the volunteer context of the 2010 FIFA WC and the research context in which this study was conducted.

##### **3.1.1 Volunteer Context**

The registration process for the 2010 volunteer programme opened on 21 July 2009 and closed on 31 August 2009. People could apply on FIFA's official website or they could visit the various access venues (e.g. community libraries) to apply. FIFA indicated that they received 67 999 volunteer applications, which included LOC and HC volunteers. The interviews started on 2 February 2010 and were completed on 13 February 2010. The City of Tshwane World Cup Volunteer Programme (COT WCV) conducted more than 1300 interviews and selected 873 people to be 2010 COT volunteers. This number was later reduced to 715 COT volunteers. The demographics of the COT volunteers were: There were 426 females and 289 male COT volunteers. The race distributions of the COT volunteers were 675 African, 24 Caucasian, 13 Coloured and 2 Indian. Regarding age, the COT volunteers were between 18 and 25 years (322), followed by 26 to 35 years (238), 36 to 45 years (128) and 46 years and older (27). Regarding the employment status of the COT volunteers, 257 were students, 237 were employed, 216 were unemployed and 5 were retired (City of Tshwane World Cup Volunteer Programme [COT WCV], 2010; FIFA, 2010).

### **3.1.2 Academic Context**

This study was conducted according to the guidelines set forth by the Postgraduate and Ethics Committees in the Faculty of Humanities at UP.

## **3.2 RESEARCH PARTICIPANTS**

The section of the chapter portrays the inclusion criteria of the study, the sampling method and how the process of recruiting participants was conducted. Lastly, the demographic information of the participants is described.

### **3.2.1 Inclusion Criteria**

The general goal of this study is to describe the experiences of South African COT general volunteers regarding the 2010 FIFA WC. Based on this goal the inclusion criteria for this study were:

1. The participants had to be South African citizens.
2. The participants had to be COT general volunteers during the 2010 FIFA WC, therefore the participants would have experienced the 2012 FIFA WC as COT general volunteers.
3. The participants had to be residents in the TMA. The reason for this was practical and financial in nature. The researcher had to conduct interviews with participants after the 2010 FIFA WC and limited financial resources were available. As the researcher resided in the TMA, conducting interviews with participants who also resided in the TMA was easier.
4. Only participants 18 years and older were selected. The “2010 FIFA Volunteer Programme” only selected people 18 years and older, thus guaranteeing that only participants older than 18 years were selected for this study.
5. Lastly, participants had to be competent (able to describe their experience) in English as this was the language in which the researcher was proficient.

### 3.2.2 Sampling Method

Purposive sampling involves selecting participants based on specific criteria (see 3.2.1). The most important sampling guideline for a descriptive phenomenological study is that the participants must have first-hand experience of the phenomenon (see 3.2.1 (2)). All the participants in this study had experienced the 2010 FIFA WC as COT general volunteers and were therefore suitable to participate in the research (Higginbottom, 2002; Fossey, Harvey, Mcdermott & Davidson, 2002; Starks & Brown-Trinidad, 2007).

Prof. Lourens Human (supervisor) and the researcher explored the possibility of conducting research on South African COT general volunteers at the 2010 FIFA WC through the “City of Tshwane World Cup Volunteer Programme” (COT WCVP). Permission was granted for the research to be conducted through the office of the Executive Mayor and City Manager of the City of Tshwane (see Appendices A, B & C).

The researcher attended volunteer training sessions prior to the 2010 FIFA WC and gave a presentation inviting South African COT general volunteers to participate in this research endeavour. The presentation was based on the informed consent letter and contained information about the nature of the study and also information regarding what was expected of participants. After the presentation, any of the South African COT general volunteers who were interested in participating in the study provided the researcher with their contact details. The researcher e-mailed the participants the informed consent letter, a form requesting demographic information and the essay questions on 13 July 2010. The interested participants were given until 28 July 2010 to send their informed consent letters, demographic information and their essays to the researcher. Only five participants e-mailed their information and essays to the researcher and therefore they were included in this study. Section B of the informed consent letter requires participants to provide the researcher with their contact details (see Appendix D).

### 3.2.3 Research Participants

Table 3.1 Demographic Information of Participants

| Participants    | Gender | Race      | Age | Functional Area            | Qualification | Occupation                          |
|-----------------|--------|-----------|-----|----------------------------|---------------|-------------------------------------|
| V1 <sup>9</sup> | Female | Coloured  | 20  | Spectator Services         | Matric        | Head of admin and part-time student |
| V2              | Female | Caucasian | 19  | Rights Protection Services | Matric        | Full-time student                   |
| V3              | Female | African   | 28  | Spectator Services         | Matric        | Head of admin and part-time student |
| V4              | Female | Coloured  | 32  | Rights Protection Services | Matric        | Secretary                           |
| V5              | Female | African   | 22  | Spectator Services         | Matric        | Unemployed                          |

The study made use of five participants who were COT general volunteers during the 2010 FIFA WC. Three of the participants worked in Spectator Services and two worked in Rights Protection Services. All of the participants were females and this can be attributed to the larger number of COT general volunteers being female; 426 female COT general volunteers compared to 289 male COT general volunteers (see 3.1.1). The age distribution of the COT general volunteers was in the 18 to 25 and 26 to 35 age groups. The highest level of education completed by all of the participants was Grade 12, also known as matric in SA. Each of the participants wrote an essay and was interviewed by the researcher on their experiences of being a COT general volunteer during the 2010 FIFA WC.

V1 was a 20-year-old coloured female volunteer. She was studying part-time and employed as head of an administration department at the time of the research project. During the interview with V1 the researcher experienced that she was excited about sharing her experience of the 2010 FIFA WC with the researcher. She also seemed proud when she spoke of her experience as a COT spectator services volunteer at the 2010 FIFA WC.

V2 was a 19-year-old Caucasian female volunteer and a full-time student at the time of the research. In the interview with V2, it was apparent that she felt a sense of pride and she enjoyed sharing her experience of being a rights protection services COT volunteer at the 2010 FIFA WC.

<sup>9</sup> The codes: V1, V2, V3, V4 and V5 will be used to refer to participants.

V3 was a 28-year-old African female volunteer. At the time of the interview she was employed full-time as an administrative supervisor, while also completing her degree part-time. The researcher experienced V3 as professional and she was enthusiastic about sharing her experiences of being a COT spectator services volunteer at the 2010 FIFA WC.

V4 was a 32-year-old coloured female volunteer. She is the eldest participant in this study and she is employed full time as a secretary. In the interview she indicated that she learned a lot about herself and she was willing to share her experience of being a COT rights protection services volunteer at the 2010 FIFA WC with the researcher.

V5 was a 22 year old African female volunteer and she was unemployed at the time of the interview. The researcher experienced that she was eager to describe her experience of being a COT spectator services volunteer at the 2010 FIFA WC with the researcher. She also indicated that the experience of being part of the 2010 FIFA WC gave her a new perspective on life.

### **3.3 RESEARCH MATERIAL**

In this study the research material that was used consisted of an essay and an interview. This section of the chapter describes the method of analysis used in this study.

#### **3.3.1 Participant Consent**

As described in section 3.1.2, the researcher obtained consent from the Postgraduate and Ethics Committees of the UP to conduct the study. The researcher also obtained consent from the Office of the Executive Mayor and City Manager of the City of Tshwane in order to conduct this study. The researcher conducted a presentation and interested South African COT general volunteers could give their contact details to the researcher. The informed consent form had to be signed and returned to the researcher in order for the COT general volunteer to become a participant in this study.

### 3.3.2 Written Account (W)<sup>10</sup>

The participants were required to write an essay on their experience as a South African COT general volunteer during the 2010 FIFA WC. The written account was used as a method to collect material, because it prevented the researcher's personal bias and prior knowledge from impacting on the experience of the participants. This is in accordance with the objective epistemology of Descriptive Phenomenology which requires the researcher to bracket personal biases and previous knowledge regarding the phenomenon (Giorgi, 2005; Giorgi, 2010; LeVasseur, 2003). The research project was e-mailed to the participants and the research project contained three questions that the participants had to answer. The first question posed to participants was: "Write an essay, in as much detail as possible, describing your experiences of preparing (preparation phase) to be a City of Tshwane (COT) general volunteer in the Tshwane Metropolitan Area (TMA) at the 2010 FIFA World Cup™." The second question was: "Write an essay, in as much detail as possible, describing your experiences of participating (participation phase) as a City of Tshwane (COT) general volunteer in the Tshwane Metropolitan Area (TMA) at the 2010 FIFA World Cup™." The last question that the participants were required to answer was: "Write an essay, in as much detail as possible, describing your experiences looking back (reflection phase) on your involvement as a of City of Tshwane (COT) general volunteer in the Tshwane Metropolitan Area at the 2010 FIFA World Cup™" (see Appendix E).

### 3.3.3 Written Account Analysis

The participants e-mailed their essays to [marteleze@gmail.com](mailto:marteleze@gmail.com). The essays were analysed based on the DPRM as proposed by Giorgi (1970, 1985, 1997):

1. Whole: The researcher read the entire essay to get a sense of the whole. A phenomenological criterion for reading the description required the researcher to engage in a process of free

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<sup>10</sup> The symbol "W" will be used in Chapters 4-6 to portray the participants quotations used from the written accounts.

imaginative variation, which involves viewing the essay from different vantage points. This allowed the researcher to develop a feel for the experiences being a COT general volunteer during the 2010 FIFA WC.

2. Units: The researcher read the description again, but slower this time. Each time there was a perceived transition in meaning with regard to the experience of being a COT general volunteer during the 2010 FIFA WC, the researcher took note of it. The aim of this step was to identify meaning units in the text.
3. Transform: Once the meaning units were identified, the researcher transformed the meaning units which were still expressed in the participant's language (everyday language) into psychological language. The transformation is done as the collected material was based on an everyday experience and needs to be made relevant to psychology because this study is done from a psychological perspective.
4. Synthesis: The researcher synthesized and integrated the meaning units in order to arrive and describe the universal essences (experiences shared by all of the participants) of the experience of being a COT general volunteer at the 2010 FIFA WC.

### 3.3.4 Verbal Account (I)<sup>11</sup>

The interview was based on the essences that stemmed from the essays. Individual interviews were conducted with each participant at a location and a time that was convenient for the participant. The interviews took place after the analysis of the essays and were conducted on 28 September 2010 and 02 October 2010. The semi-structured interviews were audio recorded. The interviews were based on the written

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<sup>11</sup> The symbol "I" will be used in Chapters 4-6 to portray the participants quotations used from the verbal accounts.



accounts and the aim of the interviews was not to collect new material, but to elucidate the essences identified in the written accounts.

### **3.3.5 Verbal Account Transcription**

In order to analyse the material obtained in the interview, it was necessary to audio record and transcribe the material. The recording of the interview was necessary because it allowed the researcher to capture and elucidate universal essences of the experience of being a COT general volunteer at the 2010 FIFA WC. Lastly, the transcription of the interview allowed the researcher to familiarise herself with the material (Giorgi, 1997).

### **3.3.6 Verbal Account Analysis**

The same method of analysis as stipulated in section 3.3.4 was used to analyse the interviews.

### **3.3.7 Research Report**

The findings of this research are portrayed in three chapters of this report. Chapter 4 portrays the universal essences of how the COT general volunteers experienced preparing (preparation phase) to be a COT general volunteer at the 2010 FIFA WC. Chapter 5 describes the universal essences of how the COT general volunteers experienced the time during (participation phase) the 2010 FIFA WC. Chapter 6 portrays the universal essences of how the COT general volunteers experienced the time after (reflection phase) the 2010 FIFA WC.

## **3.4 RESEARCH QUALITY**

The quality of a descriptive phenomenological study is enhanced through bracketing with the purpose of actualizing reduction. Reduction refers to setting aside the personal biases and prior knowledge of the researcher pertaining to the phenomenon being studied, so that the voice of the phenomenon can be heard (Finlay, 2008; Giorgi, 1992). In this study reduction was achieved through journaling,

supervision and peer-review. The quality of the research was also enhanced by means of multiple material gathering methods.

### **3.4.1 Journal**

The researcher kept a journal in order for her to bracket previous knowledge and personal biases that she had regarding the 2010 FIFA WC, as well as the COT general volunteer phenomenon. The process of bracketing allowed the researcher to elucidate the experience as it appeared in the participants' consciousness (Bradbury-Jones, Irvine & Sambrook, 2010; Giorgi, 1994; Hamill & Sinclair, 2010).

### **3.4.2 Supervision**

The researcher received monthly supervision sessions with the supervisor, Prof. Human, to enhance the credibility of this study. This ensured that the researcher became aware of biases that she might have missed, because an objective person could question the meaning units that the researcher described (Fossey et al., 2002; Krefting, 1991; Szarycz, 2009).

### **3.4.3 Peer Review**

The peer review sessions consisted of sending the analysed material to two fellow postgraduate students who were familiar with the descriptive phenomenological position. The researcher and the two fellow students met every two weeks to discuss the analysed material. This contributed to the quality of the research because the biases of the researcher could be pointed out and also how the researcher arrived at the meaning units (Szarycz, 2009; Wertz, 2005).

### **3.4.4 Multiple Material Collection Methods**

The methods of material collection consisted of the participants' writing essays about their experience of preparing to be a COT general volunteer at the 2010 FIFA WC, their experience of being a COT general volunteer during the 2010 FIFA WC and how their experience of being a COT general volunteer at the 2010 FIFA WC would

influence their future. The researcher used the universal essences identified in the essays to conduct an interview with the participants in order to further elucidate the essences. This contributed to the richness of the material (Koch, 2006; Yardley, 2008).

### **3.5 ETHICS**

This study was subjected to the approval of the UP Postgraduate Committee and Ethics Committees. This section will describe how participant consent was obtained and how the privacy and confidentiality of participants were protected. Lastly, this section will describe how the material will be stored.

#### **3.5.1 Research Approval**

This study was approved by the Postgraduate and Ethics Committees at UP. This research endeavour was conducted according to the guidelines and the standards of the above mentioned committees.

#### **3.5.2 Participant Consent**

Each participant received an informed consent letter on 13 July 2010, which contained information regarding the study. The participants were informed of the title, the purpose and the methodology of the study. The informed consent letter indicated that participants had to be older than 18 years. The letter also contained information regarding what was expected of the participants. In the letter it was made clear that participation in this study was entirely voluntary, thus participants could terminate participation at any stage without any negative consequences. Section B of the informed consent form required participants' signature to ensure that they understood the nature of the study (see Appendix D). The research project consisted of three essay questions that the participants had to answer and a semi-structured interview would be conducted to further elucidate the experience of the participants. The participants had to e-mail the informed consent letter, the demographic information sheet and the essay questions to the researcher on 28 July 2010. Only participants who sent their information to the researcher were included in the study.

### **3.5.3 Participant Privacy**

According to Allan (2001) privacy consists of two components. The first component involves the right that participants have to keep certain information to themselves, which is referred to as the right against intrusion. The second component involves the right that participants have to maintain control over the information that the participant chose to share with others and is referred to as the right to confidentiality. The copies of participants' identity documents, volunteer identification cards and their essays were e-mailed to [marteleze@gmail.com](mailto:marteleze@gmail.com). This e-mail account is protected by a password, thus ensuring that the researcher was the only person with access to participant information and thereby ensuring that the right against intrusion of the participants is protected.

The participants' names were replaced with pseudonyms (V1, V2, V3, V4 and V5) in the text in order to ensure anonymity and privacy. When discussing the material with the supervisor, Prof. Human, and also in discussions with peers, the chosen pseudonyms were used. The audio recordings were held in safe storage by the researcher during the research process and only the researcher had access to it. The researcher kept the guidelines for writing the essay general and invited the participants to include any experience related to being a COT general volunteer at the 2010 FIFA WC, therefore allowing the participants to decide what experiences they felt comfortable revealing in their written descriptions. The informed consent letter contained information about the participants' privacy and how the researcher would ensure the privacy of the participants.

### **3.5.4 Material Storage**

During the study, the researcher kept all the material in electronic format on a password protected computer to which only the researcher had access. The audio recordings were kept in safe storage during this study and will be deleted after the completion of the study. Only the transcribed material of the interviews will be kept. The material will be held in safe storage by the UP for the required fifteen years.

## **Conclusion**

This chapter portrayed the research context and the manner in which participants were recruited and selected. Furthermore, the chapter described the process of conducting the research which involved the material collection and the quality of this study. The last section of this chapter portrayed the ethical issues that pertain to the study. The next chapter will describe the volunteer experiences before (preparation phase) the 2010 FIFA WC.

## **CHAPTER 4**

### **VOLUNTEERS' EXPERIENCES BEFORE (PREPARATION PHASE)**

#### **THE 2010 FIFA WORLD CUP™**

##### **Introduction**

In this chapter the volunteers' experience of preparing to be a COT general volunteer at the 2010 FIFA WC will be portrayed. There were two essences that were shared by all the participants, namely the application process and the experience of the volunteer training. According to Descriptive Phenomenology, only the essences that were experienced by all of the participants are described.

#### **4.1 ESSENCE 1: APPLICATION**

It appears that the COT general volunteers experienced no major dilemmas in the overall application process for the 2010 FIFA WC. However, some COT general volunteers were confronted with minor problems.

##### **4.1.1 Application Process**

It seems that the COT general volunteers experienced the application process as without major dilemmas.

For example, V1 (W) experienced the application process as having three distinct features, namely that it was easy, efficient and uncomplicated. In this regard she wrote that she "experience[d] applying for the volunteer programme was quite easy and efficient as the application forms were not complicated". V2 (I) also held the opinion that the application process was without any major dilemmas. On the contrary she experienced the application process as being "very basic and quick". V3 (I) indicated that she also experienced the application process as an easy process as it entailed applying online and receiving a call from FIFA. She said that "it was an easy process. I applied online and uhm ja applied online and the next thing I got a call and that was it wasn't hectic it wasn't difficult it was as easy as that." However, one volunteer who did not make use of the Internet to apply also did not experience

any difficulty with the application process although her sister applied for her at the community library. V5 (I) stated that “for me it wasn't really like hard or anything cause I didn't do it myself. My sister did it for me at the community library.”

According to the COT general volunteers, the application process was without any major dilemmas. This was due to the application process being basic, easy, fast, uncomplicated and efficient. One COT general volunteer who did not apply online, but at the community library, through her sister, also experienced no problems in the application process.

#### **4.1.2 Application Process Dilemmas**

However, the COT general volunteers experienced some minor problems in the application process.

For example, V1 (I) stated that that the application form caused some confusion as it did not differentiate clearly between the different types of volunteers. She stated that “On the application form it is not indicated whether you would like to work for the LOC or what the Host City is about or what the LOC is about.” V4 (I) experienced anxiety because her application form was not submitted due to a system error. After a couple of days her application form was successfully submitted. She stated in her essay that “I think there were a bit of I uh IT related problems, the system was slow so it didn't take all my information immediately. I managed to get through after some time.”

Some of the minor problems that were experienced by the COT general volunteers resulted in confusion as the different types of volunteers were not explained on the application form, as well as problems with submitting the application form on the system of FIFA.

In essence, the COT general volunteers experienced no major dilemmas in the overall application process for the 2010 FIFA WC. Some volunteers experienced only minor problems.

## **4.2 ESSENCE 2: VOLUNTEER TRAINING**

It seems that the COT general volunteers experienced the training for the 2010 FIFA WC as empowering. This was due to getting to know fellow volunteers, receiving relevant information regarding the training, as well as receiving adequate training in their functional volunteer areas. However, at times the COT general volunteers experienced the training to be cumbersome.

### **4.2.1 Fellow Volunteers**

The training presented the COT general volunteers with the chance to get to know fellow volunteers before the 2010 FIFA WC. V1 (W) writes that the training was “a great opportunity to meet fellow volunteers”. V4 (I) also held the opinion that the training allowed her to become acquainted with her fellow volunteers and to talk to them. In this regard she wrote in her essay that “I was just getting to know fellow volunteers. I just was there to interact with them and meeting uhm fellow volunteers so.” Furthermore, V3 (W) experienced the atmosphere during the training as enjoyable and that the volunteers started to experience excitement. “The training and the induction were so fun, that everyone was starting to FEEL IT!!!”

It appears that the training experienced by the COT general volunteers was described as enjoyable as well as presenting them with an opportunity to become acquainted with fellow volunteers.

### **4.2.2 Volunteer Information**

The COT general volunteers’ experience of the information that was relayed to them at the training sessions suggests that the COT general volunteers did not have doubts regarding what was expected from them.

The COT WCVP used professional people who are employed in the tourism industry to conduct the training regarding South Africa’s tourist attractions. She experienced the training as professional and informative. In this regard V1 (I) said that the “training was done in a very professional way as the COT contracted companies that



are familiar to the tourism market (companies that specializes in customer care and marketing)". She also experienced that she was looked after because she received the information that would allow her to carry out her duty as COT general volunteer effectively. Regarding her experience she stated that "They really took care of us they gave us all information as to what we were supposed to do and how to do it." V2 (W) also experienced the training as helpful. Regarding her experience, she stated that "Everything was useful and good to know." During the training sessions volunteers were informed about their duties and the scope of their duties was explained to them. The training enabled her to carry out the duties that she had been given. This is evident in the experience of V2 (W) where she writes that the "training helped as everything was clearly explained to us, and we were given information booklets to inform us on what was expected of us and this helped us to do our work when we had been asked". The training empowered the volunteers because they were certain of the duties they had to fulfil. This is apparent from the words of V2 (W) who stated that "If it weren't for the training, we would have been wondering what we were meant to do." V3 (W) also experienced the training as empowering because she was knowledgeable about the schedules and the arrangements for the day. This was information that was valuable because she could perform her duties more efficiently. In this regard she wrote that "The information that was given during the training turned (out) to be helpful because we knew what and how was expected of us, for example we knew which streets would be barricaded." V4 (W) also held the opinion that the training was beneficial and that it allowed her to successfully carry out her duties. At the same time she found the training enjoyable as she "enjoy[ed] working the Volunteer Training Manual enjoyed training a lot. I feel the Volunteer Training Guide me well to be efficient."

The COT general volunteers' experience of the volunteer information seems to have empowered them and allowed them to successfully complete the duties that were allocated to them. It seems that the COT general volunteers experienced the training as professional. One volunteer experienced the training as enjoyable. This suggests that the volunteers were confident in the duties that they had to perform.

### **4.2.3 Volunteer Information Dilemma**

Although the COT general volunteers experienced the training as empowering and beneficial, there were times when the volunteers experienced some dissatisfaction with the training.

At one stage the COT general volunteers experienced the training as cumbersome when certain areas were covered in great detail, such as the tourism of SA. The COT general volunteers' experience would seem to indicate that a brief overview of SA's tourist destinations would have been satisfactory. This is portrayed by V2 (W) where she wrote in her essay that "I feel that we could have had a basic overview of Pretoria specifically than doing all host cities and all the major tourists attractions. That dragged and most people were glad when it was done." V3 (W) also held the opinion that the training was useful, but a repetition of information she already knew because of the degree that she is studying. She wrote: "Then came the induction particularly about customer care, which was very informative although some the things I already from my B Com which I'm completing." V5 (W) was disappointed with the training because it was not what she anticipated it would be. She would have enjoyed some practical involvement instead of merely receiving information. Her essay read that "I expected a real training with some huge space just to be busy if you know what I m saying, but it was'nt like that we were on our chairs. The management did the talking and we listened."

The COT general volunteers' experience suggests that they were dissatisfied with the tourism aspect of the training. One COT general volunteer experienced the information regarding tourism as a repetition of information that she was familiar with. Lastly, one COT general volunteer would have enjoyed some practical involvement in the training sessions.

### **4.2.4 Volunteer Functional Training**

The training that COT general volunteers received when they were trained in their respective functional areas was described as more beneficial and useful.

For example, V1 (I) indicated that she experienced the training that the COT general volunteers had as intense. The COT general volunteers were then divided into their functional areas to receive training specifically related to their functional area. In this matter she stated that “As mentioned in the first question we had a weekend of intense training, after that we were trained in our specific functional areas because our duty and scope of work varied.”

V2 (W) also experienced the training in the functional area (rights protection services) that she was part of as more specific and beneficial. The functional training gave her an indication of what her role as rights protection services volunteer would entail. In this regard she wrote “The training that we had when we broke into groups from the main one into our functional areas; helped cause at this point we were able to see exactly what we our jobs required of us to do.” V5 (W) experienced the training as valuable and the training made it possible for the COT general volunteers to successfully carry out their duties which might not have been possible if the volunteers did not receive training. In this instance she wrote that “As for the training during the world cup it really has assisted us in a huge way because we couldn't have done a great job that we did without it.”

It appears that the experience of the functional area training was more specific than the training that the COT general volunteers received before they were divided into their functional areas. The functional area training allowed the COT general volunteers to gain a better understanding of what their scope of duty would entail.

Overall, the COT general volunteers experienced the training for the 2010 FIFA WC as valuable and the information empowered the COT general volunteers because they were confident when carrying out their duties. However, some COT general volunteers experienced dissatisfaction with the training.

## **Conclusion**

This chapter described the experiences of the application process as well as the application process dilemmas experienced by the COT general volunteers. The experience of volunteer training was portrayed in this chapter. The following chapter

will describe the experiences of the COT general volunteers during the 2010 FIFA WC.

## CHAPTER 5

### VOLUNTEERS' EXPERIENCES DURING (PARTICIPATION PHASE) THE 2010 FIFA WORLD CUP™

#### Introduction

This chapter will describe the experiences of the COT general volunteers during the 2010 FIFA WC. The experiences that were shared by all of the volunteers were: working shifts, interaction with volunteers, interaction with supervisors and the interaction with tourists.

#### 5.1 ESSENCE 1: WORKING SHIFTS

The COT general volunteers experienced working shifts as extremely chaotic and disorganised. However, working shifts suited some of the COT general volunteers.

##### 5.1.1 Dissatisfaction With Working Shifts

It seems that the COT general volunteers experienced working shifts as disorganised and they were dissatisfied with the scheduling of the shifts.

For example, V1 (W) experienced the first weeks of working shifts as disorganised because the volunteers were not scheduled on the days that they chose to work. In this regard she wrote in her essay that “The first few weeks went a little rough when it came to scheduling shift. We were told to fill a form that indicates which days we were available, but we weren't scheduled accordingly.” In this matter V3 (W) also experienced the working of shifts as disorganised and she was disappointed with her experience of working shifts. She experienced dissatisfaction because she was not transported to the correct area and she had to use her own means to arrive at the area where she was supposed to volunteer. She wrote that “My first day shift was a bit disappointing, which was caused by lack of communication. We (two of us) got dropped off at wrong place and we had to walk to Pretoria station where everybody was at.” V4 (I) experienced working shifts as awful, particularly working on match days in a rural area. This meant that she arrived home later than she anticipated. In

this regard she said that “I had a terrible experience uh uh I experienced challenging experience. Especially during the big matches. I had to work in rural area sometimes I had to uh I came home late.” In her experience of working shifts, V5 (I) preferred working with the same group of COT general volunteers and she was disappointed when there were new group members during each shift. This is evident as she stated that “the volunteer management packed us accordingly, but not as always as the some of us before.”

The COT general volunteers experienced the working of shifts as extremely chaotic and disorganised. This was due to the system problems that the COT WCVP experienced with regard to the scheduling of shifts and also communication problems.

### **5.1.2 Advantages of Working Shifts**

Working shifts was experienced differently by the various COT general volunteers, as for some COT general volunteers it was challenging, while for other COT general volunteers working shifts had its advantages.

For instance, V2 (W) experienced the shifts as beneficial because it made the work more manageable. However, she experienced working every day as difficult but her volunteer group worked effectively together and this contributed to making the experience of working shifts special to her. In this regard she wrote that “Working shifts made the work load easier. It was tiring to work every day, as function did, but we had a nice group that all worked well together and this made the experience a memorable one.” V3 (W) also held the opinion that working shifts was beneficial to her because the shifts allowed her to go to work. This suited her because she could not use her leave to be a COT volunteer at the 2010 FIFA WC. She wrote that “working shifts was actual good for me as my day job to get to, I could not take leave”.

It seems that some of the COT general volunteers experienced dissatisfaction with the shifts because it was disorganised and chaotic. Nonetheless, working shifts

suiting two of the COT general volunteers because this allowed them to share the volunteer duties and permitted them to continue with their work.

## 5.2 ESSENCE 2: INTERACTION WITH VOLUNTEERS

It appears that the COT general volunteers enjoyed meeting people from various backgrounds and working together.

For example, V1 (W) enjoyed the experience of working with people from various backgrounds because the COT general volunteers strove towards one common purpose. In this regard her essay read that the “interaction amongst volunteers was a great experience because we are all from different walks in life but because we joined a programme with one goal we became united, we became like a family”. V2 (l) also experienced interacting with COT general volunteers who came from a variety of backgrounds as interesting and she acknowledged that she would not have had this opportunity were it not for the 2010 FIFA WC. On this matter she stated that “Every single person in that group of ours came from a different area ... you know different ages, different races, different backgrounds, different everything. So it was very interesting just to get to know them and everything.” V3 (W) held the opinion that she had the opportunity to meet people from various backgrounds which she experienced as exciting. In terms of interacting with COT general volunteers she wrote “I met and interacted with so many other volunteers who were very interesting, both locals and foreigners.” V4 (W) also held the view that she interacted and worked with COT general volunteers from various backgrounds as well as different ethnicities. She also had the opportunity to learn from her interactions with COT general volunteers. This was evident where she wrote that “I worked with volunteers from all backgrounds and different races. I learned a lot from other functional area volunteers.”

The 2010 FIFA WC presented COT general volunteers with the opportunity to meet people from various backgrounds as well as learning from each other. However, V5 (W) experienced anxiety when she had to interact with COT general volunteers from various backgrounds, but the 2010 FIFA WC helped her overcome her anxiety. In this regard she wrote in her essay that “For me it was hard at first, but as time went

on I got used to it. We were mix race and I'm usually so shaky when speaking with whites...but that thing was in me but, not any more.” As she became accustomed to interacting with COT general volunteers from a variety of backgrounds she experienced that the volunteers accepted each other and that they could interact with each other. In this regard she said that “We as the volunteers did a good job together, no one judged anyone, no one did'nt want us to speak to anyone.”

It appears that the 2010 FIFA WC presented the COT general volunteers with the opportunity to meet and interact with people from different backgrounds. The COT general volunteers seemed to experience these interactions as interesting and enjoyable. The experience of being a COT general volunteer afforded the volunteers an opportunity to learn from each other. However, one COT general volunteer experienced anxiety when she was required to interact with COT general volunteers from different ethnicities.

### **5.3 ESSENCE 3: INTERACTION WITH SUPERVISORS**

It appears that the COT general volunteers experienced the interaction with the supervisors as professional and enjoyable. The COT general volunteers also experienced the supervisors as friendly and always available if they needed assistance.

For example, V1 (W) enjoyed the interactions with the supervisors and experienced the supervisors as having their best interests at heart. In this instance she wrote in her essay that “The COT supervisors of the volunteer programme were a pleasure working with. These people were the people that took care of us.” She also experienced the supervisors as professional and that the COT general volunteers participated in the discussions of their duties. This was apparent as she said that “They treated as like adults and we had a uh very professional relationship. It wasn't just delegating work through the different volunteers they asked us what we would like to do and vice versa.” V2 (W) also experienced the interaction with the supervisors as professional, easy to work with, contributing to a positive experience of the 2010 FIFA WC as well as being interested in their needs. She wrote that “Our supervisors were good and made our experience one to remember they helped us



and were very understanding of our needs as volunteers.” V3 (I) also held the view that the supervisors were pleasant, approachable and willing to assist the COT general volunteers. She was surprised by the supervisors’ pleasantness. She said that “The supervisors were friendly very friendly to my surprise uhm I didn't expect such friendliness, but they were friendly and warm and uh very helping. And informative so they were very approachable as well.” V4 (I) also held the opinion that it was easy to communicate with the supervisors and that she enjoyed the meetings. The experience of interacting with her supervisors provided her with the opportunity to acquire skills that she can utilize in her work environment. She stated that “I think we had an open communication. I enjoyed the meetings we held every morning just to inform us. I communicated well with my volunteer supervisors. I enjoyed the experience ... I learned a great deal of working.”

Lastly, V5 (W) also reported that she appreciated the interactions with the supervisors because the COT general volunteers could participate in the discussions and they were given the opportunity to ask questions. She wrote that “The volunteer management were good with us they were friendly working them was amazing and they also gave us chance to speak to see if we understood what needed to be done.”

The COT general volunteers experienced their interactions with the supervisors as professional but friendly. According to the COT general volunteers’ experience they appreciated that they could ask for assistance when needed as well as participating in discussions of their duties.

#### **5.4 ESSENCE 4: INTERACTION WITH TOURISTS**

It appears that COT general volunteers enjoyed the experience of interacting with the tourists although at times language presented a challenge to them. The COT general volunteers also experienced that the tourists did not have high expectations of the 2010 FIFA WC.

#### 5.4.1 Language as a Barrier

For instance V1 (I) experienced her interactions with tourists as challenging at times due to the language difficulties. However, she enjoyed interacting with new people and experienced the tourists as friendly. She also experienced the training as helpful because she knew how to handle the situation. She stated that with “some of them we had a challenge interacting because we didn't speak the same language. We were trained accordingly as to how to approach those tourists and how to deal with them ... it was great meeting new people.” V2 (W) noted that the tourists seemed to enjoy being in SA and touring the country. Regarding her experience she wrote that she was “glad a lot of foreigners came into the country and experienced and toured the country freely and seemed to have had good experiences”! V3 (W) also enjoyed her interactions with the tourists although at times the language difference was an obstacle, but in her experience it did not prevent her from fulfilling her duties. In this matter she wrote that “We got to interact with tourists, now that was fun and seeing how they loved and appreciated South Africa. There were times when there was a bit of language barrier, but it was not that bad.” During her interactions with tourists V4 (W) experienced that the tourists felt comfortable in SA. In this regard she wrote that “I learned that foreigners felt welcome in South Africa.”

V5 (W) also held the opinion that she experienced interacting with tourists as satisfactory. However at one stage she found the interaction with tourists difficult due to the language differences. She was a spectator services volunteer and her duties involved providing tourists with directions. At times she experienced that the language differences made it difficult. She wrote that interacting with the tourists during the “World Cup was okay, but at some point it was'nt. Every person feels confident when speaking his/her own language ... I was assisting tourists with information in case that they were lost or don't know which directions to go.”

According to the COT general volunteers' experience the interactions with the tourists was enjoyable and exciting. However there were certain situations in which the volunteers experienced some difficulty interacting with the tourists because of the language differences.

#### **5.4.2 Knowledge Related to South Africa**

It seems that some of the COT general volunteers were surprised when they experienced how knowledgeable they were about SA.

For instance V1 (I) realised the amount of knowledge she had about SA when she interacted with the tourists. During her interactions with the tourists she had the opportunity to share her experience of being a South African with them. She stated that when she “found out that I have so much knowledge was when I promoted our country. I had to explain to other people why South Africa was the place ... I discovered that I have a lot of knowledge about my country.” V2 (I) experienced that she had more knowledge about the COT inner city than she was aware of. She experienced that she was capable of assisting tourists although she was unfamiliar with the inner city. This experience illustrated to her that, by using her knowledge regarding SA, she managed to assist the tourists by helping them find a means of transportation. “Sometimes you don’t realise that you can help a random tourist ... So being able to help them just a little bit even by helping them find a taxi or something like that. That was quite an experience.” Furthermore, V4 (W) experienced that whilst interacting with the tourists she discovered that SA has various traditions and that SA is a wonderful country. She wrote that “I learned that South Africa is rich in heritage. I learned that South Africa is a beautiful country.”

It appears that the experience of interacting with the tourists provided the COT general volunteers with an opportunity to become aware of the knowledge they had regarding SA.

#### **5.4.3 Tourist Perceptions**

During their interactions with the tourists some of the COT general volunteers became aware that the 2010 FIFA WC was not what the tourists had expected. For example V1 (I) noticed that views the tourists had of SA was challenged because they did not believe that SA was capable of hosting the 2010 FIFA WC. She stated that “It was nice because uhm their views of South Africa they didn’t expect us to host such a great event and when they saw that we were capable of it they were

actually very pleasant to us.” V2 (W) also experienced that the tourists explored the COT although they were informed about the crime in SA. She was surprised to observe that the tourists exploring the COT did not seem concerned about their safety. “I was amazed to see Argentina tourists walking the streets of Pretoria without looking worried about their safety. This showed me that, although the tourists had been warned about the crime of our country this didn’t stop them from touring.” V3 (I) also experienced that the tourists’ view of SA was challenged because what they experienced was different to what the media of their respective countries had led to them to believe. “The foreigners visiting our country during the world cup, found it very interesting it was not what they had expected according to what they have read and seen what their countries media has been reporting.”

Overall, the COT general volunteers enjoyed their interactions with the tourists even though there were times when they experienced difficulties interacting because of the language differences. Three of the COT general volunteers experienced surprise when they discovered how knowledgeable they were about SA. Some of the COT general volunteers became aware that tourists’ views regarding SA was challenged because they were surprised to experience that SA was capable of hosting the 2010 FIFA WC.

## **Conclusion**

This chapter portrayed the experiences of COT general volunteers during the 2010 FIFA WC. The volunteers described the experiences of working shifts, interaction with COT general volunteers, interaction with supervisors and interaction with the tourists. The next chapter will describe the experiences of reflecting on their involvement as COT general volunteers at the 2010 FIFA WC.

## CHAPTER 6

### VOLUNTEERS' EXPERIENCES AFTER (REFLECTION PHASE) THE 2010 FIFA WORLD CUP™

#### Introduction

This chapter portrays the volunteers' experience after the 2010 FIFA WC and how the experience of being a COT general volunteer would influence their future. The experiences shared by all of the participants are self-growth and the value of the 2010 FIFA WC.

#### 6.1 ESSENCE 1: GROWTH

It seems that the experience of being a COT general volunteer presented the volunteers with an opportunity to discover talents they were previously unaware of.

For example, V1 (W) experienced that the 2010 FIFA WC gave her the opportunity to realise some of her talents and that she would not have realised these talents without the experience of being a spectator services volunteer at the 2010 FIFA WC. She wrote in her essay that "The 2010 FIFA World Cup has helped unveil some of my hidden talents and I have learnt a lot about myself during this period. Without being exposed to this calibre event I wouldn't have been pushed to reach my full potential." Furthermore, she was surprised when she could interact with people whom she has never met before without being shy. She realised that she could be in a leadership position. "I actually could interact without being shy and all that uhm I discovered that I can be a team leader and obviously shy people can't be team leaders." V2 (W) also held the opinion that the experience of being a rights protection services volunteer during the 2010 FIFA WC has allowed her to discover what her strengths and weaknesses are and how she would be able to use this in her daily life. This experience has allowed her to understand that she has strengths in some aspects of her life and other areas might require more attention. She wrote: "The experience has made me realise a lot about myself and my capabilities. It showed my strengths and weaknesses which benefit me in my day-to-day life as I understand that I'm good at certain things and other things I battle with." The

experience of being a spectator services volunteer confirmed V3 (W)'s belief that she was someone who worked well in a group setting. In this regard she wrote that "Even if I had thought that I am team player, I think the whole experience just validated that perception about me." V4 (I) experienced the 2010 FIFA WC as an opportunity for her to learn to be more extroverted, to challenge herself, to be open-minded as well as an opportunity to learn that by participating and being an active listener she can reach her goals. "I learned to be more outgoing. I learned to be more challenging. I learned to be more open to new ideas. I learned that just listening and participating I can become better and I can achieve more." Lastly, V5 (W) also held the belief that the experience of being a spectator services volunteer gave her the opportunity to discover some of her talents. The experience of being a spectator services volunteer at the 2010 FIFA WC gave her the opportunity to discover that if she applies herself anything is possible and interacting with people is easier for her after the 2010 FIFA WC. In this matter she wrote that being part of the 2010 FIFA WC has also helped her "to experience or realise some of my abilities as well. That if I real put my mind in to something and be positive about it I can really do it. Socialising with new people is no longer an issue."

The experience of being a COT general volunteer at the 2010 FIFA WC presented the COT general volunteers with the opportunity to identify and realise some of their talents. The COT general volunteers could learn from their experience as COT volunteers and this might have implications for their future.

## **6.2 ESSENCE 2: VALUE**

It seems that the experience of being a COT volunteer at the 2010 FIFA WC was an experience of a lifetime and something the volunteers would not forget.

For instance, V1(I) experienced being part of the 2010 FIFA WC as an experience that she will remember for the rest of her life and that it was an unique experience. Furthermore, she stated that one can only understand the experience by being a COT general volunteer. Her essay read in part that "it is an experience that I will never forget. The experience it's out of this world. It's really something you need to be a part of it to know what I am talking about." She also experienced being a COT

general volunteer at the 2010 FIFA WC as hard work but fulfilling, especially when she could see the perspective that was being broadcast. She wrote: “It was a lot of hard work, yet it was rewarding because if you see if you go home at night and watch the news and you see what the world sees from our point of view it was great.” V2 (W) experienced that the 2010 FIFA WC was a unique experience because the 2010 FIFA WC was a success and she was able to learn from the experience. In this instance she wrote that “I feel that the experience of the FIFA World Cup has been a literal ‘experience of a lifetime’ not only because it was such a huge success, but also because at the end of the day, it has taught me valuable lessons.” She also held the opinion that it was an honour to give something back to SA and to contribute to making the 2010 FIFA WC a triumph. She mentioned that “I feel it was a great honour being a part of the FIFA Soccer World Cup.” V3 (I) experienced being a COT general volunteer at the 2010 FIFA WC as exhilarating. She stated that the experience was “exciting.” It was also the opinion of V4 (W) that being a COT volunteer during the 2010 FIFA WC was unique and an event that is unlikely to occur again. “It was a once-in-a-lifetime experience and it was happening in South Africa.” Furthermore, she experienced being a rights protection services volunteer as good. Although the experience of being a rights protection services volunteer required her to sacrifice her time it was worth it, because she acquired knowledge. “I believe it was great experience working as a volunteer. I had to sacrifice my time ... I believe at the end of volunteering I gained a lot of experience I gained knowledge.” Lastly, V5 (W) found the experience of being a COT volunteer at the 2010 FIFA WC exciting and there was a lot to experience. She wrote that “I’m very thrilled that I was a volunteer at the 2010 FIFA World Cup. There were just so many people to see.”

The experience of being a COT volunteer at the 2010 FIFA WC was described by the volunteers as the experience of a lifetime and an experience that they will remember. Some of the COT general volunteers experienced the knowledge that they acquired during the 2010 FIFA WC as invaluable. Some of the COT general volunteers described the experience of being a COT general volunteer at the 2010 FIFA WC as hard work. In saying this, the volunteers found the experience fulfilling and an honour to be part of South Africa’s history

## **Conclusion**

This chapter portrayed the COT general volunteers' experiences of their involvement at the 2010 FIFA WC. The essences that were described were self-growth and the value of being a COT general volunteer at the 2010 FIFA WC. The next chapter will provide an overview of the existing research.



## CHAPTER 7

### LITERATURE REVIEW<sup>12</sup>

#### Introduction

This chapter provides a review of the existing research regarding volunteers at mega sport events. A volunteer will be defined and the types of volunteers and the roles that volunteers fulfil will be described. Furthermore, this chapter will portray the similarities and the differences between this study and the existing literature. The aim of this is to indicate the contribution of this study.

#### 7.1 DEFINITION OF A VOLUNTEER

As mentioned in 1.1.3.1, a volunteer can be described as someone who makes a decision to engage in an activity and in so doing sacrifices time and financial compensate on. The volunteer participates in the activity in order to benefit the community as well as him/herself. There are four essential dimensions which describe a volunteer (Cnaan et al.,1996). The four dimensions are: free choice, remuneration, structure and intended beneficiaries. These four dimensions are depicted in Table 7.1.

Table 7.1  
Dimensions and categories of a volunteer

| Dimensions   | Categories  |
|--------------|---|
| Free choice  | <ol style="list-style-type: none"> <li>1. Free will (to choose voluntarily)</li> <li>2. Relatively uncoerced</li> <li>3. Responsibility to volunteer</li> </ol> |
| Remuneration | <ol style="list-style-type: none"> <li>1. None at all</li> <li>2. None anticipated</li> <li>3. Expenses reimbursed</li> <li>4. Stipend</li> </ol>               |
| Structure    | <ol style="list-style-type: none"> <li>1. Formal</li> <li>2. Informal</li> </ol>  |

<sup>12</sup> Descriptive Phenomenology requires the researcher to engage in phenomenological reduction through bracketing. This implies setting aside the researcher's personal biases and prior knowledge regarding the phenomenon being researched. Therefore, the literature review was moved to the end of the mini-thesis to limit the researcher's personal biases and prior knowledge impacting on the research findings (Giorgi, 2005; Giorgi, 2010; Laverty, 2003; Lopez & Willis, 2004).

Intended beneficiaries

1. Profit/help others/strangers
  2. Profit/help friends or relatives
  3. Benefit oneself (as well)
- 

Source: Adapted from (Cnaan et al., 1996)

This description includes community volunteers, sport event volunteers as well as mega sport event volunteers. In this study the COT general volunteers voluntarily applied to become volunteers without being forced into being volunteers. The COT general volunteers did not expect to receive remuneration, but they were surprised when they received a stipend amount. The structure of the volunteer activity was formal because they were part of the COT WCVP. Lastly, some of the COT general volunteers indicated that they wanted to help make the event a success. This finding correlates with previous research which indicated that volunteers were motivated to help make the event a success (Giannoulakis et al., 2008; Haruo, 2004; Karkatsoulis et al., 2005).

## **7.2 TYPES OF VOLUNTEERS**

As described in 1.4.2.1, there are various types of volunteers. The researcher made a distinction between volunteers in the community context, volunteers at sport events and lastly, the focus of this study, volunteers at mega sport events.

### **7.2.1 Volunteers in Community Contexts**

Volunteers make it possible for organisations to address the needs of the community. There are numerous types of volunteers, namely HIV/AIDS, hospice, gerontology, environmental, psychiatric, youth, international service, helpline and crisis volunteers (Held & Brann, 2007; Planalp & Trost, 2009).

### **7.2.2 Volunteers at Sport Events**

The sport industry relies on volunteers to assist them when hosting sport events and also when managing the day-to-day functioning of a sport organisation. The types of volunteers found in the sport event context include parents, coaches, officials and

sport administrators (Cuskelly et al., 2006; Lockstone-Binney, Holmes, Smith & Baum, 2010).

### **7.2.3 Volunteers at Mega Sport Events**

As mentioned in 1.1.3.4, FIFA's SE volunteers consisted of two main groups, namely LOC and HC volunteers. Each of these groups was divided into general and specific volunteers. This study was concerned with describing the experiences of the COT general volunteers at the 2010 FIFA WC. All of the participants in this study were general volunteers. V1, V3 and V5 worked in spectator services while V2 and V4 worked in rights protection services (FIFA, 2009). In the mixed method study conducted by Haruo (2004), which examined the motivations and experiences of Korean and Japanese volunteers at the 2002 FIFA WC, most of the volunteers were general volunteers.

## **7.3 ROLES OF VOLUNTEERS**

Volunteers are necessary to address the shortages of professional people within communities. Community volunteers and SE volunteers comprise a variety of different roles and the roles into which volunteers are divided depend on the type of volunteer activity.

### **7.3.1 Roles of Volunteers in Community Contexts**

The role of community volunteers can include providing the community with education in the form of information regarding the prevention, treatment and the stigma associated with HIV/AIDS. Volunteers fulfil administrative duties and they are involved in the daily functioning of the organisation, such as being a receptionist. The shortage of professional staff (such as psychologists, social workers and doctors) in communities results in many people in need of counselling not being reached. Fortunately, volunteers can provide counselling to people who are in need of assistance (Damainakis, Wagner, Bernstein & Marziali, 2007; Held & Brann, 2007; Lockstone-Binney et al., 2010; Nissim, Regehr, Rozmovits & Rodin, 2009; Planalp & Trost, 2009).

### **7.3.2 Roles of Volunteers at Sport Events**

As indicated in 7.2.2 sport event volunteers can assist the sport organisation in its day-to-day functioning. Parents are often used as volunteers on the day of the sport event. Also coaches are often volunteers because the sport clubs might not have the financial means to afford a permanent coach (Lockstone-Binney et al., 2010).

### **7.3.3 Roles of Volunteers at Mega Sport Events**

The hosting of mega events such as the Olympic Games and the FIFA WC would not be possible without the services that the volunteers provide. Volunteers provide their time and expertise without expecting financial compensation. Volunteers might receive a stipend amount, but it is usually less than an employee would receive. This reduces the costs involved in hosting a mega sport event (Bang et al., 2009; Baum & Lockstone, 2007; Fairley et al., 2007).

The participants in this study were COT general volunteers with V1, V3 and V5 working as spectator services volunteers and V2 and V4 working as rights protection services volunteers. Spectator services volunteers were required to welcome guests arriving at the different points of entry in the host city. For example, COT general volunteers were stationed at the COT train station. COT general volunteers were also stationed at the official hotels, public viewing areas, fan parks and places of interest within the host city. The rights protection services volunteers were expected to identify people who violated the rights of the FIFA trademark. COT general volunteers were expected to notify the authorities when identifying a person who was selling illegal products (FIFA, 2009).

## **7.4 SIMILARITIES WITH PREVIOUS RESEARCH**

In this section, the researcher will describe the similarities between this study and the existing literature, with regard to age, gender, occupations, supervisors, shifts and the value of the experience.

#### **7.4.1 Age**

The age cohort that was the most represented in the Haruo (2004) study was the group of 20 and 30 year olds, whereas Giannoulakis et al. (2008) reported that the 21 to 30 year age range was the best represented in their study of Olympic Games volunteers. Du (2008) and Karkatsoulis et al. (2005) indicated that the age of the majority of volunteers at the Special Olympic Games and the 2004 Athens Olympic Games were between 18 and 24. Bang et al. (2009), Baum & Lockstone 2007 and Fairley et al. (2007) did not report on the age of the participants.

In this study the participants' ages were in the 18 to 25 (V1, V2 and V5) and 26 to 35 year age range (V3 and V4). This is similar to the ages of the participants in the existing literature.

#### **7.4.2 Gender**

Regarding the gender of participants, Haruo (2004) reported more females than males for the Korean and the Japanese sample. A study conducted by Giannoulakis et al. (2008) which measured the motivation of Olympic Games volunteers consisted of more females than males. A study conducted by Du (2008) also reported more females than males in their sample of volunteers at the 2007 Special Olympic Games. This is in contrast to a study conducted by Bang et al. (2009) concerning the 2004 Olympic Games who indicated that they had more male than female participants. The Karkatsoulis et al. (2005) study was a case study and did not report on the gender of the volunteers. Baum and Lockstone (2007) and Fairley et al. (2007) did not report on the gender of participants.

The COT WCVP indicated that they had more female volunteers than male volunteers. The COT WCVP had 715 volunteers of which 426 were females and 289 were males. The participants of this study were all females, which seems to be the sample of the majority of the studies regarding volunteers (COT WCVP, 2010).

### **7.4.3 Occupation**

The occupation that was best represented in the Du (2008); Giannoulakis et al. (2008) and the study conducted by Bang et al. (2009) was students. Baum and Lockstone (2007) and Fairley et al. (2007) did not report on the occupation of the volunteers. The highest ranking occupation of the participants in the Haruo (2004) study was college students for the Korean and the Japanese sample.

In this study, two COT general volunteers were working full-time and studying part-time (V1 & V3), V2 was a full-time student, V4 was working full-time and V5 was unemployed. The occupation of this study seems to be in accordance with existing literature.

### **7.4.4 Supervisors**

The Du (2008) study and the Haruo (2004) study reported that a lack of communication between volunteers and the supervisors resulted in volunteers feeling dissatisfied with their experience.

The participants in this study did not describe their reasons for volunteering or whether they were satisfied with the experience. All of the participants (V1, V2, V3, V4 & V5) in this study mentioned that they enjoyed working with their supervisors. The relationship between the COT general volunteers and the supervisors was described as professional and friendly. The COT general volunteers were involved in the decision-making process and they felt that they could approach their supervisors if they were experiencing difficulties.

The findings of this study correlate with the findings of the Du (2008) and the Haruo (2004) study which indicated the importance of supervisors in contributing to the volunteer's experience. The COT general volunteers experienced the supervisors as friendly and available if they were uncertain about what to do. The COT general volunteers also appreciated participating in discussions with supervisors.

#### **7.4.5 Shifts**

The dissatisfaction with working shifts was only reported on by Haruo (2004), but this dissatisfaction was not found in the Du (2008) study.

The COT general volunteers in this study experienced working shifts as disorganised and chaotic. This seems to have led to some of the COT general volunteers experiencing dissatisfaction when working shifts. However, in saying this some of the COT general volunteers described that working shifts suited them because it allowed them to share the duties allocated to them. One COT general volunteer also described working shifts as beneficial because it allowed her to balance her work and COT general volunteer duties.

Some of the COT general volunteers in this study experienced satisfaction with working shifts because it was beneficial to them. This correlates with the Du (2008) study which found that COT general volunteers were satisfied with working shifts. However, some of the COT general volunteers in this study experienced the working of shifts as disorganised and they were not satisfied with how the scheduling of shifts was conducted. This finding is in accordance with the Haruo (2004) study that reported that the volunteers were not satisfied with working shifts.

#### **7.4.6 Training**

Haruo (2004) was the only researcher that reported on the training of the volunteers. According to Haruo (2004) the volunteers underwent training, but the volunteers did not use the training.

The COT WCVP's training was divided into two categories, namely, volunteer information and the functional area training. The volunteer information consisted of providing all of the COT volunteers with information regarding SA's tourist attractions. It seems that the COT general volunteers experienced the general training as cumbersome. The functional area training that the COT general volunteers received consisted of the duties that the COT general volunteers would have to fulfil. It seems that the COT general volunteers experienced the training in

the functional area as useful because it gave them the opportunity to see precisely what their duties would entail. The training also created an opportunity for the COT general volunteers to meet the people that they would be working with.

Overall it appears that the COT general volunteers experienced the training as useful and beneficial because they had the opportunity to meet their fellow COT general volunteers and the training that they received in the functional area was helpful. Although some of the COT general volunteers experienced the training regarding SA's tourist attractions as cumbersome.

This is in contrast to the findings of Haruo (2004) which reported that the volunteers did not utilise the information that they received during their training. In this study the COT general volunteers experienced that they utilised the information from the specific training, although they experienced the general training to be cumbersome.

#### **7.4.7 Value**

The findings of the Bang et al. (2009), Giannoulakis et al. (2008) and Haruo (2004) studies indicated that the motive to be part of something unique was considered by volunteers when deciding to become a volunteer. The studies conducted by Baum and Lockstone (2007); Du (2008) and Fairley et al. (2007) did not report on the value of volunteering.

It appears that the COT general volunteers of this study experienced that the knowledge they acquired through the experience of being a COT general volunteer at the 2010 FIFA WC was invaluable. At times, some of the COT general volunteers experienced that they had to work hard and they had to make sacrifices. However, the experience of being a COT general volunteer at the 2010 FIFA WC was a unique experience and an experience that they will not forget. This is similar to the findings reported on by Bang et al. (2009), Giannoulakis et al. (2008), Haruo (2004) and Karkatsoulis et al. (2005).



## **7.5 CONTRIBUTION TO PREVIOUS RESEARCH**

This section depicts the findings of this study that were not described by previous literature regarding volunteers at mega events, with specific reference to disciplines, methodology, application process, interactions with volunteers, interactions with tourists and growth.

### **7.5.1 Disciplines**

The literature regarding mega events volunteers were done within the field of management (Bang et al., 2009; Baum & Lockstone, 2007; Giannoulakis et al., 2008; Haruo, 2004). The studies conducted by Bang et al. (2009) and Giannoulakis et al. (2008) were interested in the motives of volunteers at the Olympic Games. Bang et al. (2009) were interested in the validation of the Volunteer Motivations Scale for International Sporting Events (VMS-ISE) to identify what motivates volunteers. These studies were concerned with identifying what motivates volunteers in order to allow for an improvement in the recruiting process and the training process. The study conducted by Du (2008), done from a Physical Education perspective, was interested in how satisfied volunteers at the Special Olympic Games were with the duties allocated to them. Haruo (2004) compared the motives of Korean and Japanese volunteers during the 2002 FIFA World Cup. Karkatsoulis et al. (2005) investigated the sense of pride that the 2004 Olympic Games volunteers felt and the contribution to their sense of national identity. Fairley et al. (2007) discussed the motives of volunteers who travelled with the aim of volunteering at the 2004 Olympic Games which included nostalgia, camaraderie, friendship and a sense of identity. Baum and Lockstone (2007) suggested a research framework specifically for volunteers at mega sport events. These studies were conducted in different countries as indicated in 1.4.2.3.

This study was conducted from the perspective of sport psychology in SA. This study was interested in describing the experience of COT general volunteers preparing to be a COT general volunteer at the 2010 FIFA WC, the experiences of the COT general volunteers during the 2010 FIFA WC and the COT general volunteers'

experiences of reflecting on their involvement as a COT general volunteer at the 2010 FIFA WC. The findings of this study did not include the motives of the COT general volunteers and the motives of the participants were not described in the written accounts or the interviews. The findings of this study could be used to inform future FIFA Volunteer Programmes, but the aim of this study was to describe how participants experienced being a COT general volunteer.

### **7.5.2 Methodology**

As indicated in 1.4.2.3, some of the studies were conducted by means of a quantitative methodology (e.g. Bang et al., 2009; Du, 2008; Giannoulakis et al., 2008) whereas other studies employed a qualitative methodology (e.g. Fairley et al., 2007; Karkatsoulis et al., 2005). Haruo (2004) used a mixed method design. The Baum and Lockstone (2007) study suggested a possible research framework.

This study was done from the point of view of a qualitative research methodology in general, and more specifically from within a Descriptive Phenomenology perspective. Furthermore, this study portrayed the experiences of volunteers preparing to be a COT general volunteer, during and reflecting on their involvement at the 2010 FIFA WC. Therefore, this study provided information regarding what COT general volunteers experienced when preparing to volunteer, what they experienced during the FIFA WC and reflecting on their involvement. This study contributes to the existing literature because it provides information regarding three different phases that the COT general volunteers experienced.

### **7.5.3 Application Process**

The existing research regarding volunteers at mega sport events do not include information about how volunteers experienced applying to be a volunteer (Bang et al., 2009; Baum & Lockstone, 2007; Du 2008; Fairley et al., 2007; Giannoulakis et al.; 2008 & Karkatsoulis et al., 2005). Haruo (2004) explained the recruitment phase and briefly mentioned the selection phase, but the study did not report on the experiences of the volunteers. This study therefore contributes to the existing research because it provides information regarding what COT general volunteers

experienced when applying to become a volunteer. In this study four COT general volunteers made use of the Internet to apply and one COT general volunteer applied at the community library. In this study some COT general volunteers experienced the application process as easy and efficient. However, one of the COT general volunteers experienced anxiety because her application was not processed immediately. This information could be used in future FIFA volunteer programmes to ensure that everyone has access to the application process.

#### **7.5.4 Interaction with Volunteers**

The motive of meeting new people has been researched by Bang et al. (2009) and Giannoulakis et al. (2008). However, this motive was only examined as a factor that plays a role in a person's decision to become a volunteer. The above mentioned studies did not report on what the volunteer experienced when interacting with fellow volunteers. In the study by Fairley et al. (2007), volunteers were motivated to travel to volunteer at the next Olympic Games because of friendship. However, the volunteers were familiar with each other, which was not the case in this study. The Baum & Lockstone (2007), Du (2008), Haruo (2004) and Karkatsoulis et al. (2005) studies did not report on the interactions between the volunteers.

The COT general volunteers of this study described their experience of interacting with COT general volunteers as enjoyable. The COT general volunteers had an opportunity to interact with people from diverse backgrounds. They experienced that they could learn from each other and that they worked towards a common goal. One COT general volunteer experienced anxiety when interacting with people from different ethnicities. The experience of being a spectator services volunteer allowed her to overcome her anxiety.

Therefore this study contributes to the existing literature because it provided a different perspective on what COT general volunteers experienced in their interactions with fellow volunteers.

### **7.5.5 Interaction with Tourists**

The experience of the volunteers when interacting with tourists was not described by Bang et al. (2009); Baum and Lockstone (2007); Du (2008); Fairley et al. (2007); Giannoulakis et al. (2008); Haruo (2004) and Karkatsoulis et al. (2005).

This study found that during their interactions with tourists the COT general volunteers experienced enjoyment, although at times they experienced some language difficulties. In their interactions with tourists some of the COT general volunteers were surprised with how knowledgeable they were about SA. Lastly, the COT general volunteers experienced that the tourists' perceptions regarding SA was challenged.

Therefore this study contributes to the available research because this study described how the COT general volunteers experienced interacting with tourists.

### **7.5.6 Growth**

The experience of what volunteers learned about themselves was not reported on in the studies conducted by Bang et al. (2009); Baum and Lockstone (2007); Du (2008); Fairley et al. (2007); Giannoulakis et al. (2008) and Haruo (2004). The study conducted by Karkatsoulis et al. (2005) found that the younger volunteers were motivated to volunteer due to the work experience they would gain.

When the COT general volunteers reflected on their experience of being COT general volunteers at the 2010 FIFA WC, they mentioned that they discovered skills which they did not think they had. Prior to the 2010 FIFA WC the COT general volunteers did not think it possible for them to interact and assist people who they have never met.

Thus this study contributes to the available research because it portrayed how being a COT general volunteer made it possible for the COT general volunteers to realise talents that they were not aware of and also to meet people from different cultural backgrounds.

## **Conclusion**

In this chapter, a volunteer was defined and the types of volunteers and the roles that volunteers can fulfil. This chapter also described the similarities and the differences between this study and the research available concerning volunteers at mega sport events. The last chapter of this mini thesis will summarise the findings of this study and point out the limitations of this study.

## **CHAPTER 8 CONCLUSION**

### **Introduction**

The final chapter of this mini-thesis will reveal the findings of this study as well as situating the findings within the existing research concerning volunteers at mega sport events. Lastly, this chapter will show the limitations of this study.

### **8.1 FINDINGS**

In this section the findings will be used to answer the primary research question of this research project, which was: “How did South African COT general volunteers experience volunteering at the 2010 FIFA WC?”

#### **8.1.1 Volunteers’ Experiences Before (Preparation Phase) the 2010 FIFA World Cup™**

The research question that specifically focused on the volunteers' experiences before (preparation phase) the 2010 FIFW WC was: "How did South African COT general volunteers experience the time before (preparation phase) the 2010 FIFA WC?"

#### 8.1.1.1 Application (see 4.1)

Application consisted of two nuances namely application process and application process dilemmas.

##### 1. Application Process (see 4.1.1)

The COT general volunteers experienced no major dilemmas in the overall application process for the 2010 FIFA WC. They experienced the application process as basic, easy and efficient. The COT general volunteers applied online except for one COT general volunteer whose sister applied for her at the community library. She also did not experience any major dilemmas.

##### 2. Application Process Dilemmas (see 4.1.2)

Some of the COT general volunteers experienced minor dilemmas regarding their experience of the application process. For instance, the difference between LOC and HC volunteers was not explained clearly. The same applied to problems when submitting the application form on the system.

The COT general volunteers experienced the application process as being without any major dilemmas. However, some of the COT general volunteers experienced minor dilemmas. This finding contributes to the literature concerning volunteers at mega sport events because previous studies (e.g. Bang et al., 2009; Baum & Lockstone, 2007; Du, 2008; Fairley et al., 2007; Giannoulakis et al., 2008; Haruo, 2004; Karkatsoulis et al., 2005) did not report on how COT general volunteers experienced the application process.

#### 8.1.1.2 Volunteer Training (see 4.2)

Training as an essence consisted of certain nuances as experienced by the volunteers. The nuances are fellow volunteers, volunteer information, volunteer information dilemma and volunteer functional training.

1. Fellow Volunteers (see 4.2.1)

The COT general volunteers experienced the training as enjoyable as well as an opportunity to meet and interact with their fellow volunteers.

2. Volunteer Information (see 4.2.2)

The training was experienced as professional because the COT WCVP made use of people who work in the tourism industry. Also the COT general volunteers experienced the training for the 2010 FIFA WC as empowering because they were provided with information that made it possible for them to conduct their duties with confidence and more efficiently.

3. Volunteer Information Dilemma (see 4.2.3)

Some of the COT general volunteers experienced the volunteer information training as cumbersome because of the time spent on the tourism aspects. Some COT general volunteers experienced dissatisfaction with the volunteer information because it was a repetition of familiar information and lastly more practical involvement in the volunteer information training would have been more helpful.

4. Volunteer Functional Training (see 4.2.4)

The COT general volunteers received training in each of their respective functional areas. This training was experienced as more beneficial because it gave the COT general volunteers an opportunity to see precisely what their duties would entail.

Overall the COT general volunteers experienced the training as empowering because they could conduct their duties more efficiently. The information that they

received during the training allowed them to be confident when working as a COT general volunteer.

The Haruo (2004) study was the only one that reported on the training that the volunteers received. Haruo (2004) reported that the volunteers did not use the training that they received. However, this study found that the training gave the COT general volunteers an opportunity to become acquainted with fellow volunteers. The volunteer information was experienced as useful. However, some COT general volunteers experienced it to be cumbersome at times and lastly the volunteer functional training gave COT general volunteers a better understanding of what their duties would entail. The training was experienced as empowering and made it possible for the COT general volunteers to conduct their duties with confidence and efficiency.

### **8.1.2 Volunteers' Experiences During (Participation Phase) the 2010 FIFA World Cup™**

The research question that specifically focused on the volunteers' experiences during (participation phase) the 2010 FIFW WC was: "How did South African COT general volunteers experience the time during (participation phase) the 2010 FIFA WC?"

#### **8.1.2.1 Working Shifts (see 5.1)**

The volunteers experienced dissatisfaction with working shifts whereas some volunteers experienced working shifts as beneficial.

##### **1. Dissatisfaction with Working Shifts (see 5.1.1)**

The COT general volunteers experienced working shifts as disorganised and chaotic. This was due to difficulties when it came to the scheduling of shifts, problems with communication, working later than anticipated and that the COT



general volunteers were not scheduled with the same group of COT general volunteers as the previous day.

## 2. Advantages of Working Shifts (see 5.1.2)

Some of the COT general volunteers experienced working shifts as beneficial because it allowed them to share their COT general volunteer duties and it enabled them to attend to other aspects of their lives.

Overall, working shifts was experienced by some COT general volunteers as disorganised, whereas other COT general volunteers experienced working shifts as beneficial. This is in accordance with the Du (2008) study which found that volunteers were satisfied with working shifts. However, some of the COT general volunteers in this study experienced dissatisfaction related to the disorganisation of the COT WCVP. This finding correlated with the Haruo (2004) study which reported on the dissatisfaction of working shifts by the volunteers.

### 8.1.2.2 Interaction with Volunteers (see 5.2)

The interaction between COT general volunteers was experienced as an opportunity to learn from each other. The participants had an opportunity to interact with people from a variety of backgrounds. The interaction between the COT general volunteers was characterised by accepting one another, assisting each other if necessary and working towards making the 2010 FIFA WC a success. However, one COT general volunteer experienced anxiety when she had to interact with people from different ethnicities. This study contributes to the available research because this finding was not reported on by previous studies conducted by Bang et al. (2009); Baum and Lockstone (2007); Du (2008); Fairley et al. (2007); Giannoulakis et al. (2008); Haruo (2004) and Karkatsoulis et al. (2005).

### 8.1.2.3 Interaction with Supervisors (see 5.3)

The relationship between the COT general volunteers and the supervisors was experienced as being collaborative in nature. The COT general volunteers were involved in the decision-making processes and felt that they could approach the

supervisors if they experienced trouble or if they were unsure of what to do. The COT general volunteers described the relationship as professional, but also experienced the supervisors as friendly. This finding supports the studies reported on by Du (2008) and Haruo (2004) where they found that the supervisors play a role in the satisfaction or dissatisfaction experienced by volunteers.

#### 8.1.2.4 Interaction with Tourists (see 5.4)

The interaction with tourists consisted of the following nuances, language as a barrier, knowledge related to SA and tourist perceptions were described by the volunteers.

##### 1. Language as a Barrier (see 5.4.1)

At times the COT general volunteers experienced some difficulty when interacting with tourists because of the language differences. Although communication was difficult at times, the COT general volunteers experienced interacting with tourists as fun and that they were friendly.

##### 2. Knowledge Related to South Africa (see 5.4.2)

The COT general volunteers experienced surprise at how knowledgeable they were about South Africa during their interactions with tourists. This assisted them in conducting their COT general volunteer duties more effectively.

##### 3. Tourist Perceptions (see 5.4.3)

The COT general volunteers experienced that the tourists did not expect the 2010 FIFA WC to be successful and were surprised by what SA offered. The COT general volunteers experienced that the tourists' views regarding SA was challenged.

Overall, the COT general volunteers experienced the interactions with the tourists as enjoyable. However, at times the language differences made it difficult for them to conduct their volunteer duties. Some of the COT general volunteers were surprised by the knowledge they had about SA. Lastly, a number of the COT general volunteers experienced that the tourists' views about SA was challenged. The research conducted by Bang et al. (2009); Baum and Lockstone (2007); Du (2008); Fairley et al. (2007); Giannoulakis et al. (2008); Haruo (2004) and Karkatsoulis et al. (2005) regarding volunteers at mega sport events did not report on how volunteers experienced interacting with the tourists, the knowledge that the volunteers had about their country or the tourists' perceptions. Therefore, this is new and adds to the existing literature.

### **8.1.3 Volunteers' Experiences After (Reflection Phase) the 2010 FIFA World Cup™**

The research question that specifically focused on the volunteers' experiences after (reflection) the 2010 FIFW WC was: "How did South African COT general volunteers experience the time after (reflection phase) the 2010 FIFA WC?"

#### **8.1.3.1 Growth (see 6.1)**

The experience of being a COT general volunteer at the 2010 FIFA WC gave volunteers an opportunity to discover new talents. The volunteers became more confident in their abilities because they could learn from their experience as a COT general volunteer and this might influence their future. The studies conducted by Bang et al. (2009); Fairley et al. (2007); Giannoulakis et al. (2008) and Haruo (2004) indicated that people decide to volunteer because they see it as an opportunity to develop new skills. However, the studies did not report on the experience of what the volunteers learned about themselves after a mega sport event as these findings suggest.

### 8.1.3.2 Value (see 6.2)

The experience of being a COT general volunteer at the 2010 FIFA WC is something that volunteers will never forget. The COT general volunteers enjoyed being part of the 2010 FIFA WC and they wanted to contribute to making the event a success. Some of the COT general volunteers experienced that the knowledge they acquired during the 2010 FIFA WC was invaluable. Some volunteers experienced being a COT general volunteer as hard work but that it was worth it. The studies conducted by Bang et al. (2009); Giannoulakis et al. (2008) and Haruo (2004) presented similar results when it was found that volunteers were motivated to become mega sport event volunteers in order to play a part in something unique and to help their country make the event a success.

## 8.2 GUIDELINES FOR FIFA VOLUNTEER PROGRAMMES

From the COT general volunteers experiences the following guidelines can be recommended.

### 8.2.1 Training

The COT general volunteers experienced the training as beneficial when they were trained in their respective functional areas. However, some experienced the volunteer information training as cumbersome. Future FIFA volunteer programmes could benefit from including more training sessions in the functional areas in which volunteers work.

### 8.2.2 Working Shifts

As mentioned in the previous section, the COT general volunteers experienced the shifts as challenging, whereas others experienced it as beneficial. The scheduling of shifts could be adjusted to suit the unique demands of the volunteers in future FIFA volunteer programmes. For example, volunteers who also have to go to work might

get preference for an evening shift instead of a shift during the day. Volunteers could also be consulted when scheduling the shifts.

### **8.2.3 Cultural Diversity**

The COT general volunteers experienced language as a barrier when interacting with tourists. Future FIFA volunteer programmes could benefit from including skills and knowledge regarding language as a barrier as well as cultural diversities.

### **8.2.4 Supervisors**

The COT general volunteers experienced the interaction with supervisors as being collaborative. Volunteers could be empowered and discover leadership skills if they are more involved in the decision making process and supported in performing their volunteer duties effectively. This could be implemented in future FIFA volunteer programmes because volunteers appreciate being part of the process.

## **8.3 LIMITATIONS**

In this section, the researcher will provide a critique of this study in terms of the sample and the methodology used by the researcher.

### **8.3.1 Sample**

A limitation of this study was that no males were represented in the sample. The inclusion of male participants could have resulted in a different description of the phenomenon. The sample also consisted only of COT general volunteers and it would be interesting to see how the COT specific volunteers experienced the 2010 FIFA WC. Instead of using general volunteers from two functional areas (spectator services and rights protection services) the sample could have included general COT volunteers from other functional areas such as media, transport and logistics. The sample could have included volunteers from the various age groups to determine how they experienced being a volunteer at the 2010 FIFA WC.

### **8.3.2 Methodology**

Instead of using a descriptive phenomenological method to conduct research, the researcher could have used a quantitative method as this would increase the capacity to generalise of the research and more volunteers' experiences would have been investigated. It is the first time that a FIFA WC was hosted on African soil and the researcher could have used an interpretive phenomenological approach in order to gain access to how volunteers experienced being a COT general volunteer and how they interpreted this experience. The researcher could have used more than one type of descriptive phenomenological analysis. Lastly, the researcher provided participants with guidelines to write their essays and this could have resulted in the researcher's subjectivity impacting on the research. In saying this, this was the first research project conducted by the researcher and providing the participants with guidelines could be attributed to the researcher's inexperience.

### **Conclusion**

This research project was aimed at describing the experience of the COT general volunteers at the 2010 FIFA WC. This chapter described what the findings of this study could contribute to existing literature and also revealed new findings regarding volunteers at mega sport events. The limitations of this study were described in this chapter.

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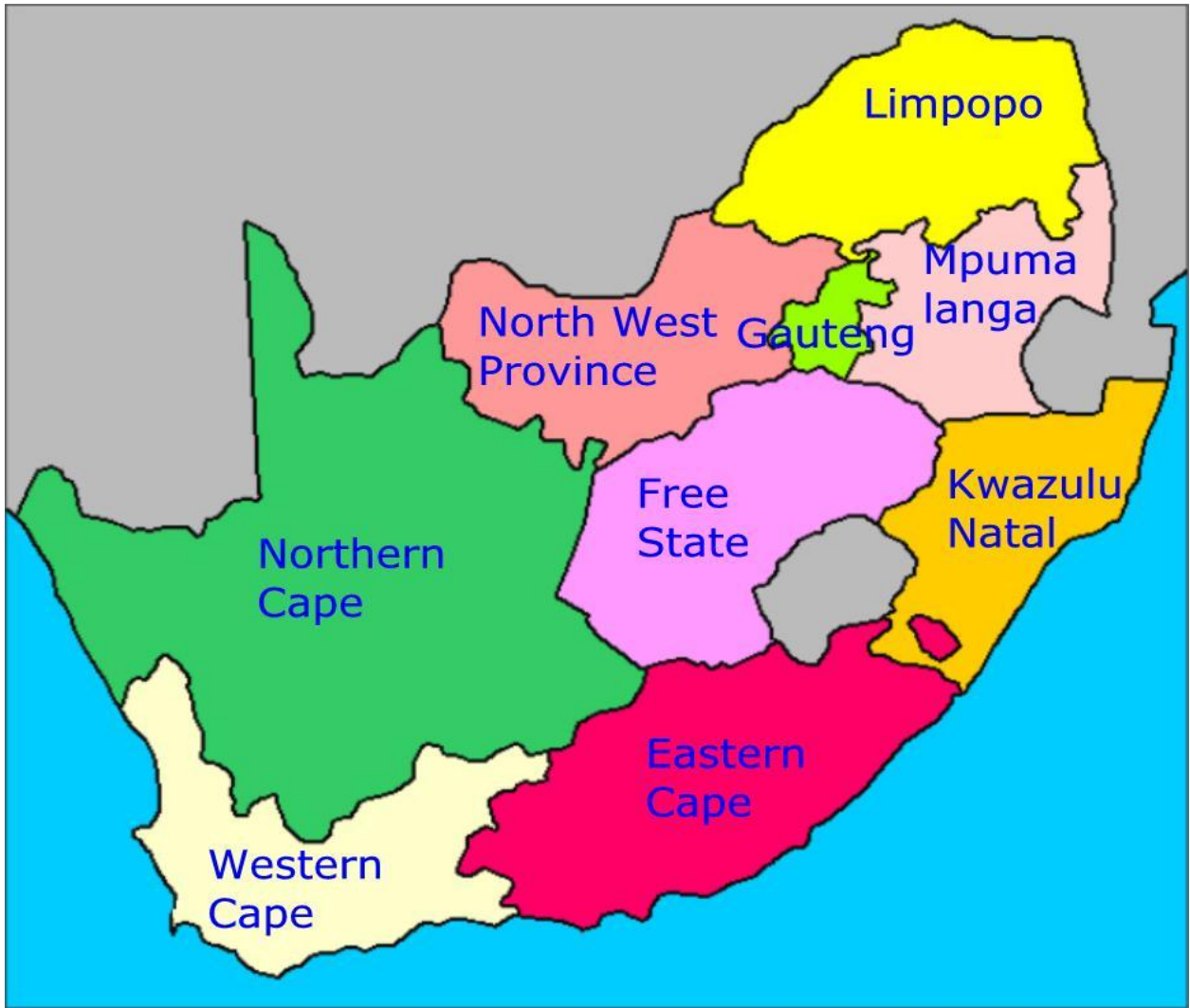
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(“South Africa’s Provinces”, 2010)

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1908 - 2008



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

Department of Psychology  
Faculty of Humanities

24 March 2010

**TO WHOM IT MAY CONCERN  
REQUEST TO CONDUCT RESEARCH**

1. The FIFA 2010 World Cup is a major sport event in the history of Africa, as well as South Africa. It brings together people of all over the world and has created the opportunity for South African's to once again unite as a nation. However, it also presents researchers with the opportunity to conduct research, because it is the first time that the FIFA World Cup will be hosted on African soil. I would hereby like to inquire regarding the possibility of doing research on "South African volunteers' experiences of the FIFA World Cup".
2. I, Marfeleze Smit, am currently registered for my MA (Counselling Psychology) degree, specializing in Sport Psychology, at the University of Pretoria, South Africa. As part of the degree I am required to do a research project. I am interested in volunteers' experiences of working at the Loftus Versveld stadium during the 2010 FIFA World Cup. This is the proposed focus of my research project. Prof. Laurens Human from the Department of Psychology at the University of Pretoria is the study leader of my research project.
3. I would like to know whether it would be possible to conduct such a research project with the South African volunteers directly after the World Cup. If this possibility exists, will it be possible to gain access to the volunteers in order to determine if there is an interest amongst them to participate in my research endeavour. Participation in the study is voluntary and involves the participants to write an essay and a semi-structured interview about their experience as a volunteer. If I have to attend a volunteer training session to gain access to the volunteers, I would



**Office of the Executive Mayor and City Manager**

**2010 Unit**

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My ref:  
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1 April 2010

**RESEARCH SUPPORT: 2010 FIFA WORLD CUP: VOLUNTEER PROGRAMME**

This serves to confirm that Marleze Smit has been granted permission to conduct research on Sports Volunteerism within the CoT WC Volunteer Programme.

Marleze will be conducting interviews with a sample of volunteers from the CoT and will be participating and observing different activities during operations. The Volunteer Management Team will further support her by inviting her to different training and induction programmes that will be conducted prior to the event and providing her with relevant literature on the subject.

Should you have any queries or concerns please contact Emil Nothnagel on 012 358 2310 or Lepheng Setati 082 824 8188.

Yours faithfully

EMIL NOTHNAGEL  
Manager: Legacy and Sustainability



**South African host city volunteers' experience of the  
2010 FIFA World Cup: a phenomenological study**





Dear COT Volunteer,

The World Cup has come to an end and I (as a researcher) often thought about how you were holding up, especially during the cold weather! Now it is “Ke Nako”. It is time to share your experience as a COT volunteer during the World Cup.

I am extremely curious about all of your COT volunteer experiences of being a COT volunteer and I cannot wait to hear from you! Your experiences as a COT volunteer will be published not only in my research dissertation, but also in a scientific article for the world to read. It is truly Africa’s time for the world to see that we can host a World Cup and produce world class scientific studies.

Attached to this e-mail you will find the following two documents:

The first document is the **Informed Consent Letter**. Please read through it carefully and complete Section B. After you have completed Section B, e-mail it to me or alternatively I will collect it from you. Please return it to me as soon as possible.

The second document is the **Research Project**. The research project consists of two Sections.

Section A: Research Information                      Consists of back ground information and requires short answers.

Section B: Research Questions                      Consists of three questions. Please describe both in as much detail as possible. I provided guidelines to help you, but it is by no means a restriction. I am interested in your experience as a COT volunteer.

Please complete the Research Project by the 28<sup>th</sup> of July 2010. Again you can e-mail it to me or I will collect it from you. Should you have any questions/concerns, please do not hesitate to contact me via e-mail or phone:

E-mail:            marteleze@gmail.com  
Cell:                071 682 4477

Thank you!  
Marteleze Smit



Department of Psychology  
Faculty of Humanities

11 June 2010

## SECTION A RESEARCH INFORMATION

Dear participant,

The following information is important regarding the research project 'South African host city volunteers' experiences of the 2010 FIFA Soccer World Cup'. Once you have read through the information, and are willing to participate in the research project, please complete Section B.

**Information:** I, Marteleze Smit, am currently registered for my MA (Counselling Psychology) degree at the University of Pretoria, where I am required to do a dissertation. I am interested in how South African Host City (HC) volunteers in the Tshwane Metropolitan Area (TMA) experience the 2010 FIFA Soccer World Cup. Prof. Lourens Human from the Department of Psychology at the University of Pretoria (UP) is the study leader of my research.

The study is qualitative in nature and consists of writing an essay about your experience as a South African HC volunteer in the TMA during the 2010 FIFA Soccer World Cup. The study also involves a semi-structured interview based on the themes identified in the essay. The interview is therefore an elaboration on the essay.

Every attempt will be made to provide an accurate reflection of your experience, which will be achieved with feedback from you.

## RESEARCH PROJECT

### Section A

#### Research Information

1. What is your age? \_\_\_\_\_
2. What is your gender? \_\_\_\_\_
3. What is your highest educational level? \_\_\_\_\_
4. What is your present occupation? \_\_\_\_\_
5. What is your involvement in football? \_\_\_\_\_  
(Example: Player, Coach, Referee, Administrator, Spectator, Parent, Other  
(Please Specify))
6. In what functional area were you a City of Tshwane  
(COT) volunteer? \_\_\_\_\_  
(Example: (1) Accreditation, (2) Administration, (3) Environmental Services,  
(4) Language Support, (5) Rights Protection Services, (6) Media Services, (7)  
Spectator Services, (8) Transport, (9) Information Technology Services, (0)  
Marketing and (11) Protocol Services).

## **Section B**

### **Research Questions**

#### **1. COT general volunteer experiences before (preparation phase) the 2010 FIFA World Cup™**

Question: Write an essay, in a much detail as possible, describing your experiences of preparing (preparation phase) to be a City of Tshwane (COT) general volunteer in the Tshwane Metropolitan Area (TMA) at the 2010 FIFA World Cup™.

Guidelines: You can refer to the following to assist you in your writing:

- a. Your experience of the application process.
- b. Your experience of the selection process.
- c. Your experience of the training process.
- d. Any other significant experience(s) not covered by (a)-(c), that you would like to share.

#### **2. COT general volunteer experiences during (participation phase) the 2010 FIFA World Cup™**

Question: Write an essay, in a much detail as possible, describing your experiences of participating (participation phase) as a City of Tshwane (COT) general volunteer in the Tshwane Metropolitan Area (TMA) at the 2010 FIFA World Cup™.

Guidelines: You can refer to the following to assist you in your writing:

- a. Your experience of working shifts during the World Cup.
- b. Your experience of interacting with other volunteers during the World Cup.

- c. Your experience of interacting with the supervisors during the World Cup.
- d. Your experience of how the training assisted you during the World Cup.
- e. Your experience of learning more about your skills during the World Cup.
- f. Your experience of interacting with tourists during the World Cup.
- g. Any other significant experience(s) not covered by (a)-(f), that you would like to share.

**3. COT general volunteer experiences after (reflection phase) the 2010 FIFA World Cup™**

**Question:** Write an essay, in as much detail as possible, describing your experiences looking back (reflection phase) on your involvement as a of City of Tshwane (COT) general volunteer in the Tshwane Metropolitan Area (TMA) at the 2010 FIFA World Cup™

**Guidelines:** You can refer to the following to assist you in your writing:

- a. What did you learn about yourself as a person during your World Cup experience, and how will this shape you as a person in future?
- b. What did your learn about South Africa during your World Cup experience, and how will this influence your view of South Africa in the future?
- c. What did you learn about the foreigners visiting South Africa during your World Cup experience, and how will this influence your view of foreigners visiting South Africa in the future?

- d. Any other significant experience(s) not covered by (a)-(c), that you would like to share about how the World Cup experience will shape you in future.

Thank you!