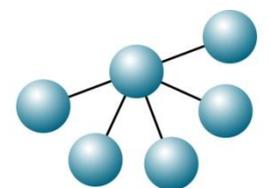


# Sports Volunteering in Wales

## Final Report for

## Sport Wales



SHARED INTELLIGENCE

# 1 Introduction

Wales has big ambitions for sporting excellence and creating a fit, healthy population. The Welsh Assembly Government's strategy *Climbing Higher: A More Active, Healthy and Inclusive Wales* sets out challenging targets, including:

- ★ increasing adult physical activity levels by 1% per year
- ★ 40% of adults and 80% of young people being members of sports centres or clubs

Sports volunteers, which includes coaches as well as individuals carrying out a range of other roles including club administration, finance, transport and committee members, are at the heart of achieving these ambitions. From supporting elite athletes to excel on the world stage, to encouraging local communities to get fitter and enjoy sports, these volunteers provide the inspiration and practical support to get Wales moving.

Volunteer coaches play a pivotal role in developing grass roots sport and fitness activities:

- ★ getting people involved in sports and fitness
- ★ helping them gain maximum enjoyment
- ★ enabling them to achieve their sporting potential
- ★ helping them stay involved in sport and fitness for the long term

They bring sports and fitness into their own communities and inspire others to embrace an active lifestyle. They are ordinary people – just like their neighbours – demonstrating to their communities that sport and fitness is for everyone.

In addition to volunteer coaches, individuals in other types of volunteering roles in sports provide a plethora of talent and skills to support Welsh sport. People give their time to:

- ★ drive teams to away fixtures
- ★ collect and bank subscriptions
- ★ balance clubs' books
- ★ write funding applications
- ★ set up equipment
- ★ keep facilities safe and secure
- ★ make the tea.....

... and a host of other help, without which sports clubs and teams would struggle to function.

## 1.1 Supporting the volunteer workforce

### 1.1.1 A priority for Sport Wales

Sport Wales recognises the importance of the volunteer workforce, which is identified as a priority in the organisation's People Development Action Plan. The plan highlights the need to increase the numbers of volunteer coaches and those in other volunteer roles in sport. It also recognises the need to support and nurture those already in place, to ensure that they are trained, confident and capable and can therefore provide an excellent experience for the people accessing their sports clubs and centres.

Activity to support and develop the volunteer workforce is focused on four themes:

- ★ recruitment
- ★ training
- ★ deployment
- ★ coach and other volunteer care

Perhaps not surprisingly, the majority of the funding is targeted at training coaches, to ensure they are competent and qualified to coach. Sport Wales provides funding to local authorities to support the coaching workforce, and also makes a direct investment in coaching qualifications.

Dragon Sport has also supported the development of the volunteer coach workforce. This Big Lottery funded project provides 7-11 year olds with sporting experiences, and gives coaches and teachers materials to support their coaching activities.

### 1.1.2 The future for coaching and volunteering

Given the central nature of coaching and volunteering to Welsh sport, many functions within Sport Wales have an interest in supporting and developing the volunteer workforce. To ensure a joined-up approach and develop a Coaching Strategy for the organisation, Sport Wales has created a coaching steering group and an implementation group, drawing together departments with an interest in coaching. This will enable Sport Wales to define investment and development priorities for coaching and volunteering.

Cardiff hosts this year's UK Coaching Summit in June, and Sport Wales is planning a campaign to link with this event, to encourage more people to give a few hours per week to coaching or other volunteer roles in sports. However, Sport Wales recognises the need to better understand people's motivations to coach and/or volunteer, and also what stops them.

## **1.2 Qualitative research with coaches and other volunteers**

The Welsh Active Adults Survey collects quantitative data on coaching and wider volunteering roles in sports, including:

- ★ who volunteers – the numbers and demographic characteristics of people who coach and volunteer
- ★ who the volunteers work with – types of club, age groups
- ★ what volunteers do – the types of roles that volunteers undertake
- ★ how often they volunteer and for how long
- ★ who wants to do more
- ★ who would like to start volunteering

The 2008-09 survey revealed the following:

- ★ 4.6% of respondents were involved in volunteering with a sports organisation
- ★ 2.9% of respondents were involved in volunteering in club- or school-based activities
- ★ of these:
  - 41.3% undertake a coaching role, the rest volunteer in a range of roles including administration, catering and transport
  - most volunteer every week
  - 60% give up to 3 hours per week, 20.9% give more than 3 hours per week<sup>1</sup>
  - 36.5% say that they would like to volunteer more
- ★ the majority of volunteering is undertaken with children and young people aged 24 and under, however around 30% of volunteers are also active with older age groups

However, these headlines only provide part of the picture. Sport Wales wanted to understand the reasons behind these findings, identifying key themes that could inform the development of the Coaching Strategy and the volunteer/coach recruitment campaign.

---

<sup>1</sup> The remainder had not volunteered in the past four weeks and/or could not recall the amount of time spent volunteering

Sport Wales therefore commissioned the partnership of Brightpurpose and Shared Intelligence to undertake qualitative research with a sample of people who responded to the Active Adults Survey. The purpose of this research was to answer the following research questions:

- ★ issues and challenges faced by volunteers currently engaged in coaching and other volunteering activities
- ★ how coaches and other volunteers can be supported to improve their experiences, and those of participants
- ★ barriers and motivations to coaching and other volunteering roles, amongst those who volunteer, and those who are interested in doing so but currently do not
- ★ how potential sports volunteers can be engaged and recruited
- ★ how the skills of coaches and other volunteers can best be utilised

The research focused on four distinct groups:

1. those involved in sports volunteering or coaching already
2. those wishing to volunteer more in sport (existing volunteers and those not yet volunteering)
3. those who are not interested in volunteering in sport
4. those who receive coaching at a sports club or leisure/fitness centre

The following report sets out our findings from this research and provides insights to support the development of an effective Coaching Strategy and volunteer/coach recruitment campaign.

## 2 Our Approach

This section of the report provides an overview of our approach to the research, as agreed with Sport Wales.

### 2.1 Methodology

The research was carried out through semi-structured telephone interviews. The format of the interviews therefore allowed us to explore the key research questions and issues with interviewees in depth, using prompts to follow up on responses and probe further. The topic guides for the interviews are shown at Appendix 1.

A total of 109 interviews were undertaken across the four key target groups as follows:

Target group	Characteristics	Consenting Participants	Interviews completed
1	Existing coaches/volunteers	103	38
2	People who weren't currently coaching or volunteering in a sports environment, but who were interested in doing so	98	39
3	People who weren't interested in coaching or volunteering in sport	26	17
4	People who receive coaching at a sports club or leisure/fitness centre	34	15

### 2.2 Sampling

All research participants were drawn from the 2008-09 Active Adults Survey data file. All respondents to the survey had been asked if they would be willing to participate in further research undertaken by third parties on behalf of Sport Wales and all those that said they would be were contacted by our team.

Although it was difficult to get a fully representative spread, we did monitor the profile of our research participants, and aimed to get as good a spread as possible across the criteria listed below.

- ★ age
- ★ gender
- ★ ethnicity
- ★ disability
- ★ working status
- ★ geographical region
- ★ sports club members and non-members
- ★ sports volunteers: volunteer roles – coaching and administration
- ★ sports volunteers: how often they volunteer
- ★ sports volunteers: location of volunteering – sports club or school sports club
- ★ sports volunteers: age groups worked with

## **2.3 Analysis**

Analysis of the data was a combined approach, using both manual content analysis and the qualitative data analysis package NVivo, to identify key themes and findings. The team also worked together collaboratively through an analytical session, to triangulate the data and agree key themes and conclusions.

## 3 Findings

Throughout this report we often discuss separately the findings relating volunteer coaches (referred to as coaches within this report) and volunteers carrying out different roles (referred to as volunteers or non-coach volunteers), but still within a sports environment. This is not implying any suggestion that a volunteer coaches role is more or less important than volunteers carrying out the multitude of other roles required by sports clubs and centres, rather it enables us to fully discuss the different range of motivations, issues, barriers and support requirements specific to each group and allows us to make those distinctions.

When we refer to coaches in the context of this research report, we mean volunteer coaches rather than those who are employed or paid to carry out a coaching function. Likewise with the other volunteer roles – whether it is an administration role or treasurer, this research is focussed on those carrying out non-paid roles.

When discussing particular sports eg martial arts, the term instructor is commonly used. In the context of this research, instructors also fall in to the coach category.

### 3.1 What difference do coaches and volunteers make?

Recipients of coaching thought it brought to them benefits that they wouldn't get from training alone. Primary benefits were the expertise on techniques and physiology that a coach provides, and the ability of coaches to motivate recipients. However coaches are also tasked with maintaining good standards at a club and making sure that all participants are benefiting from training in groups. Our findings show that coaches should be approachable and pro-active, as well as experts in their sport.

The findings suggest a difference between the perception of coaches and non-coach volunteers by people who receive coaching in a sports club or fitness centre. People tended not to know of many non-coach volunteers in their clubs or centres, suggesting that the work of non-coach volunteers is not always as visible to sport participants. As discussed later in this section, many non-coach volunteers do not see themselves in these terms. It's possible that the many people who help out at clubs and centres are not seen as volunteers because they don't see themselves that way either.

#### 3.1.1 Providing Motivation and Expertise

Most commonly, coaches were characterised by recipients as someone who uses their own technical competence and expertise to guide the improvement of those who were being coached. This meant not only sharing knowledge and expertise about the sport, but also being able to assess an individual's techniques and help them improve performance or prevent injury.

*They share their knowledge ... make sure you're not doing things wrong. – Fitness centre user*

*They help you learn about performance, you can learn from your mistakes – Hockey club member*

*It's somebody making sure that you're doing it properly, so you're less likely to injure yourself – Fitness centre user*

In combination with providing expertise and guidance, recipients said that coaches also provide motivation to the people they coach. In the experience of fitness centre users particularly, going to a class with an instructor or coach was better than going to the gym where they said they sometimes feel isolated. The number of people in a class, together

with role of the instructor in bringing the class together, makes fitness classes more enjoyable for many participants than training on their own would be.

*I wouldn't be motivated if I went to the gym - but classes like this motivate me. – Club and Fitness centre user*

The role of the coach in providing motivation in a club setting was linked to their position as someone who gives feedback and expertise. Club members suggested that their coaches knew how much to push them to improve when they might have become de-motivated if training on their own. Positive feedback from experienced coaches is also a significant motivator.

*It makes you feel good when an experienced coach - someone who's been in the Olympics – tells you you've done something well. You walk tall. – Judo club member*

### 3.1.2 Soft Skills

Recipients of coaching suggest that although expertise is important, the role of the coach also requires a number of 'soft' skills to inspire, motivate, and build the confidence of participants whilst also communicating their expertise in the most effective way. Recipients of coaching hinted that the 'nice' or 'friendly' way in which coaches communicated helped them to learn:

*It's about them giving their knowledge, but doing it in a friendly and approachable way. – Badminton club member*

*When you've got someone telling you what to do, in a nice way, you get more out of it. – Fitness centre user*

Some of the skills identified by participants as important for coaches include good communication skills, the ability to connect with individuals and to understand their particular needs.

*They also need to be a people person – good communicator. They need to identify what each individual needs and not treat everyone the same. Tae Kwon Do club member*

### 3.1.3 Personality traits of a good coach

In addition to having particular soft skills, many participants also said that the personality of the coach is important, for example, whether they appear to be approachable, friendly, understanding and patient. Recipients of coaching often felt they had a personal relationship with coaches, and this was particularly the case for users of fitness centres.

*They're there to help you, and you feel like they're your friend. I prefer it because of that – you can go to gym and still feel isolated, in your own little world.– Fitness centre user*

*They'll look out for you – Fitness centre users*

*Someone that you can talk to – even outside of training. American Football club member*

*Coach has a really good personality – nothing is too much trouble for her – Badminton club member*

It's also clear that the coach needs to be able to communicate their enjoyment of the sport, as a number of recipients talk about the important of a coach who is passionate and inspiring.

*They have to be friendly and approachable, you need to see that they are enjoying what they do, and are passionate about the sport. - Surfing club member*

There was a perception that these traits are often found in coaches who are themselves active within the class, and lead by example. This made the coach easier to relate to and connect with.

*I wouldn't go to a class if I didn't like the instructor. It's important that they seem like they enjoy it – they should do the class with you – Fitness centre user*

*I prefer the instructor who comes when the usual one is on holiday... the usual one spends more time talking to the lifeguard and doesn't get as involved. The other instructor is more involved. He walks around the pool, stops to talk and advise us. – Fitness centre user*

*I used to go to aerobics at the sports centre – the lady would stand up in front of us and we'd all follow. That was better. – Fitness centre user*

This suggests that coaches should be both approachable and interact with the participants, and act as a 'critical friend' who prompts them to push themselves and improve. A Judo club member describes them as: '*Someone who you can talk to on a personal level ... but is then professional in taking the class*'.

#### 3.1.4 Maximising the benefits for recipients of coaching

In leading classes and sessions, recipients felt that it was important that coaches tailor support to the individual, whilst also maintaining the pace and interest for groups of varying ages and abilities. '*To bring everyone together as a group*' is an important role of the coach according to one fitness centre user. It was recognised by some participants that this is a challenging role, but there were no complaints of coaches being unable to accommodate diverse needs.

*[A coach should] change the routines and keep it interesting for any age group. It's obvious that some youngsters find it a bit slow, but I don't think the coaches keep the class back. – Fitness centre user*

The role of the coach was also seen to include building the standard of the club, both through their effective teaching and through attracting talented participants.

*A good coach will draw in the best people - it's not just about the coaching but also the other people you learn with. – Judo club member*

### **3.2 How could access to coaching be improved?**

On the whole, participants did not think there were many barriers to receiving coaching. One barrier that was mentioned by a small number of participants was the geographical accessibility of some sports, rather than access to coaches. For example one sports participant wanted to have skiing lessons, but the difficulty for him was that the nearest dry slope was miles away and difficult to get to. Another club member mentioned wanted to develop their existing interest in kayaking and mountaineering, but wasn't sure where to start in finding a coach for these activities. However, this barrier is around the location of facilities rather than the accessibility of the coach.

A second barrier that was mentioned by some participants and those not yet involved in coaching was the perception of sport as something that is only open to people with a certain level of fitness. One interviewee reflected on her daughter's negative experience of sports

and that she had not been encouraged to participate because of 'a perception that you have to be very fit'. Although this relates to sports as a whole, there may be ways that coaches or local sports clubs can challenge this perception and 'say more to the people who are not fit'.

### **3.3 Motivations and drivers for getting started in coaching and volunteering**

#### 3.3.1 Why are people attracted to coaching and volunteering and how do they get started?

A key finding for the research was that few existing coaches appeared to make a conscious choice to become involved in coaching. Those that did were usually students looking for experience through voluntary work, and a small number of coaches who set up clubs or coaching schemes that required them to become coaches. The majority of coaches 'fell into it' or found themselves getting 'roped in' to a more formal role or a higher level of involvement within a club that they were already a member of. People often said that they became involved in the club in the first instance often because they were already members of the club, or were linked to the club through friends or family.

#### 3.3.2 Influence of Friends and Family

Commonly, people said they often started to get involved through their children, as a way of supporting them and their interests. For parents who started to volunteer they actively took on more work voluntarily, or found themselves with added responsibilities.

*The group needed a committee. We thought it would be a good thing to be involved in, and it puts something back in for the children. - Trampoline group volunteer*

*My son was learning so I started by helping out with the under-nines ... I started off helping out two coaches. One coach moved on with his boy to the under-twelves. The other coach I was helping has two children and wanted to spend time with his daughter, so didn't continue. Consequently I became the lead. - Rugby Coach*

Some people reported becoming connected with their clubs through their social networks, and because they had a particular skill. For example one respondent was approached by a friend who was a committee member of a local club. The club's treasurer was planning on stepping down in the near future so they needed someone with the skills and experience to carry out that role. This person's friend knew that he had a background in finance and accounting so asked him if he would be willing to get involved and he accepted. Similarly, some people became involved in their club, or a club they knew of, because there was a need for a certain skill or time commitment that the individual was able to contribute.

*I fell into the role - I was able to offer the time the club needed. - Boxing coach*

*I didn't intend to be a coach, but I started my career as a teacher and so it seemed like a natural thing to do. - Water sports coach and volunteer*

#### 3.3.3 Passion for the sport

Other coaches or non coach volunteers got involved as a result of their passion for a particular sport, not for coaching itself. For this group, coaching was another way of progressing in their sport when they had reached an advanced level, or as one volunteer said, they became too old to participate competitively but wanted to stay involved. Again, this group did not always make a conscious choice to become coaches, but saw it as an option that was open to them given their experience and skill.

*It was up to me - I had a choice: I could go further or I could stay as a player. I was persuaded by the man who founded the association to start coaching. - Short Mat Bowling Coach*

*I was playing myself when I was young and wanted to continue my involvement with the sport now that I'm older. - Rugby Club volunteer*

In some sports, it was expected that experienced senior members would start to help out with coaching younger or less advanced club members. Some coaches became involved in this way before becoming qualified coaches.

*I was a member for 20 years, and it's expected that as a senior grade member you start to do a bit of coaching, and so when they needed a coach I started. – Karate coach*

### 3.3.4 Providing positive activities

For many coaches and non coach volunteers, becoming involved was one way of providing a 'community service', especially when clubs were under threat of closing down. Many coaches and non coach volunteers thought that sports and sport facilities brought benefits to people, particularly young people, and gave their time because they wanted this to continue.

*The centre was a community development project, and some of the people involved in the beginning dropped out of the process and so taking on the trustee role was just circumstances. – Water sports coach and volunteer*

*We went to a class and the teacher left, but we were desperate to keep it going. Organising the club ourselves was necessary – it would have folded otherwise... You get people with illnesses – MS or depression - and it's a help for them to be able to keep going. – Tai Chi Club volunteer*

Clubs that coach juniors were seen as providing positive activities for children. Many coaches and volunteers got involved to continue providing this in their area, rather than an interest in coaching specifically. In fact, for some people, the lack of sports clubs and facilities was a motivating factor for founding clubs themselves.

*One day I was driving through the village where I lived – there was a gang of kids there jumping up on top on the public toilets. I thought 'I always had somewhere to go' – the boxing club. So I spoke to a friend and we got our heads together and started our club. - Boxing club coach*

One group of coaches and volunteers that were likely to actively seek a coaching or voluntary opportunity was students of sport or teacher training. This group said they were looking for opportunities to gain experience in the field and to enhance their CV as well as doing something they enjoy. They reported that they didn't find it difficult to find volunteer coaching opportunities, but they are also a group who wanted to get paid coaching opportunities if they arose.

Some of the coaches and volunteers interviewed were also involved in other activities voluntarily, such as with the church or schools. It's possible that some people are simply more likely to get involved in volunteering generally than the wider population.

## **3.4 How easily do people find coaching opportunities?**

As noted above, a key finding of this research was that many of the coaches and non coach volunteers interviewed did not actively seek a coaching opportunity. Rather they found themselves involved for other reasons, most commonly because of their children or a history of participating in the sport.

As discussed in the previous section, our findings show that there was, however, one main group that actively seek coaching opportunities, and these are students and young people who are looking for experience to help them find paid work, or support their studies in area of sports or teaching. Those interviewed had found it very easy to get involved in coaching as a volunteer.

*You can walk into something straight away really – at your local park for example. - Sports student/ Football coach*

*I spoke to a couple of rugby clubs – both were really happy for the extra help. – A level student/Rugby coach (not currently coaching due to injury)*

*We have had students approach us about coaching opportunities in the past – they were trying to get some experience. – Head coach, Rugby*

Other coaches and non coach volunteers reflected on the shortage of volunteers in their clubs, and many suggested that it wouldn't be difficult to find a coaching opportunity, as in their experience people willing to give up their time to help in sports clubs are rare.

### **3.5 Motivations and benefits for existing coaches and volunteers**

#### 3.5.1 What motivates people to continue volunteering or coaching in sport?

The most common motivation for coaches or non coach volunteers to continue in their role was the enjoyment and satisfaction they get from their role. They said this came from a sense of 'putting something back in' to sports, and seeing people progress and grow in confidence. For some coaches and volunteers this was something that they didn't experience in their professional or other roles. It was also clear that many coaches and volunteers continued to get enjoyment from participating in a sport that had been a leisure pursuit for them in the past.

*Just personal enjoyment, that's why I continued as a volunteer ...The fulfillment I get, that's the main thing... seeing them complete the expedition – Expedition Trainer*

*Because I love it. – Short Mat bowling coach*

*I enjoy being able to make a difference – a visible tangible difference, especially to someone who is disadvantaged. ... It's hard to measure any difference in some work. - Cycling instructor*

Many of the people who volunteer their time didn't see themselves as 'volunteers' doing anything out of the ordinary - their role became part of their routine. Some saw volunteering or being an active member of a club as a lifestyle choice, and saw no reason *not* to continue doing it. This was especially relevant to people who had been involved in their club or the sport they coach in prior to becoming coaches, and for whom that club or sport had been a leisure activity.

*There's no motivation – it's just something you do, part of your daily life. – Boxing club coach*

*I didn't think about it. Didn't think of it as volunteering really - just a parent taking their son to something. – Trampolining volunteer*

*I've just always been involved in sport. – Rugby coach*

*Part of it is just habit - you get into a routine – Swimming coach*

*I've always done volunteering – a life style. – Cycling instructor*

Some coaches and volunteers were motivated by the pleasure of seeing their club grow and be successful as a result of their contribution. However for a small number of coaches and non coach volunteers the motivation for continuing to be involved was not solely enjoyment. The degree to which some volunteers were relied upon by their club can lead a number of them to feel that they would jeopardise the future or the viability of their club if they left. Coaches or volunteers who felt like this often also had a desire to leave the club or to reduce the time commitment that they made to the club. They talked about the negative impact that their departure may have on those they teach and their club in the longer term. This was felt especially sharply by those who coached children, including their own children.

*I do find I begrudge the time I give a little bit. Deep down I know they're a good bunch of kids – I don't know whether they'd be able to learn if I wasn't coaching - Football club coach*

*There's a fear that the stuff won't get done if you don't do it. And it needs to be done. – Swimming coach and volunteer*

Finally, for the many parents who became involved in their club to support their children, this was also what motivated them to continue coaching and volunteering. Some parents wanted to continue to volunteer after their child left the club, but for others their continuation in the role was closely related to the needs of their child – some planned to stop coaching or volunteering if their child decided to leave the club, or developed a new interest.

*Yes, I will carry on while our children need it. - Trampolining volunteer*

### 3.5.2 Benefits

The benefits felt by coaches and non coach volunteers in sports were largely the sense of enjoyment and reward that they got from participating and that was also a motivation for their continued volunteering.

*[What did you hope to get out of the experience?] Pleasure! – short mat bowling coach*

*[What motivated you to continue coaching/volunteering?] Just the pleasure I got out of it. It's just nice – Archery coach*

There was a high level of satisfaction brought by working with children, giving something back to the community, and seeing people develop new skills and confidence.

Often coaches mentioned sharing with young people the same enjoyment they gain from their sport as making it particularly rewarding.

*It is seeing the young children develop, seeing them progress, and getting the enjoyment out of the sport that I did - Sailing coach*

*I've had two boys go through to the Vale – the next league - that in itself is worth its weight in gold. That's the main benefit – rugby coach*

*I just enjoy it. I enjoy being involved with the younger kids. We've done well – they're not all successful, but it doesn't matter. – boxing coach*

*I definitely enjoy it, and it is definitely rewarding - swimming coach*

Aside from this, most coaches felt there were few tangible benefits to coaching or volunteering in sports, but this does not appear to be a deterrent to their continued involvement.

*I'm doing what I went in to do. It gives me what I want. It works for me. – cycling instructor*

### 3.6 Barriers

We wanted to know what got in the way of people volunteering in sports, and what stops existing volunteers from doing more. In the following sections we discuss the barriers identified by different sample groups.

#### 3.6.1 Barriers that prevent those interested in coaching or volunteering in sports from getting involved

There were two main barriers that prevented people who were interested in coaching or volunteering in sports from getting involved. These were:

- ★ Time
- ★ Opportunities having not arisen

In relation to time being a barrier, this very much centred on work, shift patterns and family time. For many people working full time, the hours which they started and finished work meant it would be difficult for them to make it for the 'usual' start times for clubs in their areas. This was a similar problem for those working varied shift patterns, especially where the shift patterns changed regularly. They did not feel that they would be able to commit to being in a certain place at a certain time on a regular basis, and a strong message coming through from this group was that they did not want to be unreliable or let people down.

For those citing family commitments as a barrier, it still generally came back to their working patterns. They felt that by the time they get home from work in the evening they had little enough time with their children and family as it was so did not want to commit to anything that would reduce this time further. However, there were instances where these people said that, if their children were part of a club, they would be more likely to get involved themselves. There were three common reasons for their children not being part of a club:

- ★ lack of suitable clubs in their area
- ★ children being too young to start with a club
- ★ children not interested in being part of a club.

*It's a time aspect more than anything else – I work two different jobs with shifts that can change so it's hard for me to know when I will be available to both take my kids along and help out. There are a limited number of clubs for children of the age that my kids are, and my working hours often mean that I am getting in too late from work to catch the start of the club/class.*

We commonly heard that, whilst individuals were interested in volunteering in principle, an opportunity had not arisen for them to do so. It was very much the case that people simply hadn't been asked by a club if they could or would like to give their time. During the discussions with this target group it became evident that people are interested *in principle*, but not so interested that they will 'go out there' and seek an opportunity to get involved. This is perhaps not surprising when we look at how people first get involved in coaching or volunteering – commonly they have 'fallen' in to it through being asked; this can be a result of them having been a participant at the club for a period of time, having children who attend the club or have been a supporter of the club in other ways. We heard a clear

message that if clubs were proactive in approaching people it would result in some of them getting involved, but if left to them it is unlikely that they will actively seek an opportunity.

*I don't suppose there is anything preventing me – I just haven't looked into it enough.*

*It's really because I've just not looked into it. There is nothing stopping me except me. I suppose if I was approached by the school or a club that would probably be enough for me to get involved but it's really because I haven't done anything about it. It's one of those things that you would like to do but just never get round to it.*

*I suppose I'm just not proactively seeking opportunities, though if a club approached me I would be much more likely to get involved.*

Another barrier cited was that, although the idea of coaching or volunteering in sports was attractive and something that interested them, they were already involved in other community or volunteering activity. For them it would mean stopping one thing to free up time to start doing another and they would not be inclined to do that.

*I help out with the girl guides every week, been doing it for a few years now. I really enjoy it – like the people that run it and it's good for the people who go. I would have to stop this if I wanted to do other things.*

### 3.6.2 Barriers that prevent individuals from being interested in or attracted to coaching or volunteering in sports

There was a wide variety of barriers and reasons as to why respondents were not interested in coaching and volunteering in a sports environment. These were:

- ★ perceptions of the fitness level or 'sports skills' required
- ★ personal priorities and interests
- ★ child protection (anecdotal)
- ★ time
- ★ work, working patterns and family commitments

Some interviewees perceived that coaching or volunteering in sports requires a person to have a certain level of fitness or skills in a particular sport, and they feel that they do not possess that. It leads them to see the environment as being quite intimidating, and not an area that they feel they would be confident in. Related to this point, there was also evidence that people recognise that coaching is something that requires a particular skill set and not something that you can just 'walk into' and start doing. Interestingly though, no-one stating this as a barrier mentioned the softer skills required by coaching eg interpersonal skills, and viewed it in terms of the technical skills and fitness levels. It is also worth noting that in this group of individuals citing this as a barrier none were receiving coaching in a sport, though some did participate in 'fitness activities' like running or using the local gym. This is something of a double edged sword – coaching being viewed as a role that requires a skill set, experience and/or training is a good thing for the sports coaching profession in terms of perceptions, but at the same time it is also acting as a barrier to people getting involved.

*I really don't think I could be a coach - I don't have any coaching skills or qualifications.*

*I'm not really that confident with sports – don't think I have the skills that are needed to do it.*

Another key barrier was respondents' personal priorities, in terms of what they perceived to be important to them if they are to give their time on a voluntary basis. Some respondents felt that there were other things that were more important, and in need of their support, than sports and sport clubs. Some respondents did not realise that there was a need for volunteers in sports and sports clubs, whereas they perceived charities, for example, as

having a much more visible need for volunteers. This barrier was only cited amongst those that had expressed that they had no interest in coaching or volunteering in a sports environment during the 'Active Adults Survey'.

*I've got involved with the Artillery Association, helping with the soldiers that come back from war zones, arranging parades, attending funerals. I give almost all of my spare time to that. Although the idea of volunteering/coaching in a sports environment is appealing this is a far more important cause and I much prefer giving my time to this.*

Although no-one directly cited child protection concerns as a barrier to their involvement, active coaches and volunteers expressed concern that this was something that stopped people from getting involved. They felt that the potential for being the subject of false claims and accusations was enough to put people off.

*I think when it comes to working with children, people can be put off by the fear of false accusations – though at this club we have appropriate safeguards for this. – Football coach*

We discussed the different volunteer roles other than coaching that were available when volunteering in sports. For most, this did not change their levels of interest or attraction in getting involved. However one respondent indicated that this had changed their perceptions and it may be something they were now interested in pursuing.

*Hadn't really thought about that – yes I probably would be interested in helping the running of a club rather than having anything to do with the coaching.*

As well as the barriers discussed above, this group also experienced the more basic barriers around work, working patterns and family.

*It's really my work at the moment. I work shifts and the shift patterns are always changing so it's hard for me to commit my time. The last thing I want to do is let people down when you are supposed to be helping them.*

### 3.6.3 Overcoming barriers

Those not interested in coaching or volunteering in sports offered few suggestions in terms of help or support that could help to overcome their barriers. For many of these people it was not so much barriers preventing them, but reasons as to why they are not interested or have chosen not to get involved. Even for those who had cited a specific barrier, such as perceptions of required fitness levels or recognition that coaching requires a particular skill set, further discussion around this did not lead to them suggesting how those barriers could be overcome; nor did they suggest that overcoming these barriers would lead to them changing their level of interest.

Those who were interested in coaching or volunteering in sports, but had time-related barriers due to work and family commitments, made it quite clear that there was little that could be done to change this situation. The hours they worked, their shift patterns, the time they wanted to spend with their children; all were either a conscious choice or outside their control, meaning that there was very little that anyone else could do to change this.

*Really nothing that can be done – it's purely my choice.*

Where individuals had cited that an opportunity hadn't yet arisen, this barrier was most likely to be overcome by chance in the current situation – it would take a proactive club to be aware of someone who was interested in getting involved, and then approaching that person to ask them to actually get involved. Some respondents cited that having a greater awareness of available opportunities – which clubs, what it would involve, time commitment required, who to contact etc – would make it easier for them to get involved, though didn't go as far as to say that it would make them more likely to get involved.

### 3.6.4 What stops coaches and volunteers who are currently involved from doing more?

Some of the coaches and volunteers interviewed had indicated that they would like to do more. We asked them what was preventing them from doing so. There were three main themes coming out from this:

- ★ time
- ★ resources
- ★ lack of funding/financial help for equipment etc

These three themes are linked closely to the challenges faced by coaches and volunteers and are therefore discussed in greater detail in the following section.

## **3.7 Challenges faced by coaches and volunteers**

The vast majority of coaches and volunteers are very happy with their roles. Inevitably, many encounter challenges from time to time, but they were keen to stress that it wouldn't deter them from continuing, nor did it affect their satisfaction with or enjoyment of their role.

The following sections provide details on the challenges that were cited by coaches and volunteers, and are also related to the barriers that stop those that want to do more from actually doing so.

### 3.7.1 Time constraints

Time constraint was something that coaches and volunteers found both to be a challenge and also something that prevented them from doing more. Many people, having started coaching or volunteering in sports, begin to recognise the enjoyment and satisfaction they gain from their involvement. This often leads them to want to get more involved, but they have limited time available to give.

*I would like to do more but it's not possible given my time commitments, being a Headteacher. I have too many other things to focus on. – Football coach*

The other aspect around time being a challenge is related to the next section – recruiting volunteers and securing additional help. This is relevant on two levels. Firstly, it can lead to existing coaches and volunteers feeling overloaded and put-upon because the resource is not there to share the responsibility and workload. Secondly, where people would like to spend the time they give to a club in other ways for the benefit of the club. Where this is the case the current cohort of coaches and volunteers at a club are simply too busy with keeping the club going on a day to day basis, rather than being able to focus their time on expanding or improving what a club offers (eg separate groups for different ages).

*One of my biggest challenges is finding the time to develop the club – the time I have has to be focussed on the taking the sessions. I sometimes wish there was two of me! – Football coach*

*I would like to offer more activities at the club, but I just can't give anymore time due to my own personal and work commitments. Extra help at the club would make this possible. – Cricket coach*

### 3.7.2 Recruiting volunteers and securing additional help

One of the more commonly cited challenges was around the difficulties that clubs faced in recruiting volunteers and getting extra help. This challenge, where not resolved, can potentially have a big impact on the clubs. It limits what a club can offer, the number of people that can attend as members/participants and potentially the quality of the participants experience.

*In my football club I have been scrubbing around to get 4 or 5 footballs. I could be using my time in other ways if there was additional help. - Football coach*

*I wish that some of the other parents would stick around to help out rather than just dropping off their kids and then leaving. We could do so much more if we had more help. - School rugby coach*

It appeared that this was somewhat of a vicious circle – coaches and volunteers were too busy preparing and taking sessions to be proactive in asking for help or recruiting additional volunteers. In other instances, where it was not head coaches citing this as a challenge but supporting coaches, they did not see it as 'their place' to be asking other people to help out at the club. It is clear though from other findings in terms of how people got involved in coaching in the first place that this is not always the case. Many coaches and volunteers did get involved initially because they were asked by someone already active in the club.

### 3.7.3 Funding

The challenge related to funding was on two levels. Firstly, the level of funding in existing clubs largely dictated the quality of the facilities that they could offer their members/participants. Trying to identify, access or source funding that could be used to purchase training equipment as basic as rugby balls, cricket bats, cones for practice, strips and kit, was an ongoing challenge for some clubs. Although they are active in their own fundraising, there are limits to how much this can generate. It seems that, if there is grant funding available to clubs, this message is not always heard at 'ground level' particularly amongst smaller local clubs without strong, well-organised governing bodies.

*the lack of equipment that we have to work with presents challenges – it's not the schools fault they do what they can but it can be frustrating when you see how well equipped other schools are. - Football, Rugby and Cricket coach*

Secondly, for some coaches who have been carrying out a supporting role to a head coach they are at a point where they are keen to start a new club of their own. Not only would this provide further opportunity for people to get involved in sports it would also provide new coaching and volunteer opportunities. However, in some sports, starting a new club can require a substantial investment including insurance, premises, safety equipment, and other training equipment – all before the first paying member/participant comes through the door. This presents a big risk especially considering that, for most people, they are not doing this to make money, rather they are passionate about the sport they do and want to help other people get involved.

*When I was looking at starting my own jujitsu club it was just going to be too expensive to get all the mats and safety equipment that I needed – plus you need to get insurance through associations etc. - Junior Jujitsu Coach*

*I would like to start my own club but there aren't many venues around here, and those that are available tend to be quite expensive – there are so many schools in the area that could be offering their premises for this sort of thing and probably at a more reasonable rate. – Supporting coach at a general sports club for boys and girls*

### 3.7.4 Child protection and other regulations

The challenges faced by coaches and volunteers around child protection were on two levels. Firstly there was a perception that it restricted the volunteer resource that they were able to access, with respondents suggesting that many people were put off through the fear of potential false claims and accusations. There was also a feeling that child protection legislation, and the associated CRB checks that anyone coaching children is required to go through, created perceived barriers for people interested in getting involved. This was evidenced in an interview where the respondent interested in getting involved in coaching children but quoted the main barrier as being a past conviction that he had for fighting when he was 18, and he felt that this would prevent him from getting involved.

*Biggest issues are all the legislation. You used to be able to just help out but now there is so much child protection legislation. It can be daunting to some parents who are interested in leading and when they know what is involved, they step back, it can put them off and have second thoughts. - Football coach at a boys and girls club*

The second dimension around child protection was cited by two coaches, who were involved in sports which required a higher than normal level of physical contact with participants (e.g. martial arts, shooting). Periodically, for each member and for every new member, the coach had to get a signed consent form from the student's parents (if under the age of 16) to give permission that it was OK for the coach to have physical contact with their child. The challenge for the coach was not in having to go through this process, but in trying to get the signed forms back from the students/participants. Until the signed forms are received the coach cannot have physical contact with the students, which presents them with challenges around how they correct technique. Neither of the coaches could confirm whether this was a policy of their governing body or a requirement that they had to meet for insurance purposes, legislation etc.

*I had to adapt consent forms to parents. As it's a contact sport, there is contact between the coach and the shooter. I now need parental permission for this and have to ask the child at each point for their permission to make contact – every time.*

There was also one instance where a swimming club's regulations required anyone carrying out coaching to be qualified to a certain level. Whilst the coach understood the need to adhere to minimum standards, the time commitment required to attend the training made it very challenging for them and has put other members off from becoming a coach at the club.

*Ideally the number of courses and frequency could be better – pressurised to do all the sessions in one block and being able to commit the time was difficult. I appreciate you've got to have minimum standards, but it is a barrier to volunteering that you need to be able to commit to two, full, one day courses and a half day course.*

### 3.7.5 Parents and children

Some coaches and volunteers in clubs for children were presented with a unique set of challenges.

Firstly, there were instances cited where parents would enrol their child in the club even though the child had no interest whatsoever in being there. This meant that coaches' (and other helpers') time was being taken up trying to engage and motivate these children, trying to make the experience enjoyable for them; thus taking time away from the children who do want to be there and do want to learn. There was a view from a small number of coaches that some parents seen these clubs as 'a cheap babysitting service'. These challenges tended to be more common amongst the clubs that catered for 7 to 11 year olds, though there were a few instances where this was also cited by coaches who worked with 12 to 16 year olds.

*Encouraging the kids that didn't really want to be there and would rather be playing their computers at homes. Parents would bring their kids along because they wanted their kids to be more active but the kids themselves had no interest. It also took time away from those that did want to be there.*

Another challenge was 'unruly children' - those who misbehave and cause disruption in the session. Like in the above example this takes the coaches' time away from those who are there to learn and enjoy their time there. However, coaches saw this as 'par for the course' and something that you would expect to come across when dealing with children.

'Pushy parents' also present a challenge for coaches and volunteers; parents who want to know why their child is not progressing as quickly as the parent thinks that they should be. Coaches who had experienced this stated that, whilst it is good to see parents taking an interest in their child's development, they should trust that the coach is helping them to progress at an appropriate pace.

The final challenge that was cited by one coach was around the bad example that parents set their children. In this example the coach ran a football team for 11 and 12 year olds, and he spent a great deal of time trying to embed a culture of respect towards referees and opposing teams in his own players. He felt this was largely undone by the parents who would turn up to the matches and stand on the sidelines shouting and swearing at the referee, their own child and opposing teams' players.

*The parents – the ones that turn up at games and they are shouting at the refs, swearing at their own kids – it's disgusting. We try to teach the kids about respect (for refs etc) and about enjoying it and not all about the winning, and you have parents like that, setting that kind of example.*

### 3.7.6 Expectations to become a coach

This challenge was exclusive to those who were participating or coaching in a martial arts environment. It is the culture in martial arts that, once a student has achieved a certain grade they will begin to coach, or at least support one of the coaches. This gives students of the martial arts a dilemma and a challenge. As much as they appreciate that their learning has been facilitated through this 'traditional approach' and therefore they want to give something back, at the same time they feel that the time they spend in class coaching takes time away from their own progression and development.

*I still want to develop my own skills further, but I find I am helping the instructor during the class more and more. I don't mind helping out because in the past I have learned a lot from other students that supported the instructor but it can be frustrating. - Martial arts student and supporting instructor*

In a related example, speaking with one gymnastics coach, they feel that there is an expectation within their sport that once you have reached a certain age range there is a perception that you will decrease the level of your own training and become more involved in the coaching aspect. However this was not expressed as a challenge as such, but had came out naturally through the discussion around how they had got involved in coaching.

### 3.7.7 What makes coaches and volunteers consider giving up

Although coaches experience challenges and frustrations through the course of carrying out their role, none indicated that these would lead to them giving up.

However, some of the coaches who had given up or were considering giving up offered the following reasons:

- ★ getting older – people who had been involved in coaching or volunteering for a number of years and were now reaching an age where they wanted to do less or spend their time in other ways
- ★ giving the opportunity to younger people – this was also linked to the point above. People who had been involved for a number of years feel that they have gotten so much out of the experience that they now feel they are 'taking an opportunity' away from a younger person. They are keen for younger people to get involved and experience the same things that they have experienced – the fulfilment and satisfaction that they have gained through their involvement and the benefits that a young person would experience and get out of participation
- ★ governing body – in some sports the governing bodies were reported to be very controlling and inflexible. There were instances where people were considering quitting because they felt that the governing body to which they were affiliated was not responsive to the needs of the club
- ★ time – for some, priorities change and circumstances change. Whereas before they had the time to commit to coaching and/or volunteering at a club, changes in life meant that they no longer had the time to continue
- ★ children – a big driver for many people to get involved in coaching or volunteering at a club is because their children also attend. Some of these people lose the motivation to continue once their children are no longer participants at the club
- ★ injury/operation – The nature of coaching, and sometimes volunteering, in sports means that certain injuries can prevent individuals from carrying out their role. For those interviewed where this was the case they had every intention of returning once they had recovered from their injury.

### **3.8 Support, training and progression**

In the following sections we discuss the findings in relation to the support that coaches and volunteers receive from their clubs and any training provided and undertaken. We also discuss how well coaches' and volunteers' skills are utilised, and coaches' ambitions for progression.

#### 3.8.1 Support

This section of the report discusses the types and level of support that existing coaches and volunteers had received and not where a lack of support had resulted in anyone stopping their coaching or volunteering activity. Support in this context was related to the nature and extent of help, advice, mentoring and guidance provided to coaches and volunteers in the club, to help them carry out their role effectively. This support was not solely focussed on the support provided from inside the club but also any external support that clubs could access. It is also worth noting that there was some overlap in terms of support and training, whereby coaches and/or volunteers viewed training opportunities as an aspect of support received.

For smaller local clubs there was no formal support infrastructure in place for coaches and volunteers and support tended to be provided by other coaches and volunteers at the club on an ad hoc basis as and when required. Respondents indicated that this level of support was adequate, and it was enough to know that other people were there should they need any support. There appeared to be an ethos amongst coaches and volunteers of pulling together and supporting each other. Some coaches and volunteers also cited support from other parents, helping with transport to games for example. It was interesting that this type of support was not viewed as the parents 'volunteering'. In addition to this, coaches also cited that parents showing their appreciation for what the coach was doing also helped to provide a supportive environment.

*Worked beside more experienced volunteers and coaches for the first wee while until I felt fine about doing it on my own – that was the only support I wanted and it helped me settle in and get to grips with things quickly. - Football Coach*

*I got a lot of support from the other coaches and volunteers that were already there – and of course the school have been great about finding courses that I can go on. A lot of the parents are good as well – there are many that are always there to help with transport or just go along to support the team. That kind of support means a lot – it shows they value what you are doing. - Rugby coach*

In clubs that were affiliated to the bigger national governing bodies, more formal support infrastructures were in place and this ranged from help lines and websites to formal training programmes to aid development. Again though, a lot of the support happened informally with coaches and volunteers supporting each other in the day to day running of a club.

*At the rifle club, there are mentors from the club captains there. We are mentored all the time. - Shooting coach*

We did not identify an appetite amongst coaches and volunteers for any further support. They were happy with the level and format of support offered to them through their clubs. However, some coaches and volunteers did identify financial support as something that would benefit the club, as well as assistance with identifying funding opportunities and writing funding bids. A couple of respondents also cited personal financial support as an additional support requirement, to help with refresher training courses that they were required to do to maintain their role.

Although coaches and volunteers did not express an appetite for any further support other than that listed above, it is interesting there were instances where finding the time to develop their club was identified as a challenge. This suggests that there is a need for support to help address this challenge but none of the coaches or volunteers interviewed identified it as such.

One person felt that there was too much 'tribalism' amongst clubs – an unwillingness to work together and share resources. Although this 'tribalism' is understandable to a degree, particularly where clubs are competing against each other in the same sport and league, there are opportunities for some clubs to work better together. One example was in relation to 'general' boys and girls clubs, where sports activities are put on for their members but not to the extent where teams are formed to play competitively. In this case the respondent could not understand why other clubs with similar offerings could not work together to share people resources, training facilities and equipment.

*I hate seeing the 'tribalism' from clubs in different areas – I wish clubs could see that by sharing our resources and sharing information about funding opportunities is to the benefit of all.*

### 3.8.2 Training

The majority of coaches had undertaken some form of coaching training or development, though only one held the UKCC qualification. For the others it tended to be a coaching qualification that was awarded through their governing body and relevant to the sport and club they were coaching in. In the majority of cases, gaining the coaching qualification was a requirement of the role, and people who wanted to be coaches had to go through it. In some cases the clubs either funded or part funded the qualification and in other cases the individual had to meet the cost themselves.

*I have done the minimum I need to be a coach – first aid, basic coaching, child protection. - Swimming coach*

There were instances, particularly with school sports clubs, where the school had sourced training for those carrying out the coach role. Coaches saw this as a very positive thing and viewed it as another way of the schools demonstrating their appreciation for what they were doing.

*Since starting I have been on an accredited football coaching course, which was provided through a McDonalds sports scheme that the school arranged for me. The school also organised some training around cricket coaching for volunteers and teachers that they let us attend as well. I don't think that one is accredited but I still learnt lots of useful stuff. - Football and cricket coach*

For those in a coaching role that had not received training and/or did not hold a coaching qualification, this tended to be because they were in a supporting role and therefore were not required to have any qualifications. Although some respondents indicated that this was something they would like to do they also recognised that it was not necessary at that time.

*I would definitely like to get a coaching qualification at some point – but just now I only support the head coach so it's not necessary. - Assistant coach*

Coaches who had been through a form of coaching training or development were able to articulate the benefits gained through their participation. Benefits included:

- ★ Better understanding of the technical aspects of the sport
- ★ New ideas for training drills
- ★ Different coaching approaches

Coaches stated that the training they had accessed, and the resulting learning, better equipped them to deliver effective coaching and training to their members. The new drills gave them new ways of developing participants, whilst keeping the sessions 'fresh' and enjoyable and adding structure to the sessions. They also now recognised that different people responded to different coaching approaches and methods and could tailor their coaching to meet this. In a few instances coaches reported that the training had re-energised them, and they had looked forward to putting what they had learned into practice. Overall, coaches were highly positive about the training they had received and the difference this had made.

The training received by volunteers (and some coaches) was usually aligned to their role and responsibilities. For example:

- ★ First aid
- ★ Health and safety
- ★ Child protection
- ★ Youth working
- ★ Officiating

There were also instances of informal training taking place, much like the approach adopted by many clubs to supporting coaches and volunteers.

### 3.8.3 Skills utilisation

Coaches and volunteers had different perceptions of how fully their skills sets were being utilised.

For coaches the main skills utilised related to their:

- ★ people skills
- ★ the technical aspects of the sport they were coaching in
- ★ the competencies associated with coaching

This aligns well with what participants cited as being the necessary skills and qualities of a coach. Sports participants cited that 'good' coaches should have a good understanding of the sport they are teaching, and be able to impart the knowledge they have (this relates to the technical aspects of the sport and the coaching competences). In addition, sports participants stated that coaches should be approachable, inspiring, motivating, friendly – which are all aspects of the people skills element.

Coaches also recognised that they had many other skills that were not being utilised, but also recognised that they were not relevant to the role and by not utilising them in their role it was not to the detriment of the club or its members. Coaches were generally happy with what they were doing and how their skills were being used and didn't really view it in those terms.

*I'm not using all my nursing skills (was a staff nurse before), but there isn't much more I can do with those specific medical skills.*

*No, coaching does not make use of all of my skills but there aren't any of my other skills I need to support the coaching.*

Volunteers often related the skills they were bringing to their current and previous job roles and working experience. Often these people had been asked by the club to become a volunteer because they possessed certain skills, knowledge or experience. The type of skills and experience that these people bring include accounting, grant funding, bid writing and health and safety legislation. They recognised how their skills added value to a club and the ways in which this benefitted the coaches and club members. Although this group spoke mainly of what could be described as 'technical skills' related to a specific function, the example below demonstrates that people skills can be an important aspect as well.

*They recognise my skills in accessing funding and how much this benefits the club but they see me as much more than that. They like my leadership style – it's now a team approach whereas before it was just about the chairman taking a school teacher approach ie You will do this. - Committee member of a boys and girls club*

#### 3.8.4 Progression

When discussing with respondents whether they would like to progress further in their coaching the response was very mixed. Respondents also interpreted progression in different ways which ranged from doing more (increasing the time they spent coaching), through to coaching at a higher level (eg from local to regional or national level) or with another participant group (eg disabled athletes)

Some respondents felt that if they progressed further in coaching it would become more serious, and focussed on achievement, rather than what they are doing now which is about 'getting people engaged and enjoying sports'. There were some instances where coaches could not justify both the financial and time commitment that was required to progress further in coaching, and others where people cited their age and other priorities/commitments as their reasons for not wanting to progress further.

*I think when you start taking it further you are getting into the serious side of sports – I'm all about sport for the enjoyment and having fun – don't think I would enjoy it so much if I was doing it a higher level.*

There were roughly a quarter of coaches interviewed that indicated that they wanted to progress further in coaching and for some this meant simply doing more of what they were doing. For others they had ambitions to coach at a higher level than they are currently coaching at (eg County or national level), whilst one person wanted to get involved in coaching for the disabled. At the time of speaking to these respondents a few were currently undertaking training which would help to enable this progression (eg level 2 coaching

qualification, leader awards). However, the majority believed that their current roles would help them achieve this by giving them valuable experience, access to training and an awareness of what is required to progress to the next level. These respondents recognise that they are not ready to progress just yet, but given the time to gather more experience and develop their skills further their intention is to progress in the future.

## 4 Conclusions and recommendations

### 4.1 The value of coaching and volunteering

Our research demonstrates very clearly that participants in sport value the role of coaches very highly. We often heard comments along the lines of “without the coach there would be no club”. Coaches make vital contributions to:

- ★ technical improvement – helping participants adopt good form and strive to be better
- ★ motivation and inspiration – encouraging participants to keep participating and improving
- ★ retention and attraction – inspiring participants to keep coming to the club or class, because they are continuing to develop; attracting new participants because the coach has a good reputation

These factors demonstrate that coaches enhance the experience of accessing sports facilities and clubs, and contribute to Wales’ ambitions for more people doing more physical activity. At a personal level coaches often make the difference between someone enjoying and sticking with a sport or giving up.

Other types of volunteering are perhaps less visible to many participants in sport, although some did tell us how important non-coach volunteers were to the operation and viability of their club. However, regardless of how visible their contribution is to participants, non-coach volunteers reported feeling valued by their club or organisation and its members. All coaches and non-coach volunteers reported that the absence of these volunteers would have negative consequences for the club, and coaches particularly recognised the important contribution made by other volunteers.

All coaches and volunteers told us that this is not just a one way street. Whilst coaches and volunteers make a huge contribution to sport in their communities, they also derive significant personal benefit from doing so. They report a sense of satisfaction and reward from seeing others develop and in some cases simply from helping give kids an alternative to hanging around on street corners. For many non-coach volunteers, their role also gives them an opportunity to spend more time with their children.

### 4.2 How do people actually get into coaching and volunteering?

The vast majority of people who coach or volunteer in sports ‘fall into it’. Only a small subset of our interviewees proactively sought out an opportunity to get involved. There appear to be four main routes into volunteering and coaching:

- ★ active Parents – they are already on the sidelines (often literally) of the club or class, and get involved in helping out because the club/class expresses a need
- ★ sports lovers – as they either become older, can no longer compete through injury or have reached advance levels of expertise, they get involved in coaching or in behind the scenes volunteering
- ★ skilled volunteers (eg driving, administration, accounting) – they usually hear about the club’s need through friends or family and respond to that need
- ★ students – they are looking for the experience and development opportunities that come with coaching and volunteering

Of these routes, only the last one (students) involves proactively seeking out an opportunity to coach or volunteer. The other routes are organic and opportunistic in how they develop. The table included at appendix 2 provides further information on the demographics, typical roles, motivations and barriers for each of the groups detailed on the previous page.

### 4.3 Local or national action?

The findings above have important implications for Sport Wales and how coaches and volunteers are recruited. The proposed national coaching campaign is based on the premise that, by raising awareness of coaching and volunteering opportunities in sport, Sport Wales could encourage people who were interested to come forward. Our research suggests that even where people are interested, they are unlikely to come forward for a generic national opportunity. They are much more likely to respond to a specific need in a club or centre in their community, when that need is expressed directly to them and it fits with their personal circumstances. In essence, there needs to be something *specific* and *resonant* for them to respond to.

Whilst the latent demand in the population appeared relatively high from the Active Adults survey results, our research revealed that this was interest *in principle*, rather than a proactive desire to coach or volunteer. In other words, people weren't actively against the idea, but weren't motivated to do anything about it.

A national coaching campaign on its own is unlikely to generate a significant shift in coach and volunteer numbers. As we stated earlier, individuals are much more likely to respond to a specific need in a club or centre in their community. This would require two things – firstly, a local focus to the campaign to address the community aspect of coaching and volunteering, and secondly, the engagement and full buy in of the clubs and centres. This second aspect however, must be aligned and linked to the topic discussed in the next section – building the capacity and confidence of clubs and centres to be proactive in their recruitment of coaches and volunteers. A campaign will not be successful in encouraging people to seek an opportunity, but a campaign can raise awareness of need. If this is combined and co-ordinated so that clubs are equipped and empowered to act during, and after, the course of a campaign then there is potential for success in bringing new coaches and volunteers into sports.

#### Recommendation

Sport Wales' activity to strengthen the coaching and volunteering base should be locally focused, supporting clubs and centres to recruit and support more volunteers and coaches.

### 4.4 Building local capacity

Our recommendation, for local action to strengthen the coach and volunteer base, places much of the onus on local clubs and centres. Our research suggests that whilst clubs and centres might welcome a local approach, they may lack the capacity and confidence to take action without support. Therefore Sport Wales' and its partners will play a vital role in building the capacity of clubs and centres in a number of ways.

#### 4.4.1 Bringing people in from the sidelines

Given the routes by which individuals come to volunteering, it is likely that there are many people in a club's wider community (parents, neighbours, friends/families of members, existing participants) who – if asked – would be willing to give their time. Therefore it would seem sensible to focus resources on making it easier for them to 'fall in to' coaching or volunteering. In thinking about how to achieve this, we need to consider some other important findings from the research.

Some coaches and volunteers suggested that, after agreeing to help out, they became a bit overloaded as the club asked them to do more. There appears to be a trend that clubs find it hard to ask for help, perhaps for fear of being told no or due to a lack of resources/capacity to actively seek out new volunteers; therefore they often rely heavily on those who have already said yes.

Some respondents who were either interested but not active, or who were not interested in volunteering, stated that they didn't really know what roles they could undertake, what these would involve and whether their skills/fitness would be suitable for these roles. With answers to these questions, they may be more interested in getting involved.

These findings indicate that whilst clubs value coaches and volunteers greatly, they could benefit from support and capacity building to recruit them more effectively. It may be as simple as deciding who and when to ask for help, or being confident enough to ask everyone whilst accepting that many will say no. However, our research suggests that clubs could also benefit from support to define the roles that they need people to help with. If they were able to describe these roles more clearly – and, crucially, the time and skills required – this would make it much easier for people to work out if it was right for them.

There may also be benefit in breaking roles up into much smaller time commitments. This would provide people with the opportunity to give a little time, rather than feeling they could not volunteer because the time commitment was too big. Better to have lots of volunteers doing a bit, than a few doing a lot and the club becoming over-dependent. Our research also suggests that some of these people would then offer more time, as a result of enjoying their involvement so much.

#### 4.4.2 Coach and volunteer care

Coaches and volunteers receive informal support from their clubs, colleagues and in some cases their governing bodies. Much of this support is informal, but that seems to work well for them.

When challenges and issues arise, most seek support from these informal networks, and were not aware of having unmet support needs. However, many of the coaches and volunteers we interviewed were very experienced, with long service. If Sport Wales decided to invest in building clubs' and centres' capacity to recruit more volunteers and coaches, support needs may increase as the volunteer workforce increased. Therefore any capacity building support should include helping clubs and centres to support new coaches and volunteers effectively. There may be a place for creation of local support networks.

#### 4.4.3 Links with schools

One of the principal routes into coaching and volunteering is when children become involved in a sport and their parents lend a hand in the club. Ensuring that more children get involved in sports is a key objective for Sport Wales; the collateral benefit of having more children involved in sports clubs would be that more parents would be on the sidelines, with the potential to become volunteers. Interviewees told us that one of the most promising ways to improve recruitment of children into clubs is to forge links with local schools. Doing so would clearly benefit the club from the perspective of bringing more children into sport, but could also strengthen their volunteer base at the same time.

### **Recommendation**

As Sports Wales has relatively limited direct contact with clubs their role should be to engage with lead partners and offer them advice and direction on how partner organisations can work with and support local clubs and leisure/fitness centres, to build their capacity to recruit and support volunteers. This approach should build on the organic model that already operates in most clubs and centres, making it easier for people to 'fall in to' coaching and volunteering.

This should include support for clubs and centres to:

- identify their needs for coaches and volunteers
- develop a clear strategy for strengthening the volunteer base
- define and describe coach/volunteer roles and time commitments more clearly
- build their confidence in asking for help
- provide appropriate support for coaches and volunteers, including developing local networks where there is an appetite for this
- build links with schools and other partner organisations

This research should be a useful tool in demonstrating to clubs and centres that the 'falling in to' model is a legitimate and effective one, and help build their confidence in working with it.

**Appendix 1**  
**Interview topic guides**

## Topic guide for telephone interviews with those already involved in sports volunteering/coaching & those already involved that want to do more

### Background

Q1. Confirm information from survey data in relation to the type of club they coach/volunteer at (ie sports club/school sports club or other)

Q2 Which sports and activities are available at the club?

Q3 Confirm information from survey data in relation to their role in the club (ie coach or administration role) If they have an administrative role ask what their role involves, if they are a coach find out which sports/activities they are involved with

Q4 What is your position in the club?

- Head coach
- Assistant coach
- General coach
- Treasurer
- Committee member
- Other (please provide details)

Q5 Has your role changed over time? If so, what was it before?

Q6 How was your role decided? (probing around whether it is based on their skills/experience, what the club needed at the time etc)

Q7 Are you happy with the role you have? Please explain why?

Q8 How many people work at the club as:

- Paid full time
- Paid part time
- Volunteers

Q9 How many members/participants does the club have?

Q10 Which areas, in terms of geographic spread, does the club attract its member/users from?

Q11 Are you able to coach using the Welsh language? If so, do you?

Q12 How much time, on average, do you spend coaching/volunteering in a week?

Q13 How long have you been coaching/volunteering with the club?

Q14 Is your intention to continue doing this in the longer term? Please explain why?

**FOR THOSE THAT HAVE ALSO INDICATED (FROM THE SURVEY DATA) THAT THEY WOULD LIKE TO BE DOING MORE ASK QUESTIONS 15 to 20**

Q15 You indicated in the Active Adults house hold survey that you would you like to contribute more of your time to coaching/volunteering in a sports environment, is this still the case? Why is that (ask this whether they respond yes or no to the initial question)?

**IF YES TO Q15 ASK QUESTIONS 16 to 20 (IF NO TO Q15 MOVE ON TO QUESTION 21)**

Q16 What is stopping you from doing that? Is there anything that can be done that could help overcome this?

Q17 What kind of activities would you like to get involved in?

Q18 Would you like to be doing more with the same club/centre or are you interested in coaching/volunteering at different clubs/centres – why is that?

Q19 Would you like to be doing the same role as you are now or are you looking to carry out a different role in the additional time that you give – why is that?

Q20 How much additional time would you like to contribute?

**Accessing opportunities, motivations and impacts**

Q21 What was it that attracted you to coaching/volunteering? When did you first get involved? How did you first get involved?

Q22 What did you hope to get out of the experience?

Q23 What benefits do you get from volunteering? Is this what you expected? Please explain

Q24 What benefits did you hope that the club and its members/users would gain through your involvement

Q25 What do you perceive the benefits are for the club and its members/users through your volunteering

Q26 **COACHES ONLY** – How easy was it to find a coaching opportunity? Did anyone help you to find the opportunity?

**FOR THOSE THAT EXPRESS THAT IT WAS NOT EASY TO FIND AN OPPORTUNITY**

Q26a Is there anything that could have made the process of finding an opportunity easier? Why would this have helped you?

Q27 What is it that motivates you to continue coaching/volunteering

**Training**

Q28 What training have you received to help you in your role as a volunteer? Was the training undertaken prior to starting in your role? Is there on-going training opportunities for you to access?

**FOR THOSE THAT HAVE ACCESSED TRAINING**

Q28a What was good about the training? What did you gain from the training and how has this helped you in your role?

Q28b Is there anything about the training that could have been better – why is that and what difference would it have made?

Q28c Is there any other training that you feel need to help you in your role? What is the nature of the training and how would this help?

#### **FOR THOSE THAT HAVEN'T ACCESSED TRAINING**

Q28d Is there any particular reason that you haven't received any training?

Q28e Are you aware of any opportunities to access training/gain qualifications?

Q28f Is training something that you are interested in? Is there any type of training that you feel you need that would help you in your role?

Q29 **COACHES ONLY** – Do you have an up to date recognised coaching qualification?

#### **IF YES TO Q29**

Q29a Which qualification do you have, and why did you choose to do this? (prompt around UKCC or BGB qualification)

#### **IF NO To Q29**

Q29b Is gaining a recognised coaching qualification something you are interested in? Why is that?

Q29c Is there a particular reason why haven't you got a coaching qualification (probing around potential barriers – too expensive, lack of knowledge, time etc)

#### **Issues and challenges**

Q30 What are the main challenges for you as a coach/volunteer? Have these changed over time?

Q30a What impact is that having?

Q30b How do you plan to overcome these challenges?? What support might you need to do that?

Q31 Do you have any frustrations in your role as a coach/volunteer?

Q31a What are these and what impact is this having?

Q31b If these frustrations are not resolved what impact will it have in the longer term (probing around whether it will influence their involvement in coaching/volunteering)

#### **Support**

Q32 What support did you receive when you first started coaching/volunteering to help you carry out your role?

#### **IF THE ANSWER TO Q32 IS RECEIVED NO SUPPORT**

Q32a Is there any particular reason why don't receive any support?

Q32b Is there any support that you feel you need? If so, what is the nature of this support and what difference would having the support make?

#### **IF THE ANSWER TO Q32 INDICATES THAT THEY DID RECEIVE SUPPORT**

Q32c Was the support useful?

Q32d In what ways did that initial support help you? Can you give any examples?

Q32e Is there any other kind of support that you would have liked to receive when you first started? What is that and how could this be provided? What difference would that make?

Q33 What support do you currently receive to help you carry out your role? Who provides this support?

**IF THE ANSWER TO Q33 IS RECEIVED NO SUPPORT**

Q33a Is there any particular reason why don't receive any support?

Q33b Is there any support that you feel you need? If so, what is the nature of this support and what difference would having the support make?

**IF THE ANSWER TO Q26 INDICATES THAT THEY DO RECEIVE SUPPORT**

Q33c Has the support been useful?

Q33d In what ways has the support helped you? Can you give any examples?

Q33e Is there any other kind of support that you would like to receive? What is that and how could this be provided? What difference would that make?

Q34 Do you feel that the club values you and the role you carry out? Please explain why you think this.

**Skills utilisation**

Q35 Does your role enable you to make full use of your skills?

IF YES

Q35a What are the skills you offer/utilise

IF NO

Q35b Which of your skills do you think could be utilised that aren't and what difference would this make to the club and the members/users

**Future ambitions**

Q36 COACHES ONLY – Would you like to progress further with your coaching?

**IF NO TO Q36**

Q36a Why is this?

**IF YES TO Q36**

Q36b In what way would you like to progress further?

Q36c Is your current role helping you towards achieving this? If no, why not? If yes, in what way is it helping you?

Q36d Is there any further support that you need to help you progress? What is that and how would it help you?

Q37 Are there any opportunities that you would like to see provided for you in the future? If yes, what are they and why would you like them to be available?

## **Topic guide for telephone interviews with those interested in volunteering/coaching in sports but currently don't**

Q1 Do you participate in sports generally? Are you a member of a sports club or leisure/fitness centre?

Q2 Can I just check – You had indicated in the Active Adults household survey that getting involved in coaching/volunteering in sports was something that you were interested in – is this still the case?

### **IF NO TO Q2**

Q2a Why is that – what has changed?

### **WHERE RESPONDENTS MAKE REFERENCE TO BARRIERS GO TO Q10 – Q15 – TAKEN FROM THE TOPIC GUIDE FOR THOSE NOT INTERESTED)**

### **IF YES TO Q2**

Q2b Why is coaching/volunteering in a sports environment attractive to you – why do you want to do it and what would you hope to get out of it?

Q3 Do you have a preference for the type of role/activity that you would like to carry out in a coaching/volunteering capacity? If yes, what role/activity and why is this?

Q4 What is preventing you from starting coaching/volunteering in sports? Why does this make it difficult for you? (THIS QUESTION IS KEY – EXTENSIVE PROBING REQUIRED TO FULLY EXPLORE THEIR ANSWER - probe time, training, lack of skills etc)

Q5 Is there anything that can be done to help you overcome this? What would this be and how would it help?

Q6 Do you have an idea of the amount of time (in a week) you would like to commit to coaching/volunteering?

Q7 Is there any support that you can think of that would be helpful? What would this be and how would it help you?

Q8 Is there anything that sports clubs could be doing to raise awareness of coaching/volunteering opportunities? What is it that they could be doing?

Q9 Is there anything that sports clubs or the Sports Council for Wales could be doing to better to identify and engage with people who are interested in coaching/volunteering? What is it that they could be doing?

### **INTERVIEW END (close with thank you paragraph at the end of the topic guide) – FOLLOWING QUESTIONS ONLY FOR THOSE THAT ANSWER NO TO Q2 and CITE BARRIERS AT Q2a**

Q10 What could be done to help you overcome these barriers? If these barriers were resolved/overcome would this make you more interested in coaching/volunteering?

Q11 Were you aware that there are a number of different 'non coaching' roles that can be carried out by volunteers in sports – for example administration, providing transport, treasurer etc? Does this change your perception and/or interest any?

Q12 From your perspective is there anything that would make coaching/volunteering in sports more attractive? What is that and why would it make it more attractive to you

Q13 Is there anything that you think might incentivise you to get involved? (probe for examples eg free sportswear, sport leisure vouchers, training etc)

Q14 What suggestions do you have for how the Sports Council might encourage more people to become coaches/volunteers?

Q15 Do you have any other comments?

## **Topic guide for telephone interviews with those who are not interested in coaching/volunteering in sport**

Q1 Have you been involved in **any** form of coaching/volunteering/community work in the past? If yes, what was the nature of this? How long did you do that for? Why did you stop? How did you find the experience?

Q2 In the Sports Council for Wales household survey that you participated in you indicated that you were not interested in coaching/volunteering in a sports environment – is this still the case?

**IF THIS HAS CHANGED SINCE THE ACTIVE ADULTS SURVEY AND THEY ARE NOW INTERESTED IN COACHING VOLUNTEERING MOVE ON TO THE TOPIC GUIDE FOR THOSE THAT ARE INTERESTED BUT NOT COACHING/VOLUNTEERING CURRENTLY**

Q3 Although you are not interested in coaching/volunteering in sports, are you aware of any opportunities to get involved in coaching/volunteering? If so, what are they and how did you find out about them?

Q4 Would you mind explaining why this is something that does not interest you? What sorts of things put you off? Is there anything that makes it difficult for you to get involved? (probing around time, skills etc)

### **FOR THOSE THAT IDENTIFY BARRIERS IN Q4**

Q4a What could be done to help you overcome these barriers? If these barriers were resolved/overcome would this make you more interested in coaching/volunteering?

Q5 Were you aware that there are a number of different 'non coaching' roles that can be carried out by volunteers in sports – for example administration, providing transport, treasurer etc? Does this change your perception and/or interest any?

Q6 From your perspective is there anything that would make coaching/volunteering in sports more attractive? What is that and why would it make it more attractive to you

Q7 Is there anything that you think might incentivise you to get involved? (probe for examples eg free sportswear, sport leisure vouchers, training etc)

Q8 What suggestions do you have for how the Sports Council might encourage more people to become coaches/volunteers?

Q9 Do you have any other comments?

## **Topic guide for telephone interviews with those who receive coaching at a sports club or leisure/fitness centre**

Q1 Can you tell me a little bit about the club/centre that you attend and what activities you receive coaching in?

Q2 What do you like most about the coaching you receive and why

Q3 Is there anything that you don't like? Is there anything that would make your experience of being coached better? Why would it make it better for you?

Q4 How important is the coaching you receive? Why is that?

Q5 What benefits do you gain from receiving coaching? Has it helped you improve? In what way?

Q6 What do you see the coaches role to be (probing around whether it is just about taking an activity/sport, or whether they are seen as motivators, people that set goals, raise achievement etc)? What is he/she responsible for? Is this what you think the coaches role should be? Why is that?

Q7 How important are coaches to your club/centre? Do you think other people who use the club/centre would agree with that?

Q8 What impact would it have on you and the club/centre if the coach wasn't able to carry out the coaching role?

Q9 Are there any sports/activities that you would like to receive coaching in but haven't been able to? Which sports/activities are these and why have you not been able to access them (probe around lack of skilled coaches – are there suitably qualified/skilled coaches in your area?)

Q10 Are you aware of anyone else who helps out at the club/centre but isn't a member of staff (ie volunteers)

### **IF NO TO Q10 - END OF QUESTIONS**

### **IF YES TO Q10**

Q11 What type of things do these people do for the club/centre?

Q12 How does those things help you – what benefit do you get from this?

Q13 How important are those things to the club/centre? Why is that?

Q14 What impact would it have on the club/centre if these people did not give their time to help?

**Appendix 2**  
**Typologies Table**

	<b>ACTIVE PARENTS</b>	<b>SPORTS LOVERS</b>	<b>SKILLED VOLUNTEERS</b>	<b>STUDENTS</b>
Demographics	<ul style="list-style-type: none"> <li>Typically aged between 30 and 45</li> <li>part-time or full time employment (though can also include those not employed)</li> </ul>	<ul style="list-style-type: none"> <li>Wide age range from 20 to 55</li> </ul>	<ul style="list-style-type: none"> <li>typically 45+ though instances of those younger</li> <li>combination of full/part time employment and those retired</li> </ul>	<ul style="list-style-type: none"> <li>Typically aged between 18 and 25</li> </ul>
Role within club	<ul style="list-style-type: none"> <li>Greater instances of coaching but also includes other volunteer roles</li> </ul>	<ul style="list-style-type: none"> <li>Far more common to be a coaching role but with older individuals this is often non-coaching roles</li> </ul>	<ul style="list-style-type: none"> <li>Non – coaching roles</li> </ul>	<ul style="list-style-type: none"> <li>Coaching</li> </ul>
Type of club	<ul style="list-style-type: none"> <li>After school clubs feature highly, though will also include sports clubs outside of school that their children attend</li> </ul>	<ul style="list-style-type: none"> <li>Dependent on the sport/club they are involved with. Few instances of after school clubs though</li> </ul>	<ul style="list-style-type: none"> <li>Extends across all club types</li> </ul>	<ul style="list-style-type: none"> <li>Dictated by their sporting interest, though not commonly after school clubs</li> </ul>
Motivations	<ul style="list-style-type: none"> <li>Spending time with their children</li> <li>Setting a good example for their children</li> <li>Encouraging their children to get involved in sports</li> <li>Being asked and wanting to help for the good of the club</li> </ul>	<ul style="list-style-type: none"> <li>Their passion for their sport</li> <li>wanting to give something back</li> <li>in some sports, an expectation to coach</li> </ul>	<ul style="list-style-type: none"> <li>Giving something back – recognise that people like them made it possible to participate when they were younger</li> <li>Recognise the benefit they can bring</li> <li>A desire to help – particularly if a friend/family member has asked</li> </ul>	<ul style="list-style-type: none"> <li>Experience</li> <li>CV development</li> </ul>
What stops them doing more	<ul style="list-style-type: none"> <li>Variety of commitments, including work and other responsibilities</li> <li>A sense that they are 'doing their bit' already</li> </ul>	<ul style="list-style-type: none"> <li>Still a participant themselves and want to continue their own development</li> <li>Want to start their own club but lack resource</li> </ul>	<ul style="list-style-type: none"> <li>They are carrying out the role they have been asked to do</li> </ul>	<ul style="list-style-type: none"> <li>Although they want experience this is balanced with time needed for coursework/ exams</li> </ul>
What puts their volunteering at risk	<ul style="list-style-type: none"> <li>Typically their child leaving the club/ sport</li> <li>Changes in personal circumstance</li> </ul>	<ul style="list-style-type: none"> <li>coaching/ volunteering can reduce the time they have for their own development</li> <li>Injury</li> </ul>	<ul style="list-style-type: none"> <li>Wanting to spend their time in other ways</li> <li>Giving the opportunity to younger people</li> </ul>	<ul style="list-style-type: none"> <li>Potentially gaining a full time job in sports or teaching</li> </ul>
Progression aspirations	<ul style="list-style-type: none"> <li>No desire to progress though happy to receive training that helps them improve/learn more about the sport they are involved in</li> </ul>	<ul style="list-style-type: none"> <li>Instances of a desire to progress</li> </ul>	<ul style="list-style-type: none"> <li>Tends to be non-coaching roles</li> </ul>	<ul style="list-style-type: none"> <li>Due to the nature of their studies this group often have ambitions to be qualified coaches, and have a sports related profession</li> </ul>
Do they actively seek opportunities	<ul style="list-style-type: none"> <li>No – tend to be asked/invited</li> </ul>	<ul style="list-style-type: none"> <li>No – with the exception of those with a desire to start their own club, but this is more creating an opportunity than seeking an opportunity</li> </ul>	<ul style="list-style-type: none"> <li>No – tend to be asked/invited</li> </ul>	<ul style="list-style-type: none"> <li>Yes</li> </ul>