

*“Are you busy tomorrow?”*

**A Cross-Cultural Study about Communication, Group  
Forming, Leisure, Voluntarism and Commitment among  
Members of Volleyball Clubs Metso Jyväskylä and  
Montreal Athletics Regional Club**

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# ABSTRACT

FACULTY OF HUMANITIES  
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The aim of the present study is to form an integrated picture of a volleyball club by approaching it from perspectives of communication and group forming, leisure, voluntarism and commitment. This study analyzes the findings from two volleyball clubs based in two countries, Canada and Finland, and is therefore a cross-cultural study. The results presented later on show the different approaches of the two cultures. The survey included research on six different target groups: active members, ex-active members and connect people of top level volleyball clubs Metso Jyväskylä (Metso) from Finland and Montreal Athletics Regional Club (MARC) from Canada. The survey was implemented by a mail questionnaire.

The study proposes the following research questions:

- 1) What is the commitment of the active members of Metso and MARC? Does the status, i.e. role of the person in the club (an active member, an ex-active member or a connect person) affect how committed they are, and what their commitment to the club is like? Does commitment have a connection with participation in club activities?
- 2) What do people connected to Metso and MARC (active members, ex-active members and connect people) do during their leisure time? What kind of club work do they do/did they do? What are the most important missions of the clubs?
- 3) What is communication like in Metso and MARC? Does communication in the club have a connection with the commitment of active members?
- 4) Noncommitment: Why don't the ex-active members and connect people of Metso and MARC participate in club activities?

The methods used are frequential presentations, correlation and mean tests (t-tests, one-way ANOVA). Interpretation was tentative because the number of respondents was under 30 in each target group.

The active members of both clubs feel primarily affectively, emotionally committed to their club and a statement like *“I love volleyball”* was ranked as an important reason to be with the club. The more committed members were also likely to participate more often in club activities. When comparing the means of commitment statements between different target groups, the active members of Metso and MARC were the most committed, whereas the connect people of MARC were the least committed group.

The majority of respondents do sports themselves. With Metso, active members do not play competitive volleyball, whereas in MARC players are the active members. The respondents are active also in other organizations, mostly in the field of sports. For Metso, the most important missions were *“activities for young people”* and *“success in the volleyball court”*, and for MARC *“profile and sustain volleyball”*, *“bring up young players”* and *“teach the mentality of commitment”*. There was a correlation between received feedback and commitment, i.e. the ones who received more positive and negative feedback tended to be more committed. The ex-active members and connect people of both clubs perceived lack of time as the most important reason not for participating in club activities.

The present study was the first one of its kind, and there is a need for this type of research with voluntary and commitment elements connected to sports. This study could be seen as a fruitful framework for further studies.

Keywords: volleyball club, voluntary organization, communication, leisure, commitment, culture

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## 1 INTRODUCTION

In Finland, the majority of sport activities are maintained in sport clubs, therefore the club is an important organization to be researched in the field of sport. In Canada, the situation is not similar, but sport is important there as well. Clubs in Finland and Canada function mainly with the help of voluntary people, for whom club work is a hobby and a leisure activity. Being part of the club is a form of commitment and a channel to do something enjoyable with other people. In this study, volleyball club is understood as a non-profit and voluntary organization where leisure activities are maintained. The clubs are deliberately constructed and reconstructed to meet specific goals.

I have been a member of several volleyball clubs in Finland and abroad. I lived in Montreal for a year, playing volleyball and being part of a volleyball club. I became aware of different cultures, not only national, but also ethnic, organizational and volleyball club cultures. In this study, club activities and commitment are compared with survey data from two case clubs, one from Finland and another from Canada, and therefore the study includes a cross-cultural component.

Finland and Canada are both countries where sport plays an important role. A featuring problem of sport clubs everywhere during recent years is that there are not enough active people and committed volunteers. The situation is contradictory and does not make sense: If people are as interested in sports as they seem to be, why do they not participate in club activities? Commitment of its members is essential for a club to survive. Nowadays the membership in a club is not necessarily a lifelong commitment.

The aim of this study is to form an integrated picture of a volleyball club by approaching it from perspectives of organization, communication, leisure, voluntarism and commitment. With the help of the case clubs Metso Jyväskylä and Montreal Athletics Regional Club I want to find out how active members, ex-active members and connect people of Metso and MARC perceive their volleyball club and their own commitment to it. Does commitment have a connection with participation club activities? What do the people connected to Metso and MARC do during their leisure time? Are the people actively involved with Metso and MARC also active elsewhere? Does communication in the club have a connection with commitment? What do the ex-active members of Metso and MARC perceive as reasons to quit the club? What do the connect people of Metso and MARC perceive as reasons not to commit themselves to the club activities?

To extend the concept of club work, this study has three target groups: Current ac-

tive members, ex-active members and connect people (people who know something about the club via people who are involved) of two case clubs, Metso Jyväskylä and Montreal Athletics Regional Club.

The study is organized as follows: Chapter one presents the reasons and rationales to do this research and the research questions. Chapter two introduces the target clubs of the study, Metso Jyväskylä and Montreal Athletics Regional Club, and the volleyball structures in both countries.

In chapter three, the concepts of communication and group forming, leisure, voluntarism and commitment are discussed in detail. Each of these concepts is discussed in the following order: Meaning of the concept, nature of the concept, definition of the concept. When defining the concepts, I use meaning to explain the concept: "*what it is*", nature: "*what it is like*" and consequences or implications to explain "*what points of view are essential for this study*". Other concepts of the study are determined in chapter 3.1.

Chapter four explains how the instrument of the study, the questionnaire, and the samples have been chosen. The processes of forming the questionnaire, defining the major areas of the study and the target groups, active members, ex-active members and connect people of Metso and MARC, are included. In the same chapter, response rates and the demographic profiles (i.e. background questions) of each target group and how they were reached are explained, and also how the gathered data was analyzed.

Chapter five presents the results of the survey data. When discussing the results of the questionnaire, questions are formed into five groups according to research questions 1) *status in the club and commitment*, 2) *leisure, voluntarism, mission and participation in club work*, 3) *communication and commitment* 4) *noncommitment of ex-active members and connect people*, and 5) *open questions describing the volleyball environment of case-clubs*. In the last part answers to the following open questions are summarized: "Is volleyball valued in Finland/Canada", "why do people come into Metso/MARC, and why do they leave the club", "what is the role of a player in MARC", and "other comments regarding this questionnaire, volleyball and voluntarism". In the summary of survey data the main results of the study are brought together.

In discussion (chapter six) the results, problems of the study, evaluation, future directions and opportunities are discussed.

Some literature of this study concentrates on organizational or profital surroundings when talking about the organization, and general social surroundings when talking about leisure and voluntarism. As a clarification, I refer to a volleyball club with separate chapters attached to each issue, which are written from Metso's and MARC's points of views.

Bilingualism of the study is a challenge in writing because the questionnaire for the Finnish target club was written in Finnish, and for the Canadian target club in English. In this study the results and questions are reported in English. The numbers of the questions in the original questionnaire are mentioned.

## 1.1 Why is This Issue Worth Studying?

Clubs are the basic institutions for organized sports in Finland, and also a part of sport life in Canada, and that is why they are proper targets for the study. High level sports could in some cases be considered a business. Still its origin is in voluntarism, and most sport organizations in the western world could still be classified as voluntary organizations (Koski 1994, 14). This kind of research within volleyball clubs, with components of communication, leisure, voluntarism, commitment and cross-cultural aspects has not been conducted before.

Commitment of current members has been studied widely in a profital organizational context, and turnovers are covered as well. Commitment to sport clubs, especially to a volleyball club, is an area which has room for research. One target group of this study, the connect people, has not been studied before. Potential new active members for clubs, here defined as the connect people, are important for the club's future. According many studies, the most successful ways to recruit people to activities are word-of mouth and personal contacts (see further Laakso 1998, 40-43).

This study concentrates on volleyball clubs because of my personal interest. I have belonged to different volleyball clubs for fifteen years, as an active member and as a player. Metso Jyväskylä and Montreal Athletics Regional Club (MARC) were chosen as example clubs for the study for the following reasons:

1) *I am familiar with Metso and MARC.* I participate in Metso's activities currently in field of information and coordination (I write press releases, articles for newspapers, contracts with stakeholders and season publications). I played for MARC during the season 1995-96 and took part in its activities.

2) *I live in Jyväskylä and I used to live in Montreal.* The cross-cultural aspect of my study required a local assistant to accomplish the delivery of questionnaires. Because I lived in Montreal and I know some people there, I decided MARC to be my other example club. My ex-teammate from MARC, Anna Sampogna, took the responsibility of carrying out the research in Montreal.

3) *Both Metso and MARC play volleyball in the highest level in their country.* In Jyväskylä there are no other teams playing in the championship league of volleyball (highest level). In Montreal, there are a couple of other teams who play in the AA-league (highest club level), but I am not familiar with them. There are other clubs in Jyväskylä and in Montreal which would match the social profile of the country. Still, MARC is different from many other clubs in the Montreal area because it has several teams, such as junior girls, junior boys, senior women, and senior men. Other clubs usually concentrate on maintaining one team.

4) *I can also see myself as an outsider.* Metso is a club for men's volleyball, which leaves me, somewhat of an outsider. I played for MARC a couple of years ago, and it is not part of my everyday life anymore. If the case club had been the club I currently play for, the situation would have been more complicated. I would probably have been too close to the organization and its people.

Board members of Metso (in 1996) supported the idea of doing research within their club, and people with MARC were helpful as well. The importance of the study for the Canadian Volleyball Federation was revealed during the project. Clubs are a part of the Canadian sport institution, but the education system is mainly responsible for organizing sport activities. After finishing the university, there are not many competitive teams



to go to, and many athletes quit.

There are many sport people in Canada who are not happy with the situation. A couple of representatives of the Quebec Volleyball Federation (Fédération de Volley-Ball du Québec, FVBQ) told me that my research has "forced" many people to think about the situation and status of club volleyball in the province of Quebec and Canada, and about the possibilities to improve the current situation. Our cooperation is going to be continued with my internship in the office of FVBQ, Montreal, during the season 1998-99.

## 1.2 Research Questions

The aim of the study is to form an integrated picture of a volleyball club by approaching it from perspectives of organization, communication, leisure, voluntarism and commitment. With the help of the case clubs from two national cultures: Metso Jyväskylä from Finland, and Montreal Athletics Regional Club from Canada, I want to find out how the active members, ex-active members and connect people of Metso and MARC perceive their volleyball club and their own commitment to it. Research questions are as follows:

1. What is the commitment of active members of Metso and MARC like? Does the status i.e. role of the person in the club (an active member, an ex-active member or a connect person) affect how committed they are, and what their commitment to the club is like? Does commitment have a connection with participation in club activities?
2. What do people connected to Metso and MARC (active members, ex-active members and connect people) do during their leisure time? What kind of club work do they do/did they do? What are the most important missions of the clubs?
3. What is communication like in Metso and MARC? Does communication in the club have a connection with the commitment of active members?
4. Noncommitment: Why do the ex-active members and connect people of Metso and MARC (groups are defined before mailing the questionnaire) participate in club activities?
  - 4a) What do the ex-active members of Metso and MARC perceive as reasons to quit the club?
  - 4b) What do the connect people of Metso and MARC perceive as reasons not to commit themselves to the club activities?

The data for the study was collected with a questionnaire. With both Metso and MARC, there were three target groups: active members, ex-active members and connect people. Data collection was carried out in July-August 1997 with Metso, and August-December 1997 with MARC. Each target group received 30 questionnaires. The research methods of the study are discussed in more detail in chapter 4.

## **2 TARGET CLUBS OF THE STUDY: METSO JYVÄSKYLÄ (METSO) AND MONTREAL ATHLETICS REGIONAL CLUBS (MARC)**

Target clubs of the study are Metso Jyväskylä (Metso) and Montreal Athletics Regional Club (MARC). The organizational domain is the set of environmental elements that the organization has to interact with to accomplish the organizational goals. The environment is comprised of several sectors, such as demographic, economic, competitive, political, legal, social, cultural, societal (green), and technological environment (Daft 1986, 49-55; Dibb, Simkin & al. 1997, 35-81; Evan 1976, 259-261; Kotler 1997, 150-166.)

From the point of view of a volleyball club, the above mentioned environmental factors affect how the club operates and how it is perceived: financial situation and funding of the club, competition between other leisure activities and other sports, evaluation of sports and volleyball, success of the club in the field of volleyball, geographical location of the club etc.

To get a better idea of what these clubs are like and where they operate, the following section presents background information about both case clubs, and also about the general volleyball structure in Finland and in Canada.

### **2.1 Volleyball Clubs Metso and MARC**

#### **Metso**

Metso Jyväskylä is a specialized club for men's volleyball. It was founded on February 6, 1989 as Jyväskylän Metso-Lentis. Before the foundation of Metso-Lentis, volleyball in Central Finland was organized by Kiri of Jyväskylä, whose dominating sport is Finnish baseball. Volleyball activities of Kiri were moved over to Metso-Lentis in 1989, along with the people who arranged the volleyball activities. (Metso-Lentis 1989.) During summer 1997 the name of the club was simplified to Metso Jyväskylä.

Metso plays currently in a championship league which is the highest level for volleyball in Finland for the ten best teams. The best achievement of this senior team was to finish 5th during the season 1994-95. Metso also has junior teams which have

performed well in the Finnish championships, won several medals, and won the championship in boys under 21 years during the season 1995-96.

During the season 1997-98, when the research was conducted, Metso had three teams: Men's championship league team, a junior team for boys under 19 years old, and a junior team for boys under 21 years old. Men finished 7th, juniors under 19 years old 20th and juniors under 21 years old 3rd. In September 1997, Metso started junior volleyball for children 5-10 years old.

## MARC

Montreal Athletics Regional Club (Club Regional Athletique de Montréal, MARC) is originally a multi-sports club, in which volleyball is the most dominant and stable sport. Other sports that MARC used to have included were boxing, power lifting, rhythmic gymnastics, track and field and wrestling. Also non athletic activity groups were approached, such as singing, folk dancing, youth orchestra and dramatics. Currently it concentrates on volleyball.

The motto of MARC is to accept and welcome any athlete who wishes to join the club, contrary to other clubs in the area (Toke 1998.) Other clubs are often connected to schools and universities, for example team Sherbrooke is open to players who have graduated from the University of Sherbrooke. MARC also organizes tours of competition and cultural exchange. Club teams have visited England, France, Saudi Arabia, Egypt, Denmark, Sweden, Finland, Holland, Belgium, West Germany, Russia, Estonia, and Latvia, and have welcomed teams from USA, China, Sweden, Finland, Mexico, Cuba and Czechoslovakia. (Toke 1998.) The club is located in Montreal, in the province of Québec. Montreal is the second biggest city after Toronto, with almost three million inhabitants (Statistics Canada 1996).

MARC was founded in 1978. Its predecessors were Palestre National (from 1967 to 1972) and Pierrefonds Volleyball Club (from 1972 to 1978), which were run by the same man, the founder of MARC, Ants Toke. The club's purpose is promotion of sport at the highest level possible, and it functions year around to remain competitive in the higher leagues. (Forget & Toke 1998; Toke 1994.) MARC has been a sponsor of a Summer Sports School since 1982 and has worked ever since in cooperation with the city of Montreal (Toke 1998).

The teams of MARC play in the 1st division, which is the highest level for club volleyball. The league is open which means that there is no permanent number of teams, and new teams can participate in the league without trials. During the season 1997-98 MARC had four teams: senior women, senior men, junior and juvenile. Both men and women finished in 5th place, the junior team 12th and the juvenile 16th.

## 2.2 Volleyball Structures in Finland and in Canada

### Finland

Finnish volleyball is organized in club surroundings. It means that teams, who play in leagues in different levels, are almost without exceptions club teams, not university teams or anything else (Heinilä 1986, 14). The Finnish Sport Federation (Suomen Liikunta ja Urheilu, SLU) is the head organization for sports, where the Finnish Volleyball Association (Suomen Lentopalloliitto, SLeL) is a member association, along with other sport associations (Suomen Liikunnan ja Urheilun Strategia, yhteinen maali 1996, 26-27). The Finnish Sport Federation has been there since 1993, when structures of sport organizations were rearranged (see further Kulha 1995, 8-12).

The Finnish Volleyball Association has the main responsibilities for arranging the leagues. The lowest levels are free for any teams to participate, but in order to play in the higher leagues, teams have to go through trials. For example the best teams of fourth division go up to third division, the best teams of third division go up to second division and so on. Therefore, a new team can not go straight up to play for example in the 1st division.

There are five levels for women and six levels for men to play competitive volleyball. For both women and men, there is a special division of association, the Finnish Championship league (SM-liiga), which arranges the highest level of volleyball in Finland. The two lowest levels for both sexes are arranged by regional associations, such as Central Finland, and could be classified as recreational levels. There are local recreational leagues as well, which are arranged by local clubs and municipalities. There are also leagues for juniors and veterans. (Suomen Lentopalloliitto ry. 1997.)

The Finnish national team coach chooses the national team players from the players in club teams in Finland or abroad, i.e. a national team player plays both for a club and for the Finnish national team. A national team is not a separate institution, but a cooperative organ with clubs.

### Canada

Canada is a huge country compared to Finland, with its 976 139 square kilometers and 30 million inhabitants. In Finland, there are 338 000 square kilometers, and five million inhabitants. (Statistics Canada 1996; Virtual Finland 1998). In Canada, there are ten provinces which organize for example education independently (Statistics Canada 1992, 34-45, 58.) Volleyball in Canada is organized through two systems: the educational system (each province is responsible for arranging sports) and the club system. The Canadian amateur sport and recreation delivery system comprises three subsystems:

1) *The education delivery subsystem includes physical education, intramural, and inter-school programs at elementary through university levels.*

2) *The amateur sport delivery subsystem includes national, provincial, and local club involvement.*

3) *The recreation delivery subsystem includes public municipal recreation, private clubs, and employee fitness and wellness programs.* (Inglis 1994, 172.)

In Quebec, the Student Sport Federation (Sport Etudiant) takes care of all sports played

within the school system, i.e., high schools, colleges and universities (Forget 1997; Forget & Sampogna 1997; Lauzon 1998). Club volleyball in the province of Quebec is arranged by The Quebec Volleyball Association (Fédération de Volleyball du Québec, FVBQ) which is a provincial institution for the Canadian Volleyball Association (CVA). CVA is a national federation, equivalent to the Finnish Volleyball Association in Finland. Both of them belong to the International Federation of Volleyball (Fédération d'International de Volleyball, FIVB). ( Forget & Sampogna 1997; Lauzon 1998.)

FVBQ, as well as other provincial sport organizations were formed in the 1960s and 1970s, and operate today to promote and coordinate sport development throughout the province (Inglis 1994, 172). Since 1987, FVBQ has worked directly with clubs and teams (Lauzon 1998).

One important mandate of FVBQ's is to give services to competitive civil clubs and teams (children and adults), recreational leagues (indoor and outdoor), and National team programs. Senior AA (1st division) and the university league are the highest levels of play in Quebec. A, B and C levels are offered by the recreational leagues. All tournaments and Championships are presently open. For competitive circuits and finals, FVBQ does a qualification tournament to limit access to the best teams. In Quebec, there are approximately 22 000 members, including players within the school system, the competitive level, recreational players, beach volley players and others. The athlete development model in the province of Quebec is recognized throughout Canada. (Lauzon 1998.)

National team players in Canada do not play for club teams while playing for the national team. National team coaches choose potentially talented players from colleges and universities from around the country. The national teams are considered teams themselves, separate institutions. (Forget 1997.)

### 3 DIFFERENT PERSPECTIVES OF THE VOLLEYBALL CLUB AS AN ORGANIZATION IN FINLAND AND IN CANADA

The volleyball club could be seen as a voluntary organization, where people come together to achieve goals which benefit their club. For those people, club work is a hobby and a leisure activity. Being a member of the club reflects commitment and is also a channel to do something enjoyable with other people and to communicate with them. The volleyball club is the focus of this study, and culture is seen as a context where volleyball activities and group forming take place.

The aim of chapter three is to form an integrated picture of the volleyball club by approaching it from perspectives of communication and club forming, leisure, voluntarism and commitment. Volleyball clubs Metso Jyväskylä (Metso) and Montreal Athletics Regional Club (MARC) are used as examples and cases throughout the study. Other concepts used in research are defined in chapter 3.1. Figure 1 portrays the focus of the study.

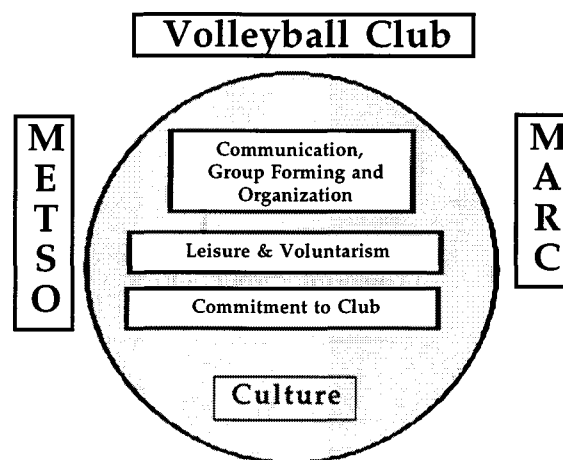


FIGURE 1: The focus of the study.

### 3.1 Culture, Sport and Sport Club

#### Culture

The concept of culture is wide, and it is used in many different contexts by different researchers such as Edward Hall (1989), Geert Hofstede (1993), Larry Samovar, Richard Porter and Nemi Jain (1981), Edgar Schein (1985), and Benjamin Schneider (1990). According to the view of Schein (1985, 6-7), the definitions could be divided in two according to the basic principles: 1) *Culture is defined according to its symbols, what culture HAS*, or 2) *culture is a way of life, it represents feelings and portrays what culture IS*. Schein explains that the first category refers to the norms, rituals and climate that symbolize the culture, whereas culture itself is a way of perception, thinking and feeling, the category number two. Geert Hofstede's (1993, 24-27) four levels of culture hold the same idea. In figure two, there are two modifications on Hofstede's four levels of culture.

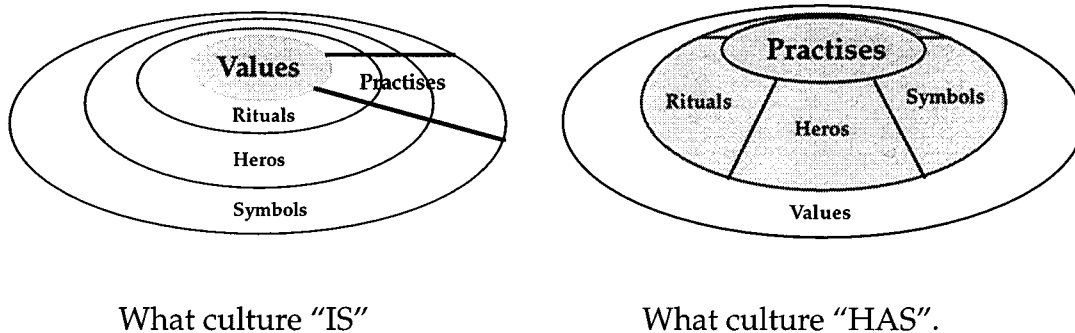


FIGURE 2: Hofstede's four levels of culture: what culture is and what is has (figure modified by A.L.).

Values are the innermost core of the culture, which according to Hofstede are a general tendency to prefer some things compared to others, and they are attached to feelings. This level could be understood as "what culture IS".

Rituals are operations which are followed and are seen as socially necessary to achieve the goal. Heros are real or fictional, alive or dead, who are appreciated in the specific culture. Symbols present the utter core. Symbols mean words, gestures, pictures etc., whose meanings could be understood by members of the culture. (Hofstede 1993, 24-27.) These three levels could be understood as "what culture HAS".

Culture does not exist only within the national borders, but also in other group surroundings. Cultures inside the national borders could be referred as subcultures (Calhoun 1981, 165-175; French & al. 1985, 45 46; Gudykunst 1992, 13; Samovar & al. 1981, 33), organizational or corporate cultures (Deal & Kennedy 1982; Kreps 1986, 135; Morgan 1997; Peters & Waterman 1982; Schein 1985; Schneider 1990). The meaning of the concepts is about the same, but they are used in different contexts, for example the corporate culture -term is used in profital surroundings.

Every organization has its own cultural identity, made up of the history and the unique combination of individuals who are part of the organization (Kreps 1987, 136). Culture is often understood as a "soft" force which causes "hard" results. Some organizations do better than others, and organizational culture has been found to impact and relate to success, for example to welcome newcomers, improve productivity and efficiency, have a supportive climate, improve individual satisfaction and socialization, and

avoid major conflicts (Greenberg & Baron 1995; Kreps 1986; Schein 1985, 30-41; Schneider 1990).

The main difference between national and organizational cultures according to Hofstede (1993, 38) is how people become part of them. People can have an effect on joining organizational culture, belong to it for a certain period and leave from it, whereas people are born to be part of a national culture. The different ways to become a part of a culture also effect how important the different levels of Hofstede's picture (figure 2) become.

According to researches (Hofstede 1993, 260-262), national differences of culture could be seen in the level of values, whereas differences in organizational cultures are more in a practical level (ritual, heroes, symbols). Figure two could be interpreted also as having the national culture on left, and organizational culture on right. According to Hofstede, the practical level (rituals, heros, symbols) often displaces values in organizational culture. This could be explained by values being learned in early childhood, while organizational practices are learned in the organization by socializing with other members. In this study, the concept of culture is understood as follows:

*Culture is a way of life in a community (not only within the nation). Values reflect feelings, and they are expressed in everyday life, for example as attitudes towards sport, leisure, voluntarism, and commitment. Culture is the context where everyday actions take place.*

#### Metso and MARC

There are national sports which are not known worldwide and which are played mainly in their home country. Sports like that are horse polo in Great Britan, "pesäpallo", Finnish baseball in Finland, and lacrosse in Canada.

Volleyball as a game is known worldwide, and the game itself does not difer much, no matter what side of the world we are on. It could be said that there is a professional, transnational volleyball culture. What differs nationally and organizationally in the field of volleyball, is the culture that maintains and supports playing. It could be called the organizational culture of volleyball. There are different types of organizations arranging volleyball activities, such as clubs, colleges, universities, associations, federations, companies etc.

The organizational culture of volleyball could be seen as a cultural subsystem of society and a reflector of existing cultural values. Figure three elaborates how the transnational volleyball (game) culture and the organizational cultures of volleyball could be seen in relation to each other.

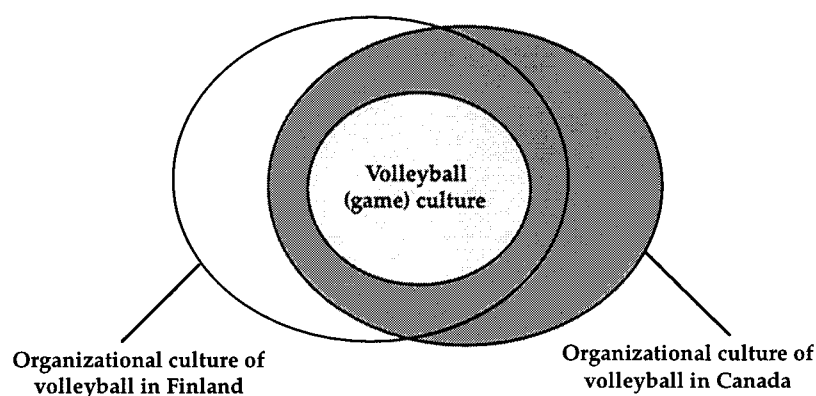


FIGURE: Relation of transnational volleyball (game) culture and Finnish and Canadian organizational cultures of volleyball.



Hofstede says that the emphasis of an organizational culture is in its practises, in its rituals, heros and symbols. Symbols in both clubs are for example nick names that members call each other like "Räsä" for Räsänen and "La Puce" (a flea) for Genevieve. Among current members of Metso there is a shared understanding of irony about a person who used to be part of the club, and did not complete the tasks he was supposed to do.

In sport surroundings heroes could be seen as reflections of dominant cultural values (Leonard 1984, 77-79). Founders of the clubs could be considered club heroes: Ilpo Rouru in Metso and Ants Toke in MARC. The role of a hero in Metso could also fit the ex-executive director and a long time coach Jouko Lindberg and maybe some successful players such as Pekka Kortteinen and Aki Riihimäki. The team-supper on Fridays after practise could be seen as a ritual in MARC.

## Sport

According to Pamela J. Creedon (1994, 3), I use the word "*sport*" as a cultural institution, and "*sports*" as activities or games that are only one component of the institution of sport. According to Kelly (1982, 188; Leonard 1984, 6-7) listing sports is easy, but it gets more difficult when talking about sport as leisure. Organized and competitive games such as ice-hockey and gymnastics are clearly to be included into sport, but when it comes to noncompetitive activities such as fishing and jogging, it is already more difficult. As a clarification, sport is seen in this context as *an organized activity in which physical effort is related to relative measurement of outcomes with accepted regularities and forms* (Heinemann 1980, 32-33; Kelly 1982, 189).

## Sport Club

The meaning of the word "sport club" is understood here according to Kalevi Heinilä (1986, 126, translated from Finnish by A.L.):

*A sport club is a social organization, where members carry out their common interests when taking part in sport activities, and together work for the purposes and interests of the club to make the club function."*

## 3.2 Communication for the Individual and the Group

Among other things, communication is closely associated with one's definition of self, how a person sees him/herself. When talking about communication, we often assume that it applies to more than one person. Social needs are satisfied through interaction with others and with the help of other people we also try to make sense of the world and understand people around us. (Baron & Byrne 1984, 84-85, 101-115; Tubbs and Moss 1991, 5.) Communication has a meaning for an individual in interpersonal as well as different group contexts, which are discussed in the following chapters.

### 3.2.1 Process and Cultural Approaches to Communication

According to Burton and Dimbleby (1988, vi), there are three main approaches to human communication, which could be described as 1) *process approach*, 2) *semiotic approach*, and 3) *cultural approach*. In short, the process approach sees different factors, like sender, receiver, content of the message, channel, timing etc., as parts of a given communication situation. If one of these factors is changed, the whole situation is changed as well. According to that view, communication is an ongoing process without a clear start or end. The semiotic approach concentrates more on the meaning of signs and structure, and the cultural approach is concerned with how culture may be maintained and transmitted through communication. (See also Samovar & al. 1981, 10 12.) In this study, communication is approached as *a process where culture is present*.

Within a volleyball club the process approach is natural because many factors affect the nature of a communication situation, and some of those factors (sender, channel, and timing) could be identified with an survey. These factors are studied in more detail with Lasswell's communication model in the following chapter. Communication within a volleyball club is not controlled by one person, but by many, and that is why the communication situation changes constantly. Because a volleyball club is a voluntary organization, people participate in communication, like in other activities from their own will.

The presence of culture refers to the environment where communication takes place. With the cultural approach, communication can be defined simply according to Edward T. Hall (1989) "*communication is culture, culture is communication*". Similar cultural backgrounds in perception makes the sharing of meaning possible. (Samovar & al. 1981, 36). Culture and communication are inseparable, because culture sets the norms; who talks with whom, about what, how the communication process goes, how people encode the messages, the meanings, the circumstances for sending, noticing and interpreting (Samovar & al. 1981, 24).

#### 3.2.1.1 Laswell's Model of Communication as a Basis

Communication questions were operationalized in this survey according to Laswell's basic model. Harold Laswell (1948 in Burgoon, Hunsaker & Dawson 1994, 25; Severin & Tankard 1988, 32) suggested a very simple way of describing the communication process. According to Laswell, the communication process in its simplicity answers the following questions:

Who  
Says What  
In Which Channel  
To Whom  
With What Effect?

In addition to Laswell's questions, "when" and "why" could be asked as well. "When" elaborates the situation where the information given. The focus of this study is the volleyball club as a voluntary organization. Drucker (1990, 7-8; 45) explains that non

and voluntary institutions exist for the sake of their mission. The mission could be understood as an answer to "why". (See further chapter 3.4.2 Nature of a Voluntary Organization and its Mission.)

### Metso and MARC

In this study, active members of Metso and MARC were asked about the information flow in the club with Laswell's basic setting. The question "Who usually arrange(s) the fundraising activities and ask(s) people to participate" is the "who and says what", because participating in club activities is seen as the basic purpose. If any positive or negative feedback was given to respondent, it could also be classified into the "says what" category

"How do you usually get the information" is the "in which channel", because respondents chose the two most appropriate channels among alternatives such as the phone, meetings, informal interaction and mail. "To whom" is naturally our respondent, the active member of the club. "With what effect" is proven with questions like "How often do you take part in activities?" and "what kind of voluntary work do you do for your club?". The general timing of giving information about club activities is answered with the question "when do you usually get the information about fundraising activities?" Perceived mission answers the question "why". The mission of volleyball clubs Metso and MARC could be "to offer people a good hobby", "the success in volleyball courts" or "bring up young players".

### 3.2.1.2 Situational Characteristics and Levels of Communication

Communication occurs in several kinds of situations. In communication literature one popular way to distinguish communication is to divide it into a situational (contextual) approach and a developmental approach. (Infante, Rancer & Womack 1990, 14-15; Kreps 1987, 53-57; Littlejohn 1989, 13; Trenholm & Jensen 1992, 27-29; Tubbs & Moss 1991, 15-18; Wiio 1977, 163-194.)

I do not find the two mentioned categories, process-semiotic-cultural (see chapter 3.2.1) vs. situational-developmental, contradictory, but rather complementary. The situational approach could be seen as a more accurate level than the process, semiotic and cultural approaches. It classifies the number of participants and the type of interaction which takes place.

Figure four presents the hierarchy of the concepts from my point of view. Culture is an environmental factor which surrounds us in our everyday actions. Approaches, levels and characteristics important to this study are written in bold. Situational characteristics start with organizational communication because organization is seen as a basic unit for this study. Within the organization, there are smaller units where communication takes place, like small group and interpersonal communication.

Situational characteristics are divided somewhat differently by different authors. All the levels, excluding intrapersonal communication, share the process of creating a meaning between two or more people. (Infante, Rancer & Womack 1990, 14-15; French & al. 1985, 143-170; Littlejohn 1989, 13; Trenholm & Jensen 1992, 27-29; Tubbs & Moss 1991, 15-18; Wiio 1977, 163-194.)

In this study, communication is seen as *a process where culture is present*. It means that culture sets the norms of the factors of a communication situation: who talks with whom, about what, how the communication process goes, how people encode the messages, the meanings, and the circumstances of interaction.

Intrapersonal communication does not fulfill the criteria of communication here because there is no interaction nor sharing between individuals. To understand what

intrapersonal communication is, it is presented in the following listing with interpersonal communication. Puro (1992, 1) points out that communication research concentrates on dyadic communication, and most of the models are formed when two people interact.

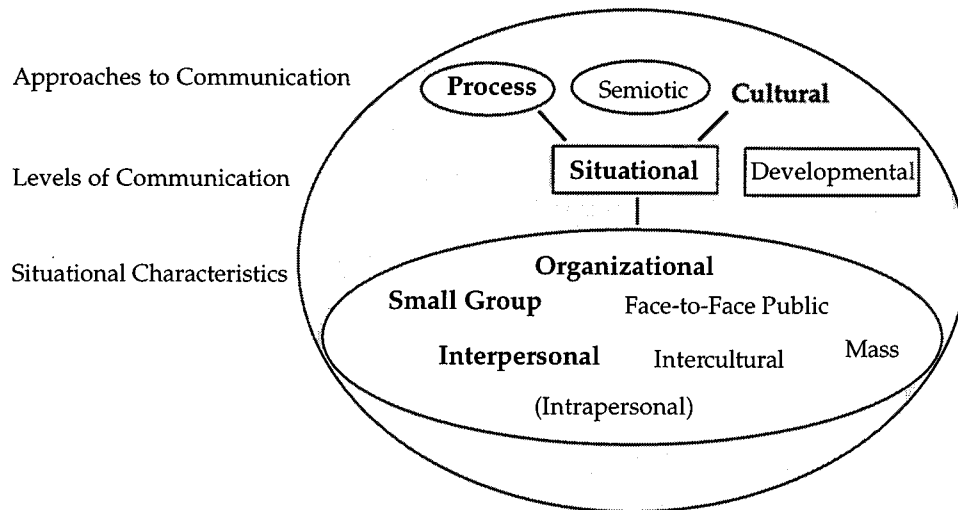


FIGURE 4: Approaches to communication, levels and situational characteristics of communication.

The situational approach includes:

-*organizational communication* (communication occurs in complex organizations and takes place within a hierarchy, roles tend to be specialized and the rules for behavior more formalized)

-*small group communication* (the size of a small group may vary, but it must be small enough that everyone can interact freely)

-*interpersonal, dyadic communication* (communication between two people, generally in face-to-face interaction, generally spontaneous and informal)

(-*intrapersonal communication* (daydreaming, thinking, trying to make sense of the world, you are both the sender and receiver of your own message))

-*face-to-face public communication* (a single speaker addresses a large group of individuals simultaneously, a speech)

-*mediated public (or mass) communication* (the audience is large, but the transmission is indirect)

-*intercultural communication* (communication between people of different cultures)

(Andrew & Baird 1989, 2-24, 220-240; Burton & Dimbleby 1988, 1-30, 157-177; Infante, Rancer & Womack 1990, 14-15; Littlejohn 1989, 13; Trenholm & Jensen 1992, 27-29; Tubbs & Moss 1991, 15-18, 201-399.)

Organizational and group communication are the two most popular contexts for theory building by scholars of communication. Organizational communication involves

one-on-one communication (superior subordinate communication) and small group communication (meetings). An effective organizational communicator must also be an effective interpersonal and small group communicator (Greenberg & Baron 1995, 7-8; Infante, Rancer & Womack 1990, 303-304.).

This study is cross-cultural, not intercultural by nature. It means that the interactions between the representatives of two national cultures (Finnish and Canadian) are not studied (intercultural communication), but communication within these cultures is compared (cross-cultural communication).

### **Metso and MARC**

The major concern of this study is the volleyball club. Organizational, small group and interpersonal communication are essentially connected to club activities, more than the other communication categories. When different groups of the organization meet, we talk about organizational communication, e.g. annual meeting for all the club members. Communication helps organization members accomplish both individual and organizational goals, but it also helps them to get integrated into the organization's culture (Kreps 1987, 13; 143).

Small groups exist in organizations for many reasons, to complete different tasks (Trenholm & Jensen 1992, 345). In club surroundings, the board has the responsibility on financial issues, another group of people takes care of organizing fundraising events, and another group is responsible for organizing activities for younger players. Although being part of a group, one-to-one interaction is inevitable because many things are taken care of in pairs (phone-calls etc.).

### **3.2.2 Group Forming**

To live a "civilized" life means that we must be willing to live up to the expectations of others. Few people in society, if given the choice, would choose to live, work or spend their leisure or working time alone. Groups exist because they serve some function for society, for a group, or for the individual members of the group. A group consists of two or more individuals. A group refers to "*a collection of people who interact in some way and share some common goals or interests*" (Baron & Byrne 1984, 411-413; Burton & Dimpleby 1988, 157; Burgoon, Hunsaker & Dawson 1994, 252; French, Kast & Rosenberg 1985, 10-12, 150-151; Severin & Tankard 1988, 134; Tyson & Jackson 1992, 46-47.)

A group communicates according to its own rules, i.e. there are certain rituals and symbols that express the existing culture. Symbols are something that stand for something else, and meaning is what is intended. To go deeper, meanings are in people, and communication is as personal as the individuals who use it (Burgoon, Hunsaker and Dawson 1994, 14). See further chapter 3.1 "Culture".

Often groups of people accomplish more together than by themselves. People join groups to achieve goals that they might be unable to achieve by themselves. The greater productivity of a group effort is called the assembly effect bonus. If a group's product is greater than the combined product of the same number of people working alone, the extra product is the bonus (Baron & Byrne 1984, 370-371; Burgoon, Hunsaker & Dawson 1994, 252; Kreps 1986, 5-10; 100, Tyson & Jackson 1992, 46-47.) Figure five elaborates the importance of cooperation.

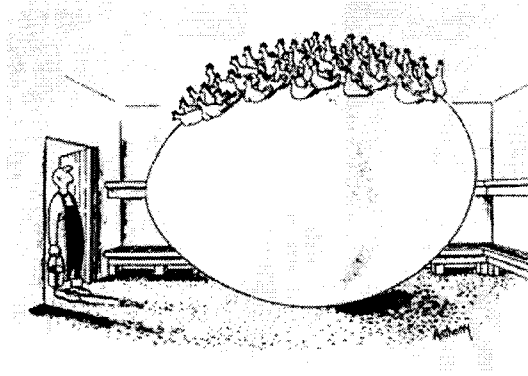


FIGURE 5: Cooperation, a surprising example. When individuals cooperate, they can often attain goals none could reach alone. In Baron & Byrne 1984, 370.

Murphy (1981, 114-115) explains that leisure interests cause people to join an existing group with similar interests, and in return, group formation is based on leisure interests. Clubs, associations and athletic teams are all examples of groups within a society (Donnelly, Carron & Chelladurai 1983, 3). Several leisure scholars suggest that 90% of leisure activities tend to be group experiences (Chekk, Field & Burdge in Murphy 1981, 114-115).

#### Metso and MARC

Both example clubs maintain team sports, volleyball. Volleyball as a game cannot be carried out by oneself. It does not matter how good one is, if one does not have a team to play with. Volleyball as a sport (like other team sports) elaborates the idea of group work: Each individual has to have certain level of skills before the team can do well. To success, all players have to understand the meaning of team work.

The previous example was about the volleyball game, but the same goes for club activities. For example, if all the members try to supply sponsors for the club with different marketing arguments, different prices, and different skills, it will be a disaster. If they happen to go to same companies, it is very unlikely that they will get any sponsors. Communication and team work works here as well: A group of people can do more together than by themselves.

#### 3.2.2.1 Organizations as Groups

People often get together in organizations because they surround us; we are born in them and usually die in them as well, and the space in between is filled with them (Greenberg & Baron 1995, 286; Hall 1987, 1; Kreps 1986, 5-10). By organization, I mean in the words of Etzioni:

*Organizations are social units (or human groupings) deliberately constructed and reconstructed to seek specific goals" (Etzioni 1964, 3).*

The definition is very similar to the general definition of a group (chapter 3.2.2 "a collection of people who interact in some way and share some common goals or interests"), except inside the organization there are separate units, separate groups. A volleyball club could be seen as a social organization. A social organization is a community where communication relationships are established (Gudykunst 1992, 63-64). They could be classified to primary and secondary groups. Primary groups include the closest and most perma-

ment groups such as family, relatives and friends. Allardt (1983, 68) explains that secondary groups are organizations which have written rules and chosen leaders, like volleyball clubs. The definition between primary and secondary groups is not often clear because people are members of many different groups (see further 3.2.2.3 Roles in Different Clubs).

There are several researchers who have studied the nature of organizations. Above all, there are five theoretical perspectives on organizational behavior, which are somewhat differently categorized by different authors.

- 1) *The classical theory* (Max Weber, Henri Fayol and Frederick Taylor),
- 2) *The human relations theory* (Elton Mayo, Chester Barnard and Richard Likert),
- 3) *The social systems theory* (Daniel Katz and Robert Kahn, Lawrence and Lorsch),
- 4) *Weick's model* (Karl Weick), and
- 5) *The organizational culture theory* (Thomas Peters and Robert Waterman, T. Deal and A. Kennedy). (See further Andrews & Baird 1989, 9-24; Hall 1987, 35-53; Kreps 1987, 63-157; Tyson & Jackson 1992, 134-152).

### Metso and MARC

The social system approach applies well to this context because it represents the organization as a complex set of interdependent parts that interact to adapt to a constantly changing environment in order to achieve its goals (Kreps 1986, 100). In order to function successfully, volleyball clubs, as well as other organizations, have to adjust to the surrounding environment, and take its needs into consideration.

Metso and MARC operate in the national culture as well as in the volleyball culture of each region. How the organization works, depends for example on the number of players and other active members, the role of the player in the club, what kind of other clubs there are in the area, whether volleyball and sport is valued, and whether government, municipalities, companies etc. support the clubs.

One of the most common divisions is to divide organizations to profit and non-profit. The typology "non-profit" suggests its sources of funding. The purpose of a non-profit organization is not to make profit. Still, it is good to remember that many so-called non-profit organizations are involved with entrepreneurial efforts, as they seek funding. (Hall 1987, 48; Kotler & Andreasen 1996, 12-15.)

In this study, *volleyball club is understood as a non-profit and voluntary organization where leisure activities are maintained*. Leisure is discussed in chapter 3.3 and voluntary aspects in chapter 3.4. The following two chapters discuss people's needs to join groups in general.

### 3.2.2.2 Motivation to Join Groups

Why people join, why do they get together, why are they involved with certain leisure activities? Belonging to certain groups provides substantial benefits. It allows us to associate with people who share our values, attitudes, and interests. Membership might have demands as well because it may cause people to change their attitudes and behavior from what they would be otherwise. (Baron & Byrne 1984, 412-413; Greenberg & Baron 1995, 288-289.)

The hierarchy of needs was developed by Abraham Maslow in 1943, and it is considered the basis when talking about motivation. The idea of his model is that when certain "lower" needs become satisfied, certain "higher" needs become activated. While

different levels of hierarchy can be separated for analysis, they probably all participate in actual behavior. On the other hand, a need does not have to be fully satisfied before the next level becomes potent (Maslow 1954, 80-98). In Figure six, the "Type of need" model by Maslow is connected to an organizational interpretation of the same model, which was presented by Gareth Morgan (1996, 37). Another popular motivation model, the motivation-hygiene concept by Frederick Hertzberg (1959, 113-119) divides Maslow's model in two. This classification was made by Hersey and Blanchard (1975).

The motivation-hygiene concept by Frederick Hertzberg (Hertzberg, Mausner & Snyderman 1959, 113-119) has two kinds of factors: The "*hygiene factors*", which are the satisfied needs, and the "*motivators*", i.e. needs which are not yet fulfilled. The hygienic and motivational factors are congruent with the need hierarchy. The hygienic factors could be interpreted to cover physiological, security and partly social needs, i.e., they are preventive. They are not the most essential factors to accomplish the work, but rather the conditions where the work is done.

"The motivators" reflect social needs, esteem and self-actualization. These factors cause satisfaction, feelings of accomplishment, and professional development. Hertzberg (in Hertzberg, Mausner & Snyderman 1959, 113-119) points out that both kinds of factors meet the needs of the employee, but it is primarily the "motivators" that serve to bring the kind of job satisfaction that industry is seeking from its work force.

People are motivated at various times by various forces. Another important point is that different methods must be used to change different kinds of attitudes (Trenholm & Jensen 1992, 158).

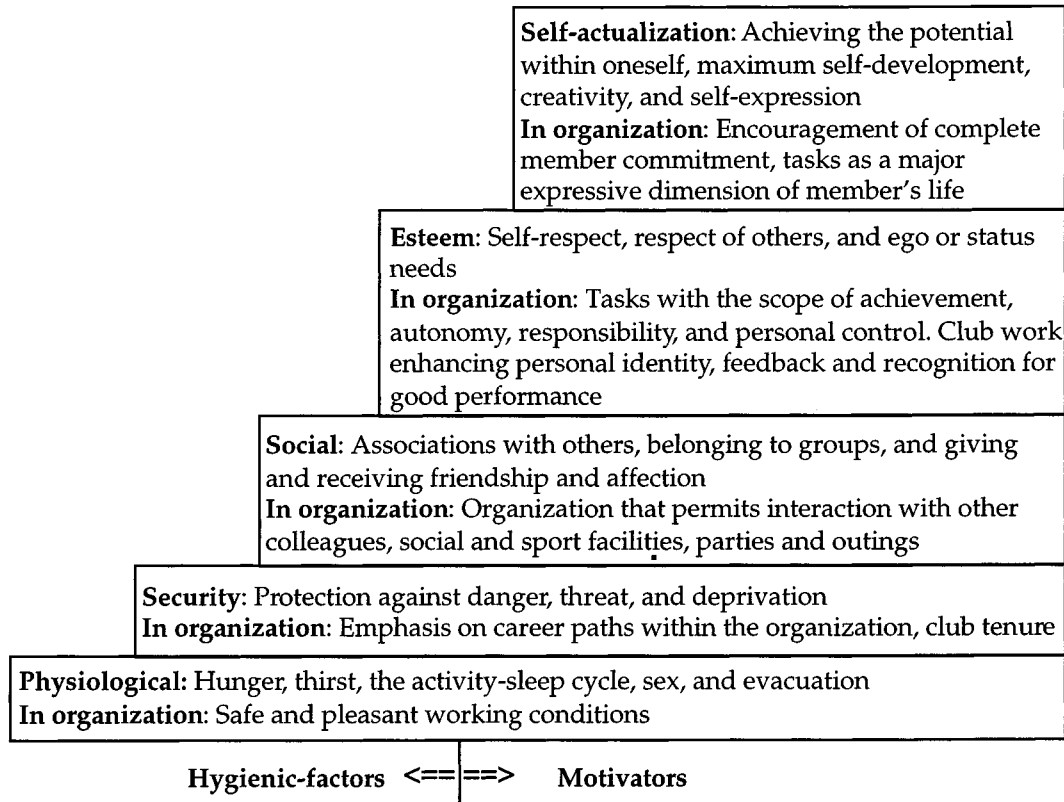


FIGURE 6: Type of Need by Maslow (1954) in general and in organization (Morgan 1996, 37). The connection of Maslow's model to the motivation-hygiene concept by Hertzberg (1959, 113-119) was made by Hersey and Blanchard (1975).



### Metso and MARC

Being part of a volleyball club is for most people at least in the level of belonging, the 3rd stage of Maslow's, and in the hygienic motivation model membership is a hygienic factor. Membership could also be in the level of safety needs, if for example a person stays with the club because turnover could cause problems or if he/she leaves because staying is too hard. The club membership could also satisfy esteem needs and the need for self actualization, and therefore operate as a motivating factor as well.

An important aspect of this study is motivation in leisure behavior. Seppo Iso-Ahola (1980, 227-230) illustrates leisure needs and motivation with his model, Figure seven. Iso-Ahola's model could be seen as a natural continuum to Maslow's traditional model, and it also applies in other fields of leisure and voluntarism, not only in sport.

I level: Iso-Ahola (1980, 228-229) argues that biological factors are insufficient to explain leisure behavior because such factors only set the stage for leisure pursuits. Even if the person may not have much talent biologically for volleyball playing or marketing a volleyball club, he may develop talent in a strongly supportive social environment.

II level: Too little or too much stimulation is damaging to the individual, both physiologically and psychologically. Leisure behavior takes place within a framework of optimal arousal and incongruity, i.e., little change in routines motivates.

III level: Leisure behavior can be explained in terms of intrinsic motivation, perceived freedom and competence. There is freedom to choose activities that make a person feel good about him/herself. Competence is important for athletes and others, to set goals that are not too easy to gain.

IV level: The most popular way of explaining the reasons why people participate in various leisure activities is to pose this question directly to them. The figure is an iceberg, the top part of it is visible and the bottom part is not. A person has both hidden and open reasons to participate in a certain activity.

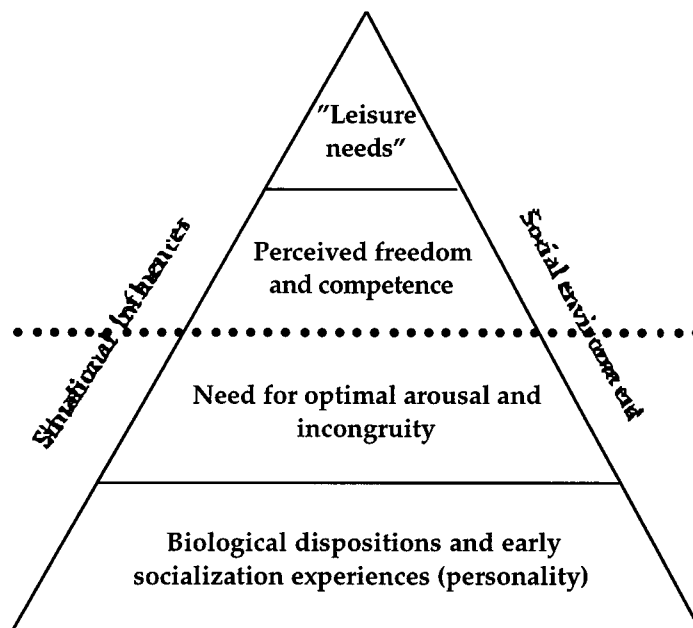


FIGURE 7: An illustration of levels of causality of leisure behavior. Why do you participate in this leisure activity? In Iso-Ahola 1980, 228.

Motivation in voluntary surroundings was studied in USA with a national survey in 1996. With the survey, the motivations of volunteers were searched (Clary 1996). In the field of adult recreation, understanding motivators were seen as the most important factors to participate. In the understanding factor there were statements like *"I can explore my own strengths"*, *"I can learn new skills through direct hands-on experience"*, and *"volunteering allows me to gain a new perspective on things"*. (Clary 1996, 491-497.) In Finland, a similar survey was conducted by Purohaho (1996, 37-38). The most important reasons to participate were *"own sport hobby"*, *"participation of own children"* and *"own interest in sports"*.

### 3.2.2.3 Roles in Different Groups

People belong to different groups and organizations, and they also play different roles in their groups. Trenholm and Jensen (1991, 93-98) argue that roles are learned, they are general, they affect our identities, and most of us play multiple roles.

Group roles refer to the behavioral expectations others in the group have for specific individuals. Group norms are expectations the group has of all its members. Without norms, a group has no identity, no way of distinguishing itself from all the other groups. Communication is the key to establish, maintain or change group norms. Group cohesion and commitment refer to the degree to which group members like one another and want to remain in the group. (Burton & Dumbleby 1988, 163; French & al. 1985, 38, 43; Trenholm & Jensen 1992, 350; Tubbs & Moss 1991, 51-53, 205-209, Tyson & Jackson 1992, 54-56.) Commitment is discussed in more detail in chapter 3.5.

A part of social development for a child (and also to an older person) is to understand the idea of "addresses" and roles. First, to know the difference between for example own home and a friend's house, later that Finland and Canada are countries, i.e. understand a geographical map. Then slowly locate things on a social map, like *"I'm six years old"*, *"my dad is a manager of a volleyball club"* and *"many people go to see Metso playing"*. Part of that process is to understand the role each individual play in different contexts. A position is a social label that tells us who we are, what are our duties and rights, and where we stand in comparison to others. (Trenholm and Jensen 1991, 93-98).

#### Metso and MARC

People in Metso and MARC play different roles. Potential answerers were divided into three groups: active members, ex-active members and connect people. While filling the questionnaire the respondent placed him/herself into a role according to his/her tasks, his/her position in the club (being a board member, player, organizer etc.) and his/her intensity to participate in activities. As we know, the volleyball club is not the only place to have a role. If we think about a "typical" active member of Metso (male in his fifties), he is a father of a couple of kids, a husband to his wife, a son to his parents, a student to his teacher in a junior high school, a friend to an acquaintance of ten years, a familiar face to a cashier of a grocery store, a manager to his employee, a teammate to his fellow players, and an active member of Metso, as well as many other roles.

### 3.3 Leisure

The concept of leisure could be seen and explained from multiple points of views, for example based on its connections to work, family life, a lifestyle, activities like sports, arts, holidays, activities for the elderly, social relations, gender and recreation, almost all thinkable aspects that are important to people (Edginton & al. 1980; Kelly 1982; Murphy 1981).

#### 3.3.1 Meaning of Leisure

In English, there are three words; leisure, free time and nonwork, which in Finnish could be translated as "vapaa-aika". Leisure is used the most and it comes from the Latin word *licere* (to be free) which means freedom of work (*vapaus työstä*). The classical definition of leisure from ancient Greece by Aristotle and Plato says that leisure is "*an activity that involves the pursuit of truth and self-understanding*". (Calhoun 1981, 61-83; Dare & al. 1987, xviii, 1-44; Godbey 1981, 8-9; Iso-Ahola 1980, 24-25; Kelly 1982, 37-52.)

Another important historical place for leisure is Rome, where slavery made a big difference in the status of people: Slaves did not have any leisure time and they helped other people to enjoy theirs. The perception of leisure has changed with time and the change in society. (Dare & al. 1987, 45-81; Murphy 1981, 23-24; see more about historical perspective of leisure in Dare & al 1987.)

Since the turn of the twentieth century, the amount of leisure time has increased steadily. More paid holidays, reduced work hours and the availability of flexible work hours help people gain a greater measure of personal freedom (Heinilä 1973, 211-13; Murphy 1981, 6). Murphy has listed other personal and social factors besides increased free time which have a significant effect on the growth of leisure: a higher level of education, increasing affluence, changed attitudes toward pleasure, population mobility, advancements in modern technology, the expansion of human services and social welfare and the inclusion of minority, disabled and nonaligned groups (see further Dare & al. 1987, 201-246; Heinemann 1980, 33-35; Murphy 1981, 6-11).

#### 3.3.2 Nature of Leisure

The perception of leisure depends very much on the object. McInnes and Glyptis (1986, 230) say that the nature of leisure is complex, varied and made up of a number of activities. According to them, leisure could be classified as out-of-home leisure activities like walking the dog, stopping at cafes, playing football, going to friends' houses, or passive entertainment such as going to a cinema. General home-based pursuits seen as leisure included things like listening to records, gardening, watching television, collecting stamps or baking.

Leisure is understood here according to a Western ideology (see further 3.3.3), which in general includes North-American and European point of views. Western functions of leisure are for example social entertainment and relaxation, the development sense of a community, the socialization of the young into the mainstream society through play, and leisure participation and enhancement of character and personality through wholesome

leisure activities. (Iso-Ahola 1980, 34-35.) Compton and Iso-Ahola (eds. 1994; also Iso-Ahola 1980, 321-342) point out leisure's important connection to mental health.

Freedom is typical of leisure. Questions like "Is there any activity that is always leisure? Is there any setting or time in which leisure always takes place? With whom is the activity done? How is it done? Why is it done? How can leisure fulfill its potential to meet human needs?" remind us that we are dealing with very subjective issue. (Iso-Ahola 1980, 186; Kelly 1992, 6-7, 13.)

#### **Metso and MARC**

According to the classification of McInnes and Glyptis, playing volleyball as well as being an active member of (in this case Metso and MARC) the club, could be classified as out-of-home leisure activity. If a person goes to see a volleyball game as a spectator it could be classified as out of-home passive entertainment (not any physical efforts are done during the game).

### **3.3.3 Murphy's Perceptions of Leisure as a Basis of the Study**

The terms leisure, free time and nonwork are used in different ways by different authors. This study is based on Murphy's (1981) two concepts of leisure: Leisure as time and leisure as a lifestyle. They are suitable for this study because voluntary work and commitment to sport activities can easily be seen as a lifestyle, although an everlasting problem for most people is that there is not enough time. There is a certain slot of time for leisure activities after work/studies and after the biological necessities are accomplished.

#### **Leisure as Time**

According to Murphy (1981, 28-30; also Godbey 1981, 33-35; Kelly 1982, 18-20) time falls into three classes:

- 1) Working time,
- 2) Time for biological necessities, and
- 3) Leisure.

Leisure in this concept is seen as "*time remaining after the necessities of life and work requirements have been accomplished*". Bishop & Hoggett (1995, 206) complete the explanation by saying that leisure, spare time, is an individualist or group activity which can offer significant personal and social benefits in its own right. In other words, it's a block of unoccupied time, spare time, or free time when we are free to rest or do what we choose (Brightbill in Edginton & al. 1980, 7-8). According to these definitions, there are no differences between words of leisure, free time or nonwork.

Biological necessities is the point where the concepts of leisure, free time and nonwork are perceived differently by different authors. According to many authors, general social psychology can be divided into only two principle areas: the work and the leisure. According to this view, biological necessities should be classified as leisure, not work (Iso-Ahola, 1980, 3-8).

## Leisure as Lifestyle

The second basic view of this study in the field of leisure according to Murphy (1981, 109) is a lifestyle. It indicates the nature of human behavior which is partly expressed through leisure interests and tastes. Feldman and Thielbar have defined (in Murphy 1981, 110) lifestyle by dividing it into three categories. Lifestyle:

- 1) is a group of phenomena, influenced by a person's participation in various social groups,
- 2) pervades many aspects of life and spills over into many areas of social contact, e.g., work, play, school, family, church etc.,
- 3) implies a central life interest in which a single activity pervades other interests and unrelated activities.

As can be seen, the social aspect is important in this concept. Several leisure scholars suggest that 90% of leisure activities tend to be group experiences (Chekk, Field & Burdge in Murphy 1981, 114-115). Group formation is discussed in more detail in chapter 3.2.2.

### 3.3.4 Sport as Leisure

Sport fits well into the criteria of leisure which we have defined earlier: People practise it during their free time, it is an activity which involves the pursuit of truth and self-understanding, it is a group phenomenon, influenced by a person's participation in various social groups etc., and it could be seen as a lifestyle.

On the other hand, for some participants sport is surely not leisure, or maybe it could be called "*serious leisure*" (Hastings & al. 1995, 102-103). Sport participation is a profession for some players and administrative people, who get a financial reward, salary, for doing their job. For example, a professional and injured basketball player in NBA, who plays with a demanding schedule to meet employers obligations, as well as a professional volleyball player in Middle Europe; Italy, Germany etc. In other words, for those who have little or no choice about their participation, sport is not merely leisure. (Kelly 1982, 189-202; also Csepregi 1991, 10-11; Heinemann 1980, 198-211.) With this comment, writers want to say that in a sense, sport is both more and less than leisure. It is one of the most popular activities in the world and at the same time it is a profession for many people.

Sport is important as leisure in its unique combination of challenges and experiences. Luschen (in Leonard 1984, 11) defines sport as an institutionalized competitive physical activity located somewhere on a continuum between work and play, depending on how seriously it is done. (See also Calhoun 1981, 43-59).

---

work

sport

play

Sport can be leisure in various ways: by doing it, and as a spectator (onlooker) (Kelly 1982, 192; Leonard 1984, 2-3). Especially in Finnish and Canadian contexts, it is very natural to add to these components one important aspect: A voluntary member or an active member of the club (*seura-aktiivi*). Voluntarism is going to be discussed in chapter 3.4.

### 3.3.5 Sport and Culture in Finland and in Canada

The leisure activities of a culture reflect the existing conditions and values of that culture. Our leisure is a product of our culture, and to some extent, our culture is a product of our leisure (Godbey 1981, 16; 123-133). Maheau (1978, 10-12) claims that sport and culture spring from the same source, which is leisure. He continues that there can be neither culture nor sport without leisure. This statement could be seen as an exaggeration, but it elaborates the connection between these concepts. According to him, sport is perhaps the most widespread leisure activity.

Jarvie & Maguire (1994, 9-10; also Godbey 1981, 124-125) say that sport and leisure could be seen as a cultural subsystem of society and they reflect existing cultural values such as fair play, achievement striving and tension management. Sport and leisure are also perceived to teach people these values and to integrate members into society.

Sport is an important part of national culture in Finland and also in Canada. Calhoun (1981, 165-196) refers to hockey as a game of the North, and a hockey subculture springs from the game itself. Ice hockey has a similar status in both countries, and hockey-heroes like Wayne Gretzky, Eric Lindros, Teemu Selänne and Saku Koivu among others, are widely known.

For most Finnish people, sport is a part of everyday life; if not in the form of participation, television and radio channels and newspapers are full of it. According to Koski (1996, 22-25) and his research of "way of living" by different instances in 1998 (also in 1995), sport is the most important hobby and leisure activity for Finns. In Finnish we have two words to use when speaking about sport with different intensity: "*liikunta*" and "*urheilu*". "*Liikunta*" (can be translated as "movement", "motion" or "physical activity" as a concept includes all the levels of exercising and is broader than "*urheilu*" (translation sport, refers mainly to "the competitive sport"). This is culturally important because many languages do not make the difference between these two terms (Koski 1997, 7; 1994, 106). The difference is made also in the Finnish Sign Language with two different signs.

In Canada, sport is also an important leisure activity. According to Cambell's survey on well-being in Canada, 79% of Canadians over the age of 15 spent at least three hours a week on some form of physical activity (Canada, A Portrait 1992, 105-107). Samuel (1993, 112-116) reinforces that sport was recognized as one of the major elements in the leisure study already in 1950-60 in French speaking countries (also Canada).

In the multilingual province of Québec, there are two major ethnic groups, French and English Canadians. There is a strong interest in comparative studies of Francophones and Anglophones also in the field of sports. A popular issue to study is the participation of ethnic groups in competitive sports. A very stereotypic suggestion is that Anglophones are more likely than Francophones to be involved in competitive sport. Another view suggests that there are no particular differences between ethnic groups. There has been a polemic discussion about the issue (see further White & Curtis 1990, 125; McAll 1992, 307-309.)

In Finland and Canada, the importance of sport is recognized with government involvement. Sport funding in Finland is based on pools prize funds coordinated by the Finnish government since 1950s (Sänkiäho & al 1982, 1). Many non-profit organizations like schools and municipalities are also responsible for offering sport activities. The financial situation in different municipalities is very different. To guarantee every citizen fairly similar opportunities to participate in sports, the government subsidizes municipalities. (Heinilä 1986, 1; Kiviaho 1973, 11; Sänkiäho & al. 1982, 1.)

The Canadian government's involvement in promoting sport has focused on projects like "An Act to Encourage Fitness and Amateur Sport", "Sport for All", "Task Force on Sport for Canadians" and "Proposed Sport Policy for Canadians". The main purposes of these projects have been to increase awareness toward the importance of sport. That has also included changes in how sport has been structured and operationalized (see further Broom & Baka 1981; Beamish & Borowy 1987, 1-25, 33-35; Chelladurai & Haggerty 1991, 117; Chelladurai 1987, 37-47; Cunningham, Slack & Hinings 1987, 59-67; Hinings & Slack 1987, 127-131; Jackson 1978, 495; Franks & Macintosh 1982, 198-199; Olafson 1986, 140).

### 3.4 Voluntarism

Voluntary work is essential in the sport club context, and it needs to be defined according to the needs of our society and reality. Still, even as a sport person it would be very selfish to think that sport is the only manifestation of voluntarism.

#### 3.4.1 Meaning of Voluntarism

Definitions of voluntarism, voluntary or volunteer work vary, and there is no one meaning for each word. These three terms are generally used to mean the same and certain common themes can be found.

The general idea of voluntarism, voluntary (volunteer) work according to many researchers is that *it is an activity intended to help others, it is not done primarily for monetary compensation or material gain, and it is not based on obligation* (Fischer & Schaffer 1993, 13-14; Heinemann 1995, 161).

The word voluntarism (volunteer, voluntary work) is not always seen positively. Bishop and Hogget (1995, 205) remind that according to their research, very few people would accept that their involvement in their group constitutes any form of volunteering. The reason for this might be that their motivation to do something for their group is personal pleasure rather than offering a philanthropic effort and service to others.

Voluntarism could also be described as serious leisure. The concept means that participants have a need to persevere at it, to be committed to it, they have durable benefits from it (like feelings of accomplishment, satisfaction), and they tend to identify strongly with their chosen pursuits and be proud of them. (Parker 1992, 5; Stebbins 1996, 115-119.)

#### 3.4.2 Nature of a Voluntary Organization and its Mission

Voluntarism functions often within organizations. One of the great strengths of a non-profit and voluntary organization is that majority of people involved with it do not work for a living, they work for a cause. Often the only thing that makes a voluntary organization different from "a real job" is that people who do the work, are not being paid. That is why the word "volunteer" is not quite right anymore. "Unpaid staff" is more likely the word to describe about the real situation. (Drucker 1990, 150, 165, 181; Hall 1987, 53-55;

Kotler & Andreasen 1996, 23.) For some people being an active member of a non-profit and voluntary organization is like a second career (Drucker 1990, 203-208).

In the literature, a voluntary organization is often understood as a nonprofit public organization, like the museum, hospital, church or university. It might also be understood as a one-way charity organization like Red Cross or UNICEF. Butler and Wilson (1990, 1-6; also Etzioni 1961, 43-44) remind that there is no legal definition for a voluntary organization. That is the reason why there are so many different view points and definitions; narrowing them down to fit in a certain category would cause something voluntary-like to get lost. The importance of voluntary organizations is constantly increasing in today's society according to many authors (in Koski 1994, 14).

Drucker (1990, 7-8; 45 and 1992, 212-215) explains that non-profit and voluntary institutions exist for the sake of their mission (see also Kanter 1972, 191-212). The three major components of a successful mission are opportunities, competence and commitment. The results and outcomes of volunteer work differ according to the organization and its mission, and often the results are not concrete or measurable. Missions, which the people involved with Metso or MARC perceive the most important, are discussed in results.

#### **Metso and MARC**

The missions of the case clubs could be seen differently depending on how you look at them. For example, results of successful activities in a volleyball club could be financial returns (often not realistic), visibility in media, the number of voluntary workers, the final position in a league (how well the team does during the season), the individual development of players, the number of juveniles in junior teams, the well-being and satisfaction of the members, (which could be seen as excitement and commitment), or sustaining and profiling the status of volleyball.

Research of voluntary organizations in Finland is mainly concentrated in the field of sports. Kalevi Heinilä, Pekka Kiviaho, Pasi Koski, Kari Puronaho and other researchers have studied Finnish sport clubs and associations, leaders in those organizations, the positions and importance of sport clubs and associations for Finnish society, and voluntarism within sports as popular leisure. (See further Heinilä, K. & P. Koski 1991; Heinilä, K. 1986; Heinilä, K. 1973; Kiviaho, P. 1973; Koski, P. 1996; Koski, P. 1994; Koski, P. & K. Heinilä 1988; Puronaho, K. 1997; Sänkiaho, R., O. Saukkonen & P. Kiviaho 1982.)

Another voluntary organization which is studied a lot, is boy and girl scouts (see further Lindström & Nori (1997, 28).

### **3.4.3 Grouping Voluntarism According to Fischer & Schaffer**

Voluntarism, volunteer (voluntary) work is a broad term, and listing the different types of voluntary services would make the list very long. To make some sense of that variety, I list some examples under the following three criteria according to Fischer and Schaffer (1993, 28-33; see also The Voluntary Power 1995, 9), who group activities on the basis off:

*\* Is the voluntary service formal (arranged through an organization) or informal (arranged by individuals)?* Formal: churches, hospitals and social welfare agencies like Red Cross. Informal: friends, neighbors and relatives.



\* *Does the activity require a regular (ongoing) time commitment or an occasional (once or twice) commitment?* In formal voluntary organizations members often have ongoing responsibilities, similar to paid jobs. In informal volunteering, regular voluntary service is similar to the responsibilities typically done in families.

\* *What is the nature of the activity - working with the public, working with objects, or helping individual people?* Serving the public is often seen as a leadership role like the president or the treasurer of a charitable organization. Public roles involve formal rather than informal arrangements. Working with objects is intended to help a person or a group. Performance of the work is oriented toward contact with objects rather than people. Helping individuals concentrates on people. Caregiving is a typical service and it can be formal, informal, regular or occasional.

### **Metso and MARC**

Voluntarism with volleyball clubs Metso and MARC could be seen as a formal service because its activities are arranged by the club. In this study current active members fulfill the criterium of regular time commitment, and ex-active members fulfilled that criterium while they were with the club. The purpose (maybe a dream) attached to connect people, is to commit them into regular activities.

Third criterium: working with objects. It means that members complete tasks which help a common object to function and to survive, here a volleyball club. This type of work includes fundraising events (talkoot), baking a cake for a bake sale and mailing the envelopes for stakeholders. Serving the public is also closely connected to a volleyball club because someone represents the whole club in different occasions: President, manager, a player of the club.

### **3.4.4 Who is a Volunteer?**

When we talk about voluntary (volunteer) work, we have to keep in mind that human beings are the ones who do the actual work. Volunteers are critical to the success of most nonprofit organizations. By the term "volunteer" in sport, according to the definition of "The Voluntary Power", I mean anyone:

*"Who is elected, appointed or asked to do certain jobs for sports organizations and freely chooses to undertake this work. Volunteers do not make a living from this job, but they can be reimbursed for personal costs or even receive small sums of money in appreciation for their work (not salary)".*

Voluntary (volunteer) work from the point of view of sport clubs is private individuals in certain positions in the club doing tasks without payment that help the club to survive (Heinemann 1995, 161; Koski 1994, 15-16; Puronaho 1997; The Voluntary Power 1995, 4). Koski (1994, 15-16) explains that voluntary work is based on activity of its members, an inner need to do something and get something done.

Volunteers can be divided into two groups according to "The Voluntary Power" - report (1995, 4; also Kotler & Andreasen 1996, 274-275): *Administrative voluntary sports leaders* and *practical voluntary field workers*. Sport leaders organize and administrate activities on the different levels and field workers take on practical duties and carry out the tasks that have been organized. In this study the two groups are not systematically divided.

Fischer and Schaffer (1993, 18-20; see also Kotler & Andreasen 1996, 278-280) have

listed a summary of findings made in USA about who the volunteer are according to different studies. In this listing they have used a demographic profile in order to suggest who volunteers. A couple of examples of what they have found are mentioned. We have to keep in mind that these studies were made in the United States, and the list is not complete. A summary of findings suggests that

- \* as the educational and income level increases, the likelihood of volunteering increases
- \* women are more likely volunteer than men
- \* married people are more likely to volunteer
- \* employed people and part-time workers are more likely to volunteer

Puronaho (unpublished manuscript 1997) has listed some further typical descriptions of a voluntary worker's career from different countries:

- \* many sport club members have joined the club at an early age and have been there for a long time
- \* active members of the club often have (have had) a strong involvement in competitive sports as athletes in medium or low level
- \* an active member is a multi-activist because the same people are active in different organizations or take care of several tasks

Koski and Heinilä (1988) have conducted a basic research about Finnish sport clubs (Liikuntaseura, valtakunnallinen peruskartoitus). According to them (1988, 60), the number of "really active members" in the club (who participate to activities in average more than once a week) was in average 14, about 7% of all members. This sounds good, but in reality in many clubs only a couple people carry the responsibility to arrange almost everything. Previous results and generalizations are going to be compared with the results of the survey completed for this study in the discussion chapter.

### 3.4.5 Voluntarism in Finnish and Canadian Contexts

#### Finland

In Finland, voluntarism is an important source for many leisure activities to function. In the field of sports, about 860 000 Finns participate in some way in voluntary sport activities (puuharooli). (Koski 1996, 25-27.) According to Koski's research, the number of adults who have a background role (taustarooli) in sports, such as parents, spectators, supportive members etc., is almost 1 800 000. The number of really active members is naturally smaller. According to Suomen Gallup (1995), the number of voluntary workers within the Finnish Volleyball Association is 30 000. The associations of soccer, track and field, ice hockey and skiing have more volunteers, according to the research.

## Canada

Canadians also have long traditions in voluntary work, and many organizations depend on volunteers (Larsen 1992, 131; Nylund 1994, 51). Although voluntary work is appreciated and valued in Canada, not much research has been conducted on voluntary participation. In 1987, the Department of the Secretary of State of Canada organized a wide survey research to find out who volunteers, why they volunteer, how much time it takes, what kinds of organizations are involved, and what people see as their reward for the work they do. As a result of the survey, every fourth Canadian, i.e., more than five million people, participate in voluntary activities at least once a year. (Nylund 1994, 51-52.) Even if the research was conducted about ten years ago, it still gives some guidelines for our study.

The majority of the volunteers take part in religious activities (17%), and sports and leisure organizations come second. Every other volunteer was asked to join activities personally, by a representative of the organization or by a friend. (Nylund 1994, 52.)

Previous studies in Canadian amateur sport have concentrated on volunteer board members, their satisfaction and their roles (Inglis 1994.) Studies of volunteers in recreation have usually focused on why people volunteer, the type of training they receive, the demographics and the time allotted (Alberta Recreation and Parks 1990; Carter 1975; Department of the Secretary of the State of Canada 1987; Duchesne & Weber; Fitness Canada 1981).

## 3.5 Commitment

When we say someone is committed, we usually imply that he or she *is committed to something* (e.g., to his wife, to his family, to the project, to the club activities). Much of the theoretical work within organizational behavior literature has focused on commitment to the organization. What does commitment actually mean? If someone is committed to something, how could it be seen?

### 3.5.1 Meaning of Commitment

Researchers from various disciplines have ascribed their own meaning for the topic of commitment. The definitions are different, and there are none that are correct or universally accepted over others. When we talk about the issue of commitment, we need to indicate which definition we are using.

Well-known researchers in the field of commitment are John P. Mayer and Natalie J. Allen, Richard T. Mowday, Richard M. Steers and Lyman W. Porter, and Thomas E. Becker and Robert S. Billings. Their readings are used as a basis in this study.

Becker and Billings (1993) found four profiles of commitment, four objects to be committed to, while researching employees of a military supply organization.

- 1) *Globally committed*: highly committed to the whole organization and the top management, but less committed to the work unit and the supervisor

- 2) *Committed*: committed to all the levels of organization
- 3) *Uncommitted*: uncommitted, i.e. low commitment to all the levels of organization
- 4) *Locally committed*: low commitment to the organization as whole and the top management, but high commitment to the work unit and the supervisor

(Becker & Billings 1993, 177-180.) In this study, the objects of the commitment are studied in chapter 5.1 "Status in the club and commitment"

### Metso and MARC

In the questionnaire, there was a question which asked the respondents to answer what they primarily feel to be: active/ex-active member of a sports club, active/ex-active member of a volleyball club, active/ex-active member of the specific club (Metso or MARC), active/ex-active member of a specific team of Metso or MARC, or something else. If we think about the profiles of Becker and Billings, a person who is committed to the clubs of Metso or MARC could be classified as globally committed. A person who is committed to a specific team could be seen as locally committed. Those who were committed to a sport club or a volleyball club in general, did not find themselves so connected to a specific club.

One often used theory to characterize commitment, is to use three related factors by Porter, Mowday, Steers & Boulian (1974, in Mowday et al. 1979, 226; see also French 1985, 77; Mottaz, C.J. 1988, 468; Steers, 1977, 46):

- 1) a strong belief in and acceptance of the organization's goals and values
- 2) a willingness to exert considerable effort on behalf of the organization, and
- 3) a strong desire to maintain membership in the organization

Porter and his colleagues Mowday and Steers have developed an instrument to measure organizational commitment, which is called the *Organizational Commitment Questionnaire (OCQ)* (Mowday, Steers & Porter 1979, 224-247). It has been widely used, and its aim is to validate a measure of employee commitment. Parts of it were also used when making a questionnaire for this study.

Another traditional distinction in the field of commitment is to make a difference between attitudinal commitment and behavioral commitment (Mowday, Porter & Steers 1979; see also Knoke & Presky 1984; Koski 1994, 59; McGee & Ford 1987, 638; Meyer & Allen 1997, 9-10). Attitudinal commitment is typically what people think about their relationship and mind-set with the organization and behavioral commitment is how these people become committed to a particular course of action (what do they actually do).

Meyer and Allen have grouped the definitions of commitment into three groups and named it as a three-component model which is going to be discussed in more detail in chapter 3.5.3.

### 3.5.2 Nature of Commitment

Commitment develops naturally; slowly, but consistently. There is a reason to believe that people need to be committed to something because the opposite of commitment is alienation (Etzioni 1961, 8-9; Meyer & Allen 1997, 5; Mowday et al. 1979, 226). Etzioni (1961, 8-9, 18-19) refers to positive involvement as commitment.

What are the costs and the benefits of being committed? Whatever the definition, "committed" employees (members) are more likely to remain in the organization than are "uncommitted" employees (members). The three components of commitment have quite different consequences for other work-related behavior, such as attendance, performance of required duties and willingness to do any extra. The basis of this argument lies in the differences in the psychological nature of each form of commitment (Becker & Billings 1993, 183; French 1985, 77; Glisson & Durick 1988, 61-66; Meyer & Allen 1997, 24).

### 3.5.3 A Three-Component Model of Commitment by Meyer and Allen

According to Meyer and Allen (1997, 11-15), the definitions of commitment can be divided into three categories which are widely used: affective, continuance and normative commitment.

*\*Affective commitment* refers to the employee's (member's) emotional attachment to, identification with, and involvement in the organization. Employees (members) with a strong affective commitment continue employment (membership) with the organization because they want to do so.

*\*Continuance commitment* refers to an awareness of the costs associated with leaving the organization. Employees (members), whose primary link to the organization is based on continuance commitment, remain because they need to do so.

*\*Normative commitment* reflects a feeling of obligation to continue employment (membership). Employees (members) with a high level of normative commitment feel that they ought to remain with the organization (Meyer & Allen 1997, 11).

Meyer and Allen (1991; 1997, 13) argue that affective, continuance and normative commitment should be seen as components rather than types, because an employee's (member's) relationship with an organization might consist of different degrees of all three. For example, an employee (member) might enjoy working for the organization and also have a sense of obligation to remain.

Several studies have examined the relations between organizational commitment and attendance (see further Glisson 1988; Meyer and Allen 1997; Mottaz 1988; Mowday & Steers 1979; Randall 1993; Steers 1977.) A general result is that people with strong affective commitment were less likely to miss their duties for reasons that were under their own control. In work, those people work harder and perform their duties better. Most of the studies have concentrated on affective commitment.

According to previous studies, major influences on organizational commitment can be found in three categories: personal characteristics, job characteristics and work experience (Meyer & Allen 1988, 195; Steers 1977, 53).

#### Metso and MARC

A person with strong affective commitment feels emotional attachment to the club, and she/he has a greater motivation to contribute successfully than a person with weak affective commitment. She/he contributes to the taken tasks intensively for example takes re-

sponsibilities in improving the game-event by her/his own wish.

A member with strong continuance commitment stays with the club, not for the emotional attachment, but because the losses associated with leaving the club would be too high. For example, she/he would lose the publicity brought by the club or the social surroundings. Meyer and Allen (1997, 24) predict that continuance commitment will be either unrelated or negatively related to attendance and other performance indicators.

A member with strong normative commitment is tied to the club by feelings of obligation and duty. Maybe a member feels that there is nobody to take her/his responsibilities, if she/he leaves, or other members of the club would not approve her/his turnover. Members with normative commitment will motivate themselves to do what is right for the club, although feelings of obligation are unlikely to involve the same enthusiasm and involvement as affective attachment.

### 3.5.4 Culture and Commitment

There is not much literature in the field of culture and commitment. Margaret Mead has written about the issue in her book which is titled simply as "Culture and commitment" (1970). She approaches the issue from family surroundings, and she compares the generation cultures. For her, the connection between culture and commitment is in a person's commitment to his/her culture. Rosabeth Kanter (1972) also refers to the connection of specific communities and commitment like alternative way of life in the Twin Oaks community in USA in the 1970s.

This approach is different from what I looked for, because I wanted to find out, what "commitment" means in different cultures. The problem is that organizational commitment has been extensively studied from a domestic perspective. According to Donna Randal (1993, 92), cross-cultural differences in organizational commitment lack an overarching theoretical framework to help explain why commitment would be expected to vary across countries.

Hofstede's Value Survey Module was the most popular measure of cultural values (power distance, uncertainty avoidance, masculinity versus femininity, and individualism versus collectivism) within organizations across the borders. Most of the studies were conducted in USA, Canada and Japan. According to the studies' tentative findings, it appears that the level of affective commitment may be lower in the more collectivistic countries (i.e., South Korea and Japan) than in some individualistic countries (i.e., Canada).

Canada and Finland are quite similar nations according to Hofstede's four dimensions. That is probably one reason, why there is no comparative material between these two countries in the field of cultural studies nor in the field of commitment. Professor Cal Downs has studied commitment in different cultures, but his findings were not available in Finland.

## 4 RESEARCH METHODS

This study builds on both qualitative and quantitative traditions\*. Creswell (1994, 175-182) defines the usage of multi-methods as "*an expansion, in which mixed methods add scope and breadth to a study.*" The aim of this study is to approach the volleyball club from different perspectives and to combine it as a whole. I want to find out how the active members, ex-active members and connect people of Metso and MARC perceive their volleyball club and their own commitment to it. I try to understand the nature of the example clubs, and analyze how communication, leisure, voluntarism, and commitment shows in the collected data. A further question is whether the volleyball club phenomenon described in this study has any cross-cultural relevance? Figure eight presents the instruments used in this study.

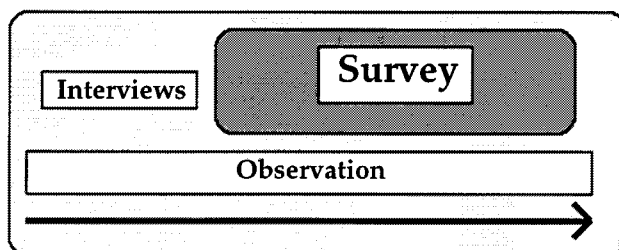


FIGURE 8: The research instruments of the study.

This study is a survey research. In the following chapters, I focus on telling how the survey was conducted rather than on arguing, which parts could be perceived as quantitative and which as qualitative traditions.

\*Qualitative and quantitative research are often treated as distinct paradigms, and the most important difference is said to be the way in which each tradition treats the data. Quantitative research defines variables, categories and enumerative information. The aim of qualitative research is to search patterns between previously unspecified sets of concepts. (Brannen 1992, 4; Coolican 1994, 188; Creswell 1994, 116-172; Nummenmaa & al. 1996, 16-18; Soininen 1995, 75-82.)

A second important difference between qualitative and quantitative traditions is said to be data collection. In qualitative tradition, researchers use themselves and their own assumptions and insights as the instrument. A typical instrument for this kind of an approach is observation (in natural surroundings), where the process of observation is more important than the product itself. (Brannen 1992, 4-5; Coolican 1994, 174; Creswell 1994, 143-146; Soininen, 1995, 82). Data for quantitative research is often gathered with surveys or experimental tests, which do not take place in natural conditions, i.e., the survey might be filled wherever, uncontrolled and the settings for an experimental test are arranged. (Creswell 1994, 117; Soininen 1995, 79-82.)

## Conducting the survey

Before conducting the survey, I have observed informally as a participant in both clubs; MARC while I was living in Montreal and playing with the team, and Metso currently. (See further about observation from Coolican 1994, 94-95; Cooper & Emory 1995, 335).

Observation was not structured, and no notes were taken. The purpose of observation was to get an idea on what kinds of questions are appropriate and useful in the pilot interviews and the actual questionnaire. In this study, the interviews also played a supplementary role. Before completing the questionnaires, I interviewed nine members of Metso (three active members, three ex-active members and three connect people). The body of the interview is found in Appendix 7. The results of observation and pilot interviews are reported within the survey data.

To get a clearer picture about the volleyball system in Canada and the province of Quebec, two coaches of MARC, Ants Toke and Louise Forget, explained to me their views of the volleyball system there, and also answered my questions also through e-mail. The executive director of the Quebec Volleyball Federation, Éline Lauzon, clarified the volleyball system in Quebec through e-mail.

Secondary data was used while writing the theoretical background, chapter three. It was gathered from internal sources like the Finnish Volleyball Federation, the Quebec Volleyball Federation, and papers from Metso and MARC. External sources included the university library (books, journals, studies), database systems (CD-rom, Helecon, Linda, internet) and other students. (See further about secondary sources from Cooper & Emory 1995, 241-254; Zikmund 1991, 102-125.)

A questionnaire was the main instrument of the study. The operational definition of a questionnaire and the questionnaire in this study are presented in chapters 4.1 and 4.2. Some other perspectives of this study are listed below. This study could be classified as:

*\*Cross-sectional.* a cross-sectional study is carried out once and represents that point of the time (Cooligan 1994, 159-160; Cooper & Emory 1995, 116; Zikmund 1991, 154).

*\*Cross-cultural.* Cross-cultural studies compare samples from two or more cultures on some variable. Differences found are attributed either to a broad socialization process or to genetic factors (Cooligan 1994, 162-163; Hantrais & Mangen 1996, 3-5). Like most cross-cultural studies, *this study emphasizes the social environment as a cause.*

*\*Both descriptive and causal.* These perspectives are often seen as contrary to each other. The major purpose of descriptive research is to describe the characteristics of a population or of a phenomenon. Descriptive research seeks to determine the answers to who, what, when, where and how -questions. (Zikmund 1991, 32). Causal studies seek to discover the effect that a variable has on another, or why certain outcomes are obtained (Coolican 1994, 130-131; Cooper & Emory 1995, 123-133; Zikmund 1991, 35)



## 4.1 Operational Definition of a Questionnaire

Data for the study was collected with a questionnaire. To compare data gathered in Finland and in Canada, the research instrument had to be similar in both countries. A written questionnaire was chosen to be the instrument for the study because it was the only reliable tool. Other possibilities, considering the physical distance between Finland and Canada, were an e-mail questionnaire and phone interviews. E-mail had to be turned down, because of limited access to it among club members in Montreal, and phone interviews would have been too expensive.

Questionnaires can be used to measure past behavior, attitudes, and respondent characteristics (Kinnear & Taylor 1996, 353). It is important to keep in mind that a questionnaire reports what people think or feel at the particular time. These self reports do not present actual behavior, the auditor simply infers behavior from reports (Downs 1988, 90). Surveys can be carried out with tested questionnaires, but they can also be self-administered (Cooper & Emory 1995, 282). Bourque & Fielder (1995, 39) suggest that the questions for self-administered questionnaires should be either adopted or adapted from other studies.

Mail questionnaires as instruments have following advantages and disadvantages: (Bourque & Fielder 1995, 9-21; Cooligan 1994, 136-138; Cooper & Emory 1995, 269-270; 287; Downs 1988, 80-82; Zikmund 1991, 171-179.)

- |                       |  |
|-----------------------|--|
| <b>Advantages:</b>    | <ul style="list-style-type: none"> <li>*the cheapest audit procedure in general</li> <li>*geographic flexibility</li> <li>*allows for a big sample size</li> <li>*ensures anonymity of respondents</li> <li>*provides a permanent written record</li> <li>*may include many topics</li> <li>*respondent convenience</li> </ul> |
| <b>Disadvantages:</b> | <ul style="list-style-type: none"> <li>*depends heavily on willingness of respondents to cooperate; low response rates</li> <li>*interpretation of questions</li> <li>*a survey is not interactive</li> <li>*speed of response cannot be controlled</li> </ul>   |

Cooper and Emory (1995, 56-59) organized the different kinds of questions of a study as a hierarchy. The process begins at the most general level with the 1) *management question* which the researcher translates into 2) *a research question*. Once research questions have been selected, thinking moves to a more specific level, that of 3) *investigative questions*. Researchers must answer them satisfactorily, in order to respond to the general research question. 4) *Measurement questions* are those that we actually ask the respondents and which appear on the questionnaire.

Measurement questions can be divided into open (free choice of words) and closed (specified alternatives) questions (Cooper & Emory 1995, 311; Downs 1988, 83-86). Closed questions take forms of:

-*rating scales* (a scale that rates from "poor" to "excellent"),

\**summated ratings* - likert-type scale (a statement of amount of agreement versus disagreement), semantic differential and numerical scale (a bipolar rating scale), graphic rating scales (respondents choose any point on the continuum to indicate their attitude), a staple scale (single adjective in the center of an even number of numerical values)

\**importance scale* (rates the importance of some attribute from "not at all important" to "extremely important")

-*ranking* (respondent ranks given items in overall preference) dichotomous alternatives (which offers two alternatives), multiple choice (which offers more than three alternatives), checklists (respondent chooses all the alternatives that apply), rank order (respondent ranks all the given alternatives from one to X)

-*sorting* (respondent arranges items according to their associations)

(Baron & Byrne 1984, 131-132; Cooligan 1994, 140-142; Cooper & Emory 1995, 311-316; Downs 1988, 83-86; Likert 1967; Zikmund 1991, 270-286).

The scales of measurement in attitude and opinion measurements are nominal, ordinal, interval, and ratio scales. (Anderson 1987, 132-139; Cooligan 1994, 188-199; Cooper & Emory 1995, 143-147; Zikmund 1991, 257-259). In table one, the characteristics and basic empirical operation of each type of scale is explained.

TABLE 1: Type of scale, its characteristics and basic empirical operation (Cooper & Emory 1995, 143).

Type of Scale	Characteristics of Scale	Basic Empirical Operation
Nominal	No order, distance, or origin	Determination of equality
Ordinal	Order but no distance or unique origin	Determination of greater or lesser values
Interval	Both order and distance but no unique origin	Determination of equality of intervals or differences
Ratio	Order, distance, and unique origin	Determination of equality of ratios

## 4.2 The Questionnaire in this Study

The scales of measurement used in this study are nominal, ordinal and interval scales. In the following, I list the question types which are used and write the scale of measurement in paranthesis.

Rating scales: likert (interval)

Ranking: dichotomous alternatives (nominal), multiple choice (nominal), check lists (nominal), and rank orders (ordinal),

Open questions (nominal)

The purpose of the different question types in the questionnaire was to offer respondents diversified models to answer. I did not want to bore them with the same type of question from the beginning to the end. Closed questions are generally easy and fast to answer, whereas open questions offer a chance to clarify or explain the issue freely.

The questionnaires in this study are self-administered. The Organizational Commitment Questionnaire, an instrument to measure organizational commitment, was used as a model when completing the questionnaire for this study. It has been widely used, and its aim is to validate a measure of employee commitment.

Other questionnaires which were used as stimulators for this study are Minna-Liisa Chaker (1997), Mari Peltonen (1997), Kari Puronaho ja Hilikka Koskenranta (1997), Jussi Pekka Reponen (1991), and Eeva-Liisa Tilkanen (1990).

The questionnaire for the Metso people was written in Finnish, and for the target group in Montreal in English\*. The respondents in Montreal were also encouraged to answer open questions in French, if they wanted to do so, because I thought that some people would feel more comfortable to answer in French than in English. My research assistant in Montreal, Anna Sampogna, translated the answers written in French (five questionnaires).

The questionnaires were formed in Finnish surroundings, and the Finnish culture shows inevitability because of my cultural background. I have tried to adapt the questions to be appropriate for the Canadian respondents based on my own knowledge and experiences. Potential respondents were asked to contact me or Anna Sampogna, if they had any questions about the questionnaire, about language or something else.

Because of the different target groups; active members, ex-active members and connect people, and also the language groups; Finnish and English, there are altogether six different questionnaires. There are similar questions for everyone, but also own questions for each target group. Questions for the specific groups in both languages are basically the same, but modified because of language and based on my own knowledge. Therefore things that I find totally irrelevant from my own experience are not asked, but modified so they have some relevancy. The questions from all six questionnaires can be divided into four themes:

*1 Background questions* (gender, age, educational background, marital status and working situation)

*2 Communication* (who usually arrange(s) club activities, when do you usually get the information about club activity, how do you usually get information about it, do you get any positive or negative feedback from your work, if you do, on what kinds of situations and from whom, who is the most important club informant for you, when did you become aware of the club)

*3 Leisure and Voluntarism:*

3.1 Joining the club (what are the most important missions of the club, how have you joined the club, and what influenced you to do it)

3.2 Taking part in other activities (are you/ have you been with other clubs/associations than Metso, do you do sports, how do you spend your leisure time, what would you probably do if not involved with a club)

\*David Hoffman and Minna-Liisa Chaker read through the English versions. The language was checked by Tiina Hoffman.

### 3.3 Taking part in club's activities:

\*club work (how long have you been with the club, how many active members do you think the club has, what kind of a person is a good active member, what are you / would be as an active member, how often do you take / have you taken part in club activities, what is the role of players in MARC, what kinds of work do you do

for your club, have you taken part in the activities of the club, how often do you attend / have attended, have you taken part in activities after finishing your "active time", what do you get from your club work, why do people join the club and why they leave it)

\*not taking part in club's activities

(when did you quit the club, why did you quit the club, are you going to join club activities again, have you ever been asked to take part in activities of the club, would you be interested to do so, why have you not taken part in the regular activities of the club)

*4 Commitment* (do you recruit people to club activities, what do you primarily feel to be, who do you know from the club, is volleyball valued in Finland / Canada, what commits you to the club, what are the best things in club work, what would / might make you more committed to it, are you going to stay with the club, commitment statements: do you agree)

## 4.3 Sample and Data Collection

The population for my study was a group of people who are connected to Metso or MARC. The sample was selected with an equal quota of 30 people for each group. Quota sampling is a nonprobability form of stratification, which divides the population into categories or types, here to active members, ex-active members and connect people of Metso and MARC.

The sample is also a convenience sample, i.e., respondents were chosen on the basis of their availability. (See more about sampling from Anderson 1987, 150; 167; Cooligan 1994, 39-41; Cooper & Emory 1995, 228-229; Fink 1995, 34; Soinen 1995, 102; Zikmund 1991, 341-344.) Before mailing or giving the questionnaires personally to potential respondents, they were asked about their willingness to fill the questionnaire.

The basic idea of the study was to obtain reliable data for academic purposes, as well as for the clubs themselves. To fulfill the criterium of comparison, the sample had to be similar within both target clubs. According to my own observations, there were 30-40 people who could be classified as active members of Metso. That is why 30 was decided to be the quota number for all the groups in Finland and in Canada. With convenience sampling, I wanted to make sure that the response rate would be high enough. The people that I talked to via phone recognized me, and therefore it was easier to ask them to fill in the questionnaire.

I had three target groups in this study: current active members, ex-active members, and connect people of Metso and MARC (see table two). By an active member I mean people currently and regularly involved with the club, at least a couple of times a

year, who do work that helps the club to survive and function. Participation might include playing volleyball, but also something else, for example taking part in fundraising activities (like selling sausages in Neste Rally of Finland), supplying financial support, coaching or taking care of administrative issues. One criterium to be classified as an active member was that the person had been with the club at least a couple of months.

The definition of an ex-active member is the same as the active member, added with the word ex-, former. He/she is a person who used to be with the club. He/she might still participate in club activities in some way, but not as much as earlier.

A connect person is connected to the club via a current active member of the club. He/she is aware that the active member he/she knows belongs to the specific club and might also know something else about the club, but not necessarily. In this group there are for example spouses, girl/boyfriends, siblings, neighbors, study- or working pals or other friends.

TABLE 2: Definitions of the target groups of the study, active members, ex-active members and connect people.

<b>An active member</b>	People currently and regularly involved with the club, who have been with the club at least a couple of months. They do work that helps the club to survive and function. Participation includes something in addition to playing
<b>An ex-active member</b>	The definition of an ex-active member is the same as the active member added with the word ex-, former; he/she used to be with the club. He/she might still participate in club activities in some ways, but not as much as earlier.
<b>A connect person</b>	A connect person is connected to the club via a current active member of the club. In this group there are for example spouses, girl/boyfriends, siblings, neighbors, study- or working pals or other friends.

I chose these three target groups for my study because all of them are essential for a club to function in the future. Active members are a visible part of the club's current activities and the direction where the club goes depends on them. The other two groups are important as well: ex-active members used to be part of the club's routines. Currently they have valuable information, why the club did not attract them anymore, and in order to develop the club, the thoughts and opinions of ex-active members are essential to be taken into account. Connect people are important for future because new recruits are often found through personal contacts. These people are also in a position to tell what the club looks like to an outsider, what its weaknesses and strengths are, why they have not committed themselves to club activities by now and if they have any interest to do so.

#### 4.3.1 Data collection of Metso and Response Rates

Contact information of the active members and ex-active members was gathered with a snowball technique. With the snowball technique I mean that every time I talked to a member of the club, I asked for information about other members (see Cooligan 1994, 40; Cooper & Emory 1995, 230; Fink 1995, 34; Zikmund 1991, 344). Usually a person that I

talked to, remembered someone that was not on my list of potential respondents yet. Finally I got two lists about 40 names, which fitted into given criteria of an active member and an ex-active member.

To find the needed number of connect people, I listed the girlfriends and wives of the active members, players, and coaches, who currently lived in the Central part of Finland. The parents of players and junior players were listed as well with help of a junior team manager and the people I interviewed. The total number of potential connect people is of course much bigger than that of active members or ex-active members because this group is open, and the criterium is to have a convenience sample, to reach a person who knows someone from the club. I asked some active members to think about people from their workplace and school, who could answer the questionnaire.

I interviewed nine members of Metso (three active members, three ex active members and three connect people) in my apartment during July 1997 to specify questions for the survey and at same time asked these people to rememorize people who are with the club currently. The three active members did not answer the actual questionnaire, but pilot tested it.

Before mailing the questionnaire, I phoned the potential respondents and asked about their willingness to fill the questionnaire. I got their phone numbers from the people I interviewed, by using the phone book and by calling an operator. When I got ahold of the potential respondent, I explained the purpose of the study and asked for a postal address where the questionnaire could be mailed.

The questionnaires were sent to the respondents at the end of July 1997. The envelope contained a return envelope, for which the postal fee was paid, as well as instructions for answering. The dead line for returning the questionnaire was August 15, 1997. The return rates of the target groups of Metso are seen in Table two.

TABLE 3: Response rates of Metso.

Target group	Number of mailed questionnaires	Returned questionnaires	Answering Percent
Active members	30	25	83%
Ex-active members	30	24	80%
Connect people	30	24	80%
TOTAL	90	73	81%

### 3.2.2.1 Data collection of MARC and Response Rates

My teammate from Montreal, Anna Sampogna, organized the data collection among the people of MARC. I mailed her the packet of original questionnaires, envelopes and instructions on August 18th, 1997. We have kept in touch regularly since then via phone and e-mail. She copied the questionnaires and listed the potential respondents. The Canadian postal strike at the end of November delayed the mailing process to Finland by a couple of weeks.

Anna Sampogna plays for the senior women's team in MARC, and is a board member of MARC as well. She collected the names of other active members and ex-active

members with her own knowledge, and with the help of the coaches for the senior women, Louise Forget and Ants Toke. In the cover letter the research was introduced and the French speaking people were encouraged to answer in French, if they felt more comfortable doing so. The questions were presented only in English. People were asked to contact me or Anna, if they had any questions. All the questionnaires were returned to Anna who mailed them to me. The filled questionnaires were photocopied in case of them getting lost. in the mail.

The number of respondents was planned to be the same, 30, in all three groups (active members, ex-active members and connect people). The number of active members in MARC was problematic because there were only 25 people to fulfill the criteria of active members in the club. All of them were reached. Anna reached 33 people from the groups of ex-active members and connect people, even if my plan was to have the quota of 30. She told me that she wanted to make sure that there were enough returned questionnaires because in some cases answering was slow. I discovered this mistake after opening the package of returned questionnaires from Anna. All the returned questionnaires were in any case used while analyzing the data because they held valuable information, and the limit of 30 returned questionnaires was not broken.

The questionnaires for active members were given personally after practises or in the meetings, where Anna introduced the research. The active members were asked to return the questionnaire to Anna or the coaches within two weeks from receiving it.

The active members were also asked to give a connect people's questionnaire to someone who knows about MARC, someone they have talked to about the club (friend from school or work, a spouse/ person one goes out with, mother, father, a sister etc.). After filling it in, connect people were asked to return the questionnaire to the active member, who in turn would return it to Anna. A couple of active members gave the questionnaire to more than one person.

Some part of the ex-active members were reached in the gala on September 20, 1997, which was arranged to celebrate the club's first visit to Europe 20 years ago. The rest of them were reached by phone, and the questionnaires were mailed to them. The envelope, where the questionnaire was, contained a return envelope, for which the postal fee was paid, as well as instructions for answering.

The questionnaires trickled in slowly, and the whole process of gathering data in Montreal took almost four months. Anna called many ex-active members to remind them to answer. She received the last questionnaire for this study on November 10, 1997. The return rates of the MARC target groups are shown in table four.

TABLE 4: Response rates of MARC.

Target group	Number of mailed questionnaires	Returned questionnaires	Answering Percent
Active members	25	22	88%
Ex-active members	33	22	66%
Connect people	33	28	85%
TOTAL	91	72	79%

### 4.4 Background Questions, Profiles of the Target Groups

To get an idea on each target group, I am going to explain the results of background questions, i.e. give a profile of what a “typical” active member, an ex-active member and a connect person of Metso and MARC is like. The profile is concluded with modes of age, gender, marital status, education, and working situation. There is a percentage of total number of respondents for each group in paranthesis, i.e., active members of Metso, active members of MARC etc. When reporting the profile of connect people, the most important informant for the club is also mentioned.

TABLE 5: Demographic profile of active members.

Active members	Metso	MARC
<b>Gender:</b>	Male (76%)	Female (55%)
<b>Age:</b>	41-50 years old (36%)	21-30 years old (73%)
<b>Marital status</b>	Married/lives with someone (84%)	Single (68%)
<b>Education:</b>	Trade school (52%)	University (59%)
<b>Working situation:</b>	Full time work (64%)	Full time work (55%)

The active members of Metso and MARC have different demographic profiles: A typical active member of Metso is a 41-50 years old man who is married or lives with someone, whereas in MARC she is 21-30 years old and single. Metso active members are comparatively old because 68% of the respondents were over 41 years old (41-50 or 51-60 years old), as figure nine shows.

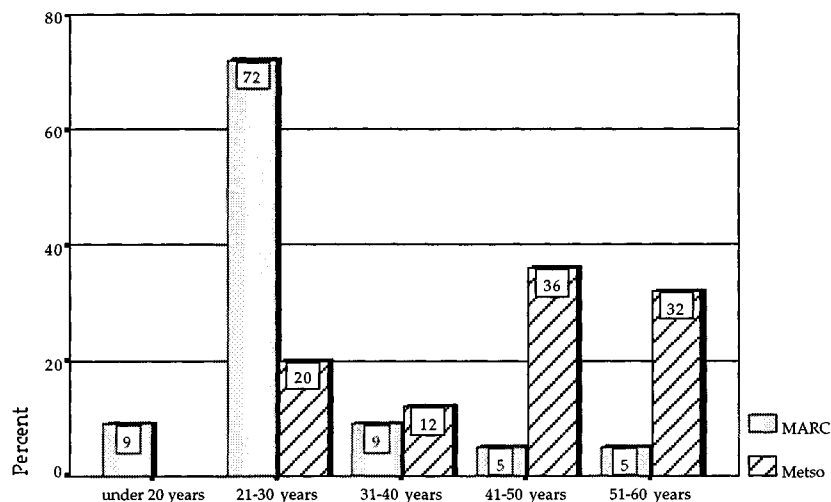


FIGURE 9: Age of active members of Metso and MARC.



The idea of education-question was that people would choose the "highest" education they have. According to the questionnaire, about half of the active members of Metso have graduated from trade school (52%). Others have graduated from a comprehensive school (32%), university (28%), and high school 20%. In MARC, most of the active members have graduated from a university (59%), others from cécep (27%, trade school in Québec) and high school (23%). With Metso, most of the active members work full time (64%). The rest of the active members are unemployed (12%), work part time (8%) and are retired (8%). With MARC, about half of the active members work full time (55%), others study (23%), and work part time (18%).

TABLE 6: Demographic profile of ex-active members.

Ex-active members	Metso	MARC
<b>Gender:</b>	Male (100%)	Female (68%)
<b>Age:</b>	31-40 years old (33%)	31-40 years old (41%)
<b>Marital status</b>	Married/lives with someone (75%)	Married/lives with someone ((64%)
<b>Education:</b>	Trade school (54%)	University (64%)
<b>Working situation:</b>	Full time work (83%)	Full time work (55%)

The gender of ex-active members is similar when compared to active members; in Metso they are men, in MARC women. The ex-active members of Metso and MARC are about equally old. Compared to the ages of active members, the people who have quit with Metso seem to be younger than the people who have stayed, whereas in MARC it is just the opposite. In Metso, the percentage of ex-active members under 40 years old is 58%, whereas in MARC it is 77%.

Trade school for Metso (54%) and university for MARC (64%) continue to be the institutions where the majority of the active members, as well as the ex-active members have graduated. With Metso, other education institutions are university (21%), high school (21%), and comprehensive school (18%). In MARC they are cécep (27%) and high school (14%). In MARC half of the ex-active members work full time (54%), others work part time (23%) and study (18%).

TABLE 7: Demographic profile of connect people.

Connect People	Metso	MARC
<b>Gender:</b>	Male (54%)	Male (57%)
<b>Age:</b>	21-30 years old (46%)	21-30 years old (57%)
<b>Marital status</b>	Married/lives with someone (75%)	Single (54%)
<b>Education:</b>	High school (42%)	University (57%)
<b>Working situation:</b>	Full time work (67%)	Full time work (54%)
<b>Informant:</b>	Spouse (38%)	Spouse(32%)

The connect people of both clubs are the most heterogeneous group as compared to the active members and ex-active members. For a majority of the connect people their spouse is the most important informant in the club. That is an interesting point with MARC

because most of the active members were single. The second important informant for Metso is “a person I know from sports” (25%), and for MARC “a friend” (25%).

The age range is similar in both clubs: most of the respondents are 21 to 30 years old, with about 20% in other age categories from 31 upwards (31-40, 41-50). The field of education was heterogeneous because with Metso high school (42%) was chosen as the mode, but trade school, university and comprehensive school were even after that. With MARC, university (47%) was still the most popular education institution, and the others were high school (25%) and cécep (21%). With MARC, people are more likely to work part time (32%) and study (25%), as compared to Metso.

## 4.5 Analysis of the Data

In this study data is analysed with statistical methods, but the interpretation of results is descriptive as well \*. The data for this study is fairly small, and there are from 22-28 respondents within each target group (active members of Metso, ex-active members of MARC etc.). Nummenmaa & al. (1996, 35) suggest that the simplest methods, such as frequency analyses could be used with over 20 respondents.

Structured data was coded numerically to the SPSS-program. Frequencies, percents and modes were calculated for every question. Percentages serve two purposes in data presentation. They simplify by reducing all numbers to a range from 0 to 100. Second, they translate the data into a standard form with a base of 100, for relative comparisons, in this study the active members, ex-active members and connect people of Metso and MARC. (See Cooper & Emory 1995, 412-414.)

The scales of measurement are nominal, ordinal, interval, and ratio scales, as discussed earlier in chapter 4.1. The recommended statistical techniques for the different scales are:

### **Nominal**

Nonparametric techniques (binomial sign test), frequential presentations (frequencies, percentages, histograms, crosstabulations, modes), chi-square test (differences or correlation tests)

### **Ordinal**

Same techniques can be used for the ordinal scale as for the nominal scale, but also median, range, and rank correlation tests (Wilcoxon signed ranks, Mann-Whitney U, Wilcoxon rank sum)

### **Interval and Ratio**

Nonparametric and parametric tests, regression analysis, factor analysis, standard deviation, mean tests (t-test, variance tests like one-way or two-way ANOVA)

(Coolican 1994, 256-292; Cooper & Emory 1995, 445; Tähtinen & Kaljonen 1996, 12-13; Zikmund 1991, 259).

\* Jukka-Pekka Kesonen from the Computer Center of University of Jyväskylä helped me with the analysis by giving advice and by running the tests.

The mode is used in this study as a general centralization form because the nominal scale is used the most. According to Coolican (1994, 205-206) calculating a mean or a median is not possible for nominal scales. By using the mode, I want to know what most people connected to Metso and MARC answer.

Modes do not apply to all kinds of questions, and that is why means are used as a centralization form with likert-scale statements. The mean is the statistic used in estimating population parameters, and it is the basis for parametric tests. Often the mean is not the same value as any of the values in the group, but it is at the centre of all the deviations. (Coolican 1994, 202-203.)

These likert-scale statements were grouped to sum variables. By forming a sum variable, the number of variables decreases. The idea of a sum variable is that it represents all the variables it includes. The relevancy of sum variables can be tested with a correlation test (Tähtinen & Kaljonen 1996, 63-64).

In this study, frequential presentations (frequencies, percentages, crosstabulations, modes), correlation tests, and mean tests (t-tests, one-way ANOVA) were used. The correlation and mean tests were completed and interpreted in a tentative way because of a fairly small number of data. The tendency of the test can be seen as significant for the two case clubs because the number of respondents is representative for them.

The calculation of correlation between two variables is a descriptive measure, and it identifies how the answers to questions vary together. Correlation identifies positive or negative relations between items, but it does not necessarily explain cause-and-effect relations (Coolican 1994, 295; 309; Downs 1988, 93). Figure 10 presents a correlation scale by Coolican (1994, 296). When the correlation between the items approaches one, the correlation is stronger. The graphical presentations of this study are completed with tables, bar charts and pies.

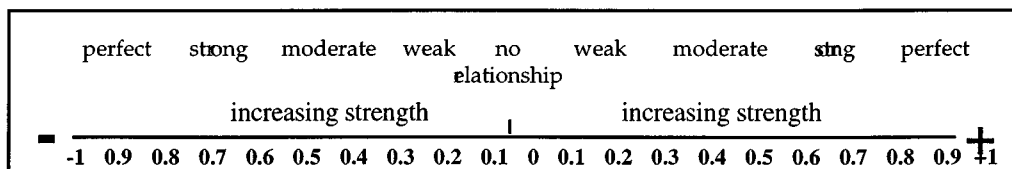


FIGURE 10: Scale of correlation by Coolican (1994, 296).

## Open questions

Open questions were grouped to the categories that I formed. The semantic content or the "what" aspect of a message was coded (see Cooper & Emory 1995, 385). The purpose of coding the questions is to reduce the large number of individual responses to a few general categories of answers.

I read through and coded one open question at a time. I read the answers through once to have a general view of the answers. With the second reading I started to form categories. I wrote down the basic content of each answer quite accurately. If there were similar answers, I marked another cross after that category. After reading and coding all the answers, if there were still separate categories in which the content was similar, I unified them.

Code construction in these situations necessarily reflects the judgement of the re-

searcher. (Zikmund 1991, 431-434.) The categories are the researcher's summary of perspectives and understanding of the participants of the study. That is why I elaborated the summaries with quotations. The quotes are selections from the raw data which "tell it like it is" (see further Coolican 1994, 385-386).

#### 4.4 Reliability and Validity of the Data

Zikmund (1991, 260) says that there are three major criteria for a good measurement: reliability, validity and sensitivity. With sensitivity he means the understanding and flexibility towards the collected data and the respondents. In the following, reliability and validity are discussed.

##### Reliability

Reliability is a statistical measure of how reproducible the survey data is, in other words it means the likelihood that the research could be repeated without the results changing (Anderson 1987, 125; Cooligan 1994, 50; Cooper & Emory 1995, 153-156; Fink 1995, 46-49; Litwin 1995, 6; Zikmund 1991, 260-262).

In the following types of reliability are listed (Coolican 1994, 150-152; Cooper & Emory 1995, 153-156; Zikmund 1991, 260-262)

##### *Test-retest (stability)*

The reliability of a test or instrument inferred from examinee scores. The same test is administered twice to same subjects over an interval of less than six months

##### *Parallel (alternative) form (equivalence)*

The degree to which alternative forms of the same measure produce same or similar results. Administered simultaneously or with a delay.

##### *Internal consistency (reliability)*

The degree to which instrument items are homogeneous and reflect the same underlying constructs.

Measurement errors and reliability may earlier have been seen as qualities of surveys, and they were brought up only when presenting the measures. Another approach to reliability is that "the errors" are alternate interpretations for results. They should be kept in mind also while presenting the final results. (Nummenmaa, Konttinen, Kuusinen and Leskinen 1996, 201-202.)

##### Metso and MARC

The study is a cross-sectional study (i.e. not longitudinal), and that is why test-retest methods are not used to measure reliability. This survey is an attitude research, and measuring attitudes may require asking several similar (but not identical) questions. For example, I formed sum variables from likert-scale statements, which measured affective, normative and calculative commitment, reasons to quit the club or not to commit to club activities. The reliability of likert-scale sum variables was tested with alpha-scale and scale summa reliability analysis. Correlation matrix showed the level of significance. Most of the statements had a moderately significant correlation, and they could be interpreted as reliable.

Table eight shows an example of reliability analysis. Correlation of the statements within the sum variable "a need for change" as a reason to quit club activities for the ex-active members was tested with alpha scale reliability analysis, which elaborated the correlation significance between statements of each sum variable. Actual results of the example are in chapter 5.4 "Noncommitment of ex-active members". The questionnaire is in appendix 5.

TABLE 8: Reliability analysis with scale alpha. Correlation matrix of a sum rank "A need for change" by ex-active members of MARC.

	18 f)	18 j)	18 m)	18 o)	18 p)	18 q)
18 f)	1,000					
18 j)	,6636	1,000				
18 m)	,2697	,0306	1,000			
18 o)	,1774	,0093	,7818	1,000		
18 p)	,3885	,3212	,4656	,3977	1,000	
18 q)	,4656	,6297	,1898	,0670	,2582	1,000

In the sum variable, the following statements tended to have a strong positive correlation (the title of the sum variable, the name of the club and the amount of correlation is written within round brackets)

"I joined another club" and "I felt that I've already done my part for MARC" (A need for change, MARC: 0,78).

"I was too busy with my work or studies" and "Club activities took too much time" (Lack of time, MARC: 0,68)

"I did too much, I got tired of the amount of work" and "I felt that I've already done my part for MARC" (Lack of time, MARC: 0,66).

There was no perfect correlation (0,90 or more) between any statements. Moderate correlation (0,40 - 0,65) was found between statements like

"I didn't get the same satisfaction I used to" and "I wanted to do something different" (A need for change, MARC: 0,63)

"There were too few people to take the responsibility" and "It wasn't possible for me to take care of the tasks the way I'd have liked to" (Lack of time, MARC: 0,58)

"I didn't get the same satisfaction from the work I used to" and "I felt that I've already done my part for Metso" (A need for change, Metso: 0,55)

"The club didn't success financially the way I expected" and "Things in the club were no taken care of well enough" (Unsatisfaction with club activities, Metso: 0,48)

"I wanted to have more time for my other hobbies" and "I wanted to have more time for my family" (Lack of time, Metso: 0,47)

## Validity

Validity defines how well survey items or scales measure, what they set out to measure (Cooligan 1994, 50; Cooper & Emory 1995, 149; Fink 1995, 49-52; Litwin 1995, 33; Nummenmaa & al. 1996, 203; Zikmund 1991, 262-264).

Validity can be grouped in different ways. Anderson's (1987) *Communication Research* and Cooligan's (1994) *Research Methods and Statistics in Psychology* were used as a basis. These authors divide validity into three groups: 1) *Internal validity*, the measurement will perform as predicted by the reseach 2) *conceptual validity*, the measurement is an empirical element of the theoretical concept under study and 3) *external validity*, the measurement generalizes to the conditions to be explained. (Anderson 1987, 119; Cooligan 1994, 50-60.)

1) *Internal validity*: Within the internal validity concept two questions are asked: Is there a real effect here (is the difference in the measures of the dependent variable one we can take seriously, is there a “real” statistical difference)? Was the effect caused by the independent variable or something else (if the difference is treated as statistically valid, did it occur because the independent variable had a direct effect, or did manipulating the independent variable, or just running the study in general, produce some other hidden effect)? (Cooligan 1994, 51-54.)

2) *Conceptual validity*: Anderson groups the often-used concepts of validity: content, criterion, and construct validity (Cooper & Emory 1995, 149-152; Fink 1995, 49-52; Nummenmaa & al. 1996, 203-209; Zikmund 1991, 262-264) under the title of conceptual validity.

The determination of *content validity* is judgemental and can be approached in several ways. The designer may determine it through a careful definition of the topics in concern, how the items are going to be scaled and how the scales are used. The hierarchy of research questions (a management question -> a research question -> an investigative question -> a measurement question) discussed in chapter 4.1 helps to reduce research questions into specific questions that have content validity. (Cooper & Emory 1995, 149.) Content validity refers to the subjective agreement that formal experts of the subject of the study review the survey (Litwin 1995, 35; 45; Zikmund 1991, 263).

*Criterion-related validity* could be divided to predictive and concurrent validity, which differ in a time perspective. Predictive validity forecasts how measured variables correlate to behavior, concurrent validity defines the current state (Cooper & Emory 1995, 150; Nummenmaa & al. 1996, 203-209; Zikmund 1991, 263).

In attempting to evaluate *construct validity*, we consider both the theory and the measuring instrument being used. Once assured that the construct was meaningful in a theoretical sense, we would next investigate the adequacy of the instrument. Such an approach would provide us with a preliminary indication of convergent validity (Cooper & Emory 1995, 151; Zikmund 1991, 263-264).

3) *External validity*: When we try to generalize the results of the study to other conditions, external validity needs to be evaluated. If we suppose that the independent variable is responsible for the change, it does not mean that the results may be generalized to all other situations without some serious considerations. Cooligan (1994, 55, see also Anderson 1987, 120-121) lists four major ways in which generalization may be limited:

Would this happen with other sorts of people or with all the people of whom our sample was an example? Would this happen in other places? Would this happen at other times? Would this happen with other measures?

Nummenmaa, Konttinen, Kuusinen and Leskinen (1996, 203-209) revise the changes of approaching the concept of validity. A main theme in 1990ies has been increased criticism towards the interpretation of the results. It underlines that the researchee should have a chance to define answering categories or dimensions him/herself, not always follow the researcher's views. The researcher should keep in mind that the researchee might perceive measurable things differently, even if one tries to avoid it.

#### Metso and MARC

##### 1) Internal validity

Statistical tests were used to suggest correlation and coherence between items and variables. Response rate of the study was 80%, which means that the survey is representative for Metso

and MARC, for example all the active members of MARC were included in the study. That is why the results of the statistical tests could be seen as tentative and countable despite the small number of subjects. For example, when affective commitment between target groups was compared, there were statistically significant differences.

Anderson (1987, 119) says that the concept of internal validity relates to the purposes the researcher has for measurement. The general purpose of research is to describe the world around us. With this study, I have described volleyball from different aspects: Volleyball club is a voluntary and leisure organization where communication and commitment have a meaning in everyday routines. The purposes of the researcher were fulfilled in the terms of active responding, appropriate answers, as results like a connection of commitment and communication, a tendency to participate in other activities etc.

2) Conceptual validity: The survey was reviewed by a formal expert of communication, professor Lehtonen. Representatives of each target group: active members, ex-active members and connect people also pilot tested the survey. Three people of each group (altogether nine) tested the Finnish version of the survey. They were the same nine people whom I interviewed to complete the questionnaire.

The questionnaires were self-administered, but adapted and adopted from used and tested surveys like the Organizational Commitment Questionnaire (OCQ) (see Bourque & Fielder 1995, 39). When OCQ was formed, its aim was to validate a measure of commitment. This refers to construct validity, because these types of questionnaires measure an abstract characteristic for which no empirical validation seems possible (see Cooper & Emory 1995, 151).

I became familiar with other questionnaires and studies in this field as well. Topics of the study were carefully chosen: communication, leisure, voluntarism and commitment. These topics were tested with different kinds of questions and different scales (see further chapter 4.5 Analysis of the Data). For example, the hierarchy of questions was used as follows:

A management question:

Noncommitment: Why ex-active members and connect people of Metso and MARC do not participate in club activities?

A research questions:

What do ex-active members of Metso and MARC perceive as reasons to quit the club?

An investigate question:

Lack of time

A measurement question:

I was too busy with my work or studies

The survey is also concurrently valid (criterion-related validity) because the data describes the present type of commitment, participation in club activities, other leisure and voluntary activities, reasons to quit the club etc. of people with Metso and MARC. Construct validity is established with statistical analysis of the data.

3) External validity

The results of the survey are representative for Metso and MARC because of high response rates, although they are not statistically valid because of a small number of respondents overall. The target groups of the study, active members, ex-active members and connect people exist also in other clubs and communities. External validity in this case is difficult to interpret because similar studies have not been conducted earlier.

## 5 RESULTS OF SURVEY DATA

In this chapter, the results of survey data are brought together. I am going to answer the research questions in the chapters "*status in the club and commitment*", "*leisure, voluntarism, mission and participation in club work*", "*communication and commitment*" and "*noncommitment of ex-active members and connect people*". To clarify the environment of the clubs, *open questions describing volleyball the environment of case-clubs* are discussed in chapter 5.5. A summary of results is presented in chapter 5.6.

### 5.1 Status in the Club and Commitment

The status in the club refers to the target groups, i.e. which target group (active member, ex-active member or connect person) does the respondent belong to. Active members are discussed separately from the others because some questions were asked only from them, like statements of different types of commitment, recruitment of new members, future plans, and what would make them more committed. Affective commitment was compared between all target groups, as was commitment and participation.

#### Active members of Metso and MARC

Types of commitment of active members were measured with likert-scale statements (question 28 with Metso and 21 with MARC). Statements were divided into three sum variables according to the three-component model of commitment by Meyer and Allen (see further chapter 3.5.3). These sum variables were titled as affective commitment, calculative commitment, and normative commitment. Affective commitment refers to the member's emotional attachment to the organization, calculative commitment to an awareness of the costs associated with leaving the organization, and normative commitment reflects a feeling of obligation to continue membership.

In Table nine, the statements of each sum variable are presented, as well as single means for each statement. If the mean of the statement was over four in either club, it is written in bold. The letters before the statement refer to the position of the statement in the original questionnaire. Figure 11 illustrates the differences in the types of commit-



ment among active members.

For both clubs, affective commitment was the most important type of commitment. The mean of the statement *"I love volleyball"* was the highest in both clubs. In MARC only two respondents chose the second highest rate four instead of the highest rate five. *"I know I'm doing something useful"* and *"I want to do something for other people"* were also important in both clubs.

Statements reflecting normative and calculative commitment were not considered as important as affective commitment in general. Although the normative statement *"I gain new abilities and skills"* with a mean 4,77 was evaluated as the second most important reason to be with the club in MARC.

TABLE 9: Affective, normative, and calculative commitment among active members of Metso and MARC. Likert scale is rated from 1 to 5.

		<b>Metso</b>	<b>MARC</b>
<b>Affective commitment</b>	<b>total</b>	<b>4,05</b>	<b>3,93</b>
a) In club activities I meet friends and other people		3,96	3,68
e) The success of the club stimulates and engourages me		4,00	3,73
f) I love volleyball		4,46	4,90
h) I want to do something for other people		4,20	3,86
n) I know I'm doing something useful		4,20	4,05
o) Club activities are a convenient way for me to gather strength		3,71	3,86
p) I love to co-operate with young people		3,84	3,46
<b>Normative commitment</b>	<b>total</b>	<b>2,51</b>	<b>2,97</b>
b) I'll do it for the compensation, to have my fee lower		1,40	1,36
c) Club activities are a useful way to pass the time		3,60	2,43
d) I have a chance to appear in public, to get to be known in the aea because of the club		1,68	1,91
g) I gain new abilities and skills		3,04	4,77
i) I have a chance to make new contacts		3,80	3,32
j) I'll get a chance to represent the club		1,80	3,82
m) The positive feedback I get from club activities spurs me on		2,28	3,19
<b>Calculative commitment</b>	<b>total</b>	<b>1,70</b>	<b>2,01</b>
k) There is nothing more interesting to do		1,76	1,77
l) I can't quit because there is nobody to continue my work		1,63	2,09
q) I have to take part in club activities if I want to play		---	2,18

There was an open question for active members after the commitment statements, the function of which was to further explain, if there were other important reasons to be with the club. *"What are the best things in club activities and sport voluntarism with Metso/MARC?"*

With both Metso and MARC, the most important reasons were “a feeling of being useful” (Metso 32% and MARC 18%), and “feeling of belonging to something” (Metso 29% and MARC 18%). With Metso, people mentioned also “own mental well-being”, and “seeing the player develop”.

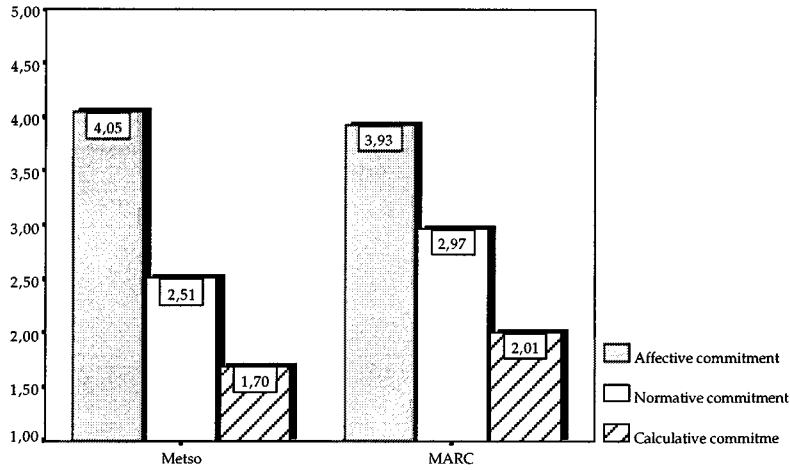


FIGURE 11 Type of commitment of active members of Metso and MARC. Likert -scale rated from 1 to 5.

Active members of Metso and MARC were asked, if they recruit new people to club activities, and if they do, how often (Metso question 9, MARC 16b). The intensity of recruitment could be seen as one form of a commitment. According to the respondents, most active members of MARC recruit new people often (55%), whereas in Metso people recruit new people to club activities sometimes (68%). See figure 12.

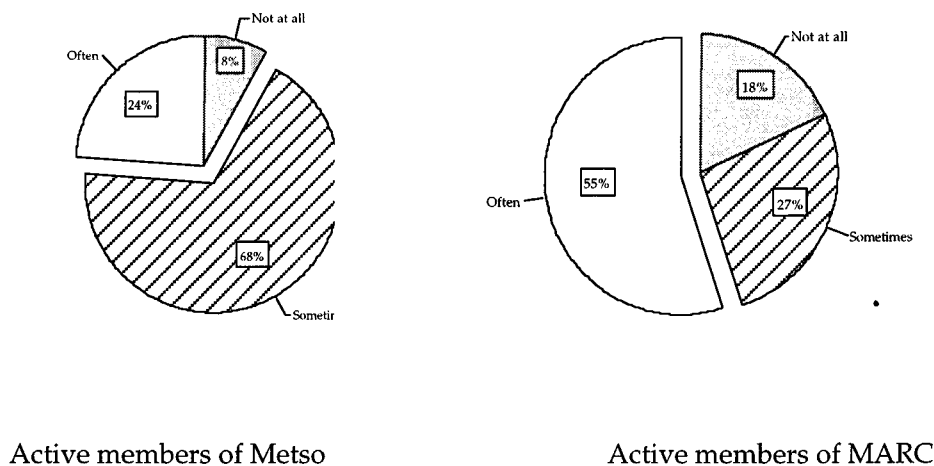


FIGURE 12: Do you recruit people to club activities? Responses of active members of Metso and MARC.

Future plans also reflect commitment. Active members of Metso and MARC were asked, if they plan to stay with the club (Metso question 26 and MARC 28, see figure 13). With Metso 68% of the respondents say that they are going to stay with the club for now. With

MARC, answers are more divided because 36% say that they stay with the club the following season (quit after that?), but almost half (41%) of the respondents claim to stay with the club as long as it is there. Only one person out of two clubs claimed to quit or change clubs.

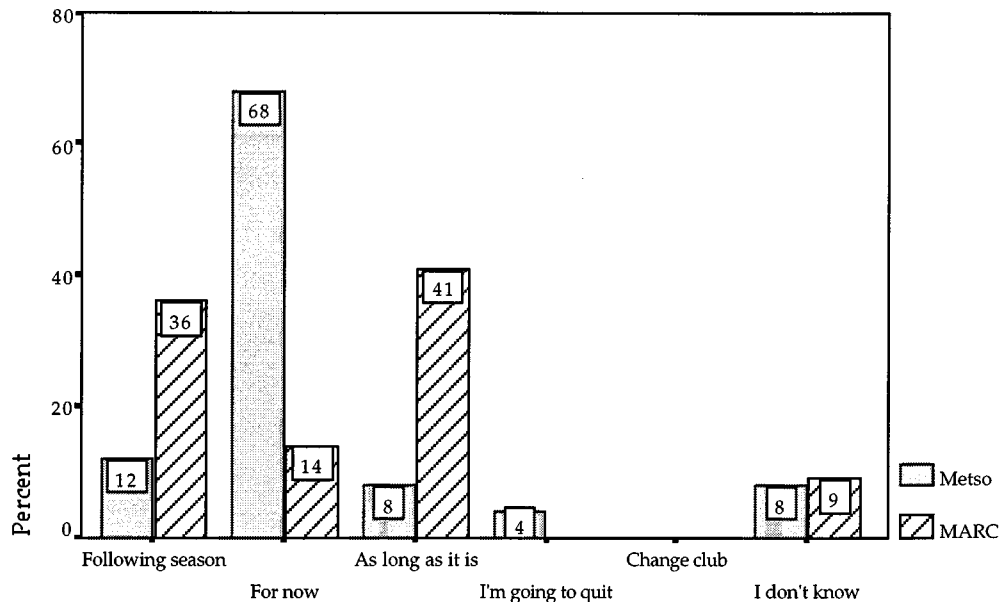


FIGURE 13: Are you going to stay with Metso/MARC in the future? Active members of Metso and MARC.

Active members of Metso and MARC were asked to choose things that would make them more active and committed to their club (Metso question 25, MARC 24). In the following there are alternatives chosen by a half or more of the respondents of each target group:

Active members of **Metso** would feel more committed, if

- \* the club would succeed (72%)
- \* there would be more people to take responsibility in Metso (56%)

Active members of **MARC** would feel more committed, if

- \* they would have more time (59%),
- \* they would be more informed of what is happening with the club (59%),
- \* they would get regular feedback (55%)
- \* there would be more people to take responsibility in MARC (50%), and
- \* the club would succeed (46%).

It is interesting that in Metso, there were only two alternatives that more than half of the respondents supported. Alternatives like "if I'd have more time", "to have regular feedback", "participation of my own kids", "more effective information" or "getting together more often" were chosen only by a couple of respondents. Still, lack of time is mentioned in other contexts as a main reason for not participate.

## Affective Commitment and the Status in the Club

Commitment is often measured with affective commitment statements, and that is why they are also used in this study to compare the level of commitment between target groups. Affective commitment, "emotional connection" with the club, can be defined whether the person takes part in activities or not. To measure calculative and normative commitment, respondents should be in contact with the club more closely, and that is why that question type is not appropriate for comparison with connect people.

The number of questions in the original questionnaires is as follows: active members of Metso 28 and MARC 26, ex-active members of Metso 25 and MARC 23, and connect people of Metso 18 and MARC 19 (see further appendices). The statements are similar in both clubs, but there are naturally differences between the target groups. The means of the sum variables, which include all the statements within one target group, are used as a tool for comparison. The results of the comparison are suggestive. In Table 10, the frequencies and the means of the sum variable commitment of each target group are shown, and in Figure 14 the means of the sum variables are seen as bars.

TABLE 10: Means of the commitment sum variable of each target group. Likert -scale from 1 to 5.

Target group AM=active member EX=ex-active member CP= connect person	Frequency	Mean
Metso AM	25	3,71
MARC AM	22	3,83
Metso EX	24	3,37
MARC EX	22	3,27
Metso CP	24	3,57
MARC CP	27	2,92
TOTAL	145	3,44

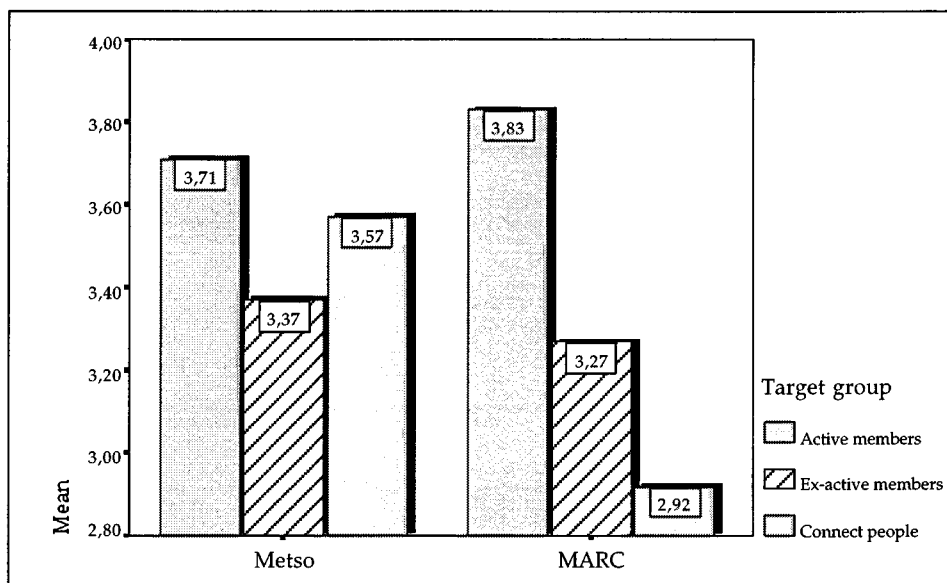


FIGURE 14: Means of the commitment sum variable of each target group as bars. Likert -scale from 1 to 5.

There is a tendency for the commitment of the active members of both club to have a higher mean than the commitment of the ex-active members. The significance of mean dependency was calculated with one way ANOVA. The test shows that the mean difference is significant (smaller than .05) between the commitment of the connect people and the active members of MARC (.001), and also between the connect people of MARC and the active members of Metso (.008). The mean difference is almost significant between the connect people of MARC and the connect people of Metso (.063).

In Table 11, examples of affective commitment statements for each target group are shown. I have chosen statements whose mean is more than four in either club. Statement marked with \* are negative, and therefore reversed, i.e. the figure in paranthesis is the one respondents gave, but because the statement is negative, the commitment could be seen with the reversed figure.

TABLE 11: The affective commitment statements whose mean is more than four in either club. Likert-scale from 1 to 5.

<b>Active members</b>	<b>total</b>	<b>Metso</b>	<b>MARC</b>
		<b>3,71</b>	<b>3,83</b>
* c) I don't feel like I am a part of Metso/MARC	(originally 2,12)	3,88	(1,86) 4,14
e) Metso/MARC is a leader of club-volleyball in Central Finland/Montreal		4,80	3,33
j) I'm happy if the teams of M.A.R.C. do well		5,00	4,50
k) I'm proud to say I'm a member of Metso/MARC.		4,00	4,27
m) I've become attached to Metso/MARC in many ways		3,52	4,32
n) If there is any news in the media about Metso/MARC, I read/ listen/ watch carefully		4,84	4,29
o) I know many people with Metso/MARC		4,80	4,59
		<b>Metso</b>	<b>MARC</b>
<b>Ex-active members</b>	<b>total</b>	<b>3,37</b>	<b>3,27</b>
b) I know many players and coaches who are with the club currently		4,54	3,95
c) Metso/MARC is a leader of club-volleyball in Central Finland/Montreal		4,54	3,60
f) I know many active members who are with the club currently		4,17	2,32
h) I'm happy if the teams of Metso/MARC do well		4,75	4,11
i) If there are any news in the media about Metso/MARC, I read/listen/ watch carefully		4,79	3,95
l) If I meet someone I know with the club currently, I ask how the club is doing		4,04	4,50
		<b>Metso</b>	<b>MARC</b>
<b>Connect people</b>	<b>total</b>	<b>3,57</b>	<b>2,92</b>
a) I'm happy if the teams of Metso/MARC do well		4,50	3,96
e) If there are any news in the media about Metso/MARC, I read/listen/ watch carefully		4,04	3,33
g) I know many players and coaches who are with the club currently		4,00	3,78
i) Metso/MARC is a leader of club-volleyball in Central Finland/Montreal		4,38	2,59
n) I support activities of the club mentally		4,00	3,22

Active members and ex-active members of both clubs were also asked, what they feel to be primarily. This question is associated with two types of commitment, which could be classified as global commitment (committed to whole organization, club) and local commitment (low commitment to organization, club, as a whole, but high commitment to work unit, team). See chapter 3.5.1 Meaning of Commitment.

The question was a rank order, i.e. the task of the respondent was to arrange the alternatives so that number one was his/her primary role, number two the secondary role etc. Answers are reported with means. If the respondent did not choose an alternative, it was coded as five in order avoid the result become crooked. See table 12.

TABLE 12: What do active members of Metso and MARC feel to be primarily A mean from rank order 1-4. Not chosen alternatives were coded as number five.

Active members of Metso	Active members of MARC
1) Active member of Metso (3,04)	1) Active member of MARC (1,79)
2) Active member of a volleyball club (3,08)	2) Active member of a volleyball club (2,60)
3) Active member of a specific team of Metso (3,42)	3) Active member of a specific team of MARC (2,85)
4) Active member of a sports club (3,58)	4) Active member of a sports club (3,50)

A person who is committed primarily to a club could be classified as globally committed, and a person who is primarily committed to a specific team could be seen as locally committed. Active members of both clubs seem to be more globally than locally committed, i.e. they see themselves as active members of the club before active members of a specific team of the club. According to the survey, respondents see themselves as members of a volleyball club in general more than as members of a specific team of the club.

With Metso, there were several questionnaires where the respondent did not rank all four alternatives, that is why their means are higher.

Ex-active members were also asked to rank what they feel to be primarily. They had the same alternatives as active members, but also added with ex-, like "ex-active member of a specific team of Metso". Answers were ranked with means, in the same way as active members. Because all the respondents did not choose all four alternatives and there were twice as many alternatives when compared to active members, the means are higher.

TABLE 13: What do ex-active members of Metso and MARC feel to be primarily A mean from rank order 1-4. Not chosen alternatives were coded as number five.

Ex-active members of Metso	Ex-active members of MARC
1) Ex-active member of a volleyball club (3,22)	1) Ex-active member of a specific team of MARC (2,94)
2) Ex-active member of a specific team of Metso (3,39)	2) Ex-active member of a volleyball club (3,17)
3) Ex-active member of Metso (3,44)	3) Ex-active member of MARC (3,67)
4) Sports fan (4,09)	4) Ex-active member of a sports club (4,11)

Ex-active members of MARC answered to feel more locally than globally committed (the team before the club), whereas in Metso the club came before the team. It is interesting that the respondents of both target groups feel to be an ex-active member of a vol-

leyball club in general, rather than of Metso or MARC.

### Commitment and participation

Correlations were calculated between affective commitment statements and what kind of club activities the respondents attend.

The respondents of Metso who answered to be "*currently members of the board*" had the highest mean in affective commitment statements (4,24). Other tasks that highly committed members take part in are "*giving information about club activities*" (4,17), "*organizing events*" (4,09), "*bring up young players*" (4,04), and "*recruit sponsors*" (4,02). With MARC, the ones who "*do refereeing*" (4,40), "*coach*" (4,10), "*organize events*" (4,09) and are "*current members of the board*" (4,09) seem to be most highly committed.

Those ex-active members of Metso who still participate in club activities occasionally, seem to have a high mean of affective commitment, more than four in all occasions. In the past, the most committed ex-active members were responsible for "*the general welfare of the team*" (3,76), "*giving information about club activities*" (3,66), and "*organizing events*" (3,65). With MARC, there is a same tendency: if an ex-active member takes part in any current activities, he/she seems to have a high mean in commitment. In the past, the most committed ex-active members of MARC used to be "*board members*" (4,31), "*coach*" (3,86), "*organizing events*" (3,67), and "*do refering*" (3,63). The means of commitment of ex-active members are lower than of the current active members.

The connection between affective commitment and participation was also measured among the connect people of Metso and MARC. There was a clear tendency: if the person had not taken part in any activities of the club, his/her mean of commitment was lower (Metso 3,31, MARC 2,65) than if he/she had participated occasionally (Metso 3,89, MARC 3,20). With Metso, the tasks that connect people with high commitment had occasionally taken part in were "*giving information about club activities*" (4,43), "*organizing events*" (4,32), and "*taking part in fundraising activities*" (4,10). With MARC, committed connect people have "*stayed around and helped wherever*" (3,79), and "*recruited new members*" (3,41). The connect people who were the most committed according to the survey, are going out or are married to the person who is their most important informant in the club.

The intensity of participation and level of commitment could be compared only among active members because the question was not appropriate for anyone else. I ran a t-test for independent samples for the question which asked "*how often do you take part in club activities*" (Metso question 15 and MARC 12), and the affective commitment statements (Metso question 28 and MARC 26). I divided the answers into two: the first group was formed from people who take part in activities at least two times in a two week period or more often, and the other from people who take part in activities once a month or less.

The people who participate in club activities at least two times in two weeks, have higher means in affective commitment within both target clubs when compared to the one who participate less. Table 14 shows the statements whose mean difference between the two defined groups was more than 1,00 in either club.

TABLE 14: The means of affective commitment statements (range 1-5) within active participants and semi-active participants of Metso and MARC.

Affective commitment statements Do you agree?	*Active participants		Semi-active participants	
	Metso	MARC	Metso	MARC
During my leisure time, I often think of Metso/MARC and what is happening with it	4,42	4,00	1,85	3,47
**I don't feel like I am part of Metso/MARC	1,58	1,29	2,62	2,14
When someone praises the club, I feel part of it is for me	3,42	3,86	1,85	3,47
I enjoy speaking about Metso/MARC with other people	4,08	4,00	2,69	3,60
If I'd leave the club, other members would be dissatisfied	3,83	3,86	1,62	3,40
If I take responsibility of a task that takes a lot of work, I do it because I don't want to leave others into trouble	3,33	4,71	3,77	3,50
In Metso/MARC we are "one for all and all for one"	4,08	4,43	3,38	3,07
*In this context, I refer to active participants as those who take part in club activities at least two times in two weeks, and semi-active participant as those who take part in activities once a month or less. ** Negative statement				

With Metso, the number of respondents who could be classified as "active participants" was 13 and "semi-active participants" 12. With MARC, there were only seven "active participants" and 15 "semi-active participants", but I decided to maintain these groups. The basic criterium was a month as a separating time period, i.e. people taking part in club activities several times in a month or less. The statements in Table 14 show that there seems to be a tendency: the more you participate and get involved in the activities, the more committed you are.

## 5.2 Leisure, Voluntarism, Mission and Participation in Club work

With this section of the study I wanted to find out, what do people connected to Metso and MARC do during their leisure time, are they involved with other clubs or associations, do they do sports etc.

### Leisure

There was an open question for all the target groups: "How do you spend your leisure time besides your work or studies?". I grouped the answers to three categories, modifying the



model of McInnes and Glyptis (1986, 230; see further chapter 3.3.2 “Nature of leisure”). The categories are outdoor activities, other out-of-home leisure activities and general home-based pursuits. In the paranthesis there are the percentages of respondents of each target group, for example Metso AM = active members of Metso, EX = ex-active members, CP= connect people etc. Finally, there is a total percentage of both clubs.

1) *sports, outdoor activities*, such as playing volleyball, running, jogging, work out, bicycling, skiing and swimming (Metso AM: 64%, EX: 71%, CP: 71%, **Metso altogether 69%**, and MARC AM: 68%, EX: 64%, CP: 74%, **MARC altogether 68%**),

2) *other out-of-home leisure activities than sports*, such as seeing friends, going to cinema, travelling, spending time at cottage, camping and fishing (Metso AM: 64%, EX: 46%, CP: 54%, **Metso altogether 55%**, and MARC AM: 73%, EX: 68%, CP: 57%, **MARC altogether 66%**),

3) *general home based pursuits*, such as reading, listening to music, watching sports, watching television, spending time with the family, and resting (Metso AM: 64%, EX: 75%, CP: 67%, **Metso altogether 69%**, and MARC AM: 50%, EX: 59%, CP: 64%, **MARC altogether 58%**).

There were no significant differences between the different target groups of either Metso or MARC. Although in the category of general home-based pursuits, members of Metso mentioned resting and watching sports as their most popular way to spend leisure time, and they mentioned it more often than members of MARC. Members of MARC mentioned “making love or sex” to be a home based leisure activity, whereas members of Metso did not mention it at all.

For Metso, out-of-home leisure activities were often close to nature like fishing, picking berries and gathering mushrooms, whereas for MARC they were more likely to be going to see movies, travel and going shopping.

People connected to Metso and MARC also play volleyball. In Figures 15 and 16 there is a comparison between the clubs, first what percentage of respondents plays competitive and then recreational volleyball. Finnish leagues from the championship league down to the fourth division are understood as competitive, and the 5th league, “puulaaki” and the veterenian leagues as recreational.

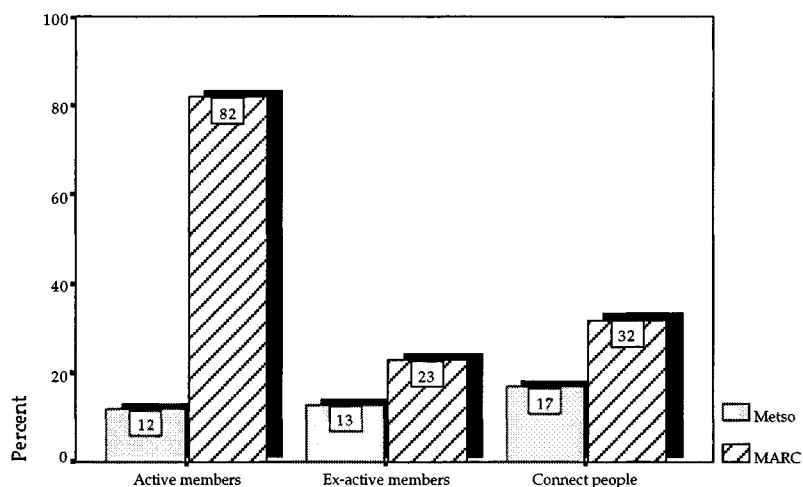


FIGURE 15: Competitive volleyball playing among target groups of the study.

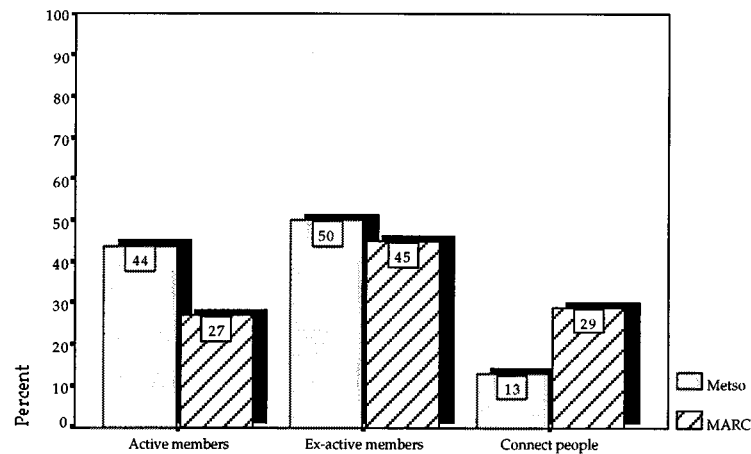


FIGURE 16: Recreational volleyball playing among target groups of the study.

With MARC, current active members usually play competitive volleyball (82%). Some people with MARC play both competitive and recreational (five active members, one ex-active member and four connect people). With Metso, people play either recreational or competitive, but there are not many competitive volleyball players with another status in the club (active member, ex-active member, connect person).

When comparing recreational volleyball playing in different target groups, there are no great differences. The percentage of the active members of MARC playing recreational volleyball is small because four out of five of them play competitive.

Almost all the respondents do sports in some level because only four people (two connect people of Metso and two connect people of MARC) out of the 145 respondents chose the statement “no, I don’t do sports and I haven’t done sports earlier”.

### Voluntarism in other organizations

People with Metso and MARC also take part in activities of other organizations. In Table 15, participation in other activities by each target group is shown. About half of the respondents take part in the activities of other organized sports, but when it comes to non-sport organizations, they are not so actively involved. The number of respondents who don’t take or have not taken part in the activities of other organizations is comparatively small.

There was also an open question to specify the organizations which the respondents participate in. I have classified the answers into four categories: *other volleyball clubs*, *other sport clubs*, *activities connected to work* and *other activities and associations*.

In the category of *other volleyball clubs*, the most popular organization with Metso was “Homenokat”, which is a veteran team for players over the age of 35 in Jyväskylä. Other clubs included local clubs like Palokan Pyry, Muuramen Lentopallo, Jyväskylän Valo, and clubs from around the country like Vammalan Lentopallo, Kauhavan Wisä and Raisio Loimu. With MARC, people were often involved with recreational indoor volleyball, like playing for LIVE or the Montreal league, mixed volleyball, school volleyball, or beach volleyball.

*Other sports clubs* included mainly team sports like ice-hockey, soccer, basketball, Finnish baseball (Metso), softball (MARC), but also individual sports like track and field,

skiing, orienteering, motor sports, figure skating and badminton.

*Activities connected to work* tended to be different with Metso and MARC, because only two members of MARC said to be involved with a professional association. With Metso, the number was six times as much; 12 people said to be involved with professional associations.

The most popular *other activities and associations* in both clubs were music (choirs) and the Lions club. In Metso, politics and hunting were other popular activities. With MARC, another popular activity was to participate in different national groups like the Spanish, Italian and Swedish community.

Ex-active members and connect people tended to have more contacts with other activities and associations (average 32% per group) than current active members (average 20% per group). All target groups seemed to be equally involved with volleyball in different levels and with other sports.

TABLE 15: Participation in other sport or non-sport organizations in the target groups of Metso and MARC.

AM= active members, EX = ex-active members, CP= connect people	Metso AM	MARC AM	Metso EX	MARC EX	Metso CP	MARC CP
Yes, <b>currently</b> I take part in the activities of <b>other organized sport</b>	60%	46%	50%	55%	46%	50%
Yes, <b>currently</b> I take part in the activities of <b>non-sport organizations</b>	36%	18%	21%	46%	38%	25%
Yes, <b>earlier</b> I've taken part in the activities of <b>other organized sport</b>	52%	55%	67%	50%	54%	64%
Yes, <b>earlier</b> I've taken part in the activities of <b>non-sport organizations</b>	32%	32%	17%	41%	29%	39%
No, I don't take part or <b>haven't taken part</b> in the activities of other communities	---	27%	13%	23%	4%	18%

I asked the active members to speculate what they would be doing if not being part of the club. As figure 17 shows, they are very likely to be involved with other sports clubs. Voluntary organizations other than sports club were not seen as potential substitutes because only 8% of the active members of Metso answered that hypothetically they might take part in such activities.

"I'd do something else" was chosen by 8% of respondents of Metso and 24% of MARC. There were answers like: "Many things to do" (2), "I'd study", "I'd concentrate on my work more (2) and do other sports", and "I'd only practice and help the club otherwise".

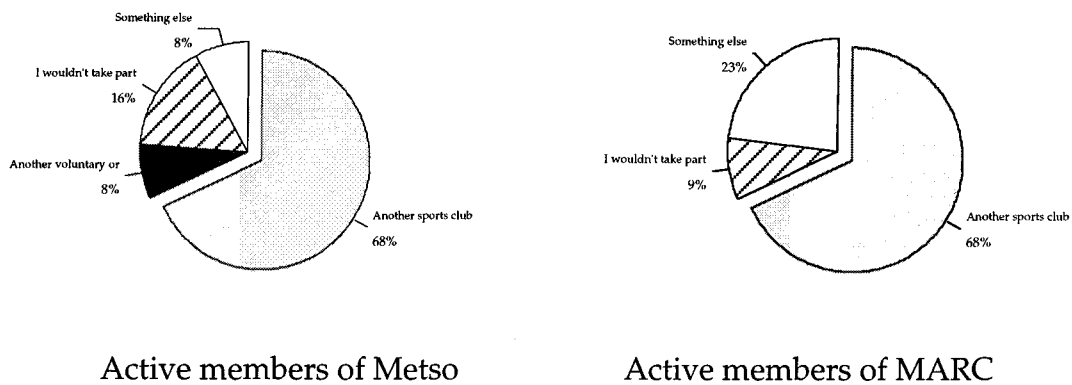


FIGURE 17: Hypothetically, what would you be doing, if not being part of Metso/MARC?

## Mission

Drucker (1990, 7-8; 45) says that non-profit and voluntary institutions exist for the sake of their mission. In this study, all the target groups were asked to rate the importance of the hypothetical missions from one to six, so the most important mission is rated as number one. Table 15 shows all the mission ratings of the active members and the three most important missions of the ex-active members and connect people.

TABLE 15: "What do you think are the most important missions of Metso and MARC?" Ratings of target groups, means of the mission statements, number of people, who ranked the mission as the most important and the mode of the mission.

MARC					Metso				
Mission		Mean Rated Mode			Mission		Mean	Rated Mode	
		1st						1st	
<b>AM</b>					<b>AM</b>				
1	Profile and sustain volleyball	2,05	8	1	1	Activities for young people	2,54	3	2
2	Bring up young players	2,45	3	2	2	Success in a volleyball court	3,08	9	1
3	Teach the mentality of social commitment	3,16	5	3	3	Offer sport entertainment	3,17	6	1
4	Success in a volleyball court	3,95	--	4	4	Offer people chances to have a good hobby	3,42	5	5
5	Offer players chances to go abroad	4,00	2	5	5	Bring up young players	3,88	1	4
6	Offer people chances to have a good hobby	5,30	1	6	6	Make central Finland known	4,92	--	6
<b>EX</b>					<b>EX</b>				
1	Teach the mentality of social commitment	2,76	4	2	1	Success in a volleyball court	2,00	12	1
2	Profile and sustain volleyball	3,00	5	1,3	2	Offer people chances to have a good hobby	2,52	7	1
3	Bring up young players	3,14	3	2,5	3	Activities for young people	2,52	3	2
<b>CP</b>					<b>CP</b>				
1	Profile and sustain volleyball	2,43	9	1,2	1	Offer people chances to have a good hobby	2,23	12	1
2	Teach the mentality of social commitment	3,12	4	3	2	Activities for young people	3,09	--	2
3	Bring up young players	3,42	3	3	3	Success in a volleyball court	3,39	9	1

With MARC, all the groups agreed that three important missions were “*profile and sustain volleyball*”, “*bring up young players*” and “*teach the mentality of social commitment*”. With Metso “*activities for young people*” (nuorisotoiminta) and “*success in a volleyball court*” (kansallinen kilpailumenestys) were seen as important all the target groups. Active members perceived “*to offer sport entertainment*” (tarjota urheiluviihdettä) important, whereas ex-active members and connect people rated “*to offer people chances to have a good hobby*” (tarjota harrastusmahdollisuuksia pelaajille ja taustaväelle) as more important.

People in Metso tended to perceive competitiveness and success in the field of volleyball fairly important. According to respondents, MARC has a task to profile to sustain volleyball rather than to compete with the results.

### Participation in club work

Both clubs have current active members who are with the club from everyday basis to occasional events (see Figure 18).

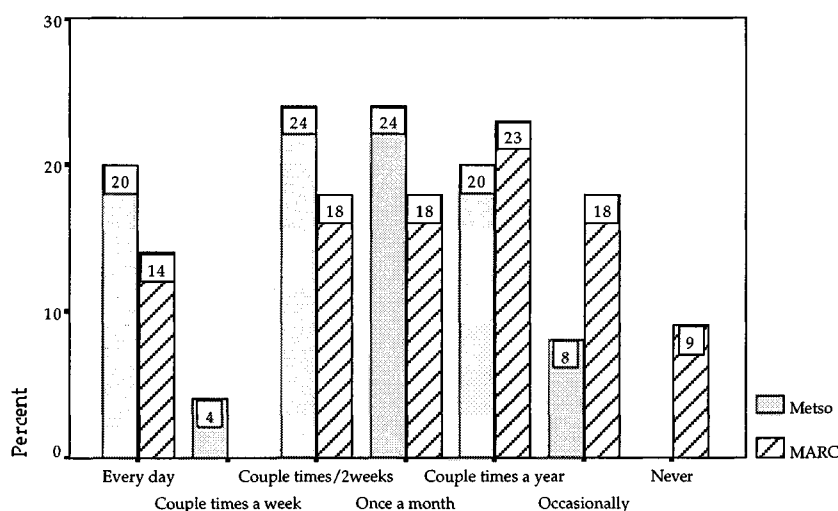


FIGURE 18: “How often do you take part in voluntary work in your club?” Percentages of active members of Metso and MARC.

In Metso, 48% of people take part in activities two times in two weeks or more, whereas with MARC the same figure is 32%. With MARC 9% of the respondents, i.e. two people, who chose the alternative “*I never take part in voluntary work in my club*”. The criterium to be an active member is to take part in the club activities. Based on that criterium these two people are not proper representatives in this study. However, they are not consistent in their answering, because they both say that they play, recruit people to club activities and get financial support for the club. That is why they were accepted to be part of the data.

To find out which kind of activities the respondents take part in, and with what intensity, I crosstabulated “*what kind of voluntary work do you do for your club currently*” (questions for active members, MARC 16 and Metso 16) by “*how often do you take part in voluntary work in your club*” (MARC nr 12, Metso nr 15).

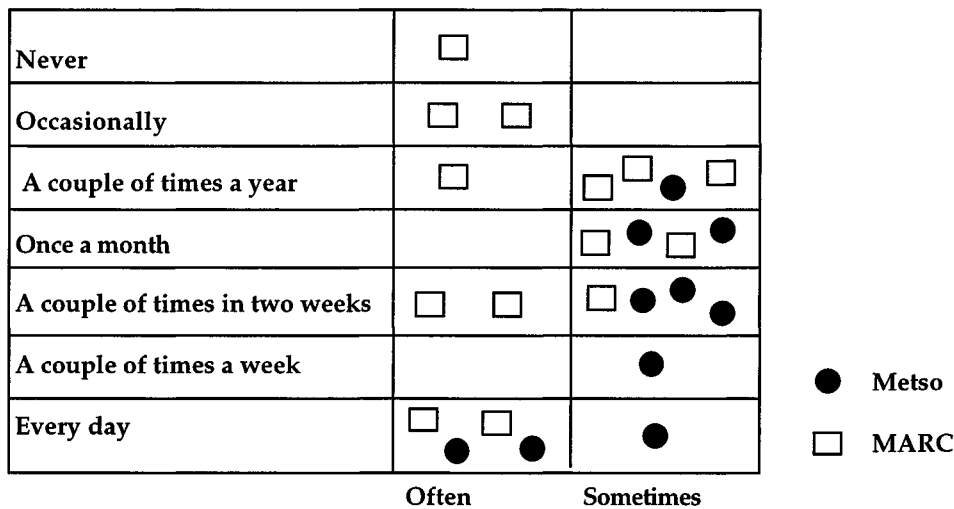
With Metso, most of the people take part in arranging the game event (64%), fundraising activities (talkoot 64%), organizing events (44%) and trying to supply finan-

cial support or sponsors for the club (40%). With MARC, popular activities are recruiting new people into the club (82%), help whenever one can (77%), fundraising events (68%), organizing events (64%), trying to supply financial support (64%) and coaching (55%). With MARC, all members seem to take part in different tasks despite of the intensity they take part in. The three active members of MARC who take part in club activities every day, do not play volleyball currently.

With Metso, coaching is in the hands of four people (16%) who participate in club activities every day. With MARC, twelve people (55%) coach, and their participation in club activities varies from every day to occasional. Those people who participate in club activities with Metso seem to do all the tasks except maintenance service (medical help, massage, take care of injuries etc.). Tasks that most of the people in the club take part in, like game event and fundraising, include people with different participation intensity from every day to a couple of times a year.

The intensity of the active members who said to supply financial support was somewhat different between the clubs, and it is presented graphically in Figure 19. Members of MARC with different intensity to participate in club activities tend to supply for financial support often, whereas members of Metso do it sometimes.

“How often do you take part in voluntary work in your club?”



“Do you try to supply financial support for the club?”

FIGURE 19: Crosstabulation of active members of Metso and MARC (figure modified by A.L.) “Do you try to supply financial support for the club (if you do, often or sometimes)?” by “how often do you take part in voluntary work in your club?”

We have learned by now that active members participate in activities of other organizations as well. With this data, I crosstabulated the intensity in participation to Metso and MARC (every day, a couple of times a week, a couple of times in two weeks etc.) by participation in other sports and non-sport organizations. Figure 20 shows the intensity of participation in Metso and MARC, and the participation of active members in other sports clubs.

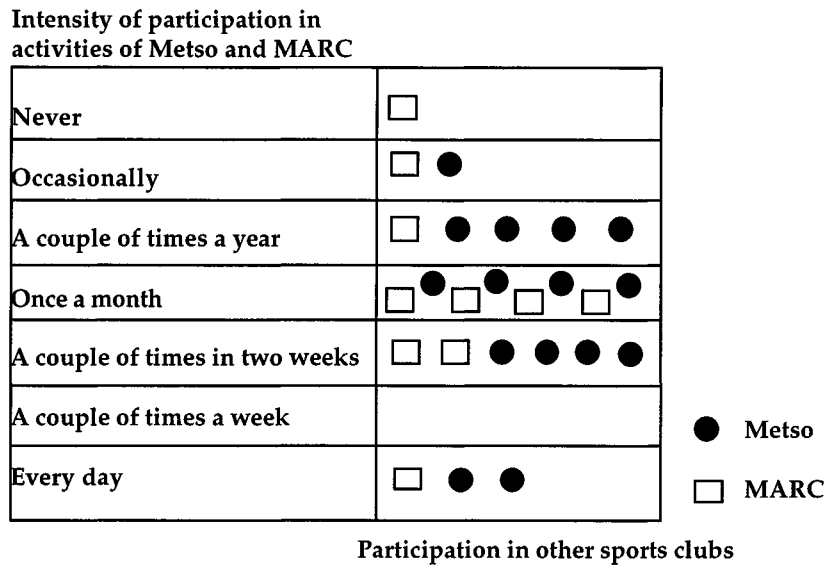


FIGURE 20: Crosstabulation of active members of Metso and MARC (figure modified by A.L.) "Do you take part in the activities of other sports clubs" by "how often do you take part in voluntary work in your club?"

There seems to be a tendency that the active members of Metso who could be titled as "semi-active members", i.e. the ones who take part in the activities fairly often, but not every day, are often involved with other sports clubs as well. The percentage of all the people who take part in the activities of other sport clubs in the time range of a couple of times a week to a couple of times a year is 80% in Metso. With MARC, that tendency is not as strong.

Participation in non-sport organizations follows a similar structure in both clubs. The ones who are most actively involved with other associations take part in the activities of Metso and MARC from a couple of times in two weeks to a couple of times a year (MARC 75% and Metso 89%).

### 5.3 Communication and Commitment

Communication in the club was studied among the active members of both clubs. Laswell's communication model: who, says what, in which channel, to whom, with what effect, was used as a basis. The additional questions "when" and "why" were asked as well. The question "Who usually arrange(s) the fundraising activities and ask(s) people to participate" is the "who and says what". If any positive or negative feedback was given to the respondent, it could also be classified into the "says what" category.

"How do you usually get the information" is the "in which channel". "To whom" is naturally our respondent, the active member of the club. "With what effect" means the kinds of tasks people take part in and how often. These questions were answered in chapter 5.1. The general timing, "when" of giving information about club activities is answered with the question "when do you usually get the information about fundraising activities?" The perceived missions of volleyball clubs Metso and MARC, "the why" are discussed in chapter 5.2.

**Who?** The same few people usually arrange the club activities both in Metso (61%) and MARC (68%). Other alternatives “usually the same person”, “whoever whenever” and “I don’t know” were chosen by altogether 15 respondents (34% of all). The alternative “usually I’m the one” was not chosen by anybody.

**When?** When people get the information about club activities in general was different between the clubs. With Metso the mode here was “a couple of days before” (36%), and with MARC “a month beforehand” (41%). In Figure 21 differences between the clubs are shown.

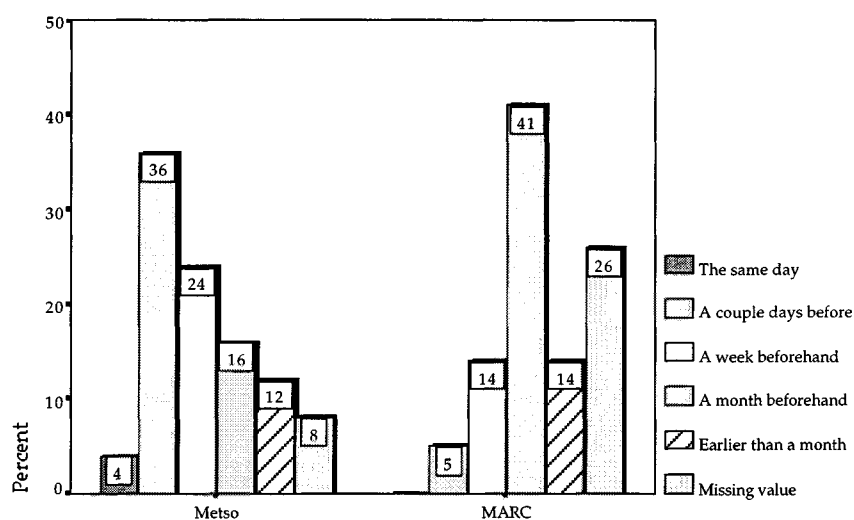


FIGURE 21: When do the active members of Metso and MARC usually get the information about club work, a fundraising activity?

**In which channel?** Active members of Metso and MARC were asked to rank the two most important channels to receive information about club activities (question number 12 for Metso and 11 for MARC).

For people with Metso the phone was ranked as the most important channel (54%), and 83% perceived the phone as the most important or the second most important channel. A second important channel for them was face-to-face interaction in situations other than organized meetings (35%). The percentage of respondents who chose it as the most or the second most important channel was 61%.

In MARC, the most important channel was “*after the practise*” (70%). For 95% of respondents after the practise was the most or the second most important channel to get information about club activities. A second important channel for MARC was the meetings, which 60% of respondents chose as the most or the second most important channel.

### Says what? Feedback

Most of the active members of Metso and MARC answered that they receive positive feedback sometimes (Metso 64%, MARC 41%), and negative feedback not at all (Metso 64% and MARC 64%) as Figure 21 shows. In MARC, people seem to receive positive feedback very differently, 23% of active members not at all, 41% sometimes and 36% often.



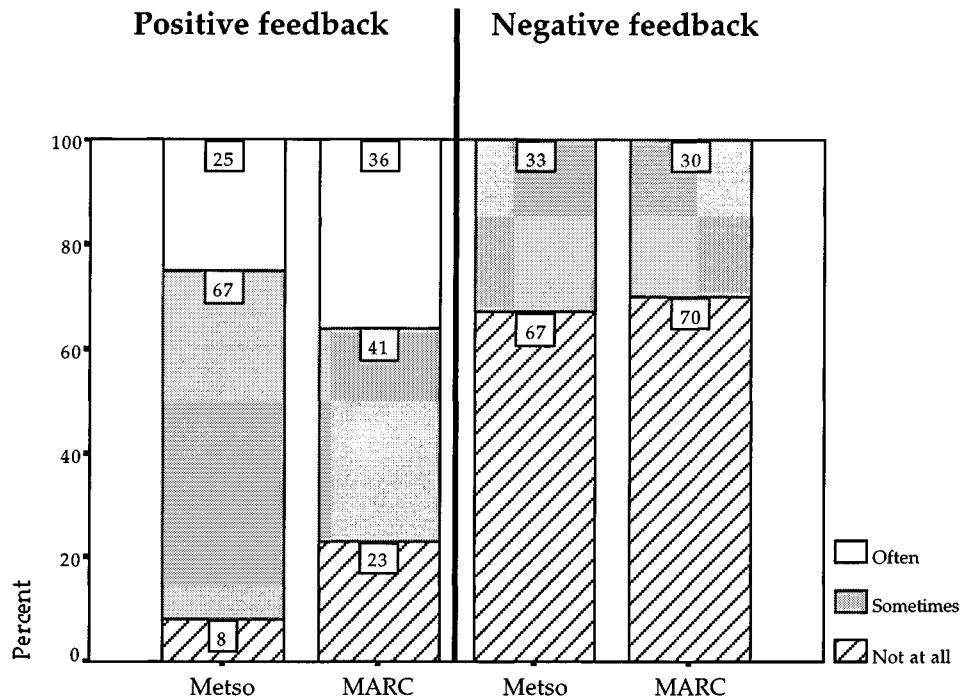


FIGURE 22: Received positive and negative feedback among active members of Metso and MARC.

Active members were also asked (with an open question), if they get any feedback, who gives it and in what kinds of situations.

Active members of Metso get positive feedback mainly from the players, coaches and members of the board. Organizers of fundraising events also give positive feedback. The situations where the feedback was given were not discussed that much. The general situation was after completing the given task.

With MARC, coaches and other players were the ones who gave positive feedback. Respondents replied descriptively: *"Our coaches are attentive to those who give of themselves"*, and *"you receive positive feedback in situations where you show commitment"*.

Respondents said that they hardly get any negative feedback. With Metso, negative feedback was given mostly by players and outsiders. One active member commented: *"Negative feedback is hardly given, and that is why I sometimes feel that nobody cares whether I'm there or not!"*

With MARC, negative feedback was received from the same sources, coaches and players, but mainly regarding actions in volleyball court. One respondent pointed out that negative feedback is received from federal and provincial leadership and municipality, by them not supporting activities enough.

### Correlation of affective commitment and communication questions

The sum variable, which was formed from affective commitment statements of question 28 for Metso and 26 for MARC, was correlated with communication questions. The amount of commitment did not seem differ between the respondents with different answers to questions *"who usually arranges the fundraising activities"* or how the person gets the information. To the question *"when"* the person gets the information, the most committed

tended to be the respondent, who got the information a week beforehand in Metso, and more than month beforehand in MARC.

The most interesting correlation was between commitment and amount of feedback in Table 16. Both in Metso and MARC, the more the respondents received positive feedback, the higher was the mean of commitment, i.e. the ones who received positive feedback often tended to be more committed than the ones who perceived to receive it sometimes or not at all.

With negative feedback the tendency was the same: the ones who perceived to receive negative feedback sometimes were more committed than the ones who did not perceive to receive it at all.

TABLE 16: Correlation of commitment statements and amount of feedback among active members of Metso and MARC.

		Commitment statements				
		Positive feedback		Negative feedback		
		Metso	MARC	Metso	MARC	
<b>Not at all</b>	Mean	3,25	3,32	3,59	3,72	↓
	Cases	2	5	16	14	
<b>Sometimes</b>	Mean	3,72	3,84	3,86	4,07	
	Cases	16	9	8	6	
<b>Often</b>	Mean	4,06	4,26	---	---	
	Cases	6	8	---	---	

## 5.4 Noncommitment of Ex-active Members and Connect People

This research question is based on likert-scale statements and open questions for two of the target groups, ex-active members and connect people. With these questions I want to find out what the respondents perceive as reasons to quit the club (ex-active members) or not to commit themselves to activities (connect people). To control the data better, I divided statements to sum variables.

The mode did not work here as a centralization instrument because the most chosen mode was the alternative number one: "*definitely unimportant*". The centralization instrument that was used for these likert statements (interval level) was the mean.

### 5.4.1 Ex-active members

#### What do ex-active members of Metso and MARC perceive as reasons to quit the club?

Reasons to quit the club were studied with the statements to the question “*Why did you quit Metso/MARC?*” (number 18 of Metso and MARC). After that, there was an open question, if people wanted to explain or further specify reasons for quitting. For the analysis, I divided the statements into four sum variables:

- 1) *Lack of time* (six statements),
- 2) *unsatisfaction with club activities* (six statements),
- 3) *a need for change* (six statements), and
- 4) *health reasons* (one statement).

Correlation of the statements within the sum variable were tested with alpha scale reliability analysis

which elaborated the correlation significance between the statements of each sum variable.

In the following, the means for each sum variable are presented, as well as single means for each statement. The statements whose mean was over three, are written in bold. The letters before the statement refer to the statement’s position in the original questionnaire. If the mode is something else than 1 = “*defiinitely unimportant*”, it is also mentioned in the paranthesis after the mean.

TABLE 17: Reasons to quit Metso/MARC among the ex-active members of the club. Likert -scale rated from 1 to 5.

		Metso	MARC
<b>Lack of time</b>	<b>total</b>	<b>2,76</b>	<b>2,45</b>
a) <b>I was too busy with my work or studies</b>		3,00	3,00
d) I wanted to have more time for my other hobbies		2,62	2,60
<b>h) There are too few people to take the responsibility</b>		<b>3,14 (4)</b>	<b>1,90</b>
i) I wanted to have more time for my family		2,91	2,60
l) It wasn't possible for me to take care of the tasks the way I'd have liked to		2,55	2,21
r) Club activities took too much time		2,48	2,37
		<b>Metso</b>	<b>MARC</b>
<b>A need for change</b>	<b>total</b>	<b>2,46</b>	<b>2,15</b>
f) I did too much, I got tired of the amount of work		2,68	2,21
<b>j) I didn't get the same satisfaction from the work I used to</b>		<b>3,00</b>	<b>3,16 (5)</b>
m) I joined another club		2,10	1,78
o) I felt that I've already done my part for Metso/MARC		2,45	1,90
p) Person, who took responsibility of the tasks I took care of was found		2,38	1,11
q) I wanted to do something different		2,14	2,75

(continues)

TABLE 17 (continues)

		Metso	MARC
<b>Unsatisfaction with club activities</b>	<b>total</b>	<b>1,75</b>	<b>1,80</b>
b) The club didn't success financially the way I expected		1,76	1,10
c) I didn't get enough feedback from the work I did		1,59	1,84
e) I didn't want to continue working with those people who weæ in the club		1,46	2,05
g) Metso/MARC concentrates too much on senior volleyball		2,00	1,95
k) Metso/MARC didn't succeed in volleyball as well as I expected		1,46	2,20
n) Things in the club were not taken care of well enough		2,26	1,68
<b>Health problems</b>	<b>total</b>	<b>1,38</b>	<b>1,91</b>
s) Problems in my health made me quit		1,38	1,91

Ex-active members of both clubs tended to perceive lack of time as a major reason to quit. Means of the statements "I was too busy with my work or studies", and "there are too few people to take the responsibility" were three or more. A need for change was the second most important sum variable for both clubs, and the statement "I didn't get the same satisfaction from the work I used to" had the highest mean in this category. "There are too few people to take the responsibility" and "I didn't get the same satisfaction from the work I used to" were the only statements that had a mode other than one (four and five).

The statement "There are too few people to take the responsibility" was discernmentative between the two clubs because for ex-active members of Metso the mean of that statement was the highest (3,14), but in MARC it was only 1,90.

Unsatisfaction with club activities and healt problems were not seen as important reasons for quitting. "Problems in my health made me quit" was important for more ex-active members of MARC than of Metso. People in MARC often specified their helath problems as knee injuries.

In Figure 23, the means of sum variables, i.e., perceived reasons to quit Metso and MARC are brought together as bars.

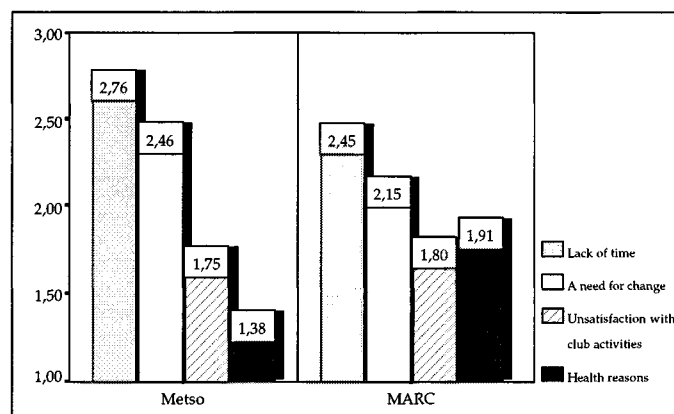


FIGURE 23: Reasons to quit Metso and MARC. Sum variables with a range from 1 to 5.

After the likert-scale statements there was an open question where respondents could specify or further explain their reasons for quitting. Less than half (46%) of the ex-active members of Metso answered this question.

A major reason to quit, other than mentioned earlier was moving out of town because of work or studies (25%). Three people (13%) were not satisfied with the way the club was organized, and operation was not long-term oriented or professional enough:

*"I needed a more professional touch in organizing club activities, both in attitudes and resources"*, explained one respondent.

The ex-active members of MARC answered to this question well because the answering rate was 82%. They explained that the reason for quitting was a lack of time (45%) *"I couldn't make MARC a priority"* as one of the respondents answered. Other reasons to quit included certain requirements and points of view of coaching which were not agreeable (32%).

*"The club helped me improve as a player, but the pressure of being part of a competitive sports team outweighed the rewards. Coaches were not willing to make any compromises, and I just needed a break"*, was a descriptive statement of respondents.

## 5.4.2 Connect people

### What do the connect people of Metso and MARC perceive as reasons not to commit themselves to the club activities?

Reasons not to commit to the club activities were studied with statements to the question *"Why haven't you taken part in the regular activities of Metso/MARC?"* (number 15 of Metso and 16 of MARC). Like for ex-active members, there was an open question to fill in to further explain the reasons. For the analysis I divided the statements into five sum variables:

- 1) *Lack of time, other activities* (four statements),
- 2) *not interested in such activities* (four statements),
- 3) *unsatisfaction with club activities* (three statements),
- 4) *no contact with the club, haven't been asked* (two statements), and
- 5) *health reasons* (one statement).

Correlation of the statements within a sum variable were tested with alpha scale reliability analysis which elaborated the correlation significance between the statements of each sum variable. In the sum variable, the statements tended to have a moderate positive correlation (0,40-0,65).

In the following, means for sum variables are presented, as well as single means for each statement. If the mean of the statement is more than three, the statement is written in bold. The letter before the statement refers to the statement's position in the original questionnaire. If the mode is something else than 1 *"definitely unimportant"*, it is also mentioned in the paranthesis after the mean.

Connect people of both clubs tended to perceive lack of time as a major reason not to commit. Means of the statements *"I'm busy with my work / studies"*, and *"I have many other ways to spend my leisure time"* were three or more. Those two statements also had a mode other than one (four and five). *"I haven't wanted to commit"* had two modes,

one and three, but a mean under three (MARC 2,96).

The second important sum variable was different for Metso and MARC, because for Metso it was *"no contact with the club"* (2,08) and for MARC it was *"unsatisfaction with club activities"* (2,58). The sum variables *"not interested in such activities"* and *"health problems"* were not perceived as such important reasons for not committing.

TABLE 18: Reasons not to commit themselves to club activities among connect people of the clubs. Likert -scale rated from 1 to 5.

		Metso	MARC
<b>Lack of time, other activities</b>	<b>total</b>	<b>3,08</b>	<b>3,24</b>
d) I'm taking part in the activities of another club		2,25	2,82
f) I'm busy with my work / studies		3,75 (5)	3,67 (5)
h) I have many other ways to spend my leisure time		3,40 (5)	3,52 (4)
m) I haven't wanted to commit		2,90	2,96 (1,3)
<b>No contact with the club, haven't been asked</b>	<b>total</b>	<b>2,08</b>	<b>2,02</b>
c) I haven't been asked to take part in the activities		2,45	2,04
i) I don't have contact close enough with Metso/ MARC		1,70	2,00
<b>Unsatisfaction with club's activities</b>	<b>total</b>	<b>2,03</b>	<b>2,58</b>
b) The club doesn't function as well as it should		2,55	3,04
l) There is not enough junior work in the club		2,10	2,23
n) There hasn't been a suitable task for me		1,45	2,45
<b>Not interested in such activities</b>	<b>total</b>	<b>1,60</b>	<b>1,92</b>
a) I'm more interested in sports other than volleyball		2,00	2,30
e) I'm not interested in voluntary work		1,60	2,19
j) I'm not interested in sports		1,30	1,30
k) I have bad experiences about club work		1,50	1,89
<b>Health reasons</b>	<b>total</b>	<b>1,00</b>	<b>1,40</b>
g) Health problem		1,00	1,40

In Figure 24, means of the sum variables, i.e., perceived reasons not to commit to Metso and MARC are brought together as bars.

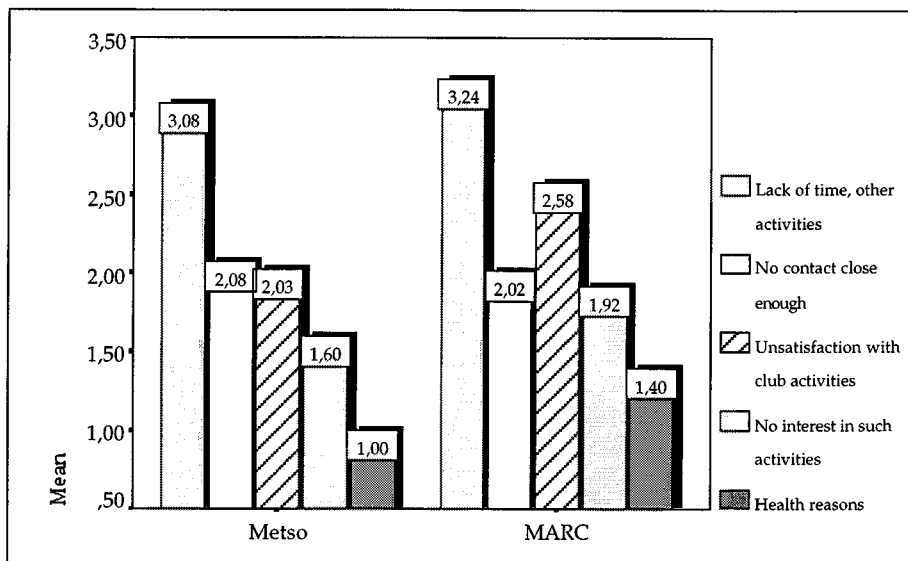


FIGURE 24: Reasons not to commit to Metso and MARC.

After the likert-scale statements there was an open question, where the respondents could specify mentioned reasons for not committing themselves to club activities or explain further. Only 25% of the connect people of Metso answered this question.

Connect people of Metso specified their likert-scale answers, but did not come up with other, new reasons. *"I'm committed to another hobby of mine, and it takes all my time"*, explained three respondents. *"Because voluntary work doesn't give any financial compensation for being away from work, losses are too great"*, said another.

Half of the connect people of MARC answered this question. *"I have no time to commit because I have other priorities in my life at the moment, I'm too busy"* said four people. *"I have no interest to take part in such activities"* told four respondents. There were also different reasons not to commit compared to Metso, like: *"I live too far away"* and *"there is a language barrier"*. Coaching in MARC is carried out mainly in English.

## 5.5 Open Questions Describing the Volleyball Environment of Case-clubs

There were many open questions in the survey. In this section the ones which describe the surrounding volleyball environment, are summarized. Questions are: *"Is volleyball valued in Finland/ in Canada?"*, *"why do people come to Metso/ MARC, and why do they leave the club?"*, *"what is the role of a player in MARC?"*, and *"comments regarding this questionnaire, volleyball or voluntarism"*.

### **"In your opinion, is volleyball valued in Finland/ in Canada?"**

Respondents of Metso had generally a similar view of how volleyball is valued in Finland. They say that volleyball is undervalued, if you compare the numbers of players

and appreciation in media. They explain the reasons for undervaluing to be poor international success of national the team, and poor marketing. The appreciation could be divided in two: a) *volleyball is valued because so many people play it*, b) *volleyball is undervalued because media ignores it*. The latter refers to volleyball as a top-ranking, competitive sport. Many respondents point out that the national team is playing better, and therefore there is hope for the status of volleyball to improve in Finland. The following quotation pulls the answers together:

*"Volleyball in Finland is not valued enough! In television, you can hardly ever see games or results, even if it is such a popular recreational hobby for Finnish people. One reason is that the national team hasn't succeeded in international games well enough."*

According to respondents, volleyball in Canada has a positive swing, and it is starting to be more popular, especially beach volleyball. In the following, there are quotations from the respondents which in my opinion elaborate the contents of the answers as whole. Most of the respondents say that volleyball is not valued enough because *"it must take its place behind the marquee sports, such as hockey, football and basketball"* and *"volleyball doesn't attract top athletes"*.

*Canadian population at large does not know much about amateur sports, and most people think of volleyball as a recreational sport. Volleyball in Canada is a forgotten, obscure and not promoted sport and it has never really been a Canadian sport. If you compare the situation of volleyball to European countries, we are down. Volleyball in Canada is recognized more at the University level than the club level. The problem is that there are not enough clubs: we start to play volleyball in school without proper coaching, and after finishing the university most of the players quit because there is not enough clubs to play. It has no structure what so ever.*

Some respondents find volleyball valued because it is a clean, very technical, true team sport. People who know it, respect it. One respondent says:

*"Of course volleyball is valued, but the question is - by how many people? If 100 people value something is it less valuable or valued than if 1.000.000 people value it?"*

**"In your opinion, why do people come to Metso/ MARC, and why do they leave the club?"**

These questions were asked from active members and ex-active members of the clubs. With MARC, the most important reason to join the club and at same time its activities was to come to meet the challenge of playing and practising high caliber volleyball (chosen by 90% of respondents). *"MARC is the only open membership club in the area of Montreal, i.e. not affiliated with schools. Difference to most of the teams is hard and demanding practising and competitive playing"*, explained one respondent.

90% of the respondents told that people probably quit MARC because practising is too demanding physically, mentally and timewise, and people are not motivated enough to continue. About 30% of the respondents said that one reason to leave might also be a conflict with the coaching system and philosophy. A further reason to quit might be a lack of a success.

People come to Metso because they are interested in volleyball (40%) and the leading club of men's volleyball in Central Finland is Metso. Respondents say that personal contacts to the club are important: you have played for the club, your child plays for it or someone you know has asked you to join activities, and you want to help. Club activities is a good way to spend time and belong to something.

Respondents say that people leave Metso because club work tends to be a burden



for those who are willing to do something (26%), and there are not enough people taking the responsibility. Active members just burn out. Lack of time, family reasons, dissatisfaction with club structure and poor information are seen as other important reasons to quit the club.

**“In your opinion, what is the role of a player in MARC?”**

To understand the nature of club work in MARC, I asked people to define the role of the player in MARC.

Important factors that were mentioned by almost all the respondents were the two roles of the members: 1) *role as a player*, and 2) *role as an active member*. The responsibilities of the player are to come to the practices, work hard there and keep in shape also outside the gym. He/she should always give the club his/her best, and understand, apply and promote the philosophy of the club. As one respondent says: *“A player of MARC is a player with the intention of serious dedication, commitment and effort. Responsibility for our club (team mates, coaches, other teams etc..) is not taken lightly.”*

Respondents say that a member should support the club by taking part in the social activities like fundraising, recruitment of new players, sponsorships and suppers, and be involving him/herself with his/her best capacity. These activities raise the team spirit and help them to be *“a united group and hold strong together both on and off the court”* because *“involvement creates a good member”*.

With MARC, players and coaches do a big part of the fundraising, and there is not much support from outside. Some people are offering their support to the club, such as ex-members, friends of coaches, some friends of players, but generally players and coaches do it all. One respondent explains the situation: *“There aren’t any other people fundraising besides players and coaches because they don’t exist. We, the club, can call on many ex-members for help and support in the organization and participation in events. However the initiative to organize, promote, and make our club visible come from within; from us, the players and coaches.”*

One respondent reminded also that *“the fundraising doesn’t appear to be an integral part of MARC as it should because players pay a fee of 350 dollars in the beginning of the season”*.

**“If you have any comments regarding this questionnaire, volleyball or voluntarism, please let me know!”**

In the end of the questionnaire, I asked the respondents to comment on this questionnaire, volleyball and voluntarism, if they felt like it. Comments could be divided in two: 1) *comments on volleyball and the clubs*, and 2) *comments on this questionnaire*. In the parenthesis the respondent’s club and status (active members =AM, ex-active members =EX and connect people =CP) are mentioned.

**Comments on volleyball and the clubs**

*“The information flow inside the club needs to be improved”* (Metso AM and EX)

*“People who organize club activities have to learn to say thank you!”* (Metso AM)

*“The structure and basics of the club should be stronger”* (Metso AM)

*“In Jyväskylä there are strong traditions in volleyball and many recreational players. What we need is success to stimulate people to join”* (Metso EX)

*“With the help of Metso, we should develop Jyväskylä as a center of volleyball life in Fin-*

land" (Metso AM)

"Volleyball is not a "familiar" sport for me, I don't play and I don't know how to play. Because of that, it's not clear for me what the club activities include, so I need to be asked to do a specific task" (Metso CP)

"Sports clubs and especially multi-sport clubs are the healthiest expression of cultural activities in any society. They elevate ones soul and generate vigour and strength, and a healthy life style." (MARC AM)

It's a shame that MARC has not been able to develop as well as the club Celtique in terms of the young players as well as obtaining the success" (MARC EX)

### Comments on the questionnaire

"This questionnaire was a good idea to inquire about the thoughts of club people. There is a need for that, if volleyball wants to keep up with other sports" (Metso EX)

"Hopefully information from this questionnaire gives new ideas for current active members to develop the club further (Metso EX)

"It's good to have someone like you who is trying to make us realize the difference between Canada and any European countries like yours" (MARC AM)

"I want to thank you to let me express why I quit MARC and what I think about the club. I think that the club should ask those questions from their players to be able to respond to their expectatitons." (MARC EX)

"You could have done this questionnaire so that any member of any club could have answered" (MARC EX)

"It was a little difficult to answer because I've been out of touch for a good ten years..." (MARC EX)

"Some of the questions and answering mechanisms are quite imprecise at least in the English translation. " (MARC EX, MARC CP)

"I would like to know the conclusions" (MARC EX)

"I needed help in translating this questionnaire" (MARC CP)

"Good luck for your thesis!" (altogether eight respondents from both clubs)

## 5.6 Summary of Survey Data

### Status in the Club and Commitment

Active members of Metso and MARC feel primarily affectively committed to their club, i.e. emotionally involved. The highest ranked statement as a reason to be with the club was "I love volleyball". Other affective statements like "I know I'm doing something useful" and "I want to do something for other people" were important for members of both clubs. Statements reflecting normative (feeling of obligation to stay) and calculative (costs leaving the organization) commitment were not considered as important as affective statements in general. As an exception, active members of MARC rated the normative commitment statement "I gain new abilities and skills with the club" as the second most important reason to be with the club.

Active members of Metso recruit people to club activities sometimes (68%), whereas in MARC they do it often (55%). The majority of the AM of Metso plan to stay with the

club for now (68%). In MARC, 41% of respondents claim to stay with it as long as it exists. AM of Metso would feel more committed, if the club (the teams) would succeed (72%). With MARC, people need to have more time (59%) and more information about what is happening with the club (59%) in order to commit themselves more. I divided the active members into two groups according to the intensity of participating in club activities. The first group included the ones who take part in club activities at least a couple of times in a two week period, and the other group had the people who participate once a month or less. The connection between the intensity of participation and commitment was obvious: those who are active are also more affectively committed to the club.

Affective commitment was compared between the different target groups. According to the sum variables formed from the statements, active members of MARC and Metso seem to be the most committed target groups of the study, whereas connect people of MARC the the least committed. Overall, the respondents are happy about the club's success in volleyball, they know people who are involved with the club activities, and they are interested in reading, watching, listening to news about the club in media.

Active members and ex-active members of both clubs claim to be primarily members of a volleyball club, not necessarily of a specific team. Members of the board seem to have high ratings in affective commitment statements. Other active members take part in almost every kind of task. The ex-active members who currently take part in some activities are highly committed, and the connect people who have occasionally taken part in activities of the club have a more positive view about the club. As a summary regarding commitment and participation, we could say that people who take part in activities are more familiar with the people and the club, and therefore they have higher rates of commitment according to this survey.

### **Leisure, Voluntarism, Mission and Participation in Club Work**

A majority of the people connected to Metso and MARC answered to be physically active, when I asked what they do during their leisure time. There were only four people out of 145 respondents who answered that they do not do any sports. Recreational volleyball was played by different target groups, with no big differences between the groups. With active members of Metso and MARC, playing volleyball was different when comparing the clubs. 82% of active members of MARC play competitive volleyball, whereas the percentage of competitive volleyball players among active members of Metso was only 12%.

The respondents also have other out-of-home leisure activities than sport, such as seeing friends, going to cinema and travelling. They also spend leisure time at home by reading, listening to music and watching television.

The respondents are often active in other organizations as well. About half of the respondents take part in the activities of other organized sport, but when it comes to non-sport organizations, people are not so actively involved. There seems to be a tendency that these active members of Metso who could be titled as "semi-active members", i.e. the ones who take part in the activities fairly often, but not everyday, are often involved with other sports clubs, more so than those who participate in club activities everyday or only occasionally. I asked the active members also to speculate what they would be doing, if not being part of the club. According to the answers, they are very likely to be involved with another sports club (68% of respondents both in Metso and MARC).

According to the questionnaire people, in Metso take part in club activities more

often than members of MARC. With Metso, 48% of respondents said to take part in activities at least a couple of times in two weeks, whereas with MARC, only 32% of respondents take part in activities that often.

The three most important missions in MARC were *"profile and sustain volleyball"*, *"bring up young players"* and *"teach the mentality of social commitment"*. With Metso, *"activities for young people"* (nuorisotoiminta) and *"success in a volleyball court"* (kansallinen kilpailumenestys) were seen as the most important missions. Active members of Metso perceived *"to offer sport entertainment"* (tarjota urheluviihdettä) to be among the first three, whereas ex-active members and connect people rated *"to offer people chances to have a good hobby"* (tarjota harrastusmahdollisuuksia pelaajille ja taustaväelle) to be there.

In the field of the club's own activities, most of the Metso people take part in arranging the game event (64%) and fundraising activities (talkoot 64%). With MARC popular activities are recruiting new people into the club (82%), helping whenever one can (77%), fundraising activities (68%), and organizing events (64%).

### Communication and Commitment

The same few people usually arrange the club activities both in Metso (61%) and MARC (68%). The information about club activities was received in Metso *"a couple of days before"* (36%), and in MARC *"a month beforehand"* (41%).

Active members of Metso and MARC were asked to rank the two most important channels to receive information about club activities (question number 12 Metso and 11 MARC). For people with Metso, the phone was ranked as the most important channel (54%). The second most important channel for them was face-to-face interaction in situations other than organized meetings (35%). In MARC, the most important channel to receive information was *"after the practise"* (70%), and the second most important channel was *"the meetings"* (60%).

Most of the active members of Metso and MARC claimed to receive positive feedback sometimes (Metso 64%, MARC 41%), and negative feedback not at all (Metso 64% and MARC 64%). Active members of Metso get positive feedback from the players, coaches, members of the board, and from the organizers of fundraising events. With MARC, coaches and other players were the ones who gave positive feedback.

The respondents said that they hardly get negative feedback. With Metso, negative feedback was given mostly by players and outsiders. One active member commented: *"Negative feedback is hardly given, and that is why I sometimes feel that nobody cares whether I'm there at all!"* With MARC, negative feedback was received from the same instances, coaches and players, but mainly regarding actions in the volleyball court.

There seemed to be a correlation between given feedback and commitment. The active members of both clubs who perceived to received positive feedback often tended to be more committed than the ones who received it sometimes or not at all. With negative feedback, the tendency was the same: the ones who received negative feedback sometimes were more committed than the ones who did not receive it at all.

### Noncommitment of Ex-active members and Connect People

Ex-active members of both clubs tended to perceive lack of time as a major reason to quit. The means of the statements *"I was too busy with my work or studies"*, and *"there are too few people to take the responsibility"* were the highest. With MARC, ex-active members

said that playing volleyball for MARC is demanding physically, mentally and timewise, and that was the main reason to quit: *"I couldn't make MARC a priority"*, said one respondent. A need for change was the second most important sum variable for both clubs, and the statement *"I didn't get the same satisfaction from the work I used to"* had the highest mean.

Lack of time was also seen as a major reason for the connect people of both clubs not to commit. The means of the statements *"I 'm busy with my work / studies"*, and *"I have many other ways to spend my leisure time"* were the highest. Lack of contact to the club, and dissatisfaction with club activities (according to respondents knowlegde) were also important reasons for some respondents not to commit to the club activities.

### **Open Questions Describing the Volleyball Environment of Case-clubs**

Open questions described the surrounding volleyball environments. Questions were: *"Is volleball valued in Finland/ in Canada?"*, *"why do people come to Metso/ MARC, and why do they leave the club?"*, *"what is the role of a player in MARC?"*, and *"comments regarding this questionnaire, volleyball or voluntarism"*.

The appreciation of volleyball in Finland according to the respondents could be divided in two: a) *volleyball is valued because so many people play it*, b) *volleyball is undervalued because the media ignores it*. In Canada, people say that volleyball has a positive swing, and it is starting to be more popular, especially beach volleyball. Volleyball in Canada *"must take its place behind the marquee sports, such as hockey, football and basketball"*, *"it has never really been a Canadian sport"*.

The respondents say that people come to MARC to meet a challenge, and *"it is the only open membership club in the area of Montreal, i.e. not affiliated with schools. The difference to most of the teams is hard and demanding practising and competitive playing"*. 90% of the respondents told that people probably quit MARC because practising is too demanding physically, mentally and timewise. People come to Metso because they are interested in volleyball (40%) and the leading club of men's volleyball in Central Finland is Metso. They leave the club because club work tends to be a burden for those who are willing to do something (26%), and there is not enough people taking the responsibility.

The player in MARC has two roles: 1) role as a player, and 2) role as an active member. *"A player of MARC is a player with the intention of serious dedication, commitment and effort. Responsibilities for our club are not taken lightly"*, described one respondent the player's role in MARC.

The respondents gave me many thankful comments on implementation of the survey. Some ex-active members appreciated the opportunity to speak up, and referred to the usefulness of the research. *"Hopefully this survey helps current active members in their work"*, said one ex-active member.

## 6 DISCUSSION

*"I love volleyball"* is a descriptive statement for the respondents to be involved with volleyball club activities, and it is a reason for me to do this study as well. Being so familiar with the subject naturally created some expectations for me concerning the respondents and the data. Above all, I see my position close to the clubs as a unique strength which can help me understand and interpret the answers, and not only stick with pure numbers. A volleyball club could be approached from several directions. For this study, communication and group forming, leisure, voluntarism and commitment were in focus because club activities include them all. All of these issues are not necessarily interpreted the same way in the two case clubs, Metso and MARC, because of two different cultures. What the club activities include, who participates in them, with what intensity they participate, and how committed the members are depends on the culture. The following paragraphs will outline some similarities, as well as, differences between the two clubs.

An interesting finding for both clubs was the result that people prefer to get negative feedback rather than be without it, if we look at it from the point of view of commitment. The more you get it, the more committed you seem to be according to the data. With positive feedback the result was expected, but with negative a bit surprising. The assumption that negative feedback brings you down and decreases motivation does not apply here. I remember hearing comments about voluntary work being rewarding because when you do your tasks well, people thank you, but if you do them badly, people do not say anything. If they say something, you can always argue back by saying: *"I really do not have to do it! If you know how to do it better, you might as well do it yourself!"*. This does not seem to be the case with Metso and MARC. Club members want to hear opinions, comments and criticism from other people, not only appraisals, and that makes them more committed according to the questionnaire. One respondent elaborated the need for negative feedback: *"Negative feedback is rarely given, and that is why I sometimes feel that nobody cares whether I'm there at all!"*

Within both clubs, there are few people who arrange almost all the activities. Most of the active members of the clubs were included in the survey, but still nobody answered that he or she is the one to arrange the activities. Group work is strong and according to the respondents, nobody has the responsibility to arrange everything alone. The timing of receiving information about fundraising activities is very different depending on what kinds of tasks there are to do. For example, an annual fundraising

activity like Neste Rally Finland is arranged every year at the end of August, so active members of Metso know that it is coming without special warnings. The situation is different with meetings which might be convened only a couple of hours beforehand. The channel to receive information about club activities reflects cultural routines. For the people of Metso, phone is the most convenient channel, whereas the gym is a very natural place for active members of MARC to receive information because most of them play themselves.

People join groups for different reasons; someone comes there to play, someone to spend time with nice people etc. It is impossible to categorize people's needs to join to a volleyball club to start from a certain level in Maslow's model. Someone might join to activities because of hunger (at certain fundraising activities food is free for workers), someone might be there because a friend asked and someone else in order to be respected by people with a certain status (like club president). People have different needs that are fulfilled with voluntary actions. Voluntary activities are a hobby for most of the members.

The active members of Metso and MARC are different. In Finland, voluntarism with sport clubs has been a precious strength that might not be the same anymore as it used to be 30 years ago. Sport is turning to business in some cases, and the development has frightened many "pure" volunteers. According to this study, in high caliber volleyball club like Metso, players and coaches do not have to do all the work, as seems to be the case in MARC. With Metso, there are people attending club activities who do not play volleyball in the competitive level anymore. Club activities are a leisure hobby for them.

The results of this study in the field of voluntarism are not identical with previous studies. The suggestion that women, married people, employed and part-time workers are more likely to volunteer is not the case in this study. The nature of voluntarism is stereotypically seen as an activity of women. Sport clubs are different and they might not necessarily be seen as the "traditional" way of volunteering. Metso is specialized in men's volleyball which could explain the fact that most of the active members and ex-active members of Metso are men who have played volleyball themselves. MARC has teams for both men and women. The women's team has been the focus of the club and it used to be one of the best club teams in Canada. The active members of MARC are in general under 30 years old because they are competitive players as well.

The difference between viewing the club from the point of view of a player or an active member could be seen in some answers. For example, when I asked the respondents why people come to Metso/ MARC, and why they leave the club, people in MARC answered purely from a players point of view: the most important reason to join the club was to meet a challenge in volleyball, and to quit was that commitment demanded too much physically, mentally and timewise.

A typical description of a voluntary worker by Kari Puronaho seems to be accurate in this study: active members of the club often have (have had) a strong involvement in competitive sports as athletes in medium or low level, and an active member is a multi-activist because the same people are active in different organizations or take care of several tasks. Active members of both clubs also participate in other activities, within sports or elsewhere. Lack of time seems to be an explanation for not doing the tasks as well as one could, for quitting or for not committing to club activities at all. The volleyball club is a place for leisure, and not a priority for all the people. Even if club activities could be seen as a second career, demands of a "real" work life have to be fulfilled first.

A logical finding was that “semi-active members” of both clubs (people who attend activities fairly often, but not everyday) participate in other activities more than “everyday activists”. “Everyday activists” just do not have the time. Pasi Koski and Kalevi Heinilä (1988) found out in their study that the average percent of really active members (who participate in activities in average more than once a week) is about 7% of all. With Metso, the percentage of people who take part in activities more than a couple of times a week was 24% and with MARC 14%.

What is the primary function of the volleyball club? When I asked the respondents to choose the most important missions for their club, I had a feeling that they are not the same within these two clubs. The respondents of MARC considered the most important mission of their club *to be “to profile and sustain volleyball”*. With Metso and in Finland, this level has been passed already decades ago. This finding reflects the maturity and the developmental level of the volleyball culture in both countries. In Canada, volleyball is still looking for its place in the sport society and forming its public image. The emphasis and value placed on volleyball naturally affect the way people, professionals and others, view the sport.

Metso is perceived a leader of club volleyball in Central Finland. MARC does not have the same status in Montreal because it requires at least two criteria to be fulfilled: it has to be a true club and it has to succeed. MARC fulfills the first criterium beautifully, but not the second one: no matter how much hard work people do there, the teams do not win in volleyball courts. Without success, a club is not attractive for outsiders to come to play and participate in activities.

In Finland, people are complaining about the poor status of volleyball, but the situation in Canada is much worse. I find that in Finland volleyball has stability and it has gained its status as a well-known top sport, but it is also a popular recreational sport. In Canada, volleyball as a competitive sport is not so well-known. Sure, volleyball should have more media time in Finland, and the status could be much higher, especially if we compare media time to major sports like ice-hockey and soccer. The respondents of Metso replied that volleyball is valued in Finland because so many people play it, but undervalued because the media ignores it. In Canada, people agree with the last statement.

According to the two coaches of MARC, Louise Forget and Ants Toke, in Canadian volleyball neither the club system nor the educational system works. The problem with the school system is that there is no stability. Students go to the same school for no more than a couple of years, and practise during the season only a couple of months a year because the volleyball season in school is short. After finishing the university, there are no teams or clubs where to play competitively.

The coaches also refer to the national team system in Canada. The ideal and expected situation is that national teams represent teams and clubs playing in national and provincial levels. In Canada, that is not the case because national teams are separate institutions, teams themselves. National team coaches choose potentially talented players from céceps, colleges and universities, i.e. not currently the best players in the country. They practise separately and the players play only for the national team, not for other club teams.

Still, despite comparing the good and bad sides of the national team systems, Canada is ranked way ahead of Finland in FIVB World Ranking. In men, Canada is 20th and Finland 32nd, and in women Canada is 18th and Finland 53rd (FIVB 1998). In general, Canada has made it regularly to the World Championships, whereas Finland has played against strong teams in Europe, and has never made it. In the European league in July 1998, Finland beat Bulgaria which is currently ranked as the 7th best volleyball nation in



the world. Ignoring the statistics, in the volleyball court Finland and Canada are about same caliber teams.

All the three target groups of the study are important for clubs to function. Active members are the ones who do the actual work; fundraise to gain money to maintain the activities, give information about the club to the outside, give the impression on how the club works and how attractive it is for new people to come in. Active members ARE the club. Ex-active members are a valuable group in order to help the current active members in their work. Why they quit the club, what things should be improved, how the things should be run from their point of view, how they see the club when compared to other competitive instances, etc. are valuable pieces of information to find out. I find that a good club treats its current members well, but an excellent club takes care of its ex-members as well. It is not possible for everyone to be with a club for a lifetime, that is a situational fact. If a person leaves the club with a smile, not with an angry face, the club has done its job well. Connect people of the club are the FUTURE. According to many previous studies, most of the new recruits come to activities by being asked by someone they already know. Current active members are in a very important position because their own opinions about the club affect how the connect person perceives the club.

In this study, the connect people of MARC were the least committed target group of all the groups with a mean of 2,92 when the means of the sum variables of affective commitment were compared. Being a connect person alone does not explain the low rate because the connect people of Metso rated much higher with a mean of 3,57. The active members in both clubs are the informants of the club, and their attitudes towards the club are transferred to the connect people. The motivations of the active members are different in the two clubs: in MARC it is assumed that the players function as active members, whereas in Metso the players and the active members are two separate groups. In MARC club activities are closely connected to playing the game. Because active members play competitive volleyball themselves, the given information is highly related to what happens on the volleyball court. Most of the MARC connect people do not play volleyball themselves, and therefore do not know the sport well. That might explain, why they are not committed to an organization which focuses on a subject that they do not fully comprehend. In Metso the active members do not play competitively themselves, and their role in the club is supportive. The information they give to the connect people about the club is more concentrated on the activities, not on the game. That may explain why the connect people of Metso are more committed to the club than those of MARC because they perceive Metso activities as more of a social function.

The active members of Metso and MARC had the highest means in the comparison. When looking at the connection between participation and commitment, there was a tendency for the people who are more involved with club activities and know more about the club, to score higher rates in commitment statements as well. That included all the target groups. Current active members who participate in club activities at least a couple of times in two weeks, ex-active members who currently take part in some activities, and also connect people who have taken part in some activities, had the highest means of commitment. That result is very understandable because there is a fear in human nature towards things you do not know or are not familiar with. What you know, you like better already.

People in Metso and MARC are affective, emotionally committed to their club which is good for the club because emotional attachment is stronger than normative or

calculative attachment. A person with strong affective commitment is less likely to miss his/her duties. Committed people take part in club activities more often than people with weaker affective commitment. This result was expected. What you claim to feel and what you do in real life are not necessarily the same.

The statement "*I love volleyball*" is not always enough. As an ending to this thesis and study, there are sad news about Metso. At the end of June 1998 the club announced that it gives up the position in the men's championship league because of financial difficulties, and it does not have any other teams in senior leagues either. The commitment of active members was not enough to support the club. Of course, there are no single reasons why all this happened. One question in the questionnaire: "*hypothetically, what would you be doing, if not being part of Metso*" is going to be tested in real life.

The questionnaires were full of data which would have been nice to research further. For me, the most difficult decisions of the study were to cut some parts of the questionnaire out of the master's thesis because it was not possible to include everything. After all the problems, I think that I found suitable themes from the data of the questionnaires, and also categories to describe the data. For example, the sum variables of commitment, reasons for ex-active members to quit and connect people not to commit seemed to divide the answers well.

The nature of the study created problems because sometimes it was not clear to me whether I should depend on statistical methods or concentrate instead on describing the issue without tests and tables. In general, I used both. The implementation of the study in two countries on different sides of the world was not easy. I was very lucky to have a friend, Anna Sampogna, to help me out in Montreal. The distribution of questionnaires was not carried out exactly the same in Jyväskylä and Montreal, but considering the situation, I find that it went well. It could have been better, of course. Among many other things, I was not precise enough to tell Anna that the number of questionnaires to be sent out was supposed to be exactly 30, regardless how many we get back. The implementation of the study supported the basic idea and contents of the study: voluntarism within a sport club. Anna did not get any money for the great amount of work she did, neither did I.

The volleyball club and commitment in a voluntary organization call for more research in the future. Because this type of a study has not been accomplished before, there are several directions to continue with. For example, the leader-aspect of the sport club was completely ignored in this study. An organization is often profiled through its leader, and research in that field would certainly be interesting. Commitment of the member to other voluntary organizations, other sport clubs than volleyball, the process of recruiting new active members, and the connection between commitment "on paper" and real life behavior would also be interesting areas of study.

For me, this study is not over, yet. At end of September 1998, I am starting an internship with Quebec Volleyball Association in Montreal, and I am also playing for the senior women of MARC during season 1998-1999. I will have a possibility to look back and observe the volleyball situation in Montreal more carefully. Were my findings about MARC appropriate at all? Are there any results that might be useful for the club? What is the commitment of the people connected to the club like in everyday situations? How does the communication flow? How is volleyball valued in Canada? Why do people join to volleyball clubs in Montreal? Maybe all the questions cannot be answered profoundly, but some suggestions could certainly be given. When I come back to Finland again, I have the opportunity to use my experience in my home country.

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**APPENDIX 1:**  
**Questionnaire for active members of Metso**



Heippa Metso-aktiivi!

Tämä kysely ja Sinä sen totetuttajana olette osa haavettani akateemisissa ponnistuksissani. Teen opinnäytetyötäni viestintätieteiden laitoksessa kiinnostavasta ja meille kaikille tutusta aiheesta, vapaaehtoistyöstä ja vapaaehtoisista. Tutkimuskohteenani olet Sinä, yhtenä Metson väestä. Vertaan seuraamme Kanadan vuoteni seuraan, Montreal Athletics Regional Clubiin.

Vapaaehtoisuus koskettaa melkein jokaista suomalaista jollain tavalla, muokkaa liikuntakulttuuriamme ja näkyy jokaisessa päivässä. Ei ole olemassa seuraa, joka voisi viitata kintaalla tälle elintärkeälle ryhmälle: siis Teille. Tulevaisuudessa haluamme tehdä asioita aina hieman paremmin kuin ennen ja toivon mukaan kyselyn vastaukset antavat ohjeita siihen.

Vastauksia käsitellään tilastollisina kokonaisuuksina, eikä vastaamista siis kannata arastella tunnistamisen vuoksi. Paras palkinto minulle ja seuralle on huolellinen vastaaminen jokaiseen kysymykseen. Lisäkommentit ovat aina tervetulleita ja jos kysyttävää löytyy kyselyyn liittyen tai muuten, älä epäröi ottaa yhteyttä!

Palautathan kyselyn oheisessa vastauskuoressa pikimiten, mutta **viimeistään perjantaina, elokuun 15. päivä 1997** osoitteeseen Jyväskylän Yliopisto, Viestintätieteiden laitos, Matarankatu 6, 40100 JYVÄSKYLÄ.

Kesäterveisin

Anu Laakso puh. (040) 592 2929

**1. Mitkä ovat mielestäsi Metson tärkeimmät tehtävät?** Numeroi tehtävät asteikolla 1-6 niin, että 1 = tärkein, 2 = toiseksi tärkein... 6 = kuudenneksi tärkein. Voit ottaa mielestäsi tärkeän tehtävän mukaan, jota ei ole tässä listattu ja merkitä sen kohtaan "muu, mikä?".

- |  |   |
|--|---|
| <input type="checkbox"/> kansallinen kilpailumenestys                                | <input type="checkbox"/> nuorisotoiminta          |
| <input type="checkbox"/> Keski-Suomen tunnetuksitekeminen                            | <input type="checkbox"/> tarjota urheiluviihdettä |
| <input type="checkbox"/> tarjota harrastusmahdollisuuksia pelaajille ja taustaväelle |   |
| <input type="checkbox"/> kasvatustehtävä   | <input type="checkbox"/> muu, mikä? _____         |

**2. Miten olet tullut mukaan Metson seuratoimintaan?** Rastita.

- oma-aloitteisesti, hakeudu in itse mukaan
- minua pyydettiin mukaan
- minua houkuteltiin ja suostuteltiin toistuvasti ennen myöntymistäni
- jouduin mukaan melkein vastentahtoisesti

**3. Arvioi seuraavien tekijöiden vaikutusta mukaantuloosi Metson toimintaan.** Ympyröi sopiva numero asteikolla yhdestä viiteen (1-5) niin, että 1 tarkoittaa ettei kyseisellä tekijällä ole lainkaan vaikutusta, 2 ei juuri vaikutusta, 3 ei osaa sanoa, 4 melko merkittävä ja 5 tarkoittaa, että tekijä on erittäin merkittävä.

	ei vaikutusta			merkittävä	
	1	2	3	4	5
Perheyhteydet (puoliso, lapsi, vanhemmat tai sisarukset)	1	2	3	4	5
Lähipiiri (työkaverit, opiskelukaverit, ystävät tai naapurit)	1	2	3	4	5
Oma liikuntaharrastus	1	2	3	4	5
Seuran aktiivit (johtohenkilöt, valmentajat tai seuraväki)	1	2	3	4	5

**4. Kuinka kauan olet ollut mukana Metson toiminnassa? Rastita yksi.**

- Alle vuoden                       Seuran olemassaoloajan vuodesta 1989 (8v.)  
 1-3 vuotta                               Jo Kirin ajoista lähtien  
 3-7 vuotta

**5. a) Oletko tai oletko ollut mukana muiden yhdistysten/seurojen tms. toiminnassa tavallisen työsi tai opiskelujesi ohella? Rastita.**

- Kyllä, olen mukana nykyisin muiden urheiluseurojen toiminnassa  
 Kyllä, olen mukana nykyisin yhdistyksissä tms, jotka eivät liity urheiluun  
 Kyllä, aiemmin olen ollut mukana muiden urheiluseurojen toiminnassa  
 Kyllä, aiemmin olen ollut mukana yhdistyksissä tms, jotka eivät liity urheiluun  
 En ole enkä ole ollut mukana muiden yhteisöjen toiminnassa

**5. b) Jos vastasit kyllä, niin luettele yhteisöjäsi ja arvioi osallistumistasi kuhunkin kirjoittamalla kyseisen yhteisön perään "silloin tällöin", "melko aktiivisesti" tai "aktiivisesti" osallistumisesi mukaan. Merkitse myös rastilla (X) yhteisö, jonka toiminnassa olet mukana tälläkin hetkellä.**

esim: Punainen Risti                      melko aktiivisesti      X

**6. Urheiletko / liikutko itse?**

- Kyllä, pelasin viime kaudella lentopalloa, missä? \_\_\_\_\_  
 (erittele sarja, esim. 2-sarja, puulaaki, työpaikkajoukkue tms.)  
 Kyllä, urheilen muuten, mutten pelaa lentopalloa.  
 Liikkun harrastusmielessä, en kilpaile.  
 En enää, olen joskus urheillut / pelannut lentopalloa.  
 En urheile enkä ole urheillut.

**7. Miten vietät vapaa-aikaasi tavallisen työsi tai opiskelujesi ohella?**

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**8. Kuinka paljon arvioit Metsolla olevan seuraihimiä? (Lasketaan mukaan kaikkien Metson nimen alla pelaavien joukkueiden taustavoimat, jotka ovat mukana säännöllisesti, ei rajoituta pelkästään aktiivisimpiin). Rastita.**

- Alle parikymmentä    20-40    40-60    yli 60

**9. Rekrytoitko, pyydätkö itse ihmisiä mukaan seuratyöhön? Rastita.**

- En ollenkaan    Joskus    Usein

**10. Millaisia ominaisuuksia hyvä liikuntaseuraihminen mielestäsi tarvitsee?**

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**11. Millainen olet mielestäsi liikuntaseuraihminenä? Mitkä ovat vahvuutesi?**

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**12. Kuka on Metsossa kokoonkutsuja eli kerää väkeä seuratyöhön?**

Valitse yksi.

- Yleensä minä olen kokoonkutsuja    Yleensä sama seura-aktiivi  
 Muutammat tietyt seura-aktiivit    Hajanaisesti kuka milloinkin  
 En tiedä

**13. Kuinka paljon ennen "toimeksiantoa" saat yleensä tiedon? Rastita yksi vaihtoehto.**

- Samana päivänä    Kuukautta ennen  
 Muutamaa päivää ennen    Aiemmin kuin kuukautta ennen  
 Viikkoa ennen

**14. Mitä kautta saat yleensä tiedon seuratoista? Valitse ja numeroi vain kaksi tärkeintä kanavaa numeroilla 1 ja 2, niin että 1 on tärkein lähde ja 2 toiseksi tärkein.**

- \_\_\_ Kirjeitse    Puhelimitse  
 \_\_\_ Palavereissa    Keski-suomalaisen kautta  
 \_\_\_ Kasvokkain, mutta ei järjestäytyneessä palaverissa  
 \_\_\_ Radiosta   Radio Jyväskylä / Radio Keski-Suomi  
 \_\_\_ Muualta, mistä? \_\_\_\_\_

**15. Kuinka usein osallistut Metson taustatoimintaan keskimäärin?** Rastita yksi vaihtoehto. (Tässä ei tarkoiteta siis pelaamiseen käytettyä aikaa.)

- |   |  |
|---|--|
| <input type="radio"/> Joka päivä                        | <input type="radio"/> Kuukausittain            |
| <input type="radio"/> Muutaman kerran viikossa          | <input type="radio"/> Muutaman kerran vuodessa |
| <input type="radio"/> Muutaman kerran kahdessa viikossa | <input type="radio"/> Satunnaisesti            |

**16. Millaista seuratyötä teet?** Rastita itseesi sopivat vaihtoehdot (voi olla useampia) ja myös se osallistutko kyseiseen toimintaan usein vai joskus. Vaihtoehdot on jaettu nykyisyyteen ja menneisyyteen, jotta Sinun olisi helpompi vastata, jos tehtäväsi ovat muuttuneet mukanaoloaikana. Jos et koe Sinulla olevan menneisyyttä seurassa eivätkä tehtäväsi ole muuttuneet, keksity vain nykyisyyteen. Jos et ole osallistunut kyseiseen toimintaan, jätä kyseisen kohdan vaihtoehdot tyhjiksi.

nykyisin		aiemmin		
usein	joskus	usein	joskus	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Osallistun pelitapahtuman järjestämiseen osaltani (kirjuri, kuuluttaja, lipunmyyjä, järjestysmies, tilastoija, videoija tai...)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Osallistun valmennukseen (jonkun seuran joukkueista)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Osallistun juniorityöhön ja kasvatustehtävään
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Olen mukana huoltotehtävissä (hoidan peleissä tarvittavia asioita, lääkelaukun, juomat, hieronnan, vammat ...)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Osallistun järjestelytehtäviin (esim. teen puhelinsoittoja, järjestän talkooväkeä, hoidan käytännön asioita)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Osallistun tiedotustoimintaan (ilmoitan tuloksia, otan yhteyttä tiedotusvälineisiin, ilmoitan tapahtumista)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hankin seuralle taloudellista tukea (esim. hankin sponsoreita, talkoopaikkoja, myyn arpoja tai sponsoroin itse)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Osallistun talkootoimintaan (esim. Suurajohin, Homenokkaturnauksen tuomarointiin, Etolan talkoisiin...)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Teen muuta, mitä? _____
nykyisin		aiemmin		
<input type="radio"/>		<input type="radio"/>		Pelaan Metson joukkueessa (miehet, nuoret, juniorit)
<input type="radio"/>		<input type="radio"/>		Olen johtokunnan jäsen



**17. Millaista korvausta saat tavallisesta seuratyöstäsi Metsossa? Rastita.**

Jos saat työstäsi jonkun korvauksen, jokaisen vaihtoehdon jälkeen pyydetään tarkennusta: rastita joko "säännöllisesti" tai "satunnaisesti".

	Säännöllisesti	Satunnaisesti
<input type="radio"/> En mitään		
<input type="radio"/> Rahapalkkion	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Varusteita	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Kulukorvauksia (päivärahoja, matkakorvauksia)	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Kiitoksen	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Muuta, mitä _____	<input type="radio"/>	<input type="radio"/>

**18. a) Saatto positiivista palautetta, kiitosta tekemästäsi työstä?**

- En ollenkaan       Joskus       Usein

**18. b) Jos saat, millaisissa tilanteista ja miltä tahoilta saat sitä? \_\_\_\_\_**


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**19. a) Saatto negatiivista palautetta, kritiikkiä tekemästäsi työstä?**

- En ollenkaan       Joskus       Usein

**19. b) Jos saat, millaisissa tilanteissa ja miltä tahoilta saat sitä? \_\_\_\_\_**


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**20. Mitä seuraavista tunnet ensisijaisesti olevasi? Valitse ja numeroi vaihtoehdot valitsemasasi tärkeysjärjestyksessä 1- 4. Vastausvaihtoehdot: 1= olen ensisijaisesti xxx ja 2= olen toissijaisesti xxx... 4= olen neljänneksi xxx. Voit ottaa mielestäsi tärkeän näkökulman mukaan, jota ei ole tässä lueteltu ja merkitä sen kohtaan "jokin muu, mikä?". Jollet tunne olevasi mikään näistä, rastita viimeinen vaihtoehto.**

- \_\_\_ Urheiluseuran aktiivi  
 \_\_\_ Lentopalloseuran aktiivi  
 \_\_\_ Metsolainen  
 \_\_\_ Metson tietyn joukkueen aktiivi (SM, nuoret, A-pojat)  
 \_\_\_ Jokin muu, mikä? \_\_\_\_\_  
 \_\_\_ En mikään näistä

**21. Arvostetaanko lentopalloa mielestäsi Suomessa? Perustele!**


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**22. Mitä luultavasti tekisit, jos et olisi mukana Metson toiminnassa? Rastita yksi.**

- Olisin mukana jonkun muun urheilu- tai liikuntaseuran toiminnassa
  - Olisin mukana jossain muussa vapaaehtoistyössä
  - En osallistuisi vastaavanlaiseen toimintaan
  - Tekisin jotain muuta, mitä? \_\_\_\_\_
- 

**23. Mikä saa sinut osallistumaan? Ympyröi sopiva vaihtoehto asteikosta yhdestä viiteen 1** tarkoittaessa, että kyseinen tekijä on merkityksetön, 2= ei kovin merkittävä, 3= en osaa sanoa tai en tiedä, 4= melko tärkeä ja 5= tärkeä.

	merkityksetön				tärkeä
	1	2	3	4	5
Seuratyössä tapaan ystäviä ja tuttuja	1	2	3	4	5
Saan korvauksen seuratyöstä	1	2	3	4	5
Seuratyö on hyödyllistä ajankulua	1	2	3	4	5
Pääsen esille paikkakunnalla	1	2	3	4	5
Seuran menestys vaikuttaa ja kannustaa	1	2	3	4	5
Rakastan lentopalloa	1	2	3	4	5
Saan uusia valmiuksia ja taitoja	1	2	3	4	5
Haluan toimia muiden hyväksi	1	2	3	4	5
Mahdollisuus luoda uusia ihimissuhteita	1	2	3	4	5
Mahdollisuus edustustehtäviin	1	2	3	4	5
Ei ole tarjolla mielenkiintoisempaa toimintaa	1	2	3	4	5
Tehtäviini ei löydy sopivaa seuraajaa	1	2	3	4	5
Seuratyöstä saadut huomionsoitukset kannustavat	1	2	3	4	5
Tiedän tekeväni hyödyllistä työtä	1	2	3	4	5
Seuratyö on minulle sopiva tapa virkistyä	1	2	3	4	5
Toimin mielelläni nuorten parissa	1	2	3	4	5

**24. Kerro ja kuvaile, mikä on parasta seuratyössä ja mikä saa sinut osallistumaan? Jos edellisessä kysymyksessä ei ole mainittu Sinulle tärkeitä tekijöitä, selvitäthän ne tässä.**

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**25. Mikä lisäksi osallistumisinnostasi? Rastita. (Voi olla useampia)**

- |  |   |
|--|---|
| <input type="radio"/> Seuran menestys  | <input type="radio"/> Ihmisten vaihtuminen seurassa |
| <input type="radio"/> Omien lasten osallistuminen                                    | <input type="radio"/> Aktiivisempi kokoontuminen    |
| <input type="radio"/> Oman ajankäytön muuttuminen                                    | <input type="radio"/> Tutustuminen pelaajiin        |
| <input type="radio"/> Tehtävien selkeämpi jakaminen                                  | <input type="radio"/> Säännöllinen palaute          |
| <input type="radio"/> Tehokkaampi tiedotus seuran asioista                           | <input type="radio"/> Aktiivien suurempi joukko     |
| <input type="radio"/> Seuraväelle järjestetyt yhteiset illanvietot, pikkujoulut yms. |   |
| <input type="radio"/> Joku muu, mikä? _____  |   |
| <input type="radio"/> Ei mikään  |   |

**26. Aiotko jatkaa toimintaasi Metsossa? Rastita yksi vaihtoehto.**

- |  |  |
|--|--|
| <input type="radio"/> Kyllä, aion jatkaa tulevan kauden                    | <input type="radio"/> En, aion jäädä sivuun            |
| <input type="radio"/> Kyllä, aion jatkaa toistaiseksi                      | <input type="radio"/> En, aion siirtyä toiseen seuraan |
| <input type="radio"/> Kyllä, aion jatkaa niin kauan kuin toimintaa riittää | <input type="radio"/> En tiedä                         |

**27. Miksi mielestäsi seuraihmiset tulevat Metsoon ja miksi he lähtevät pois?**


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**28. Missä määrin olet samaa mieltä seuraavien väittämien kanssa?**

Ympyröi mielipidettäsi vastaava vaihtoehto: 1= erimieltä, 2= jokseenkin eri mieltä, 3= en osaa sanoa, en tiedä, 4= jokseenkin samaa mieltä ja 5= samaa mieltä.

	eri mieltä	samaa mieltä
Voisin kuvitella viettäväni Metsossa vielä useita vuosia	1	2 3 4 5
Mietin "vapaa-aikanani" usein seura-asioita	1	2 3 4 5
En tunne itseäni seuran jäseneksi	1	2 3 4 5
Metson ongelmat ovat myös minun ongelmiani	1	2 3 4 5
Metso on Keski-Suomen lentopalloilun edustaja ja johtaja	1	2 3 4 5
Metsoa keuhuttaessa, tunnen olevani yksi kiitoksen saajista	1	2 3 4 5
Nautin siitä, että voin keskustella ulkopuolisten kanssa Metsosta	1	2 3 4 5
Muu seuraväki pettyisi, jos nyt jättäisin seuran	1	2 3 4 5
Vaihtaisin seuraa, jos se olisi mahdollista	1	2 3 4 5
Iloitsen Metson pelimenestyksestä	1	2 3 4 5
Olen ylpeä voidessani sanoa olevani metsolainen	1	2 3 4 5
Uskoisin viihtyväni jossakin muussa seurassa yhtä hyvin	1	2 3 4 5
Olen kiintynyt tähän seuraan monella tavalla	1	2 3 4 5
Seuraan Metsoa tiiviisti tiedotusvälineistä (luen lehtijuttuja ym.)	1	2 3 4 5
Tunnen / tiedän useita Metson pelaajia /valmentajia	1	2 3 4 5
Jos otan jonkun työlään projektin hoitaakseni, teen sen siksi, etten halua jättää muuta väkeä pulaan.	1	2 3 4 5
Metsolaiset puhaltavat yhteen hiileen	1	2 3 4 5
Työpanostani Metsossa arvostetaan	1	2 3 4 5

**29. Jos mielessäsi on kommentteja tai ajatuksia kyselyä, Metson toimintaa, vapaaehtoisuutta yms. koskien, kerroilethan niistä tässä!**

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**Kerro vielä vähän itsestäsi! Rastita:**

**30. Olen**       mies       nainen

**31. Iältäni olen**

- alle 20-vuotias
- 21-30 -vuotias
- 31-40 -vuotias
- 41-50 -vuotias
- 51-60 -vuotias
- yli 60 -vuotias

**32. Perhesuhteiltani olen**

- naimaton
- naimisissa /avoliitossa
- eronnut/leski

**33. Koulutukseni olen saanut (olen valmistunut)**

- kansakoulusta / peruskoulusta
- jostakin ammatillinen koulusta
- lukiosta
- korkeakoulusta, yliopistosta tms.
- jostain muualta, mistä? \_\_\_\_\_

**34. Tällä hetkellä**

- olen töissä
- työskentelen osa-aikaisesti
- opiskelen
- olen työtön
- olen eläkkeellä

***Hyvä suoritus! Kiitos Sinulle avustasi.  
Pallon lähellä taas nähdään!***

Palautathan kyselyn oheisessa vastauskuoressa pikimiten,  
mutta viimeistään perjantaina, elokuun 15. päivä 1997.

**APPENDIX 2:****Questionnaire for ex-active members of Metso**

Heipparallaa!



Tämä kysely ja Sinä sen toteuttajana olette osa haavettani akateemisissa ponnistuksissani. Teen opinnäytetyötäni viestintätieteiden laitoksessa kiinnostavasta ja meille kaikille tutusta aiheesta, vapaaehtoistyöstä ja vapaaehtoisista. Tutkimuskohteenani ovat Metso Jyväskylä ja Kanadan vuoteni seura, Montreal Athletics Regional Club ja heidän toimintaansa eri tavalla liittyvät ihmiset, Sinä yhtenä heistä. Olet antanut paljon aikaasi lentopallolle, Metso Jyväskylälle tai sen edeltäjälle Jyväskylän Kirille. Ehkä olet vieläkin mukana seuran rutiinitehtävissä, yksittäisissä tempauksissa tai katsomossa, mutta aiemmin olet ollut mukana enemmän. Tämän kyselyn puitteissa pyydänkin sinua muistelemaan aktiiviaikojasi ja vastaamaan kysymyksiin niiden perusteella.

Vapaaehtoisuus koskettaa melkein jokaista suomalaista jollain tavalla, muokkaa liikuntakulttuuriamme ja näkyy jokaisessa päivässä. Ei ole olemassa seuraa, joka voisi viitata kintaalla elintärkeälle vapaaehtoisten ryhmälle. Tulevaisuudessa haluamme tehdä asioita aina hieman paremmin kuin ennen ja toivon mukaan kyselyn vastaukset antavat ohjeita siihen.

Vastauksia käsitellään tilastollisina kokonaisuuksina, eikä vastaamista kannata siis arastella tunnistamisen vuoksi. Paras palkinto minulle ja seuralle on huolellinen vastaaminen jokaiseen kysymykseen. Lisäkommentit ovat aina tervetulleita ja jos kysyttävää löytyy kyselyyn liittyen tai muuten, älä epäröi ottaa yhteyttä!

Palautathan kyselyn oheisessa vastauskuoressa pikimiten, mutta **viimeistään perjantaina, elokuun 15. päivä 1997** osoitteeseen Jyväskylän Yliopisto, Viestintätieteiden laitos, Matarankatu 6, 40100 JYVÄSKYLÄ.

Kesäterveisin

Anu Laakso puh. (040) 592 2929

**1. Mitkä ovat mielestäsi Metson tärkeimmät tehtävät?**

Numeroi tehtävät asteikolla 1-6 niin, että 1= tärkein, 2= toiseksi tärkein ... 6= kuudenneksi tärkein. Voit ottaa mielestäsi tärkeän tehtävän mukaan, jota ei ole tässä listattu ja merkitä sen kohtaan "muu, mikä?".

- |  |  |
|--|--|
| <input type="checkbox"/> kansallinen kilpailumenestys                                | <input type="checkbox"/> nuorisotoiminta         |
| <input type="checkbox"/> Keski-Suomen tunnetuksi tekeminen                           | <input type="checkbox"/> tarjota urheiluviidettä |
| <input type="checkbox"/> tarjota harrastusmahdollisuuksia pelaajille ja taustaväelle |  |
| <input type="checkbox"/> kasvatustehtävä   |  |
| <input type="checkbox"/> muu, mikä? _____  |  |

**2. Muistele mukaantuloasi Metson toimintaan ja arvioi seuraavien tekijöiden vaikutusta siihen.** Ympyröi sopiva numero asteikolla yhdestä viiteen (1-5) niin, että 1 tarkoittaa, ettei kyseisellä tekijällä ollut lainkaan vaikutusta, 2 ei juuri vaikutusta, 3 ei osaa sanoa, 4 melko merkittävä ja 5 tarkoittaa että kyseinen asia vaikutti erittäin merkittävästi liittymiseesi.

	ei vaikutusta			merkittävä	
	1	2	3	4	5
Perheyhteydet (puoliso, lapsi, vanhemmat tai sisarukset)					
Lähipiiri (työkaverit, opiskelukaverit, ystävät tai naapurit)					
Oma liikuntaharrastus					
Seuran aktiivit (johtohenkilöt, toimihenkilöt tai valmentajat)					

**3. Muistele liittymistäsi Metson seuratoimintaan. Miten tulit mukaan?**

- oma-aloitteisesti, hakeudu in itse mukaan
- minua pyydettiin mukaan
- minua houkuteltiin ja suostuteltiin toistuvasti ennen myöntymistäni
- jouduin mukaan melkein vastentahtoisesti

**4. Kuinka kauan olit aktiivina mukana Metson toiminnassa? (tai sen edeltäjän Kirin lentopallotoiminnassa)**

- Alle 1 vuoden
- 1-3 vuotta
- 3-8 vuotta
- Yli 8 vuotta

**5. a) Oletko tai oletko ollut mukana muiden yhdistysten / seurojen tms. toiminnassa tavalisen työsi tai opiskelujesi ohella? Rastita.**

- Kyllä, olen mukana nykyisin muiden urheiluseurojen toiminnassa
- Kyllä, olen mukana nykyisin yhdistyksissä tms., jotka eivät liity urheiluun
- Kyllä, aiemmin olen ollut mukana muiden urheiluseurojen toiminnassa
- Kyllä, aiemmin olen ollut mukana yhdistyksissä tms, jotka eivät liity urheiluun
- En ole enkä ole ollut mukana muiden yhteisöjen toiminnassa

**5. b) Jos vastasit edelliseen kyllä, luettele yhteisöjäsi ja arvioi osallistumistasi kuhunkin kirjoittamalla kyseisen yhteisön perään "silloin tällöin", "melko aktiivisesti" tai "aktiivisesti" osallistumisesi mukaan. Merkitse myös rastilla (X) yhteisö, jonka toiminnassa olet mukana tälläkin hetkellä.**

esim. Punainen Risti      melko aktiivisesti      X

**6. Urheiletko / liikutko itse?**

- Kyllä, pelasin viime kaudella lentopalloa, missä? \_\_\_\_\_  
(erittele sarja; esim. 2-sarja, puulaaki, työpaikkajoukkue tms.)
- Kyllä, urheilen muuten, mutten pelaa lentopalloa.
- Liikun harrastusmielessä, en kilpaile.
- En enää, olen joskus urheillut / pelannut lentopalloa.
- En urheile enkä ole urheillut.

## 7. Miten vietät vapaa-aikaasi tavallisen työsi tai opiskelujesi ohella?

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## 8. Kuinka usein muistat osallistuneesi aktiiviaikasi Metson taustatyöhön keskimäärin?

Rastita yksi vaihtoehto. (Pelaamista ei siis lasketa mukaan.)

- |   |  |
|---|--|
| <input type="radio"/> Joka päivä                        | <input type="radio"/> Kuukausittain            |
| <input type="radio"/> Muutaman kerran viikossa          | <input type="radio"/> Muutaman kerran vuodessa |
| <input type="radio"/> Muutaman kerran kahdessa viikossa | <input type="radio"/> Satunnaisesti            |

**9. Millaista seuratyötä olet tehnyt ja missä olet mukana nykyisin?** Rastita itseesi sopivat vaihtoehdot (voi olla useampia) ja myös se osallistutko kyseiseen toimintaan usein vai joskus. Vaihtoehdot on jaettu nykyisyyteen ja menneisyyteen, jotta Sinun olisi helpompi vastata, jos olet yhä jollakin tavalla mukana seuran toiminnassa. Jos et ole enää nykyisin mukana Metson toiminnassa, keskity vain menneisyyteen. Jos et ole osallistunut vaihtoehdossa kuvailtuun toimintaan, jätä kyseisen kohdan vaihtoehdot tyhjiksi.

<b>aiemmin</b>	<b>nykyisin</b>	
----------------	-----------------	--

usein	joskus	usein	joskus	
-------	--------	-------	--------	--

- |                       |                       |                       |                       |  |
|-----------------------|-----------------------|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Osallistun pelitapahtuman järjestämiseen osaltani (kirjuri, kuuluttaja, lipunmyyjä, järjestysmies, tilastoiija, videoita tai...) |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Osallistun valmennukseen (jonkun seuran joukkueista)   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Osallistun juniorityöhön ja kasvatustehtävään  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Olen mukana huoltotehtävissä (hoidan peleissä tarvittavia asioita, lääkelaukun, juomat, hieronnan, vammat ...)                   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Osallistun järjestelytehtäviin (esim. teen puhelinsoittoja, järjestän talkooväkeä, hoidan käytännön asioita)                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Osallistun tiedotustoimintaan (ilmoitan tuloksia, otan yhteyttä tiedotusvälineisiin, ilmoitan tapahtumista)                      |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Hankin seuralle taloudellista tukea (esim. hankin sponsoreita, talkoopaikkoja, myyn arpoja tai sponsoroin itse)                  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Osallistun talkootoimintaan (esim. Suurajohin, Homenokkaturnauksen tuomarointiin, Etolan talkoisiin...)                          |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Teen muuta, mitä? _____  |

<b>aiemmin</b>	<b>nykyisin</b>	
----------------	-----------------	--

- |                       |                       |  |
|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | Pelaan Metson joukkueessa (miehet, nuoret, juniorit) |
| <input type="radio"/> | <input type="radio"/> | Olen johtokunnan jäsen                               |

**10. Miten olet ollut mukana Metson toiminnassa "aktiivikautesi" jälkeen?**

- Säännöllisesti, usein                       Satunnaisesti  
 Säännöllisesti, harvoin                       En mitenkään

**11. Millaista korvausta sait tavallisesta seurätyöstäsi Metsossa? Rastita.**

Jos sait työstäsi jonkun korvauksen, jokaisen vaihtoehdon jälkeen pyydetään tarkennusta: rastita joko "säännöllisesti" tai "satunnaisesti".

- |   | Säännöllisesti        | Satunnaisesti         |
|---|-----------------------|-----------------------|
| <input type="radio"/> En mitään                                     |                       |                       |
| <input type="radio"/> Rahapalkkion                                  | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> Varusteita                                    | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> Kulukorvauksia (päivärahoja, matkakorvauksia) | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> Kiitoksen                                     | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> Muuta, mitä? _____                            | <input type="radio"/> | <input type="radio"/> |

**12. Koska olet jäänyt sivuun aktiivisesta seurätyöstä Metsossa?**

- Viimeisen vuoden aikana                       3-6 vuotta sitten  
 1-3 vuotta sitten                                       Aiemmin

**13. Kerro ja kuvaile, mikä oli Sinulle parasta Metson seurätyössä?**

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**14. Mitä seuraavista tunnet ensisijaisesti olevasi? Valitse ja numeroi neljä Sinulle tärkeintä asiaa. Vastausvaihtoehdot: 1= olen ensisijaisesti xxx ja 2= olen toissijaisesti xxx, 3= olen kolmanneksi xxx ja 4= olen neljänneksi xxx. Voit ottaa mielestäsi tärkeän näkökulman mukaan, jota ei tässä ole lueteltu ja merkitä sen kohtaan "jokin muu, mikä?". Jollet tunne olevasi mitään näistä, rastita viimeinen vaihtoehto.**

- |                                     |   |
|-------------------------------------|---|
| ___ Urheiluseura-aktiivi            | ___ Entinen urheiluseura-aktiivi            |
| ___ Lentopalloseura-aktiivi         | ___ Entinen lentopalloseura-aktiivi         |
| ___ Metsolainen                     | ___ Entinen metsolainen                     |
| ___ Metson tietyn joukkueen aktiivi | ___ Metson tietyn joukkueen entinen aktiivi |
| ___ Penkkiurheilija                 | ___ Joku muu, mikä? _____                   |
| ___ En mikään näistä                | _____                                       |

**15. Kuinka paljon arvioit Metsolla olevan seuräihmisiä? (Lasketaan mukaan kaikkien Metson nimen alla kulkevien joukkueiden taustavoimat, jotka ovat mukana säännöllisesti, ei rajoituta pelkästään aktiivisimpiin.) Rastita.**

- Alle parikymmentä    20-40                       40-60                       yli 60



**16. Millaisia ominaisuuksia hyvä liikuntaseuraihminen mielestäsi tarvitsee?**

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**17. Millainen olet (olet ollut) mielestäsi itse liikuntaseuraihminenä?**

**Mitkä ovat vahvuutesi?**

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**18. Miksi jäit sivuun aktiivitoiminnasta Metsossa? Ympyröi sopiva vaihtoehto yhdestä viiteen 1 tarkoittaessa, ettei kyseisellä tekijällä ole lainkaan vaikutusta, 2 ei juuri vaikutusta, 3 ei osaa sanoa, 4 melko tärkeä ja 5 tarkoittaa, että tekijä on erittäin tärkeä.**

	merkityksetön			tärkeä	
	1	2	3	4	5
Omien työkiireiden vuoksi	1	2	3	4	5
Seura ei menestynyt odottamallani tavalla taloudellisesti	1	2	3	4	5
En saanut riittävästi palautetta tekemästani työstä	1	2	3	4	5
Jotta minulle jäisi aikaa enemmän muille harrastuksille	1	2	3	4	5
En halunnut toimia enää niiden ihmisten kanssa, jotka olivat mukana	1	2	3	4	5
Kyllästyin toimintaan, poltin itseni tietyllä tavalla loppuun	1	2	3	4	5
Seura painottaa liiaksi aikuisurheiluun	1	2	3	4	5
Vastuunkantajia oli liian vähän	1	2	3	4	5
Jotta minulle jäisi aikaa enemmän perheelleni	1	2	3	4	5
En saanut toiminnasta enää samaa tyydytystä kuin aloittaessani	1	2	3	4	5
Seura ei menestynyt odottamallani tavalla pelillisesti	1	2	3	4	5
Minulla ei ollut enää mahdollisuuksia hoitaa tehtäviäni haluamallani tavalla itsestäni riippumattomista syistä	1	2	3	4	5
Liityin toisen seuran toimintaan	1	2	3	4	5
Seura-asioita hoidettiin huonosti	1	2	3	4	5
Koin, että olin tehnyt jo osani Metsolle	1	2	3	4	5
Tehtävilleni löytyi seuraaja	1	2	3	4	5
Halusin vaihtaa harrastusympäristöäni	1	2	3	4	5
Seuratyö sitoi minua liikaa	1	2	3	4	5
Terveydelliset syyt vaikuttivat poisjäämiseeni	1	2	3	4	5

**19. Miksi jäit sivuun aktiivitoiminnasta? Jos edellisessä kysymyksessä ei mainittu Sinulle tärkeitä tekijöitä, selvitäthän niitä tässä.**

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**20. Miksi mielestäsi seuraimiset tulevat Metsoon ja miksi he lähtevät pois?**

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**21. Aiotko lähteä jossain vaiheessa uudelleen aktiivisesti mukaan Metson toimintaan?**

Rastita yksi.

- Kyllä, aion sitoutua toimintaan uudelleen
- Kyllä, aion olla mukana yksittäisissä tehtävissä, mutten sitoudu kuin ennen
- Ehkä
- En

**22. Arvostetaanko lentopalloa mielestäsi Suomessa? Perustele!**

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**23. Oletetaan, että haluaisit lähteä uudellen aktiivisesti mukaan Metson toimintaan.**

**Mikä lisäksi osallistumisinnokkuuttasi? Voi olla useampia, rastita.**

- |  |   |
|--|---|
| <input type="radio"/> Seuran menestys  | <input type="radio"/> Ihmisten vaihtuminen seurassa |
| <input type="radio"/> Omien lasten osallistuminen                                    | <input type="radio"/> Aktiivisempi kokoontuminen    |
| <input type="radio"/> Oman ajankäytön muuttuminen                                    | <input type="radio"/> Tutustuminen pelaajiin        |
| <input type="radio"/> Tehtävien selkeämpi jakaminen                                  | <input type="radio"/> Säännöllinen palaute          |
| <input type="radio"/> Tehokkaampi tiedotus seuran asioista                           | <input type="radio"/> Aktiivien suurempi joukko     |
| <input type="radio"/> Seuraväelle järjestetyt yhteiset illanvietot, pikkujoulut yms. |   |
| <input type="radio"/> Se, että joku pyytäisi minut mukaan                            |   |
| <input type="radio"/> Joku muu, mikä? _____  |   |
| <input type="radio"/> Ei mikään  |   |

**24. Jos mielessäsi on kommentteja ja ajatuksia kyselyä, Metson toimintaa, vapaaehtoisuutta yms. koskien, kerroilethan niistä tässä!**

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**25. Missä määrin olet samaa mieltä seuraavien väittämien kanssa?**

Ympyröi mielipidettäsi vastaava numero **yhdestä viiteen**, niin että 1= eri mieltä, 2= jokseenkin eri mieltä, 3= en tiedä tai en osaa sanoa, 4= jokseenkin samaa mieltä, 5= samaa mieltä.

	eri mieltä	samaa mieltä			
Käyn katsomassa säännöllisesti Metson pelejä	1	2	3	4	5
Tunnen / tiedän useita Metson pelaajia tai valmentajia	1	2	3	4	5
Metso on Keski-Suomen lentopalloilun edustaja ja johtaja	1	2	3	4	5
Tunnen kuuluvani seuraan	1	2	3	4	5
Maksaisin seuran jäsenmaksun (50), jos sitä minulle tarjottaisiin	1	2	3	4	5
Olen kiintynyt tähän seuraan monella tavalla	1	2	3	4	5
Tunnen / tiedän useita nykyisiä Metson seura-aktiiveja	1	2	3	4	5
Metso ei kuulu kiinteästi arkipäivääni	1	2	3	4	5
Iloitsen Metson pelimenestyksestä	1	2	3	4	5
Seuraan Metsoa tiiviisti tiedotusvälineistä (esim. luen lehtijuttuja)	1	2	3	4	5
Lähtisin mielelläni Metson järjestämiin yhteisiin tapahtumiin, (esim. pikkujouluihin.)	1	2	3	4	5
Metsoa keuhuttaessa tunnen olevani yksi kiitoksen saajista	1	2	3	4	5
Jos tapaan jonkun nykyisin toiminnassa mukana olevan, kyselen kuulumisia	1	2	3	4	5

Kerro vielä vähän itsestäsi! Rastita:

**26. Olen**

mies  nainen

**27. Iältäni olen**

- alle 20 -vuotias  
 21-30 -vuotias  
 31-40 -vuotias  
 41-50 -vuotias  
 51-60 -vuotias  
 yli 60 -vuotias

**28. Perhesuhteiltani olen**

- naimaton  
 naimisissa / avoliitossa  
 eronnut / leski

**29. Koulutukseni olen saanut (olen valmistunut)**

- kansakoulusta / peruskoulusta  
 jostakin ammatillisesta koulusta  
 lukiosta  
 korkeakoulusta, yliopistosta tms.  
 muualta, mistä? \_\_\_\_\_

**30. Tällä hetkellä**

- olen töissä  
 työskentelen osa-aikaisesti  
 opiskelen  
 olen työtön  
 olen eläkkeellä

***Hyvä suoritus! Kiitos Sinulle avustasi.  
 Pallon lähellä toivottavasti nähdään!***

Palautathan kyselyn oheisessa vastauskuoressa pikimiten, mutta viimeistään perjantaina, elokuun 15. päivä 1997.

**APPENDIX 3:**  
**Questionnaire for connect people of Metso**

Heipparallaa!



Tämä kysely ja Sinä sen toteuttajana olette osa haavettani akateemisissa ponnistuksissani. Teen opinnäytetyötäni viestintätieteiden laitoksessa kiinnostavasta ja meille kaikille tutusta aiheesta, vapaaehtoistyöstä ja vapaaehtoisista. Tutkimuskohteenani ovat lentopalloseurat Metso Jyväskylä ja Kanadan vuoteni seura Montreal Athletics Regional Club ja heidän toimintaansa eri tavalla liittyvät ihmiset, Sinä yhtenä heistä. Olet lähipiirisi kuuluvan ihmisen tai harrastuksesi kautta tutustunut seuraan jotenkin ja ehkä ollut myös mukana sen toiminnassa. Pyydän Sinua vastaamaan tähän kyselyyn omista lähtökohdistasi niin hyvin kuin pystyt.

Vapaaehtoisuus koskettaa melkein jokaista suomalaista jollain tavalla, muokkaa liikuntakulttuuriamme ja näkyy jokaisessa päivässä. Ei ole olemassa seuraa, joka voisi viitata kintaalla elintärkeälle vapaaehtoisten ryhmälle. Tulevaisuudessa haluamme tehdä asioita aina hieman paremmin kuin ennen ja toivon mukaan kyselyn vastaukset antavat ohjeita siihen.

Vastauksia käsitellään tilastollisina kokonaisuuksina, eikä vastaamista kannata siis arastella tunnistamisen vuoksi. Paras palkinto minulle ja seuralle on huolellinen vastaaminen jokaiseen kysymykseen. Lisäkommentit ovat aina tervetulleita ja jos kysyttävää löytyy kyselyyn liittyen tai muuten, älä epäröi ottaa yhteyttä!

Palautathan kyselyn oheisessa vastauskuoressa pikimiten, mutta **viimeistään perjantaina, elokuun 15. päivä 1997** osoitteeseen Jyväskylän Yliopisto, Viestintätieteiden laitos, Matarankatu 6, 40100 JYVÄSKYLÄ.

Kesäterveisin

Anu Laakso puh. (040) 592 2929

**1. Minkälaisia ihmisiä tunnet lentopalloseura Metso Jyväskylään liittyen?** (Rastita, voi olla useampia)

- SM-liigajoukkueen jäsenen / jäseniä (pelaajia, valmentajia, huoltajia)
- Metson muiden joukkueen jäsenen / jäseniä (pelaajajia, valmentajia, huoltajia)
- johtokunnan jäsenen/jäseniä (ihmisiä, joiden tiedän olevan johtokunnassa)
- seura-aktiivin / seura-aktiiveja (joiden tiedän olevan tiiviisti mukana Metson toiminnassa)
- ihmisiä, joita tapaan esim. Metson peleissä, mutta jotka eivät ole juuri muuten toiminnassa mukana
- ihmisiä, jotka ovat aiemmin olleet mukana Metson toiminnassa
- ihmisiä, joilla on yhteyksiä Metsoon ystävyuden, sukulaisuuden tms. kautta
- muita, keitä? \_\_\_\_\_

**2. Kuka on Sinulle tärkein "Metso-informantti", kenen kautta olet tullut tietoiseksi seuran olemassaolosta tai tutustunut siihen? Valitse vain yksi vaihtoehto. Jos Sinulla on useampia "informantteja", valitse mielestäsi tärkein. Ystävällä tarkoitetaan tässä muista kuin mainituista yhteyksistä (työ, opiskelu, naapuruus) alkanutta kaveruutta.**

- |   |   |
|---|---|
| <input type="radio"/> seurustelukumppanini, puolisoni | <input type="radio"/> lapseni               |
| <input type="radio"/> vanhempani                      | <input type="radio"/> sisarukseni           |
| <input type="radio"/> työkaverini                     | <input type="radio"/> opiskelukaverini      |
| <input type="radio"/> naapurini                       | <input type="radio"/> ystäväni              |
| <input type="radio"/> tuttuni harrasteympyröistä      | <input type="radio"/> joku muu, kuka? _____ |

**3. Koska Metso on tullut lähipiiriisi? Eli koska Sinä olet tullut tietoiseksi Metsosta tai tutustunut siihen "linkkihenkilösi", "informanttisi" (edellinen kysymys) kautta?**

Rastita.

- |   |   |
|---|---|
| <input type="radio"/> Alle vuosi sitten | <input type="radio"/> 3-7 vuotta sitten           |
| <input type="radio"/> 1-3 vuotta sitten | <input type="radio"/> yli kahdeksan vuotta sitten |

**4. Mitkä ovat oman mielikuvasi mukaan Metson tärkeimmät tehtävät?**

Numeroi tehtävät asteikolla 1-6 niin, että 1= tärkein, 2= toiseksi tärkein ... 6= kuudenneksi tärkein. Voit ottaa mielestäsi tärkeän tehtävän mukaan, jota ei ole tässä listattu ja merkitä sen kohtaan "muu, mikä?".

- |   |                              |
|---|------------------------------|
| ___ kansallinen kilpailumenestys                                | ___ nuorisotoiminta          |
| ___ Keski-Suomen tunnetuksi tekeminen                           | ___ tarjota urheiluviihdettä |
| ___ tarjota harrastusmahdollisuuksia pelaajille ja taustaväelle |                              |
| ___ kasvatustehtävä   |                              |
| ___ muu, mikä? _____  |                              |

**5. a) Oletko tai oletko ollut mukana muiden yhdistysten / seurojen tms. toiminnassa tavallisen työsi tai opiskelusi ohella? Rastita.**

- Kyllä, olen mukana nykyisin muiden urheiluseurojen toiminnassa
- Kyllä, olen mukana nykyisin yhdistyksissä tms, jotka eivät liity urheiluun
- Kyllä, aiemmin olen ollut mukana muiden urheiluseurojen toiminnassa
- Kyllä, aiemmin olen ollut mukana yhdistyksissä tms, jotka eivät liity urheiluun
- En ole enkä ole ollut mukana muiden yhteisöjen toiminnassa

**5. b) Jos vastasit edelliseen kysymykseen kyllä, luettele yhteisöjäsi ja arvioi osallistumistasi kuhunkin kirjoittamalla kyseisen yhteisön perään "silloin tällöin", "melko aktiivisesti" tai "aktiivisesti" osallistumisesi mukaan. Merkitse myös rastilla (X) yhteisö, jonka toiminnassa olet mukana tälläkin hetkellä.**

esim. Punainen Risti melko aktiivisesti X

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**6. Urheiletko / liikutko itse?**

- Kyllä, pelasin viime kaudella lentopalloa, missä?  
(erittele sarja, esim. 2-sarja, puulaaki, työpaikkajoukkue tms.)
- Kyllä, urheilen muuten, mutten pelaa lentopalloa.
- Liikun harrastusmielessä, en kilpaile.
- En enää, olen urheillut / pelannut lentopalloa.
- En urheile enkä ole urheillut.

**7. Miten vietät vapaa-aikaasi tavallisen työsi tai opiskelujesi ohella?**

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**8. Onko Sinua joskus pyydetty mukaan Metson toimintaan jollain tavalla? Rastita.**

- Kyllä, ottamaan vastuuta säännöllisestä toiminnasta
- Kyllä, lähtemään mukaan yksittäisiin tapahtumiin
- Ei, minua ei ole pyydetty mukaan

**9. Olisitko kiinnostunut lähtemään mukaan Metson toimintaan? Rastita.**

- Kyllä, ottamaan vastuuta säännöllisestä toiminnasta
- Kyllä, lähtemään mukaan yksittäisiin tapahtumiin
- Ehkä  En

**10. Oletetaan, että haluat ja aiot lähteä mukaan Metson seuratyöhön.**

**Millaista korvausta haluaisit saada seuratyöstäsi Metsossa? Rastita, voi olla useampia.**

- En mitään
- Rahapalkkion
- Varusteita
- Kulukorvauksia (päivärahoja, matkakorvauksia)
- Kiitoksen
- Muuta, mitä? \_\_\_\_\_

### 11. Mitkä asiat voisivat innostaa Sinua liittymään Metson toimintaan?

- |  |  |
|--|--|
| <input type="radio"/> Se, että minua pyydetäisiin mukaan                             | <input type="radio"/> Seuran menestys                  |
| <input type="radio"/> Aktiivinen kokoontuminen                                       | <input type="radio"/> Tapahtumien hyvä organisointi    |
| <input type="radio"/> Tehtävien selkeä jakaminen                                     | <input type="radio"/> Sopivan tehtävän löytäminen      |
| <input type="radio"/> Pelaajiin tutustuminen   | <input type="radio"/> Tehokas tiedotus seuran asioista |
| <input type="radio"/> Ihmisten vaihtuminen seurassa                                  | <input type="radio"/> Aktiivien suurempi joukko        |
| <input type="radio"/> Omien lasten osallistuminen                                    |  |
| <input type="radio"/> Oman ajankäytön muuttuminen, vapaa-ajan lisääntyminen          |  |
| <input type="radio"/> Seuraväelle järjestetyt yhteiset illanvietot, pikkujoulut yms. |  |
| <input type="radio"/> Se, että joku tietty ihminen pyytäisi minut mukaan             |  |
| <input type="radio"/> Joku muu, mikä? _____  |  |
| <input type="radio"/> Ei mikään  |  |

### 12. Oletko osallistunut joskus Metson seuratyöhön? Jos olet, rastita sopiva vaihtoehto (voi olla useampia), jos et ole, rastita viimeinen vaihtoehto.

- Olen osallistunut joskus pelitapahtuman järjestämiseen osaltani (kirjuri, kulluttaja, lipunmyyjä, järjestysmies, kioskimyyjä, tilastoija, videoita...)
- Olen osallistunut joskus valmennukseen (jonkun seuran joukkueista)
- Olen osallistunut joskus juniorityöhön ja kasvatustehtävään
- Olen osallistunut joskus huoltotehtäviin (olen hoitanut peleissä tarvittavia asioita, lääkelaukun, juomat, hieronta, vammat ...)
- Olen joskus osallistunut järjestelytehtäviin (esim. olen tehnyt seuraa hyödyttäviä puhelinsoittoja, järjestänyt talkooväkeä, hoitanut käytännön asioita...)
- Olen joskus kuljettanut joukkuetta tai osaa sitä (harjoitus- tai pelimatkoilla, talkooreissuille tai...)
- Olen joskus osallistunut tiedotustoimintaan (olen ilmoittanut tuloksia, ottanut yhteyttä tiedotusvälineisiin, ilmoittanut tapahtumista tai...)
- Olen joskus hankkinut seuralle taloudellista tukea (olen hankkinut sponsoreita, talkoopaikkoja, myynyt arpoja, sponsoroinut seuraa itse tai ...)
- Olen osallistunut joskus talkotoimintaan (esim. Suurajoihin, puulaakisarjojen tuomarointiin tai...)
- Olen tehnyt muuta, mitä? \_\_\_\_\_
- En ole osallistunut Metson seuratyöhön

**13. Millaisia ominaisuuksia hyvä liikuntaseuraihminen mielestäsi tarvitsee?**

Jos sinulla ei ole kokemusta liikuntaseuratyöstä, kuvittele millaisen ihmisen kanssa olisi mukava ja tehokasta työskennellä yleensäkin.

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**14. Millainen Sinä olisit liikuntaseuraihmisenä? Mitkä olisivat vahvuutesi?**


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**15. Miksi et ole lähtenyt mukaan Metson aktiivitoimintaan? Ympyröi sopiva vaihtoehto yhdestä viiteen 1 tarkoittaessa, ettei kyseisellä tekijällä ole lainkaan vaikutusta, 2 ei juuri vaikutusta, 3 en osaa sanoa, 4 melko tärkeä ja 5 tarkoittaa, että tekijä on erittäin tärkeä.**

	merkityksetön					tärkeä				
	1	2	3	4	5	1	2	3	4	5
Olen kiinnostunut muista urheilulajeista lentopalloa enemmän										
Seuran toiminta ei ole ollut riittävän organisoitua										
Minua ei ole pyydetty mukaan										
Olen mukana toisen urheiluseuran toiminnassa										
Vapaaehtoistyö ei kiinnosta minua										
Olen kiireinen työssäni / opiskeluissani										
Terveydellisistä syistä en ole lähtenyt mukaan										
Minulla on useita muita tapoja viettää aikaa, harrastaa										
Minulla ei ole riittävän läheistä kontaktia seuraan										
En ole kiinnostunut urheilusta										
Minulla on huonoja kokemuksia seuratyöstä										
Seuralla ei ole riittävästi juniorityötä										
En ole halunnut sitoutua										
Minulle ei ole löytynyt sopivaa tehtävää										

**16. Miksi et ole lähtenyt mukaan Metson aktiivitoimintaan? Jos edellisessä kysymyksessä / vaihtoehdoissa ei mainittu Sinulle tärkeitä tekijöitä, selvitäthän niitä tässä.**

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### 17. Arvostetaanko lentopalloa mielestäsi Suomessa? Perustele!

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### 18. Missä määrin olet samaa mieltä seuraavien väittämien kanssa?

Ympyröi mielipidettäsi vastaava vaihtoehto 1-5, 1= eri mieltä, 2= jokseenkin eri mieltä, 3= en osaa sanoa, en tiedä, 4= jokseenkin samaa mieltä ja 5= samaa mieltä.

	eri mieltä	samaa mieltä			
Iloitsen Metson pelimenestyksestä	1	2	3	4	5
Käyn katsomassa säännöllisesti Metson pelejä	1	2	3	4	5
En tunne itseäni seuraorganisaation jäseneksi	1	2	3	4	5
Voisin kuvitella itseni osaksi Metson vapaaehtoisten joukkoa	1	2	3	4	5
Seuraan Metsoa tiivistä tiedotusvälineistä (esim. luen julkaistuja lehtijuttuja)	1	2	3	4	5
Nautin siitä, että voin keskustella ihmisten kanssa Metsosta	1	2	3	4	5
Tunnen / tiedän useita Metson pelaajia, valmentajia	1	2	3	4	5
Uskoisin viihtyvänä jossakin muussa seurassa yhtä hyvin	1	2	3	4	5
Metso on Keski-Suomen lentopalloilun edustaja ja johtaja	1	2	3	4	5
Tunnen / tiedän useita Metson seura-aktiiveja	1	2	3	4	5
Lähtisin mielelläni Metson järjestämiin yhteisiin tapahtumiin, (esim. pikkujouluihin.)	1	2	3	4	5
Maksaisin Metson jäsenmaksun (50,-), jos sitä minulletarjottaisiin	1	2	3	4	5
Metso ei kuulu kiinteästi arkipäivääni	1	2	3	4	5
Olen hengessä mukana Metson toiminnassa	1	2	3	4	5

### 19. Jos mielessäsi on kommentteja tai ajatuksia kyselyä, Metson toimintaa, vapaaehtoisuutta yms. koskien, kerroilethan niistä tässä!

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Kerro vielä vähän itsestäsi! Rastita:

20. Olen  mies  nainen

21. Iältäni olen  alle 20 -vuotias  
 21-30 -vuotias  
 31-40 -vuotias  
 41-50 -vuotias  
 51-60 -vuotias  
 yli 60-vuotias

22. Perhesuhteiltani olen  naimaton  
 naimisissa / avoliitossa  
 eronnut / leski

23. Koulutukseni olen saanut (olen valmistunut)

- kansakoulusta / peruskoulusta  
 lukiosta  
 jostakin ammatillisesta koulusta  
 korkeakoulusta, yliopistosta tms.  
 muualta, mistä? \_\_\_\_\_
- 

24. Tällä hetkellä

- olen töissä  
 työskentelen osa-aikaisesti  
 opiskelen  
 olen työtön  
 olen eläkkeellä

***Hyvä suoritus! Kiitos Sinulle avustasi.  
 Toivottavasti nähdään pallon lähellä!***

Palautathan kyselyn oheisessa vastauskuoressa pikimiten,  
 mutta viimeistään perjantaina, elokuun 15. päivä 1997.

#### APPENDIX 4: Questionnaire for active members of MARC



Do you remember that blond Finnish girl, who plays volleyball and whose swearing sounded weird? I played for senior women of Montreal Athletics Regional Club during season 1995-96 and fell in love with your country and you guys. I'm finishing my studies here in Finland at the University of Jyväskylä. My major is Organizational Communication and PR and I wanted to connect my studies somehow to our dear hobby, volleyball.

You, as a potential respondent, are a big part of making my academic dream come true. My thesis is about voluntarism, club work and commitment in volleyball clubs. I have two example clubs in my research: M.A.R.C. and a mens's club in my hometown, Jyväskylä here in Finland. I'll be comparing what clubwork is like in Canada and in Finland according to these two case-clubs.

In this questionnaire I mean with "active member" or "voluntary" a person, who does work that helps in its part the club to survive and function, playing is naturally part of that, but in my point of view other things are often more important. I believe that value of voluntary work is often underestimated and we all know that clubs would not function without people doing this precious work. This questionnaire is in English, but if you feel more comfortable answering open questions in French, please do so! If there are any questions, please contact Louise, Ants or Anna; I will try to inform them as well as I can about this issue. You can also ask me about everything through e-mail (laaanu@tukki.jyu.fi).

I also ask you to give another, "connect-person's" questionnaire to someone, who knows that M.A.R.C. exists, someone to whom you have talked about the club (maybe a friend from school or work, someone you're going out with, your Mom, Dad, sister, brother...). After filling it in, ask him/her to give it back to you so you can give it back to Louise or Anna.

The point here is not to know what you answer as a person, but what you all answer as a group. That's why you shouldn't be shy in answering; I'm not trying to identify you from your answers. I also welcome all kinds of comments. When you get this questionnaire, follow the instructions of Louise and after answering put your questionnaire into the envelope and return it to her.

Thank You for your help! I'm curious to know what is happening there. Maybe we'll see one day... And You do know that everyone of you is welcome to Finland!

Anu Laakso

Vapaudenkatu 57 A 19  
40100 JYVÄSKYLÄ  
FINLAND  
tel. +358 - 40 - 592 29 29  
e-mail: laaanu@tukki.jyu.fi

**1. What do think are the most important missions of M.A.R.C.? Please rate the missions from one to six, so that number 1 is the most important mission, 2 the second important ... 6 the 6th important. If there is a mission in your mind that wasn't mentioned here, please specify it in "something else, what?"**

- |  |   |
|--|---|
| <input type="checkbox"/> offer people chances to have a good hobby   | <input type="checkbox"/> teach the mentality of social commitment |
| <input type="checkbox"/> success and wins in the field of volleyball | <input type="checkbox"/> profile and sustain volleyball           |
| <input type="checkbox"/> offer players chances to go abroad          | <input type="checkbox"/> bring up young players                   |
| <input type="checkbox"/> something else, what? _____                 |   |

**2. Which best describes, how you joined M.A.R.C.? Choose one choice only.**

- I contacted the club myself
- I was asked to join the club
- I was persuaded many times to join the club before I did
- I was almost obligated to join the club

**3. Please evaluate, how the following things effected you when you joined M.A.R.C.! Use the following scale 1-5 to make your rating: 1= definitely unimportant, 2= probably unimportant, 3= no opinion, don't know, 4= probably important and 5= definitely important. Circle one number for each choice.**

	def. unimportant		def. important		
Family ties (spouse, child, parent, sibling)	1	2	3	4	5
Peers (working pals, people I study with, friends, neighbours)	1	2	3	4	5
My own interest in sports	1	2	3	4	5
Players, coaches and other people in M.A.R.C.	1	2	3	4	5

**4. For how long have you been part of M.A.R.C. (as a player or an active)? Circle one choice only.**

- under a year
- 1-3 years
- 3-7 years
- more than 7 years

**5. a) Do you take part in the activities of other clubs, societies or associations by doing voluntary work besides your work or studies? Check all that apply.**

- Yes, I currently take part in the activities of other organized sport ( recreational, beach or ...)
- Yes, I currently take part in the activities of non-sport organizations
- Yes, earlier I've taken part in the activities of other organized sport
- Yes, earlier I've taken part in the activities of non-sport organizations
- No, I don't take part or haven't taken part in the activities of other communities

**5. b) If you chose any of the "yes" answers, please specify the communities to whose activities you take part. Evaluate also how often you do it, by using the choices "sometimes", "fairly often" and "very often". Check the community with a cross, if you take part in it's activities currently. for example:**

Line Up	fairly often	
Friends of Finland	sometimes	X

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**6. Do you do sports and / or play volleyball? Please choose all that apply.**

- Yes, I play competitive indoor-volleyball
- Yes, I play recreational indoor-volleyball
- Yes, I play beach-volleyball
- Yes, I do other sports, but I don't play volleyball
- Yes, I practise volleyball, but I don't play for the team
- No, I used to play / do sports, but not anymore
- No, I don't do sports and I haven't done before

**7. How do you spend your leisure time besides your work or studies?**

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**8. In your opinion, what is the role of a player in M.A.R.C. ?** What are his/her responsibilities and what does he/she get out of being part of M.A.R.C.? Are there any other people doing the fundraising, invisible work to support the club or work for the season besides players and coaches? Please explain.

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**9. Who usually arrange(s) fund raising activities in M.A.R.C.? Please choose one choice only.**

- Usually I'm the one
- Usually the same person
- The same few people
- Whoever, whenever
- I don't know

**10. When do you usually get the information about fundraising activity? Please choose one.**

- The same day
- A month beforehand
- Couple of days before
- Earlier than a month before
- A week beforehand

**11. How do you usually get information about fundraising activities or social events? Please choose only two most important alternatives and scale them from one to two: 1= the most important source and 2= the second most important source.**

- \_\_\_ By mail
- \_\_\_ In the meetings (elsewhere than in the gym)
- \_\_\_ After the practise
- \_\_\_ By phone
- \_\_\_ In face to face interaction, but not in the organized one
- \_\_\_ From elsewhere? \_\_\_\_\_

**12. How often do you take part in voluntary work (fund raising, organizing things, coaching...) in your club? Choose one alternative only. (With this I don't mean the time that is used to practise or to play).**

- Every day
- Once a month
- Occasionally
- Couple of times a week
- Couple of times a year
- Never
- Couple of times in a two week period

**13. What kind of a person is a good active member of clubs?**

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**14. In your opinion, what are you like as a active member? What are your strengths?**

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**15. In your opinion, how many club actives do you have there in M.A.R.C.?** (People, who do something for the club in addition to playing; count people from all of M.A.R.C.'s teams.)

- under 20                     
  21-40                     
  41-60                     
  more than 60

**16. What kind of voluntary work you do for your club?**

often sometimes

- I take part in the coaching (some of club's teams, camps)  
  I'm referee, I do refering  
  I take part in organizing the events, social meetings...  
  I try to supply some financial support for the team (sponsors, fundraising events or...)  
  I take part in the fund raising activities (by selling T-shirts, washing cars, running in an event or...)  
  I try to recruit new people into the club  
  I stay around and help in where ever I can

in the past currently

- I play for the team of the club  
  I'm a board member

**17. What do you get from your club work?** Choose **all** the alternatives that apply. If you get something for your work, please specify wheather you get it **regularly or occasionally**.

- |   |                       |                       |
|---|-----------------------|-----------------------|
| <input type="radio"/> nothing   | regularly             | occasionally          |
| <input type="radio"/> money   | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> compensation for my season fee                    | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> sport equipments, outfits                         | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> charges back that I've used (for gas for example) | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> thanks  | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> something else, what? _____                       | <input type="radio"/> | <input type="radio"/> |

**18. a) Do you get any positive feedback from the work you've done?**

- Not at all                     
  Sometimes                     
  Often

**18. b) If you get positive feedback, who do you get it from and in what kinds of situations?**

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19. a) Do you get any negative feedback from the work you've done / haven't done?

- Not at all                       Sometimes                       Often

19. b) If you get negative feedback, who do you get it from and in what kinds of situations?

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20. What do you feel to be primarily? Please rank the alternatives and use the following scale from 1 to 4: 1= I feel primarily xxx, 2= I feel secondary xxx, 3= I feel thirdly xxx and 4= I feel fourthly xxx. If you have an important alternative in your mind that wasn't listed here, please write it down into "something else, what?". If you don't feel being any of these, choose the last alternative.

- \_\_\_ Active/ member of a sports club      \_\_\_ Active/ member of a volleyball club  
 \_\_\_ Active/ member of M.A.R.C.            \_\_\_ Active/ member of a specific team of M.A.R.C.  
 \_\_\_ Something else, what? \_\_\_\_\_  
 \_\_\_ None of these

21. What commits you to M.A.R.C.? Use the following scale to make your rating: 1= definitely unimportant or not true, 2= probably unimportant, 3= no opinion, don't know, 4= probably important and 5= definitely important. Circle **one** number for each choice.

	def. unimportant			def. important
In club activities I meet friends and other people	1	2	3	4 5
I'll do it for the compensation, to have my fee lower	1	2	3	4 5
Club activities are a usefull way to pass the time	1	2	3	4 5
I have a chance to appear in public, to get to be known in the area because of the club	1	2	3	4 5
The success of the club stimulates and engourages me	1	2	3	4 5
I love volleyball	1	2	3	4 5
I gain new abilities and skills in M.A.R.C.	1	2	3	4 5
I want to do something for other people	1	2	3	4 5
I have a chance to make new contacts	1	2	3	4 5
I'll get a chance to represent the club	1	2	3	4 5
There is nothing more interesting to do	1	2	3	4 5
I can't quit because there is nobody to continue my work	1	2	3	4 5
The positive feedback I get from club activities spurs me on	1	2	3	4 5
I know I'm doing something usefull	1	2	3	4 5
Club activities are convenient way for me to gather strength	1	2	3	4 5
I love to co-operate with young people	1	2	3	4 5
I have to take part in club activities if I want to play	1	2	3	4 5

22. Please explain, what are the best things in club activities and sport voluntarism in M.A.R.C.! If you didn't find the important reasons for you from previous question, please explain them here!

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**23. Hypothetically, what would you be doing, if not being part of M.A.R.C.? Choose one.**

- Probably I'd be part of another sports club or community  
 Probably I'd be part of a non-sport voluntary community  
 I wouldn't take part in activities like this  
 I'd do something else, what? \_\_\_\_\_

**24. What would make you more active and committed to M.A.R.C.? Check all that apply.**

- Success in volleyball courts  
 To organize tasks more systematically  
 To change some people in the club  
 More people taking responsibility of M.A.R.C.  
 More effective information about what is happening in M.A.R.C.  
 Social activities together with other people in the club  
 To get together more regularly to organize things  
 Something else, what? \_\_\_\_\_  
 Nothing

**25. In your opinion, why do people come into M.A.R.C. and why do they leave the club?**

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**26. Do you agree?**

Use the following scale to make your rating: 1= definitely unimportant or not true, 2= probably unimportant, 3= no opinion, don't know, 4= probably important and 5= definitely important. Circle **one** number for each choice.

	def. unimportant		def. important		
	1	2	3	4	5
I can see myself with M.A.R.C. many years from now	1	2	3	4	5
During my leisure time, I often think of M.A.R.C. and what is happening with it	1	2	3	4	5
I don't feel like i am a part of M.A.R.C.	1	2	3	4	5
I feel that problems of the club are also my problems	1	2	3	4	5
M.A.R.C. is a leader of club-volleyball in Montreal	1	2	3	4	5
When someone praises M.A.R.C., I feel part of it is for me	1	2	3	4	5
I enjoy speaking about M.A.R.C. with other people	1	2	3	4	5
If I'd leave the team, other club members would be dissappointed	1	2	3	4	5
I'd go to another club, if I had a chance	1	2	3	4	5
I'm happy if the teams of M.A.R.C. do well in tournaments	1	2	3	4	5
I'm proud to say I'm a member of M.A.R.C.	1	2	3	4	5
I think I'd get along as well in another club	1	2	3	4	5
I've become attached to M.A.R.C. in many ways	1	2	3	4	5
If there is any news in the media about M.A.R.C., I read/ listen/ watch carefully	1	2	3	4	5
I know many people in M.A.R.C.	1	2	3	4	5
If I take responsibility of a task that takes lot of work, I do it because I don't want to leave other club-members into trouble	1	2	3	4	5
In M.A.R.C. we are "one for all and all for one"	1	2	3	4	5
Other people in the club appreciate what I'm doing	1	2	3	4	5



**27. In your opinion, is volleyball valued in Canada? Please explain.**

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**28. Are you going to stay with M.A.R.C. in the future? Choose only one.**

- Yes, I'm going to stay with M.A.R.C. the following season
- Yes, I'm going to stay with M.A.R.C. for now
- Yes, I'm going to stay with M.A.R.C. as long as it's there
- No, I'm going to quit with M.A.R.C.
- No, I'm going to change team
- I don't know

**29. If you have any comments regarding this questionnaire, volleyball or voluntarism, please let me know!**

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**Please, tell me something more about yourself! Check one for each question.**

**30. Gender:**     male     female

**31. Age:**     under 20 years  
 21-30 years  
 31-40 years  
 41-50 years  
 51-60 years  
 over 60 years

**32. Educational background:** (I've graduated from)  
 high school  
 cecep / trade school / college  
 university  
 from somewhere else? \_\_\_\_\_

**33. Marital status:**     single  
 married / living together with someone  
 divorced/ separated/ widowed

**34. I currently**     work full time  
 work part time  
 study  
 am retired  
 other

***Well done! Thanks a lot!  
 Hope to see you one day!***

**APPENDIX 5: Questionnaire for ex-active members of MARC**

Hello from Finland!



My name is Anu Laakso and I played for senior women of Montreal Athletics Regional Club during season 1995-96 and fell in love with your country and people. I'm finishing my studies here in Finland at the University of Jyväskylä. My major is Organizational Communication and PR and I wanted to connect my studies somehow to our dear hobby, volleyball.

You as a potential respondent are a big part of making my academic dream come true. My thesis is about voluntarism, club work and commitment in volleyball clubs. I have two example clubs in my research: M.A.R.C. and a mens's club in my hometown, Jyväskylä here in Finland. I'll be comparing what clubwork is like in Canada and in Finland according to these two case-clubs.

In this questionnaire I mean with "active member" or "voluntary" a person, who does work that helps in its part the club to survive and function, playing is naturally part of that, but in my point of view other things are often more important. I believe that value of voluntary work is often underestimated and we all know that clubs would not function without people doing this precious work. You used to be part of Montreal Athletics Regional Club and you've given a lot of time for that club. Maybe you are still connected to it, but earlier you were more. I'm asking you to answer to this questionnaire by thinking the time, you've spend with M.A.R.C.

This questionnaire is in English, but if you feel more comfortable answering open questions in French, please do so! If there are any questions, please contact Louise, Ants or Anna; I will try to inform them as well as I can about this issue. You can also ask me about everything through e-mail: (laaanu@tukki.jyu.fi).

The point here is not to know what you answer as a person, but what you all answer as a group. That's why you shouldn't be shy in answering; I'm not trying to identify you from your answers. I also welcome all kinds of comments. When you get this questionnaire, answer as soon as you can, put your questionnaire into the envelope and return it to Anna Sampona, who is my contact person with this questionnaire. If you don't meet Anna or other members of the club regularly, please mail the questionnaire to Anna. Her address is 9116 Copernic, Saint Leonard, H1R 3M4, Quebec (tel. (514) 355 5822).

Thank You for your help! I'm curious to know what is happening there. Maybe we'll see one day... And You do know that everyone of you is welcome to Finland!

Anu Laakso

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40100 JYVÄSKYLÄ  
FINLAND  
tel. +358 - 40 - 592 29 29  
e-mail: laaanu@tukki.jyu.fi

**1. What do think are the most important missions of M.A.R.C.?** Please rate the missions from **one to six**, so that number 1 is the most important mission, 2 the second important ... 6 the 6th important. If there is a mission in your mind that wasn't mentioned here, please specify it in "something else, what?"

- |  |   |
|--|---|
| <input type="checkbox"/> offer people chances to have a good hobby   | <input type="checkbox"/> teach the mentality of social commitment |
| <input type="checkbox"/> success and wins in the field of volleyball | <input type="checkbox"/> profile and sustain volleyball           |
| <input type="checkbox"/> offer players chances to go abroad          | <input type="checkbox"/> bring up young players                   |
| <input type="checkbox"/> something else, what? _____                 |   |

**2. Please, remember how you joined M.A.R.C.; which describes it best from following?**

Choose **one** choice only.

- I contacted the club myself       I was persuaded many times to join the club before I did  
 I was asked to join the club       I was almost obligated to join the club

**3. Rememberize, how the following things effected you when you joined M.A.R.C.!** Use the following scale 1-5 to make your rating: 1= definitely unimportant, 2= probably unimportant, 3= no opinion, don't know, 4= probably important and 5= definitely important. Circle **one** number for each choice.

	def. unimportant	def. important
Family ties (spouse, child, parent, sibling)	1 2 3 4 5	
Peers (working pals, people I study with, friends, neighbours)	1 2 3 4 5	
My own interest in sports	1 2 3 4 5	
Players, coaches and other people in M.A.R.C.	1 2 3 4 5	

**4. For how long were you part of M.A.R.C. (as a player or an active)?** Circle **one** choice only.

- under a year       3-7 years  
 1-3 years       more than 7 years

**5. a) Do you take or have you taken part in the activities of other clubs, societies or associations by doing voluntary work besides your work or studies?** Check **all** that apply.

- Yes, I currently take part in the activities of other organized sport ( recreational, beach or ...)  
 Yes, I currently take part in the activities of non-sport organizations  
 Yes, earlier I've taken part in the activities of other organized sport  
 Yes, earlier I've taken part in the activities of non-sport organizations  
 No, I don't take part or haven't taken part in the activities of other communities

**5. b) If you chose any of the "yes" answers, please specify the communities to whose activities you take part.** Evaluate also how often you do it, by using the choices "sometimes", "fairly often" and "very often". Check the community with a **cross**, if you take part in it's activities currently.

for example:

Line Up	fairly often	
Friends of Finland	sometimes	X

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**6. Do you do sports and / or play volleyball? Please choose all that apply.**

- Yes, I play competitive indoor-volleyball
- Yes, I play recreational indoor-volleyball
- Yes, I play beach-volleyball
- Yes, I do other sports, but I don't play volleyball
- Yes, I practise volleyball, but I don't play for the team
- No, I used to play / do sports, but not anymore
- No, I don't do sports and I haven't done before

**7. How do you spend your leisure time besides your work or studies?**

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**8. In your opinion, what is the role of a player in M.A.R.C. ?** What are his/her responsibilities and what does he/she get out of being part of M.A.R.C.? Are there any other people doing the fundraising, invisible work to support the club or work for the season besides players and coaches? Please explain.

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**9. What kind of voluntary work have you done for M.A.R.C. and what do you do currently?** Check **all** that apply. The choices have been divided to "in the past" and "currently" so it would be easier for you to answer, if you're still with the team somehow. If you're not, concentrate only "in the past" and forget what is happening currently. If you haven't taken part of the described activity, leave it blank.

in the past		currently		
often	someti mes	often	sometimes	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I take part in the coaching (some of club's teams, camps)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I'm /I've been a referee, I've done refering
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I take part in organizing the events, social meetings...
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I try to supply some financial support for the team (sponsors, fund raising events or...)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I take part in the fund raising activities (by selling T-shirts, washing cars, running in an event or...)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I try to recruit new people into the club
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I stay around and help in where ever I can
in the past		currently		
<input type="radio"/>		<input type="radio"/>		I play for the team of the club
<input type="radio"/>		<input type="radio"/>		I'm a board member

**10. Have you taken part in the activities of M.A.R.C. after you've finished your "active time" with it?**

- Regularly, often
- Regularly, sometimes
- Occasionally
- Not at all

**11. What did you get from your club work?** Choose **all** the alternatives that apply. If you get something for your work, please specify whether you get it **regularly or occasionally**.

- |   | regularly             | occasionally          |
|---|-----------------------|-----------------------|
| <input type="radio"/> nothing   |                       |                       |
| <input type="radio"/> money   | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> compensation for my season fee                    | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> sport equipments, outfits                         | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> charges back that I've used (for gas for example) | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> thanks  | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> something else, what? _____                       | <input type="radio"/> | <input type="radio"/> |

**12. When did you quit with the team?** Choose **one** of alternatives.

- During last year
- 1-3 years ago
- 3-6 years ago
- Earlier than 6 years ago

**13. What was the best thing in the club activities of M.A.R.C.?** Please explain.

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**14. What do you feel to be primarily?** Please rank the alternatives and use the following scale **from 1 to 4**: 1 = I feel primarily xxx, 2 = I feel secondary xxx, 3 = I feel thirdly xxx and 4 = I feel fourthly xxx. If you have an important alternative in your mind that wasn't listed here, please write it down into "something else, what? If you don't feel being any of these, choose the last alternative.

- |   |  |
|---|--|
| ___ Active member of a sports club        | ___ Ex-active member of a sports club        |
| ___ Active member of a volleyball club    | ___ Ex-active member of a volleyball club    |
| ___ Active member of M.A.R.C.             | ___ Ex-active member of M.A.R.C.             |
| ___ Active member of the team of M.A.R.C. | ___ Ex-active member of the team of M.A.R.C. |
| ___ Sports fan                            | ___ Something else, what? _____              |
| ___ Non of these                          |  |

**15. In your opinion, how many active members does M.A.R.C. have?** (People, who do something for the club in addition to playing; count people from all of M.A.R.C.'s teams.)

- under 20
- 21-40
- 41-60
- more than 60

**16. What kind of a person is a good active member of clubs?**

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**17. In your opinion, what are you like as a active member? What are your strengths?**

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**18. Why did you quit with M.A.R.C.?** Use the following scale to make your rating: 1 = definitely unimportant or not true, 2 = probably unimportant, 3 = no opinion, don't know, 4= probably important, 5 = definitely important. Circle **one** number for each choise.

	def. unimportant				def. imoportant
I was too busy with my work or studies	1	2	3	4	5
The club didn't success financially the way I expected	1	2	3	4	5
I didn't get enough feedback from the work I did	1	2	3	4	5
I wanted to have more time for my other hobbies	1	2	3	4	5
I didn't want to continue working with those people, who were in the club	1	2	3	4	5
I did too much, I got tired of the amount of work	1	2	3	4	5
M.A.R.C. consentrates too much on senior volleyball	1	2	3	4	5
There is too few people to take the responsibility	1	2	3	4	5
I wanted to have more time for my family	1	2	3	4	5
I didn't get the same satisfaction from the work I did than before	1	2	3	4	5
M.A.R.c. didn't success in sense of volleyball as well as I expected	1	2	3	4	5
It wasn't possible for me to take care of the tasks I had the way I'd have liked to	1	2	3	4	5
I joined another club	1	2	3	4	5
Things in the club were not taken care of well enough	1	2	3	4	5
I felt that I've already done my part for M.A.R.C.	1	2	3	4	5
Person, who took responsibility of the tasks I took care of, was found	1	2	3	4	5
I wanted to do something different	1	2	3	4	5
Club activities took too much time	1	2	3	4	5
Problems in my health made me quit	1	2	3	4	5

**19. Why did you quit with M.A.R.C.?** If you didn't find the important reasons for you from the previous question, please explain them here!

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**20. Are you going to join M.A.R.C. again? Choose one only.**

- Yes, I'm going to commit myself to activities again
- Yes, I'm going to take part in single events, but not commit myself like in the past
- Maybe
- No

**21. In your opinion, why do people come into M.A.R.C. and why do they leave the club?**

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**22. Let's suppose that you would like to join the club again. What would make you more active and committed to M.A.R.C.? Check all that apply.**

- Success in volleyball courts
- To organize tasks more systematically
- To change some people in the club
- More people taking responsibility of M.A.R.C.
- More effective information about what is happening in M.A.R.C.
- Social activities together with other people in the club
- Someone to ask me join the club
- To get together more regularly to organize things
- Something else, what? \_\_\_\_\_
- Nothing
- Participation of my own kids
- To have more time
- Regular feedback
- To get to know other people in M.A.R.C.

**23. Do you agree?** Use the following scale to make your rating: 1 = definitely unimportant or not true, 2 = probably unimportant, 3 = no opinion, don't know, 4 = probably important, 5 = definitely important. Circle **one** number for each choice.

	def.unimportant				def. important
I go regularly to see tournaments, where teams of M.A.R.C. play	1	2	3	4	5
I know many players and coaches, who are with M.A.R.C. currently	1	2	3	4	5
M.A.R.C. is a leader of club-volleyball in Montreal	1	2	3	4	5
I'd pay a small fee to have a membership of M.A.R.C., if I was asked to do so	1	2	3	4	5
I've become to attached to M.A.R.C. in many ways	1	2	3	4	5
I know many active members, who don't play or coach and who are with M.A.R.C. currently	1	2	3	4	5
M.A.R.C. isn't part of my everyday life anymore	1	2	3	4	5
I'm happy, if the teams of M.A.R.C. do well in tournaments	1	2	3	4	5
If there is any news in the media about M.A.R.C., I read / listen / watch carefully	1	2	3	4	5
I'd like to go social events arranged by the club	1	2	3	4	5
When someone praises M.A.R.C., I feel part of it is for me	1	2	3	4	5
If I meet someone I know is with the club currently, I ask how the club is doing	1	2	3	4	5

**24. In your opinion, is volleyball valued in Canada? Please explain.**

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**25. If you have any comments regarding this questionnaire, volleyball or voluntarism, please let me know!**

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**Please. tell me something more about yourself! Check one for each question.**

**26. Gender:**                     male     female

**27. Age:**                       under 20 years  
 21-30 years  
 31-40 years  
 41-50 years  
 51-60 years  
 over 60 years

**28. Marital status:**                     single  
 married / living together with someone  
 divorced/ separated/ widowed

**29. Educational background: (I've graduated from)**  
 high school  
 cecep / trade school / college  
 university  
 from somewhere else? \_\_\_\_\_

**30. I currently**                               work full time  
 work part time  
 study  
 am retired  
 other

***Well done! Thanks a lot!  
Hope to see you one day!***



## APPENDIX 6: Questionnaire for connect people of MARC



### Hello from Finland!

My name is Anu Laakso and I played for senior women of Montreal Athletics Regional Club (M.A.R.C.) during season 1995-96 and fell in love with your country and people. I'm finishing my studies here in Finland at the University of Jyväskylä. My major is Organizational Communication and PR and I wanted to connect my studies somehow to our dear hobby, volleyball. You as a potential respondent are a big part of making my academic dream come true. My thesis is about voluntarism, club work and commitment in volleyball clubs. I have two example clubs in my research: Montreal Athletics Regional Club and a mens's club in my hometown, Jyväskylä here in Finland. I'll be comparing what clubwork is like in Canada and in Finland according to these two case-clubs.

In this questionnaire I mean with "active member" or "voluntary" a person, who does work that helps in its part the club to survive and function, playing is naturally part of that, but in my point of view other things are often more important. I believe that value of voluntary work is often underestimated and we all know that clubs would not function without people doing this precious work. You are connected to M.A.R.C. through someone you know, maybe got to know M.A.R.C. a bit and maybe you've taken part in its activities. I ask you to answer this questionnaire as well as you can from your own point of view.

This questionnaire is in English, but if you feel more comfortable answering open questions in French, please do so! If there are any questions, please contact Louise, Ants or Anna; I will try to inform them as well as I can about this issue. You can also ask me about everything through e-mail ([laaanu@tukki.jyu.fi](mailto:laaanu@tukki.jyu.fi)).

The point here is not to know what you answer as a person, but what you all answer as a group. That's why you shouldn't be shy in answering; I'm not trying to identify you from your answers. I also welcome all kinds of comments. After filling in this questionnaire, put your it into the envelope and return it to person you got it from, so he/she can return it to Anna or Louise. You can return it also straight to them. Anna Sampona is my contact person with this questionnaire. If you have difficulties to return the questionnaire, mail it to her. Her address is 9116 Copernic, Saint Leonard, H1R 3M4, Quebec, (tel. (514) 355 5822).

Thank You for your help! I'm curious to know what is happening there. Maybe we'll see one day... And You do know that everyone of you is welcome to Finland!

Anu Laakso

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40100 JYVÄSKYLÄ  
FINLAND  
tel. +358 - 40 - 592 29 29  
e-mail: [laaanu@tukki.jyu.fi](mailto:laaanu@tukki.jyu.fi)

**1. Who do you know from Montreal Athletics Regional Club? Choose all that apply.**

- member of a senior team (player, coach)
- member of a junior or juvenair team (player, coach)
- broad members
- other active member of the club
- people who used to be part of M.A.R.C. (players, coaches, other active members)
- people, who are connected to the club through for example friendship, relationship
- someone else, who? \_\_\_\_\_

**2. Who is the most important "M.A.R.C. -informant" for you, who made you aware of the club? Choose only one person.** If you have more than one informant, choose **the most important** for you. With friend here I mean a person you know from somewhere else than from work, school or because of neighborhood.

- |  |  |
|--|--|
| <input type="radio"/> spouse, person I go out with | <input type="radio"/> parent(s)                |
| <input type="radio"/> child(ren)                   | <input type="radio"/> sibling(s)               |
| <input type="radio"/> friend from work             | <input type="radio"/> neighbor                 |
| <input type="radio"/> person I study with          | <input type="radio"/> friend                   |
| <input type="radio"/> person I know from sports    | <input type="radio"/> someone else, who? _____ |

**3. When did you become aware of M.A.R.C.?** (When did your informant (previous question) told you something about M.A.R.C. for the first time?) Choose only **one**.

- |  |   |
|--|---|
| <input type="radio"/> less than year ago | <input type="radio"/> 3-7 years ago         |
| <input type="radio"/> 1-3 years ago      | <input type="radio"/> more than 7 years ago |

**4. What do think are the most important missions of M.A.R.C.?** Please rate the missions from **one to six**, so that number 1 is the most important mission, 2 the second important ... 6 the 6th important. If there is a mission in your mind that wasn't mentioned here, please specify it in "something else, what?"

- |   |  |
|---|--|
| ___ offer people chances to have a good hobby   | ___ teach the mentality of social commitment |
| ___ success and wins in the field of volleyball | ___ profile and sustain volleyball           |
| ___ offer players chances to go abroad          | ___ bring up young players                   |
| ___ something else, what? _____                 |  |

**5. a) Do you take or have you taken part in the activities of other clubs, socities or associations by doing voluntary work besides your work or studies? Check all that apply.**

- Yes, I currently take part in the activities of other organized sport ( recreational, beach or ...)
- Yes, I currently take part in the activities of non-sport organizations
- Yes, earlier I've taken part in the activities of other organized sport
- Yes, earlier I've taken part in the activities of non-sport organizations
- No, I don't take part or haven't taken part in the activities of other communities

**5. b) If you chose any of the "yes" answers, please specify the communities to whose activities you take part in. Evaluate also how often you do it, by using the choices "sometimes", "fairly often" and "very often". Check the community with a cross, if you take part in it's activities currently. For example:**

Line Up	fairly often	
Friends of Finland	sometimes	X

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**6. Do you do sports and / or play volleyball? Please choose all that apply.**

- Yes, I play competitive indoor-volleyball
- Yes, I play recreational indoor-volleyball
- Yes, I play beach-volleyball
- Yes, I do other sports, but I don't play volleyball
- Yes, I practise volleyball, but I don't play for the team
- No, I used to play / do sports, but not anymore
- No, I don't do sports and I haven't done before

**7. How do you spend your leisure time besides your work or studies?**

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**8. In your opinion, what is the role of a player in M.A.R.C.? What are his/her responsibilities and what does he/she get out of being part of M.A.R.C. as far as you know? Are there any other people doing the fundraising, invisible work to support the club or work for the season besides players and coaches? Please explain as well as you can.**

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**9. Have you ever been asked to take part in the activities of M.A.R.C.? Choose one.**

- Yes, to take responsibility of the regular activities
- Yes, to take part in the single activities
- No, I haven't been asked to take part in the activities of the club

**10. Would you be interested to take part in the activities of M.A.R.C.? Choose one.**

- Yes, to take responsibility of the regular activities
- Yes, to take part in the single activities
- Maybe
- No

**11. Let's suppose that you want to and you are going to take part in the club work of M.A.R.C.. What would you like to have as compensation for your work? Choose all the alternatives that apply.**

- nothing
- money
- sport equipments, outfits
- charges back that I've used (for gas for example)
- thanks
- something else, what? \_\_\_\_\_

**12. What things might inspire you to take part in the activities of M.A.R.C.? Check all that apply.**

- Success in volleyball courts
- Organize tasks more systematically
- Certain people leaving the club
- More people taking responsibility of M.A.R.C.
- Someone to ask me join the club
- More effective information about what is happening in M.A.R.C.
- Social activities together with other people in the club
- To get together more regularly to organize things
- Something else, what? \_\_\_\_\_
- Nothing
- Participation of my own kids
- Have more time
- Regular feedback
- Get to know other people in M.A.R.C.
- Someone special to ask me join the club

**13. Have you taken part in the activities of M.A.R.C.? If you have, check the one that applies (can be more than one), if you haven't, choose the last alternative.**

- I've taken part in the coaching (some of club's teams, camps)
- I've been a referee, I've done refereing
- I've taken part in organizing the events, social meetings...
- I've tried to supply some financial support for the team (sponsors, fund raising events or...)
- I've taken part in the fund raising activities (by selling T-shirts, washing cars, running in an event or...)
- I've tried to recruit new people into the club
- I've stayed around and help in where ever I could
- I've done something else, what? \_\_\_\_\_
- I haven't taken part in the activities of M.A.R.C.

**14. What kind of a person is a good active member of clubs? If you don't have experiences from club work, imagine what kind of a person you would like to work with generally.**

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**15. In your opinion, what would you be like as a active member?**

**What would be your strengths? Please explain.**

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**16. Why haven't you taken part in the regular activities of M.A.R.C.?** Use the following scale to make your rating: 1 = definitely unimportant or not true, 2 = probably unimportant, 3 = no opinion, don't know, 4= probably important, 5 = definitely important. Circle **one** number for each choise.

	def. unimportant		def. important		
I'm more interested in sports other than volleyball	1	2	3	4	5
The club doesn't function as well as is should	1	2	3	4	5
I haven't been asked to take part in the activities of the club	1	2	3	4	5
I'm taking part in the activities of another club	1	2	3	4	5
I'm not interested in voluntary work	1	2	3	4	5
I'm busy with my work / studies	1	2	3	4	5
health problem	1	2	3	4	5
I have many other ways to spend my leisure time	1	2	3	4	5
I don't have contact close enough with M.A.R.C.	1	2	3	4	5
I'm not interested in sports	1	2	3	4	5
I have bad experiences with club work	1	2	3	4	5
In the club there is not enough junior work	1	2	3	4	5
I haven't wanted to commit	1	2	3	4	5
There hasn't been suitable task for me	1	2	3	4	5

**17. Why haven't you taken part in the regular activities of M.A.R.C.?** If you didn't find the important reasons for you from the previous question, please explain them here!

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**18. In your opinion, is volleyball valued in Canada? Please explain.**

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**19. Do you agree?** Use the following scale to make your rating: 1 = definitely unimportant or not true, 2 = probably unimportant, 3 = no opinion, don't know, 4 = probably important, 5 = definitely important. Circle **one** number for each choice.

	def.unimportant	1	2	3	4	5	def. important
I'm happy, if the teams of M.A.R.C. do well in tournaments		1	2	3	4	5	
I go regularly to see tournaments, where teams of M.A.R.C. play		1	2	3	4	5	
I don't feel like I am a part of the club organization		1	2	3	4	5	
I can imagine myself as a volunteer and club active in M.A.R.C.		1	2	3	4	5	
If there is any news in the media about M.A.R.C., I read / listen / watch carefully		1	2	3	4	5	
I enjoy speaking about M.A.R.C. with other people		1	2	3	4	5	
I know many players and coaches, who are with M.A.R.C. currently		1	2	3	4	5	
I think I'd get along as well in another club		1	2	3	4	5	
M.A.R.C. is a leader of club-volleyball in Montreal		1	2	3	4	5	
I know many club actives, who don't play or coach and who are with M.A.R.C. currently		1	2	3	4	5	
I'd like to go social events arranged by the club		1	2	3	4	5	
I'd pay a small fee to have a membership of M.A.R.C., if I was asked to do so		1	2	3	4	5	
M.A.R.C. isn't part of my everyday life		1	2	3	4	5	
I support activities of M.A.R.C. mentally		1	2	3	4	5	

**20. If you have any comments regarding this questionnaire, volleyball or voluntarism, please let me know!** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Please. tell me something more about yourself!** Check **one** for each question.

**21. Gender:**      male      female

**22. Age:**      under 20 years  
 21-30 years  
 31-40 years  
 41-50 years  
 51-60 years  
 over 60 years

**23. Educational background (I've graduated from)**  
 high school  
 cecep / trade school / college  
 university  
 from somewhere else? \_\_\_\_\_

**24. I currently**  
 work full time  
 work part time  
 study  
 am retired  
 other

**25. Marital status:**  
 single  
 married / living together with someone  
 divorced/ separated/ widowed

***Well done! Thanks a lot!  
Hope to see you one day!***

## APPENDIX 7: The body of the interviews

### Active members

Mitä kautta olet tullut mukaan seuran toimintaan? (How did you come to join club activities?)

Koska se tapahtui? (When did it happen?)

Kuinka paljon arvioisit Metsolla olevan seurajäseniä? (How many active members do you think Metso has?)

Ovatko aktiivit yleensä Metson jäseniä? (Are the active participants of Metso also members of the club?)

Oletko mukana muissa yhdistyksissä, jos olet niin missä? (Are you part of other organizations, if you are, where?)

Urheiletko itse? Pelaatko lentopalloa? Jos pelaat missä ja millä tasolla? (Do you do sports yourself? Do you play volleyball? If you do, in what club and which level?)

Kuinka usein osallistut seuran toimintaan? Paljonko käytät aikaa seuratoimintaan keskimäärin viikossa? (How often do you participate in club activities of Metso? How much time do you spend there weekly?)

Minkälaista seuratyötä teet? Onko sinulla vastuualuetta? (What kind of club work do you do? Are you responsible for a certain field?)

Minkälaisia töitä seurassa on? (What kind of club activities are there in Metso?)

Kenen kautta saat yleensä "toimeksiantoja"? (From whom do you usually get information about club activities?)

Kuinka paljon ennen "toimeksiantoa" saat yleensä tiedon ja keneltä? (How much beforehand do you get information about club activities, and from whom?)

Rekrytoitko itse ihmisiä seuratyöhön? (Do you recruit people to take part in club activities?)

Mihin tunnet kuuluvasi, kun kuulut Metsoon, urheiluseura, lentisseura, Metso, joku tietty joukkue...? (What do you feel to be part of: a sport club, a volleyball club, Metso, a specific team of the club...?)

Onko seuralla mitään yhteistä rekvisiittia, esim. verkkareita, pelipaitoja, lippalakkeja? (Does the club have any common symbols or equipment like sweats, uniforms, caps?)

Millaista korvausta saat työpanoksestasi? (What kind of a reward do you get from the club work?)

Saatko palautetta (positiivista - negatiivista) tekemästasi seuratyöstä (Do you get any feedback (positive - negative) from the work you've done? If you do, who gives it?)

Mitkä ovat mielestäsi seuran vahvuudet? Entä heikkoudet? (What do you think are the strengths of the club? And weaknesses?)

Mikä lisäisi osallistumisinnostustasi? (What would increase your willingness to participate?)

Aiotko jatkaa Metson seuratyössä? (Are you going to continue with Metso?)

Mitä tekisit, jos et olisi mukana Metson toiminnassa? (What would you be doing, if not participating in Metso activities?)

Millainen on mielestäsi hyvä seurajäsen? (What do you think a good club volunteer is like?)

Miksi mielestäsi ihmiset tulevat Metsoon? Miksi he lähtevät pois? (Why do you think people come to Metso? Why do they leave?)

Mitkä ovat Metson toiminnan tavoitteet? Onko niitä määritelty? (What are the missions of Metso? Are they specified?)

### Ex-active members

Koska olet tullut mukaan Metson/Kirin seuratyöhön? (When did you join Metso/Kiri club work?)

Miten se tapahtui? (How did it happen?)

Miten olet mukana Metson toiminnassa nykyään? Entäpä ennen? (How are you involved with the club currently? And before?)

Miten kuvailisit eroa aktiivijäsenen ja tavallisen jäsenen välillä? (How would you describe the difference between an active member and a regular member?)

Tuntuuko tämä luokittelu sinusta pahalta? Minä pidät itseäsi? (Is this classification disturbing? What do you consider yourself?)

Arvioi, kuinka Metson entiset aktiivit ovat nykyään mukana toiminnassa? Jos he ovat, mitä he tekevät? Estimate, how ex-active members of Metso are involved with the club currently! If they are, what do they do?)

Minkälaisia "töitä" seurassa on? (What kind of activities are there in the club?)

Onko sinulla ollut omaa vastuualuetta? (Have you had an own area of responsibility?)

Oletko mukana muissa yhdistyksissä, jos olet niin missä? (Are you part of other organizations, if you are, where?)

Urheiletko itse? Pelaatko lentopalloa? Jos pelaat missä ja millä tasolla? Miten yleensäkin vietät aikaasi? (Do you do sports yourself? Do you play volleyball? If you do, in what club and which level? What do you usually do during your leisure time?)

Koska olet jäänyt pois seuratyöstä? (When did you quit the club?)

Miksi jäit sivuun aktiivitoiminnasta? (Why did you quit club activities?)

Oletko ajatellut palaavasi takaisin Metson seuratyöhön? (Have you thought about returning to club activities of Metso?) Mitkä asiat voisivat innostaa sinua palaamaan seuraan? (What things could stimulate you to return to Metso?)

Miksi mielestäsi ihmiset tulevat Metsoon? Miksi he lähtevät pois? (Why do you think people come to Metso? Why do they leave?)

Millä tavoin seuraat Metson toimintaa? (How do you follow the activities of Metso?)

Tunnetko kuuluvasi seuraan? (Do you feel like you are part of the club?)

Onko mielessäsi sellaisia kysymyksiä, joita olisi hyvä kysyä? Other comments? (Do you have any questions in your mind which would be useful to ask? Other comments?)

## Connect people

Kenet tunnet Metsosta? (Who do you know from Metso?)

Koska Metso on tullut lähipiiriisi? (When did you become aware of Metso via someone you know?)

Oletko mukana muissa yhdistyksissä, jos olet niin missä? (Are you part of other organizations, if you are, where?)

Urheiletko itse? Pelaatko lentopalloa? Jos pelaat missä ja millä tasolla? Miten yleensäkin vietät aikaasi? (Do you do sports yourself? Do you play volleyball? If you do, in what club and which level? What do you usually do during your leisure time?)

Millainen on mielestäsi hyvä seuraihminen? (What do you think a good club volunteer is like?)

Mitä ajattelet tekemästäni luokituksesta: aktiivit, entiset aktiivit ja linkki-ihmiset? (What do you think about the classification I made: active members, ex-active members, connect people?)

Kuinka paljon oman arviosi mukaan seuralla on kaltaisiasi taustaihmissä? (What do you think, how many background people like you does the club have?)

Miksi ihmiset osallistuvat seuratyöhön? Miksi eivät? (Why do you think people participate in club activities? Why not?)

Oletko osallistunut koskaan Metson seuratyöhön? Jos olet, miten? (Have you ever participated in club work of Metso? If you have, how?)

Onko sinua pyydetty mukaan toimintaan? (Have you been asked to participate?)

Oletko kiinnostunut lähtemään mukaan? (Are you interested in participating in club activities?)

Mitkä asiat voisivat innostaa sinua mukaan? (What things could stimulate you to participate?)

Mitä ajattelet voitavasi tehdä? (What do you think you could do?)

Mitkä asiat estävät sinua lähtemästä mukaan? (What things prevent you from participating?)

Miksi et ole lähtenyt mukaan tähän asti? (Why haven't you participated so far?)

Seuraatko Metson tapahtumia, esim. pelejä? (Do you follow the activities of Metso, such as games?)

Tunnetko kuuluvasi seuraan? (Do you feel like you are part of the club?)

Onko mielessäsi kysymyksiä, joita olisi hyvä kysyä? (Do you have any questions in mind, which would be useful to ask?)