VOLUNTEER MOTIVATION IN SURF LIFE SAVING:

A THEORY OF MOTIVATION THROUGH IDENTITY

John B. Fitzgerald

Batchelor of Education

Master of Education

Flinders University

College of Education, Psychology and Social Work

Submission date: 13th August 2018

Table of Contents

Signed Declaration by Candidate

I certify that this thesis:

1. Does not incorporate without acknowledgement any material previously submitted for a degree or diploma in any university, and,
2. To the best of my knowledge and belief, does not contain any material previously published or written by another person except where due reference is made in the text.

John B. Fitzgerald

13th August 2018

Acknowledgements

To Associate Professor Ben Wadham and Adjunct Associate Professor Carolyn Palmer I offer my respect, gratitude and appreciation for your faith this research project. Your advice, challenge and support has been highly valued throughout what has been an extended process.

I express my gratitude to the volunteers and management within Surf Life Saving South Australia and Surf Life Saving Australia for their support for this research project and in facilitating access to possible research participants. Your support confirmed the value placed in this research.

I wish to express my particular appreciation to the participants who shared their experiences freely and with an open honesty. Your authenticity in 'telling it as it is' contributed greatly to the insights developed in this thesis.

I also extend my appreciation to colleagues within Surf Life Saving who have been part of my journey of challenge and discovery. You live the passion that comes through in this research.

Research takes time away from family and I wish to extend my appreciation for the support of my wife, Christine, who understood the nature of the challenging task being undertaken. My appreciation also extends to our children (Scott and Jody) and grandchildren (Campbell, Kiera, Connor, Jada, Isabelle, Marlee, Tennyson, Charlotte and Elise) who have undoubtedly noticed my absence from time to time.

ABSTRACT

If Not-For-Profit volunteer organisations are to remain viable and relevant into the future, they need to understand, develop and maintain approaches that recognise and satisfy the motivations of volunteers. This study focuses on volunteers' experiences that develop and sustain motivation within one of Australia's largest volunteer organisations – Surf Life Saving.

The research used a social constructionism grounded theory approach to analyse and interpret data collected from interviews of eleven participants from Surf Life Saving Clubs in South Australia. Participants were invited to talk about experiences that motivated their involvement in Surf Life Saving. The study looked at how volunteer engagement is experienced through a lens of structuration theory. Surf Life Saving is modelled as providing structured opportunities available to members across a wide range of interests and available across diverse age groups. The study applied a complexity perspective to bring together micro (individual), meso (organisational) and macro (meta-theory) levels of motivation theory to connect its analysis and findings to an encompassing domain of motivation theory.

The study provides an understanding of SLS volunteer participation as developing through five levels of engagement from entry, challenge, authenticity, commitment, to passion. In explaining how those levels develop, it aligns motivation generation with identity construction by way of a duality conceived between personal agency and organisational structures. Narrative data are aligned through an emerging understanding that motivation in Surf Life Saving is generated through identity construction. The study found that motivation stimulated by authentic identity construction encouraged, empowered and enabled members to engage in identity journeys that contributed to self-development, self-confidence and self-efficacy. Volition and choice within an organisational context abundant with identity capital opened up a

volunteering world in which the construction of identity and the promotion of authentic selves are encouraged.

The research establishes a structuration model that brings together motivation and identity in the SLS volunteer context. The structuration model conceives SLS as an organisation containing an abundance of identity workspace opportunities set within a community of practice that encourages identity play, identity work and identity construction in those spaces. SLS is modelled as an encompassing, inclusive, enabling organisation that encourages members to extend their sense of who they are beyond self-expectation. The SLS structuration model demonstrates the power of identity work within identity workspace opportunities in generating member motivation.

The study integrates complexity concepts into its interpretive analysis and develops an understanding of how micro-level individual experiences connected with meso-level organisational structures to generate volunteer motivation. Those understandings are connected to macro-level motivation meta-theory to provide an encompassing view of the motivation theory domain across all levels of research.

In summary, the research finds that motivation in SLS is aligned with identity construction and that identity construction is strongly linked to a SLS context which encourages, enables and nurtures members' identity journeys. It finds that motivation and identity within SLS are strongly linked, and that SLS structures are critical factors in enabling agential identity work. The study reinforces an understanding that, as identity is context dependent, so too is motivation.

Chapter 1: INTRODUCTION

Australians are a nation of volunteers (Oppenheimer, 2008). Esmond (2009) is even more pointed when she claims that "Volunteers are the lifeblood of the Australian way of life" (p. 10). In 2014, 31% of the Australian population aged 15 years and over participated in volunteer work (Australian Bureau of Statistics, 2014). Volunteer organisations play an important role within the Australian social and economic fabric and psyche (Oppenheimer, 2008). For volunteer organisations to remain viable and relevant, they need to employ effective approaches that foster and maintain a strong volunteer base (Pricewaterhouse Cooper, 2016). To do this, they need to understand, develop and maintain approaches that recognise and satisfy the motivational drive of members to nurture and expand volunteer commitment within the organisation. This study focuses on individuals' experiences within Surf Life Saving (SLS) that develop and sustain their participation within one of Australia's largest volunteer organisations. While Surf Life Saving Australia is the name of the national umbrella body comprised of different entities, the term Surf Life Saving (SLS) will be used throughout this thesis to encompass the variety of surf life saving contexts where participant experiences took place.

This introductory chapter provides a brief overview of volunteering in Australia, the problem being addressed in this research, and its organisational context. It goes on to establish theoretical parameters for the study, outline the aims of the research, present the research questions to be addressed, and underscore the significance of the research. By way of declaration, it provides a brief acknowledgement to a previous role within SLSA undertaken by the researcher, and reviews previous research conducted within SLSA to ascertain its value to the Australian community. The chapter concludes with an overview of the contribution each chapter will make towards this research narrative of volunteer motivation within SLS.

PERSPECTIVES ON AUSTRALIAN VOLUNTEERING

Historically volunteers have filled an important role in the provision of community services for a small population within a large country (Oppenheimer, 2008). In the Australian culture, the

concept of volunteering is accepted as part of the Australian way of life. In a country dominated in its early years by a successful rural economy, the idea of helping within your community was as much about survival in a harsh and unforgiving environment as it was about social support and friendship. A reliance on the community as a platform for organised support services (social, health or emergency) fostered the concept of doing something for others in a spirit of mutual wellbeing (Lyons, 2001). Volunteering is what people did in communities that needed to rely on each other to survive in times of hardship and to socialise in more pleasant times.

With the advent of government and corporate structures driving expectations of greater corporate standardisation and efficiencies, managerialism encroached into the volunteer domain. Governments introduced quasi-market processes in order to introduce an enterprise culture into the management of voluntary organisations (Brown, Kenny, Turner & Prince, 2000). Zappala (2001) summarises the changing economic environment for non-profit organisations in terms of a metamorphosis from a charity organisation into a social enterprise model. This changing volunteer environment resulted in many volunteer-based organisations (e.g. country fire services, ambulance services) being absorbed into a wider government responsibility for community well-being. As this change developed, paid staff took the place of volunteers in management roles, moving volunteers to front-line work force operations. In many previously volunteer led and managed organisations, the role of volunteers became subservient to managerialism. Volunteer organisations differ from For-Profit businesses, government agencies and professionally staffed Not-For-Profit (NFP) organisations. Much of the research into motivation has focussed on work place environments and has been extended into the volunteer space on the assumption that a generic approach to motivation applies across all types of organisations, from For-profit corporate organisations and to volunteer Not-for-Profit organisations. This research study sets out to explore the nature of volunteer motivation within one volunteer organisation to gain a better understanding of what motivates volunteer members to remain engaged in a volunteer led and managed organisation.

The peak volunteering organisation in Australia, Volunteering Australia, reflects this re-orientation in its identification of “volunteer involving organisations” (2016, p. 14) as opposed

to volunteer organisations. By implication, volunteering involving organisations are not quite the same as volunteer organisations, and Volunteering Australia has shifted its focus to volunteer involving organisations in a move that acknowledges a focus on the corporatisation of volunteer organisations. Much of the volunteering research in Australia has failed to recognise the change from volunteer led and managed organisations to professionalised volunteer organisations where the volunteer work force is managed by paid staff. This transition of volunteering relegates the role of volunteers to that of a work force substitute with motivational drives within volunteers being largely ignored. This current research focuses on developing greater understandings of the volitional nature of volunteering as experienced by a group of volunteers within SLS.

The above discussion brings into focus a distinction between two types of volunteer organisations: volunteer involving organisations and volunteer led and managed organisations. Volunteer involving organisations are usually national and hierarchically structured and managed by paid staff from the centre. The challenge of volunteer member motivation presenting through this research study is not limited to SLS. Volunteer organisations need to embrace change if they are to remain viable and relevant in their communities (Warburton & Mutch, 2000). They face many challenges including a changing government policy context and an ageing population (Warburton & Cordingley, 2004). One key to enabling volunteer organisations to navigate through these challenges is to be found in an increased understanding of the nature of volunteer motivation. The findings of this study will inform a wider audience interested in maintaining a viable volunteer sector within Australia

RESEARCH CONTEXT – SURF LIFE SAVING

Within the tradition of volunteering in Australia, “surf lifesavers are an iconic piece of the Australian national character… and [are] known throughout the world as being quintessentially Australian” (Allen Consulting, 2005, p. iv). It is one of the largest volunteer organisations in Australia (Edwards, Onyx, Maxwell & Darcy, 2012).

SLSA is a unique Not for Profit (NFP) volunteer organisation as it is an emergency service, a community education organisation, a youth organisation, and a sporting organisation, all nested within the one organisation. It caters for a diversity of volunteer member interests across a range of ages. In the SLSA Annual Report for 2016-17, the combined membership of SLSA clubs was 168,823 (SLSA, 2017) with 90% of that membership engaged, previously engaged, or in training to be engaged as active volunteer patrolling surf lifesavers. This figure is inclusive of members aged from 5 years to 90+ years and is reflective of a high degree of gender balance (56.3% male: 43.7 % female). SLSA is a federation of 336 separate legal entities composed of one national entity, seven state entities, seventeen branch entities, and three hundred and eleven club entities (SLSA, 2017). Each entity is essentially a volunteer led and volunteer managed organisation, particularly at the club level where volunteer membership resides.

Joining a SLS club provides members with a wide variety of volunteering opportunities that enables them to engage in a diversity of interests across all age groups (5 - 90+ years) (SLSAa, 2019). These opportunities fall into five (5) main categories: lifesaving, nippers (aged 5-13 years), surf sports, training, education and club development.

Surf life Saving Australia as the national peak body defines the organisation's mission as

> Surf Life Saving exists to save lives, create great Australians and build better communities. (SLSA, 2017, p. 8)

Surf Life Saving Clubs exist with the core purpose of saving lives on Australian beaches through the provision of beach patrols and associated lifesaving services. Subsidiary club functions in support of that core business include operating junior programs (nippers), surf sports competition (to hone skills), training (to build competencies and capacities), education (to educate community members in water safety and first aid), and club management (to operate the club as a separate legal entity). For example, the West Beach Surf Life Saving Club 2016-17 Annual Report (West Beach SLSC, 2017) designates key reporting areas as including finance, facilities, lifesaving services, junior and youth development, education and training, and surf sports. It is through these wide-ranging club functions that SLS can be seen to operate as an

emergency service, a community education organisation, a surf sports organisation, and a youth organisation with each of these functions nested within each club. Each of these functions within clubs are operated and managed by volunteer members, with clubs being responsible for building member competencies and capabilities across these functions to ensure SLS capacity to deliver on its mission (SLSAb, 2019).

SLSA can be classified as "a loosely coupled system" (Limerick, Cunnington & Crowther, 1998. p. 38) which is defined as comprising a network of separate entities that "simultaneously asserts both autonomous distinctiveness and interdependence … [through] ... a dialectical process in which the organisation simultaneously searches for both differentiated units and integration between them" (p. 46). Each entity in SLSA is a separate legal entity affiliated under a common purpose, protocols and standards encapsulated in the Constitution of the national parent entity, Surf Life Saving Australia (SLSA, 2014). Each entity is simultaneously both autonomously distinctive and interdependent with other entities.

While volunteer organisations are generally faced with an ongoing challenge of ensuring a continuing supply of volunteers, SLSA is in the position where its volunteer membership has steadily increased over the past decade. Since 2007/8 the membership of SLSA increased from 140,192 to 168,823 at the end of 2017 (SLSA, 2008; SLSA, 2017). These figures indicate that SLSA has been successful in encouraging volunteers to join and to remain involved. For SLSA the membership challenge is not that of declining membership, rather that of explaining the reason for its increasing membership over the past decade. This challenge arises as SLSA does not having a clear understanding of how it supports members' motivations leading to the increased membership (Allen Consulting Group, 2005; Pricewaterhouse Cooper, 2011). This research study is designed to develop those understandings.

RESEARCH PURPOSE AND SIGNIFICANCE

From October 2003 until October 2010, the researcher was the National Director of Development for Surf Life Saving Australia with responsibilities that included maintaining oversight of organisational strategies to improve the recruitment and retention of members.

The position was an elected volunteer role providing leadership to the organisation by way of a position on the SLSA Board. During his time in that role he found very limited research that developed an understanding of why members joined the organisation, and why they stayed. This research study addresses that gap.

What is generating the increase of volunteerism within SLSA? What is it about SLS experiences that members find attractive? These are two of the questions that help focus this research study. Whilst some members have provided anecdotal stories based on personal experience, SLSA is unable to provide a substantiated explanation for its membership trend. This current research is a step towards providing that explanation. Burns, Reid, Toncar, Fawcett and Anderson (2006) make the point that "much is still unknown about the motivations of individuals which prompt them to volunteer" (p. 80). This research takes up that challenge to establish understandings of volunteer motivation as evidenced from narratives provided by eleven club-based volunteer members of SLS.

PREVIOUS SURF LIFE SAVING RESEARCH

SLSA has commissioned and collaborated in three research initiatives to establish the value of SLS to the Australian community. In 2005, SLSA produced a report entitled *The Economic and Social Contribution of Surf Lifesaving in Australia* (Allen Consulting Group, 2005). Whilst that report valued the economic contribution of SLS to the Australia community at $2.6 billion per annum, it expressed an inability to identify tangible impacts on individuals participating in surf lifesaving activities beyond "improved personal health … social participation … education … [and] personal satisfaction" (p. 16). A follow-up report by Pricewaterhouse Cooper (PwC, 2011) entitled *What is the economic contribution of Surf Life Saving in Australia?* recalibrated the dollar value to the Australian community at $3.4 billion, but again was unable to identity the personal impacts on individuals participating in surf lifesaving activities beyond *"*Volunteering delivers a number of benefits for individuals, including personal satisfaction, helping others and the feeling of fulfillment from doing something worthwhile for the community" (p. 14).

To better understand the social capital impact of the SLS experience on its volunteers, SLSA undertook a collaborative research project in 2011 with the University of Technology Sydney (UTS) entitled *Attributing the Social Contribution of Surf Life Saving Australia: Valuing the Social Capital of an Iconic Institution* (UTS, 2011). Edwards, Onyx, Maxwell and Darcy (2012) report that research as being set at a meso level of social impact, and whilst it found that "[SLSA] provides within club membership a nurturing environment which builds a sense of belonging and acceptance, and the basis for developing core citizenship values and life skills", they go on to state that the "initial construction of club identity and the supportive bonding relationship within the organisation are crucial for the subsequent development of social and human capital in the broader sense" (p. 33). However, they also identity an inability of their research findings to explore the mico level of individual motivational experiences, and state that "…studying locally situated interactions may provide insight into how the micro level builds meaningful interactions between individuals and groups within communities" (p. 35). It is to this end of providing insights into the micro level of meaningful interactions that this current research is directed. Each of the above three major research initiatives have been unable to contribute to an understanding of how volunteer members' engagement at a localised level stimulates motivational drives to continue to participate in SLS. The objective of this study is to fill that void, and it undertakes that task at a micro level of personal experiences of eleven (11) volunteer members located within clubs.

RESEARCH QUESTIONS

The objective of this research is to explore the development of motivational drive within individual volunteer members resulting from their experiences within SLS contexts. To do this it is focussed at the micro level of individual experiences and at the meso level of SLS structures that facilitate those experiences. Pre-reading resulted in an anticipation that there would be three potential contributory sources in the generation of motivation: internal factors within the individual, the nature of the relationships between the individual and others in a social context, and features of the organisational context that stimulate an interaction between the first two factors.

The overarching research question posed in this study was:

> *What are the motivations that stimulate and maintain the involvement of volunteers within Surf Life Saving*?

To assist the exploration of that question, two subsidiary questions were posed to focus the research:

a) *What motivations do participants identify as driving their SLS participation?*
b) *How do SLS organisational factors influence the motivation of participants?*

SIGNIFICANCE OF THE RESEARCH

Seminal volunteering motivational research initiatives (e.g. Carly & Synder, 1999; Esmond & Dunlop, 2004) have been conducted from a functionalist approach where individual motivation has been viewed through an abstraction of psychological functional needs. The literature review in the following chapter reveals a lack of research into how these functional needs are experienced as motivational drives by individuals in their daily lives. From a functional perspective, volunteering motivation has been researched through an abstract psychological medium of needs: a medium that bears little resemblance to the motivational experiences and events as experienced in individuals' daily lives.

Much of the motivational research available has been undertaken within work settings stimulated by work-based motivation objectives. Both in Australia and overseas, volunteering research has focussed on a psychological functionalism approach, and there is an absence research into volunteer motivation at the micro-level of individuals' experiences. The significance of this study is to be found in its provision of a theoretical bridge across micro, meso and macro levels of motivation theory. In doing that, it fills a void that exists in understandings of micro level individual motivation, how that motivation is impacted at the meso-level of organisational enablement, and finally how it fits into macro-level motivation meta-theory.

STRUCTURE OF THE THESIS

As stated above, the research purpose in this study is to develop understandings of members' motivations to remain as volunteers within Surf Life Saving. In doing that, this current chapter has provided a brief overview of the changing landscape of volunteering in Australia to establish a background to the research and to contextualise the research project. It has identified a gap in research literature to focus the significance of this research and mounts a rationale for the study. The organisational context for the study (Surf Life Saving) was introduced, the research question established, and the chapter concludes by providing an overview of the chapters to follow.

Chapter 2 establishes the research context for this study beginning by outlining a theoretical framework, establishing the research aims of the study, and defining the phenomena being explored. It goes on to provide an historical overview of volunteering in Australia to establish its unique nature and structure in the Australian context by outlining historical, societal and economic factors that influenced its development. It introduces the concept of serious leisure and a volunteer career. Challenges facing volunteering today are discussed and Surf life Saving (SLS) is introduced as the organisational context of the study. The chapter proceeds to survey literature fields identified as relevant to the study including motivation theory, volunteer motivation theory, identity theory and organisation studies. It identifies research frontiers from within the literature and concludes by identifying research interfaces between motivation, identity, organisation studies and meta-theory to be explored in this research.

Chapter 3 provides an overview of the paradigm orientation of the study and establishes the methodological approach to be undertaken. It describes grounded theory methodology from a post-modern constructionism perspective. It sets the research task as establishing substantive theory in understanding data from a sample of club-based volunteers and proceeds to describe data collection processes utilised, provide an overview of the organisational context from which participants were drawn and introduce the semi-structure interview process used to collect data. It concludes by providing an overview of the data analysis processes utilised.

Chapter 4 analyses the data to develop abstract concepts, categories and themes to build an overview of its theoretical nature. Further literature review builds theoretical bridges across the research data enabling individual narratives to contribute to a composite data narrative. It introduces an example of bridging abstract theoretical constructions with narrative data to provide an example of research credibility against individual meanings within the data. The chapter integrates motivation theory with identity theory and extends that integrative work to encompass the complexity sciences. Literature helps to build an emerging theoretical construct linking micro-level personal experiences with meso-level organisational enablement.

Chapter 5 focuses on developing emerging theoretical constructions from Chapter 4 to further develop the micro/meso conceptualisation. It builds a micro level research model that relates to meso level organisational factors. This is done by describing individual experiences in terms of identity construction which harnesses organisational enabling opportunities and support structures. The chapter introduces concepts of agency, structure and structuration to explore interstices between self and organisational structure. It builds an argument that personal identity work carried out by individuals in SLS identity workspaces generates motivational energy and drive. It reviews recent literature in the emerging field of theory integration which brings together motivation theory, identity theory and theoretical conceptualisation supported by the new sciences. It builds a model of SLS motivation and identity structuration. The chapter concludes by outlining contributing elements towards a substantive SLS Motivation Through Identity Theory.

Chapter 6 summarises the four central understandings developed from the research and articulates a SLS Motivation Through Identity Theory developed to reflect those understandings. It introduces a complexity perspective to motivation research which emerged in this study, and structures that perspective into a rationale for the use of complexity theory as a companion in motivation research. It affirms the insider status of the researcher before identifying the limitations of the research and making recommendations for further research. The chapter ends with a concluding statement that identifies the value of the research to the motivation research field, to the volunteering sector research, and to Surf Life Saving Australia.

The following chapter will begin this research by reviewing its research context through an initial review of existing literature in the field of motivation and related domains.

Chapter 2: THE RESEARCH SCENE

This chapter sets the context for the research. It introduces a theoretical framework that structures the research process by revisiting the aim of the research, introducing a grounded theory approach, and defining the phenomena to be explored. To focus its wider volunteer context, it provides a review of the development of volunteerism in Australia in order to establish its unique nature and structure. This review includes an identification of historical, societal and economic influences to provide an understanding of how volunteering developed in Australia. The chapter draws out the challenges faced by volunteering today in Australian society and introduces Surf life Saving (SLS) as the organisational context for the study. The chapter reviews literature fields identified as relevant to the study including motivation theory, volunteer motivation theory, identity theory and organisation studies as providing the theoretical context for the study. Finally, the chapter identifies interstices between the fields of motivation and identity that inform volunteer motivation, and between volunteer motivation, identity and organisation studies to contextualise the motivational experiences of individuals.

THEORETICAL FRAMEWORK OVERVIEW

The aim of this research is to investigate what it is about volunteers' experiences within SLS that builds and drives motivation to continue to be involved. To do this it adopts a social constructionism approach to explore, analyse and provide insights from volunteers' accounts of their SLS experiences. It uses a grounded theory methodological approach to collect data through semi-structured interviews and undertake analytical coding processes to develop codes and themes leading to the construction of a composite narrative as a summation of the experiences of the participants (see Chapter 4). In Chapter 5 it uses the data analysis to establish a meso-level organisational model of motivation that incorporates micro level individual motivation through identity development to build a meso level organisational model of motivation enablement. Its social constructionism research framework assumes that reality exists as a result of interactions between participants (agency) and organisational structures (structure) resulting in participants' perceptions of their realities of engagement in SLS. The

place of literature in a grounded theory approach differs from other research approaches and needs to be understood at this stage.

USE OF LITERATURE IN GROUNDED THEORY

The place of literature in a grounded theory approach differs from other research approaches. Proponents of grounded theory (Glaser, 1992; Strauss & Corbin, 1998; Charmaz, 2006; Corbin & Strauss, 2008) encourage a two-stage approach to literature: an initial overview of literature to locate the project, followed by a later weaving of literature into both the analysis and interpretation of data as the project develops. Glaser (1992) is adamant that literature should not shape data, but that theory should emerge rather than be forced. He maintains that literature should not condition preconceived ideas or frameworks, and that data should be neither forced by those conceptions nor analysis shaped by preconceived hypotheses or methodological techniques. Strauss and Corbin (1998) view literature as enhancing theory development. They see literature as providing for greater sensitivity in the formulation of questions at both the interview and analysis stages. It provides value as an analytic tool that fosters conceptualisation. Charmaz (2006) promotes grounded theory as offering a set of flexible strategies that assist in the reconstruction of participants' narratives. She encourages researchers to integrate literature with data analysis to "[w]eave your discussion of it (literature) throughout the piece" (p. 167). Following these recommendations for a two-stage use of literature in a grounded theory approach, this chapter introduces literature fields that orient the research in its formative stages. A second level of literature-as-data will be introduced during the analysis and interpretive chapters to follow.

DEFINING MOTIVATION AND VOLUNTEERING

The Macquarie Dictionary (2004) defines motivation as "providing of a motive: an inducement … purpose, drive" and motive as "something that prompts to act in a certain way or that determines volition: an incentive" (p. 776). Bassett-Jones and Lloyd (2005) maintain that motivation "is founded upon satisfaction born of a sense of achievement, recognition for achievement, responsibility and personal growth" (p. 934). Ryan and Deci (2000) view motivation as involving "energy, direction, persistence and equifinality" (p. 69) as key aspects

of an individual's behaviour activation and intent. Later, Deci and Ryan (2008) simplified their understanding of motivation as "what moves people to act, think, and develop" (p. 14). In providing a definition of motivation, it is important to recognise that much previous research on motivation has focussed on the sources of motivation rather than on understanding motivation as a phenomenon. In this research, motivation is interpreted as the inner drive individuals experience that cause them to behave as they do. In the context of the study, motivation will be interpreted as what moves individuals to make choices in how they act, think and develop.

Volunteering Australia (2016) define volunteering as "time willingly given for the common good and without financial gain, taking place within organisations (including institutions and agencies) in a structured way" (p. 2). It is important to understand that formal volunteering takes place in voluntary Not-for-Profit (NFP) organisations that have five key components: they are formal organisations with constitutions, are separate from the state, are non-profit, are self-governing, and rely on volunteers (Oppenheimer, 2000, p. 10). An important assumption in this study is that volunteering takes place in contexts where a personal choice to volunteer is supported through organisational enabling structures that encourage personal agency.

CHANGING NATURE OF VOLUNTEERING IN AUSTRALIA

The development of volunteerism in Australia has been influenced by an encroaching movement towards professionalising and corporatising the NFP sector. In this review, a distinction is drawn between corporatised NFP organisations and volunteer led and managed NFPs. In its report *Contribution of the Not-for-Profit Sector,* the Productivity Commission (2010) recognised that volunteer managed organisations are effective in maintaining volunteer engagement and commitment due to what some would see as inefficiencies in management. As that report was sponsored by the federal government in order to encourage NFP organisations to adopt corporate business practices, the perspective on effectiveness was taken no further in the report. That oversight could be interpreted as a veiled threat to volunteer managed NFPs operating in an increasingly corporatised sector that values business principles and practices above seemingly inefficient volunteerism comprising personal agency and

volition. However, the following acknowledgement from the report can be interpreted as leaving the door ajar.

> Many NFPs add value to the community through how their activities are undertaken. The way in which NFPs are organised, engage people, make decisions, and go about delivering services is often itself of value. Yet, such participatory and inclusive processes can be time consuming and costly. (Productivity Commission, 2010, p. XXIX)

This quote captures the very nature of volunteer managed and operated NFP organisations. It is that nature that characterises SLS and its clubs, and which frames the organisational context of this research. Surf Life Saving South Australia (SLSSA) operates as an independent legal entity. Clubs in South Australia affiliate with Surf Life Saving South Australia (SLSSA) whilst maintaining their own incorporated identities. Clubs operate as separate legal entities which affiliate with SLSSA at the state level, with SLSSA being one of seven state and territory entities that comprise SLSA at the national level. SLSA operates as a federated model of separate legal entities and can be described as a loosely coupled organisation (Limerick & Cunnington, 1993). A loosely coupled organisation comprises elements that assert both autonomous distinction whilst still benefiting from an interdependence based on shared purpose and values (p. 38). As this research will demonstrate, it is the autonomous but interdependent nature of Surf Life Saving clubs that impacts the volunteer experiences available at a local club level.

Historically in Australia, volunteers have filled an important role in the provision of community services for a small population inhabiting a large country (Oppenheimer, 2008). In the Australian culture, the concept of volunteering has been an accepted part of the makeup of the Australian way of life. In a country dominated in its early years by a successful rural economy, the idea of helping your neighbours was as much about survival in a harsh and unforgiving environment as it was about social support and friendship. A reliance on the community as a platform for organised support services (social, health or emergency) fostered the concept of doing something for others in a spirit of mutual wellbeing (Lyons, 2001).

Formal volunteering in Australia has been traced back to the British origins of settlement from 1788. White settlement was established in the form of penal colonies where governance and social structure took on harsh discipline devoid of welfare and philanthropic considerations or provision. British welfare structures such as church parishes and philanthropic obligations around noblesse oblige were non-existent, replaced by a need for emerging communities to look to “mutual help and self-help” (Oppenheimer, 2008, p. 25). Emerging communities across the geographic expanse of an unforgiving continent saw “concepts of mateship, egalitarianism and democratic equality” (p. 26) established as part of the Australian way of life. A necessity for self-help spawned volunteer organisations that provided emergency and welfare support structures within communities. The advent of federation in 1901 reinforced localised community support in a federalised governance structure where division of powers and authorities worked against structuring volunteer organisations as national organisations, instead spawning federated models of volunteer organisations.

After World War 2, and into the 1950s and 1960s, a greater emphasis emerged in Australia on government planning, more centralised provision of government services, direct taxation, compulsory retirement, and guaranteed superannuation which required greater regulation of the Australian economy and government services (Brown et. al., 2000, p. 5). Throughout the 1970s, 1980s and 1990s, a reversal of the regulation trend became the norm in response to a need to create greater flexibility in business and workforce management. Strategies to encourage engagement in a developing post-Keynesian economic world began to create uncertainly in the third sector as strategies aimed at “deregulation of welfare and the creation of welfare marketization” (Brown et. al., 2000, p. 5). Economic growth in a developing global economy saw concepts such as a risk society (Beck, 1992) and an audit society (Power, 1997) emerge in response to a growing preoccupation with greater corporate responsibility, accountability and transparency. Remnants of a regulation/deregulation hybrid social environment are to be found in volunteer organisations today in the schism between professionally managed NFPs and volunteer managed NFPs.

From the mid-1990s, the post-Keating liberalisation of the Howard government saw the application of market strategies applied to welfare and service provision to achieve economies in funding volunteer organisations (Brown et. al., 2000). A more recent version of this regulation/deregulation schism can be found in the 2010 Productivity Commission Report *Contribution of the Not-for-Profit Sector* (Productivity Commission, 2010) which had the following Terms of Reference included in its brief:

> … consider options for improving the efficient and effective delivery of government funded services by community organisations, including improved funding, contractual and reporting arrangements with government, while having regard to the need for transparency and accountability (p. v)

The history of volunteer NFP organisations in Australia chronicles an ongoing tension between volunteer managed autonomy and government driven corporate accountability. It is this dichotomy between volunteer managed NFPs and professionally managed NFPs that needs to be appreciated in the context of this study. Volunteer managed NFPs are led, managed and operated by volunteers. Professionally managed NFPs utilise volunteers as an extension of a corporatised work force. Within Surf Life Saving Australia, the 321 clubs throughout Australia are managed and led by volunteers. All members in SLS are members of these clubs and it is essentially the club environment that provides the context for this study of volunteer motivation within SLS.

The dimensions of the dichotomised nature of volunteer NFP organisations can be further explained by understanding the societal trends that have impacted how NFPs operate in Australian society. These trends evolved from the historical influences outline above.

SOCIETAL TRENDS IMPACTING VOLUNTEERING IN AUSTRALIA

Change has a significant impact on all aspects of life within Australian society. It is characterised by discontinuity resulting in little from the past being taken for granted. Hence neither the past nor the present can be computed into the future with any confidence. Change and uncertainty are two factors that can be relied upon in the future. Changes within political, economic, social and demographic spheres continue to create a tsunami effect throughout society. Individual and organisational adaptation has become a necessity. Along with all facets of Australian

society, volunteerism is being impacted by these changes. As a result, volunteer organisations are responding to the need for change in order to remain relevant and viable within Australian communities.

On the economic front, governments have encouraged quasi-market processes in order to introduce an enterprise culture into the management of volunteer organisations (Brown et. al., 2000, p. 201). Zappala (2001) summarises the changing economic environment for NFP organisations in terms of a metamorphosis from a charity organisation into a social enterprise model. The advent of contractualism and the decrease in the size of the public sector, with its concomitant expectation that the non-government sectors will increasingly deliver social and community services, generated a more competitive market place for NFP organisations (Warburton & Mutch, 2000). This led to greater expectations of corporatisation within NFP organisations resulting in "an increasingly demanding professional environment" for volunteers (Warburton & Mutch, 2000, p. 39). In a deregulated economy, audit regimes within organisations to monitor compliance to regulatory requirements and standards have become the order of the times. Volunteer NFP organisations are now being aligned with for-profit organisations in terms of heightened expectations of business acumen and accountability.

The social impact of the changing nature of work has a considerable influence on lifestyle and how individuals use their time. No longer is work confined to a working week, but rather has been replaced by the concept of 24/7. Participation in work is spread throughout a twenty-four hour day and a seven-day week, disrupting the traditional assumption that people have evenings and weekends for leisure activities, including volunteering. These pressures on time limit that available for volunteer work. Time prioritisation has become an issue for many volunteers, with decisions needing to be made to balance family, lifestyle and volunteering *(*Warburton & Mutch, 2000*)*.

Politically, pressures from a global economy with its tenets of free trade and deregulation have challenged the Australian economy. The Howard Government's interpretation of this new policy context in terms of a social coalition gave voice to a philosophical change from welfare

entitlement to mutual obligation. It recognised an increasing limitation governments face in shaping events (Lyons, 200, p. 222), giving rise to new governance models in which non-profit organisations are being encouraged to develop the capacity to work with other community and business organisations to solve issues facing the community. Wilkinson and Bittman (2002) suggest that governments have used the social capital discourse to legitimise welfare policy changes by articulating the principle of mutual obligation and reorganising social services into social networks under the banner of a social coalition.

Changing demographic factors continue to influence volunteering. Wilkinson and Bittman (2002) cite ABS statistics projecting out to 2021 which establish the case for age groupings under 45 years decreasing in size, and the group aged 55 years and over dramatically increasing. These statistics evidence a decline in a productive age group (i.e. 35-44 years) involved in volunteering. In 2000, the Intergenerational Report (Australian Government, 2002) recognised the potential for an ageing crisis to have a significant impact on the health budget in an environment of declining numbers in the workforce, and recommended policy developments, including those focussing on keeping older people in the workforce. Two years later, a National Strategy on an Ageing Australia (Australian Government, 2004) articulated as one of its five priorities as including attitude, lifestyle and community support thus implying an encouragement of active community living.

In concluding this overview of volunteering trends in Australia, it is timely to reiterate the dichotomy that exists across volunteer NFP organisations today in relation to the role played by volunteers. On the one hand encouragement is provided by governments for engagement in lifestyle and community activity, while on the other hand volunteer NFPs are being encouraged to operate as professionally managed service delivery organisations which compete in a quasi-market place of community service delivery. This creates a dichotomisation of volunteering with corporatised professionally managed NFP organisations providing one context for volunteering, and volunteer managed NFP organisations providing a different context for volunteering. This study focusses on the latter type of organisation as contextualised in SLS.

DIVERSE FIELD OF MOTIVATION THEORY

The field of motivation research is both wide and diverse. Forbes (2011) provides an overview of the diversity and breadth of motivation theories with a view to establishing a unified model of human motivation. In that project he recognises the difficulty of drawing clear connections between biology and psychology, and points to the level of analysis as being problematic in such an attempt. He surmises that "[p]ast theories of motivation have often sought to account for the entire range of motivations, from physiological reflexes and instincts, to biological drives, to cognitive needs, up to and including social motives." (p. 85).

At a brain neuro-science and biological level of analysis research is focussed on the neurological bases of motivational drive resulting from brain functionality in maintaining biological homeostasis or systems balance within the brain (Forbes, 2011, pp. 85-86). Such research focuses on the neurological bases of motivational drive. For example, Panksepp (2011) researches the neurological functionality of the brain in establishing motivational drives. As a veterinarian, his field of neurological research involves a level of analysis focussed on mammalian brains with the view to implications for the human brain (Panksepp, 2006). His motivation research is at the level of brain functionality as opposed to mind functionality.

Recognising the difference between biological and socio-cognitive levels of analysis, Forbes (2011) acknowledges that while biological processes may constitute the foundation of motivational drives, he postulates that "biologically evolved capacities of humans to conceive of and plan their worlds … have created emergent psychological phenomena (including our concept of motives) that are worthy of study in their own right" (p.86). He also suggests that these motivations must be understood in their own right and cannot "be meaningfully reduced to the (biological) substrate from which they emerge" (p. 86). In this argument Forbes separates the biological science of motivation from the psychological phenomena of motivation. His perspective separates the physiology of the brain from the psychology of the mind.

In shifting the level of analysis from the biology of the brain to the psychology of the mind, we shift the analysis level from the brain to that of the individual as an entity within a socio-cognitive context. In bridging these two levels, Glasser (1998; 2004) for example provides a psychiatric perspective on individual motivation which involves diagnoses of brain functionality from both a biological (neurological) and a psychiatric (psychological) individual level of analysis. His Choice Theory (1998) is part of a reality therapy treatment used in counselling individuals presenting with mental health issues. As a psychiatrist and leading practitioner in counselling, his reality therapy separates pathology issues with the brain from psychological symptoms of unhappiness (2004, p. 340).

A large weighting of motivation theory is situated at the level of individuals contextualised within organisations. It is at this level that motivation theory focussed on work motivation exists. It is also at this level that volunteer motivation theory also exists. An example of the impact of the level of analysis is demonstrated through Choice Theory (Glasser, 1998) and Self Determination Theory (Ryan & Deci, 2002). Whilst both theories focus on individual volition, each does so at different levels of analysis. Self Determination Theory provides the volitional perspective required at the level of analysis being undertaken in this research. It is at this level that Forbes (2011) situates his unified model of human motivation which draws relationships between the intrapsychic self, the instrumental material world, and the interpersonal social world (p. 94). It is from this perspective that the motivation theories discussed below inform this study.

MOTIVATION THEORY AND CONTEXTS

Lussier and Achua (2016) maintain that "[t]here is no single universally accepted theory of how to motivate people, or how to classify theories" (p. 80). They suggest one way of categorising early motivation theories is whether they are either content or process focussed. Content motivation theories maintain that individuals behave in ways that satisfy personal needs and wants. Maslow's Hierarchy of Needs Theory postulates that individuals are motivated through a "hierarchy of prepotency" (Maslow, 1943, p. 394). The concept of prepotency espoused by Maslow does not preclude needs existing at the same time, while it maintains that the most

potent need and goal at a specific time will monopolise consciousness until satisfied. Herzberg's Motivation-Hygiene Theory of Job Attitudes (Herzberg, 1987) was developed in response to the author's concern in the 1960s with a need to structure jobs in ways that did not shut out feelings and job satisfaction from job design. His theory focussed on the interaction of two factors: extrinsic factors relating to job characteristics with factors intrinsic to the individual and related to the individual's psychological needs. Herzberg's theory was not so much a theory of motivation as it was a theory to build satisfaction back into job design. McClelland's Acquired Needs Theory (McClelland, 1988) was postulated in the belief that individuals are motivated through personality trait needs for affiliation, achievement and power. Content motivation theories such as these focus on explaining motivation based on an individual's psychological needs.

Process motivation theories focus on how individuals choose behaviours to satisfy their needs (Lussier & Achua, 2016). These theories attempt to understand why people have different needs and why they choose to satisfy their needs in different ways. Adam's Equity Theory (Adams, 1963) suggests that individuals are motivated when they perceive a balance in social equity where their perceived inputs will result in an equal return on their investment of effort. Vroom's Expectancy Theory (Vroom, 1964) maintains that an individual's motivation is dependent on three variables: a belief in their ability to accomplish the task, an expectation of reward for the effort, and that the rewards will be worth the effort. Locke's Goal-Setting Theory (Knight, Durham & Locke, 2001) proposes that individuals are motivated through the setting of specific and challenging goals. These examples of process motivation theories focus on processes which take place within the individual prior to the choice of behavioural activity and is anticipatory rather than interactive with the social context. It takes place prior to the behaviour being enacted.

Later motivation theory began to link the individual with their context, bringing psychological needs and social context into an interactive relationship. Context became viewed as an external stimulant to motivation. As an example, Self-determination Theory (SDT) (Ryan & Deci, 2000) posits that individuals develop and function as a result of the social and contextual situations that exist at that time. They maintain that satisfaction of three psychological needs –

competence, autonomy and relatedness – results in intrinsic motivation. A feature of SDT is that it considers extrinsic factors in terms of their potential to become internalised as motivating influences. An internalisation process takes place by aligning the motivation source with a preparedness to engage in self-regulation. Beginning from amotivation/non-regulation, SDT moves through phases of extrinsic motivation, to arrive at intrinsic motivation as the optimal form of motivation. SDT views forms of motivation through the potential to create a series of regulation states, with increasingly internalised states of regulatory style creating an increasing propensity to self-regulate thereby increasing self-determination.

Whilst not a motivation theory as such, Structuration Theory (Giddens, 1991) promotes an analysis of personal agency within structured contexts. Tucker (1998) views Giddens' perception of duality in ST as the relationship between agency and structure as attributed to people reflexively producing and reproducing their social life (p. 76). Duality recognises that agency impacts structure, and structure impacts agency in an ongoing interplay. Structuration generates ongoing adaptive processes that do not privilege one above the other, recognising that both play an equally important role in their influence on the other. This theory as developed further by Stones (2005) will become central to this research at the theoretical construction stage.

VOLUNTEERING RESEARCH

Research into volunteerism in Australia has been lacking. Oppenheimer (2008) recognises that, at the beginning of the twenty first century, research into understanding how and why Australians volunteer was a relatively recent research endeavour. Evidence of a changing research environment began to emerge in the early 2000s with a small number of research projects that can be summarised as attempts to establish a baseline of data and overviews of the field (Brown et. al., 2000; Lyons, 2000; Warburton & Oppenheimer, 2000; Flick, Bittman & Dolye, 2002). These studies were vanguards of an increasing interest in research into volunteerism in Australia. Warburton and Cordingley (2004) reinforce this perception when they point to indications that researchers were beginning to take an interest in the strategic importance of volunteer research.

Social Capital Perspective

Since the mid-1990's one perspective on volunteering and the voluntary sector revolved around Putnam's thesis of social capital and civic engagement (Oppenheimer & Warburton, 2000; Wilkinson & Bittman, 2002; Flick, Bittman & Doyle, 2002; Zappala, 2005). From a social capital perspective, volunteering encourages sociability by encouraging people to make connections with others and to build trust, which develops into a capacity for democratic organisation and builds social capital (Wilkinson & Bittman, 2002). In Australia, economic rationalism (in both its Labour and Liberal government forms) created conditions that moved to marginalise individual volunteer agency by encouraging the corporatisation of the non-profit sector. The debate around social capital revolved around redressing that trend.

Researchers in Australia draw strong relationships between volunteering, social capital and democracy (Cox, 2000; Lyons, 2001; Zappala, 2001; Flick, Bittman & Doyle,2002). Volunteerism increases the connectedness between people as it takes place in social contexts. Whilst stimulating social capital, volunteering is also a strong indicator of the level of social investment people put into their communities (Flick, Bittman & Doyle, 2002). By the mid-1990's, the potential for disengagement by volunteers within volunteer organisations had been recognised, and governments began to embrace the concept of social capital, mixing it with the concepts of mutual obligation and social coalition to give rise to what the researcher views as an attempt by the Howard Government to reverse the "trends of social connectedness, thus restoring civic engagement and civic trust" (Putnam, 1995, p. 77).

During this period, contemporary writers within Australia focussed on the concept of social capital as the dominant framework within which volunteering was interpreted (Wilkinson & Bittman, 2002; Brown et. al., 2000; Fahey, 2003; Warburton, Oppenheimer & Zappala, 2004). Putnam (2000) maintained "social capital refers to connections among individuals – social networks and the norms of reciprocity and trustworthiness that arise from them" (p. 19). Putnam (1995) raised the concern that the formation of social capital was eroding in the United States through a diminishing of civic engagement and social connectedness. He called for a counting of the costs and benefits to community engagement resulting from economic,

technological and political change over the last quarter of the twentieth century. Much to Putnam's annoyance, the role of the voluntary sector and civil society became food for political agendas, and were used to justify policy changes (Cox, 2000, p. 141).

In summary, a social capital perspective on volunteering is focussed on the outcomes and consequences of motivated volunteering. It does not provide analytical concepts to assist in the focus of the current research. It provides metatheory backgrounding that helps to explain the value of the outcomes of volunteering, and as such may be useful in setting the findings of this study into a meta-theory perspective.

Psychological Functional Needs Perspective

A second prevalent approach to volunteering research applies a psychological functional needs perspective. Considerable research has taken place from a functional analysis perspective of motivation (Finkelstien, 2009). A functional perspective on volunteer motivation focuses on basic psychological needs being satisfied through volunteering.

From the brief overview of traditional work-based theories of motivation, the intended positioning by Maslow's of his work as providing "a suggested program or framework for future research" (Maslow, 1943, p. 371) has been effective. In establishing his seminal motivation theory framework, Maslow recognised that his approach was undertaken within a functionalist tradition. Katz (1960) explains a functional approach as

> At the psychological level the reasons for holding or for changing attitudes are found in the functions they perform for the individual, specifically the functions of adjustment, ego defence, value expression, and knowledge…. The conditions necessary to arouse or modify an attitude vary according to the motivational basis of the attitude. (p. 163)

An understanding of a functional approach is important in the context of the continuing development of motivation theory as it applies to volunteering. The essence of a functional approach relates to the psychological functions attitudes and motives serve within an individual. Clary, Snyder and Stukas (1996) summarised the major themes in a functional

approach to volunteering as “people engage in volunteer work in order to satisfy important social and psychological goals and different individuals may be involved in similar volunteer activities but do so in order to achieve different goals” (p. 2). Part of the rationale behind Clary and Snyder (1999) developing the Volunteer Function Inventory (VFI) functional approach framework was to “systematize and organize a literature that was previously atheoretical in orientation” (p. 156) by integrating it into a conceptual framework of volunteer motivation.

Since the 1970s functional research into motivation and volunteerism emerged as studies ranged across conceptual models that postulated that motivation could be understood based on either two or three factor models (Esmond & Dunlop, 2004). For example, Gidron (1978) developed a three -factor model based on Hertzberg’s work (1966) in which he reduced the rewards of volunteering to either personal (fulfillment), social (interpersonal relationships) or economic (work experience). Cnaan and Goldberg-Glen (1991) recognised the limitations of previous models and developed a multi-dimensional Motivation To Volunteer (MTV) scale recognising that volunteer motives span across different types of motives, and that volunteers are activated across a range of motives. The MTV scale is based on the proposition that volunteers do not discriminate between motivational factors and function as a result of all three factors: egoistic, altruistic and social motivation. As all factors combine in an individual’s motivation to volunteer, Cnaan and Goldberg-Glen considered the MTV scale provided a unidimensional model based on an individual’s MTV scale result. The complex nature of an individual’s motivation was unidimensional with individuals not distinguishing between different motives and acting on a holistic blend of motives. The 28 categories on the MTV scale reflected an acceptance of the diversification of motives within and across individuals.

Clary, Snyder and Ridge (1992) developed the Volunteer Functions Inventory (VFI) which categorised six primary functions relating to volunteering. The VFI seeks to measure volunteer motivations relating to values (helping others), understanding (desire to learn), career (advance work opportunities), social (influence of significant others), esteem (self-esteem) and protective (compensating for negative feelings). Clary and associates would continue to develop the VFI over the next decade (Clary, Snyder & Stukas, 1998; Clary & Snyder, 1999). By 1998 the VFI had been modified to include the six functional scales of values, career, social, understanding,

protective and enhancement, with an earlier scale of esteem being replaced by the enhancement scale (Clary et. al., 1998). Functional analysis instruments such as the VFI are premised on volunteering being motivated to the extent that functional needs are fulfilled. These instruments require volunteers to self-assess the degree to which their underlying psychological needs are served through volunteering.

In the Australian context, Esmond and Dunlop (2004) undertook a seminal volunteer research study in Western Australia in which they modified the Volunteer Motivation Inventory (VMI) initially established by McEwin and Jacobsen-D'Arcy (1992) by combining and comparing the original VMI with the VFI scales to produce a revised VMI to fit the Western Australian volunteering context. The ten scales comprising the modified VMI involve values, reciprocity, recognition, understanding, self-esteem, reactivity, social, protective, social interaction and career development (Esmond & Dunlop, 2004, pp. 51-52). It should be noted that the scales of reciprocity, recognition, reactivity and social interaction do not appear in the American VFI and are unique to the Australian VMI instrument.

Whilst these functional approaches to volunteer motivation identify psychological needs as driving motivation when satisfied, functional instruments (e.g. VFI and VMI) are unable to explain how those needs are enacted or addressed in volunteer contexts. They are generic functions and do not provide an understanding as to how psychological needs are stimulated in interpersonal and organisational contexts. For this reason, a functional approach to volunteer motivation is more distal to the enactment of motivational drive and offers metatheory backgrounding to this study. However, it may help understand the reasons behind motivational activity described in the current research.

Serious Leisure, Volunteer Careers and Lifestyle Volunteering

Yeung (2004) asserts that individual motivation is at the core of voluntary motivation. She supports her assertion by referring to "new individual-centred life-politics which underscores the ability of individuals to choose and construct their values and life styles" (p. 22). She rationalises her position by emphasising that, in a period of modernisation characterised by

increasing individualisation, with individuals exercising an ability to reconstruct identity, and with institutions having less impact on the determination of life choices, volunteerism is becoming “less collective and more individualistic or reflexive” (p. 22). Cohen-Gewerc and Stebbins (2013) recognise this emergence of individualisation in terms of “the contemporary atomization of society” (p. 6) and mount a case for leisure space to “be the cradle of the individual” (p. 9).

Stebbins (2014) provides a theoretical framework that establishes a serious leisure perspective (p. 3) that incorporates casual leisure, project-based leisure, and serious leisure categories to distinguish the former two from the latter. It is Stebbins’ work on serious leisure that constitutes his seminal work. He defines serious leisure as “the systematic pursuit of an amateur, hobbyist, or volunteer activity … [which is] … sufficiently substantial, interesting, and fulfilling for the participant to find a career there by acquiring and expressing a combination of its special skills, knowledge, and experiences” (2014, p. 4). Further, he posits six qualities that further define serious leisure: the need to persevere, finding a career in the leisure role, significant effort in acquiring knowledge, experience and training, self-renewal through self-development, a unique ethos within the social world that encapsulates the serious leisure, and, a tendency for the participant to identify strongly with the serious leisure pursuit (pp. 8-9).

In drawing out the concept of career in relation to serious leisure, Stebbins maintains that “… career has always been a central idea in this (serious leisure) framework...” (2014, p. 3). Stebbins (2001) argues that a serious leisure activity “expresses their central life interest … and forms the basis for their personal and communal identity...” (p. 56). A serious leisure pursuit impacts the participant’s lifestyle as behavioural expressions of the central life interest energise that lifestyle with positive emotional, intellectual and physical energy (p. 56).

Stebbins (1996) maintains that “volunteering is invariably or frequently a form of leisure” (p. 211) thereby connecting concepts of serious leisure, volunteer career and lifestyle volunteering in the context of this study where volunteer roles can be understood as serious leisure involving volunteers in the development of special skills, knowledge and experiences. Whilst he views “self-interestedness” (p. 212) as the primary reason for volunteering, he also points to

the broader social ramifications of volunteering to the wider community. Stebbins conceptualises a sense of a serious leisure career which frames volunteering activity as being "sufficiently substantial and interesting in nature for the participant to find a career there in the expression of a combination of its special skills, knowledge, and experience" (p. 215). In considering Stebbins' notion of volunteering career, it is important to understand that both volunteering and serious leisure are complementary concepts, each helping to frame an individual's pursuit of self-interest and reward. In this argument, Stebbins maintains that self-interest is more often the driving motivation in volunteering more so than altruism.

Stebbins (2001) maintains that serious leisure pursuits are satisfying and offer opportunities for a full life experience (p. 54). The requirement of perseverance, the development of a substantial skill and experience base, combined with ongoing personal develop incentives, establishes a sense of a career pathway to be followed in pursuit of fulfilling an individual's central life interest, realising their latent potential, and developing a valued identity within that life interest. The encompassing nature of a serious leisure career requires a mode of life that supports and nurtures its development. By becoming a member of the social world that surrounds and supports their central life interest, living within that social world involves interactions with social groups, events, networks and regular organised activities that generate the regime of their serious leisure lifestyle. It is this life style that contributes to the collective focussed on that central life interest and which contributes to its "unique ethos" (Stebbins, 2011, p. 241). Stebbins (2001) envisions "the lifestyle of the participants in a given serious leisure activity expresses their central life interest there and forms the basis for their personal and communal identity as people who go in for that activity." (p. 56).

As outlined above, serious leisure is centred around the key concept of the individuation of self which takes place in a leisure space (Cohen-Gewerc & Stebbins, 2013, p. 29). Conceived of as institutional space, temporal space and /or geographic space, it is within these leisure spaces that the central life interest is contextualised as activity. Each leisure space provides a context within which individuated personal development, career development and life style is experienced.

SLSA Research on Volunteering

While the Australian surf lifesaver is recognised as an Australian icon (Edwards, Onyx, Maxwell & Darcy, 2012, p. 18), it was considered important by SLSA that its iconic status be supported by a demonstration of social and economic benefit to the community. In attempting to measure social and economic impact, SLSA commissioned two reports to assess those impacts. In 2005, an Allen Consulting Group report (2005) established the economic impact at $1.4b per annum. In 2010 a Pricewaterhouse Cooper report (2010) reassessed the economic impact at $3.6b. Both reports recognised an inability to assess the social impact of the work undertaken by volunteers within Surf Life Saving. Life Saving Victoria (2006) undertook a member retention survey to help define the motivating factors within its membership. Whilst identifying having fun, being a team member, feeling needed, helping others and developing skills as high ranking factors in retention, it did not address how these factors were activated in generating motivation. In a study of the motivation of Australian surf lifesavers, Hall and Innes (2008) identified primary drivers of motivation as relating to intrinsic motivation and reward. They found extrinsic factors to be secondary motivating factors. They concluded that their findings were consistent with much motivation theory, however the primacy of intrinsic motivation in their research led them to recommend that "we must focus research on unpacking and understanding the dynamics of individual motivation and its organisational contexts" (p. 26). The current research takes up that challenge.

APPROACHES TO VOLUNTEERING RESEARCH

From an analytical review of theory and research into volunteerism, Snyder and Omoto (2008) provide some clarity around the essence of the volunteering process. They identity six defining characteristics of volunteering. Volunteer activity must (a) be performed on the basis of free will, (b) result from deliberate decision-making on the part of the individual, (c) span a period of time, (d) be based on the individual's personal goals, (e) serve people who desire that help, and, (f) be performed through a formal organisation (p. 2). These characteristics support features such as volition, choice and agency that come to the fore in this study. They clarify the deliberative decision-making nature of volunteering as

> … the active role of the individual in choosing to volunteer and in charting the course of his or her volunteer action such that it reflects processes of choice, active decision-making, and the influence of personal values and motivations.
>
> (Snyder & Omoto, 2008, p. 3)

This clarification of the act of volunteering suggests that a key motivation in volunteering involves an expression of identity enactment. It links motivation with identity work reflected in choices based on personal values and goals. The current study pursues linkages between motivation and identity both as sources and vehicles for further identity construction within a SLS context. Snyder and Otomo (2008) conceptualise the volunteering process as involving a series of stages reflected in a range of contexts from a micro individual level, to a meso organisational level, and a macro societal level (p. 7). Their schematic conceptualises the volunteer process as a progression from antecedents, to experiences, to consequences at differing levels. In conceives a volunteer process that is both multi-levelled and multi-dimensional. Snyder and Otomo steer the conceptualisation of the volunteer process as one of individual motivation and identity being nested within ever widening contextual settings. It encourages research to evidence the links between motivation theory and identity theory with organisation studies. Their conceptualisations inform this research.

Haski-Leventhal and Bargal (2008) provide a Volunteering Stages and Transitions Model that identifies five stages of volunteer socialisation within an organisation. Their model contributes to organisation studies that focus on the development of volunteer careers. It identifies five stages of volunteer engagement: entrance, new volunteer, emotional involvement, established volunteering and retiring. Beaton, Funk and Alexandris (2009) developed a Theory of Participation which provides a framework for the development of a progressive commitment to sports activity. They identify a four-stage development of commitment: awareness, attraction, attachment and allegiance (p. 180). The awareness stage develops knowledge and a realisation of opportunities available. The attraction stage involves a level of participation which engenders affective association and attitude formation. The attachment stage involves emotional assignment, attitude strengthening and symbolic meaning development. The allegiance stage engenders attitudinal and behavioural loyalty and durability.

Each of the above theoretical constructions of volunteer engagement processes provides some guidance to the current research to enable it to explore the development of volunteer motivation experienced by participants. Each of those studies identified levels of emotional attachment, attitudinal bias and behavioural commitment experienced by volunteers over the period of their involvement.

MOTIVATION AND A TURN TO IDENTITY

There is a growing body of literature integrating motivation theory with identity theory. Kaplan and Flum (2009) evidence this trend by advocating "that current motivation theories could and should be greatly informed by identity theories" (p. 73). Bendle (2002) anticipated this emerging trend when he referred to a "contemporary crisis of identity" (p. 1) within a society being characterised by globalisation and increasing calls to enhance the "fluidity and plasticity of the self" (p. 6). Kinnvall (2004) identified the destabilisation of conceptions of self as a result of globalisation and sought ways of establishing greater "securitized subjectivity" (p. 763). He recognised that globalisation was increasing individuals' "ontological and existential uncertainty" (p. 741). Hermes and Dimaggio (2007) acknowledge the impact of globalisation on self and identity in growing times of uncertainty.

Alvesson, Ashcraft and Thomas (2008) suggest that a research "turn to identity" (p. 6) involves an increased use of the construct of identity as a frame within which a variety of phenomena are being investigated, including motivation. Linking the question of *Who am I?* – the subjectivity of identity research – with the question *How should I act?* – the behavioural expression of identity- goes to the heart of motivation research. In drawing this linkage, Alvesson et. al. suggest a focus on identity provides an impetus to revitalise existing areas of research, including motivation. They go on to challenge future research to "develop a sharper eye for … the highly personal in a seemingly impersonal template of social identity" (p. 10) to account for the construction of both personal and social identity. This study takes up that challenge.

Briggs, Peterson and Gregory (2010) further demonstrate an integration of identity and motivation theory in their structuring of research around the dimensions of me-oriented and

other-oriented reasoning in relation to volunteer motivation. They offer insights into what they see as "two distinct reasoning processes for volunteering on the pro-social formulation of volunteers" (p. 63). They conclude that other-oriented reasoning positively influences pro-social attitudes, whilst me-oriented reasoning negatively influences pro-social attitudes leading them to suggest "that altruistic or other-oriented motives are more strongly associated with positive attitudes toward volunteering than egoistic, self-centred motives" (p. 73). However, their reasoning seems to be based on an either/or position, rather than a mutuality between both. They call on future research to help populate the two reasoning pathways. They align career benefits, achievement, expressing one's values and living up to other's ideals as part of increasing one's own welfare along the me-oriented pathway. The other-oriented pathway is populated with helping others and benevolence. Discussion with regard to pathways may be useful in this current study, particularly if for example, data suggests that attraction may be more me-oriented and retention may be supported/developed through other-oriented motives.

Identity Theory

Before proceeding any further, the concept of identity requires clarification. The word identity is defined as a noun that refers to "a state of being" (Macquarie Dictionary, 2004, p. 586). Alvesson et. al. (2008) view identity as resulting from individuals being involved in the crafting of identities within their work settings (p. 12). Ashforth and Schinoff (2016) conceive identification as a process in which an individual articulates or emulates situated identities perceived as salient in specific situations. They maintain that identity is at the core of human functioning and is "forever a work in progress" (p. 118). They observe that contexts vary greatly in the degree of discretion provided to individuals to construct and enact identity: the greater the discretion, the greater the scope for individuals to craft identities in line with their preferences and desires. It is within micro individual and meso organisational level interactions that the current research is situated: crafting identity at the individual micro level, within structures that enhance discretionary identity work at the organisational meso level.

Driver (2017) views motivation through a "fine-gained and complex understanding of how motivation functions in the context of identity work" (p. 617). She implies that motivation

functions as an invisible process within individuals, and that it is only by getting fine-grained personal narrative data that the researcher can vicariously interpret motivation through an interpretative analysis of those narratives. It is that vicarious interpretation that is the basis of motivation research. Viewing earlier motivational research as being instrumental, she views the rise in "self-based theories" (p. 619) as being an integrative shift in motivation research towards an increasing focus on identity theory. She also views the shift to narrative approaches as an effective methodology to enable individuals to tell their stories of self and meaning as self-narrations. It is the abutting of the past, present and future in the narrative that provides time and space dimensions to the motivation narratives. Time and space dimensions provide proximity to interfaces where identity and motivation work is active. Ashford and Schinoff (2016) view personal narratives as a process that enables individuals to extract from day-to-day events to make sense of experiences and meanings within situated contexts. Narration enables them to provide a sense of sequence which develops into identity plot lines that help rationalise and crystallise identity construction over time. They suggest that, in organisations, individuals need situated identities to anchor their sense of the present to guide identity work at a micro-level. Organisations also have vested interests in this identity construction from a meso-level perspective. This study brings these two aspects of identity construction together in the form of identity narratives situated within SLS contexts. It is at the interfaces between identity, motivation and context that agency and structure come into play.

Agency and Structure in Identity Construction

In bringing identity construction and organisational structure together, it is important to introduce two concepts which form a dichotomy in research into motivation theory: agency and structure. The debate which dichotomises these concepts provides a chicken and egg analogy: which produces the other?

Structuration Theory was developed by Giddens (1984) to address a difference in perspectives within social science between the objectivism of functionalism and structuralism on the one hand, and subjective interpretative perspectives such as hermeneutics on the other hand (p. 1). From the objectivist perspective Giddens views structure as taking primacy over action (agency), while the interpretative perspective gives primacy to human action. He refers to

these two positions as “an imperialism of the social object” from the structuralist perspective and “an imperialism of the subject” from the interpretivist perspective (p. 2). Giddens perspective maintains that

> The basic domain of study of the social sciences, according to the theory of structuration, is neither the experience of the individual actor, nor the existence of any form of societal totality, but social practices ordered across time and space. (1984, p. 2)

It is in this statement that the two key concepts in Structuration Theory emerge: agency and structure. These two concepts carry objectivism and interpretivism into the arena of structuring social practice where Giddens asserts neither agency (interpretivism) nor structure (objectivism) exert primacy. He maintains that the recursive nature of human social activities “are not brought into being by social actors but continually recreated by them via the very means whereby they express themselves as actors …[who]… in and through their activities [as] agents reproduce the conditions that make [their] activities possible” (p. 2).

Stones’ (2005) frustration with Giddens’ Structuration Theory is that “[o]ne needs to be clearer, tighter and more systematic than Giddens” (p. 1). He raises the concern that Giddens’ “rather loose conceptual orientations … [fall short of providing ideas that can be] … integrated with issues of methodology and empirical research” (p. 3). In particular, he focuses on the key characterising features of structuration theory: agency and structure. He argues that “[t]here is a complex and mediated connection between what is out-there in the social world and what is in-here in the phenomenology of the mind and body of the agent” (p. 5). Rather than leave agency and structure at the conceptual level of a duality where each is both the medium and outcome of the other, Stones (2005) develops a more detailed structural analysis around the nature of that duality. His quadripartite nature of structuration conception (p. 85) breaks down structure into external structures presenting as conditions of action and the agent’s internal structures that exist as both general dispositional structures and conjuncturally specific knowledge structures. It is active agency based on these two sets of structures that an individual draws on as the medium of their conduct which “constitutes the active, dynamic moment of structuration” (p. 86). The outcomes from these moments of structuration are conceptualised as external and internal structural change and as events that carry these

changes forward in both context and experience. Stones' conceptualisation of structure and agency provides the clarity that enables the concepts of structure and agency to be exercised in this current research.

Structuration Theory (Giddens, 1984; Stones, 2005) takes an integrative perspective by denying primacy to either structure or agency. It posits that each is both a source and an outcome of the other. In the current study, the dichotomised debate centres on volunteer motivation as influenced through the impact of SLS organisational structures and the personal agency of the individual. This research is premised on the understanding that each informs the other as articulated through ST, and it is from this position that the study takes a bifocal approach: individual agency in motivation and organisational enablement of motivation through structures.

Given that the aim of this research is to better understand the nature of the motivation of participants within a SLS context, it is useful to consider further theoretical contributions to help provide greater clarity to agency and structure in the theorisation of identity construction.

Early researchers into motivation conceptualised the phenomenon in terms of separate domains which can be viewed as early versions of intrinsic and extrinsic motivational needs. Maslow (1943) presented his hierarchy of needs as a progression through physiological needs (intrinsic), safety needs (extrinsic), love (extrinsic), esteem (intrinsic), and self-actualisation (intrinsic). Hertzberg (1987) developed a motivation/hygiene theory by grouping motivational factors into those of an extrinsic nature (hygiene) that create, at best, an absence of dissatisfaction in a job, while those of an intrinsic nature motivate people as a result of the interesting nature of the work.

Giddens' Structuration Theory (1984) envisions a duality of agency and structure where continuing cycles of agential activity modifies structures in an endless cycle of evolving action and outcome which Bryant and Jary (2011) refer to as "the omnipresence of a dialectic of control" (p. 438). Deci and Ryan's (1985) Self-determination Theory (SDT) addressed this dichotomy in terms of intrinsic and extrinsic motivation. In SDT intrinsic motivation is seen to

harness agency while external motivation is a consequence of contextual structuring. The SDT is built on two main sub-theories nested within the encompassing SDT framework. The first sub-theory of Cognitive Evaluation Theory focusses on intrinsic motivation and the conditions that either enhanced or inhibited intrinsic motivation. The second sub-theory of Organismic Integration Theory focusses on extrinsic motivation and posits how variegated forms of extrinsic motivation form a "taxonomy of motivational types" (p. 72). This taxonomy provides a continuum of extrinsic motivational types that develop through four integrative and integrative phases that convert extrinsic motivational sources into intrinsic motivational forces. The SDT provides a theoretical framework that bridges extrinsic and intrinsic motivation conceptualisation in a way that links them in transitional relationships rather than as exclusive dichotomised phenomena. It bridges intrinsic and extrinsic factors along a continuum that enables a connection to be made with concepts of self and identity with self-determination increasing as motivational typologies progress towards intrinsic motivation along the SDT continuum (p. 74).

Haivas, Hofmans and Pepermans (2012) identify the study of the impact of organisational experiences in volunteers' motivations has "largely been ignored" (p. 1196). They incorporate the SDT in their exploration of how volunteer motivation activities are influenced by organisational context. They find support for SDT being useful in accounting for external factors being incorporated into volunteers' sense of self. Their findings point to the importance of autonomy supportive volunteering cultures structured around choice, the encouragement of personal initiative (i.e. agency) and positive feedback. Their study demonstrates an integration of motivation theory, SDT and organisation studies.

Gagne and Deci (2005) demonstrate the integrative applicability of SDT to theories of organisational behaviour. They maintain that basic psychological needs "provide the basis for predicting which aspects of a social context will support intrinsic motivation and facilitate internalization of extrinsic motivation" (p. 338). Their study involves an integration of motivation theory, identity theory and organisational behaviour theory.

Oyserman (2009) posits that "identity matters because it influences what actions people take (action-readiness) and how they make sense of the world (procedural-readiness)" (p. 58). Her Identity-based Motivation (IBM) model postulates that identity-based motivation involves the readiness to enact identity congruent behaviour. In this way individuals use their identities to prepare for action as they use those identities to make sense of the world around them. This involves cognitive processes which are socially situated and pragmatic in terms of choosing behaviours that are congruent with situated identities.

Oyserman, Smith and Elmore (2014) reinforce that identity matters as it provides a basis for making meaning and undertaking action in identity relevant social contexts. They conceptualise identities as being nested in self concepts and as making up part of an individual's "reflexive capacity to think and to take oneself as the object of thinking" (p. 210). Their work links identity directly with motivation. Identity provides a basis for meaning making and motivation activates behaviours that are congruent with reflexively situated identities. As articulated in the IBM model, procedural-readiness cues a specific identity frame and action-readiness primes behaviours that are congruent with that identity.

RESEARCH INTERFACES

From the literature surveyed, it can be anticipated that salient identities activated within organisational contexts are central to motivation. The literature demonstrates a continuing and growing movement towards the integration of related research fields into the study of motivation. An important aspect of that integrative movement involves the identification of research growth plates or interfaces between research fields to guide future research. Kreiner, Hollensbe and Sheep (2006) provide insights into what they see as the edge of identity research being found in the boundary dynamics at the interface of individual and organisational identities. Their insights draw into focus both "intra-identity boundary interfaces, where boundaries within identity are negotiated, and inter-identity boundary interfaces, where boundaries between individual and organizational identities are negotiated" (p. 1320). A boundary perspective provides a conceptual platform to focus thinking in this paper in conceptualising the dynamics between motivation, self, identity, organisational enablement and meta-theory. One such boundary interface relates to the nature of motivation at the lived

micro-experiential level as narrated by individuals. Limited research with a micro-level focus has been identified from the literature reviewed as requiring attention. A second set of boundary interfaces requiring attention exists between identity, self and motivation within those experiences. A third boundary interface exists between personal agency and organisational structure where research needs to gauge the impact of meso level organisational factors on motivation. A fourth set of boundary interfaces involves drawing together motivation research connecting micro and meso level motivation constructs with existing motivation meta-theory evidenced at a macro level. Research to date is limited in modelling motivation theoretical constructs which connect micro, meso, macro levels as individual experiences, organisational enablement factors, and meta-theory based on psychological needs.

Central to the current research study is developing an understanding of the research interfaces that contribute to an understanding of volunteer motivation within SLS. Development of understandings of volunteer motivation at these interfaces will evidence the significance of this research.

CHAPTER SUMMARY

This chapter has established the research context for this study. It began by outlining a theoretical framework, revisiting the research aims of the study and defining the phenomena being explored. It provided an overview of volunteering in Australia to establish its unique nature and structure in the Australian context. This was done by outlining historical, societal and economic factors that influenced the development of volunteering in Australia. Challenges being faced by volunteering were outlined and Surf Life Saving (SLS) was introduced as the organisational context for the study. The chapter then surveyed literature fields identified as relevant to the study including motivation theory, volunteer motivation theory, identity theory and organisation studies. It identified research frontiers from within the literature and concluded by identifying research interfaces between motivation, identity, organisation studies and meta-theory to be explored in later chapters.

Chapter 3: RESEARCH DESIGN

This chapter brings together the research intent, underlying belief systems, and research design to establish ontological, epistemological and methodological integrity within the research. It begins by restating the research purpose and expands on social constructionism as an ontological and epistemological approach that views reality and knowledge as being a product of interaction within social contexts. Social constructionism is aligned with the study's research purpose. Grounded theory is introduced as the methodological approach with semi-structured interviews used to collect data. Consideration of credibility and quality issues within a social constructionism approach are introduced. The chapter concludes with a further clarification of the role of literature in this study.

Research into motivation to volunteer has established psychological functional needs being posited as generic factors underpinning motivation to volunteer (Clary et. al., 1998; Esmond & Dunlop, 2004) but has not developed understandings of *how* individuals experience motivation within NFP volunteer organisations in Australia. Both the Volunteer Functions Inventory (VFI) (Clary et. al., 1998) and the Volunteer Motivation Inventory (VMI) (Esmond & Dunlop, 2004) are self-assessment instruments that provide generalised psychological need explanations as factors that contribute to an individual's motivation to volunteer. Neither instrument provides insight into how individuals experience motivation to volunteer in organisational contexts. Research literature is lacking in explanations and understandings as to how individual experiences generate motivation in organisational contexts.

This research sets out to provide greater understanding of individual volunteers' motivational experiences, as expressed through personal narratives based on experiences within SLS: narratives that story how experiences impacted their motivation to continue involvement. The research study has two main aims:

a. to investigate and examine how volunteers in SLS develop motivation to participate in the organisation, and

b. to examine the influence of SLS structures on motivation development.

It will explore these aims by way of developing understandings from the storied experiences of eleven (11) participants. The study will examine organisational structural and social factors identified by participants as contributing to the generation of their motivation. In keeping with the grounded theory methodology adopted in this study, its theoretical constructs will be substantive to the data provided by the sample.

Assumptions are made within this research include that volunteering is a decision based on personal motivation and individual choice, that people construct meaning in their life through their experiences, and that volunteer NFP organisations deliver their services through the work of volunteers. It follows that for volunteer NFP organisations to remain viable and relevant, they need to continue to recruit and retain volunteer members to deliver their services. If volunteers are to be motivated to give their time and effort to enable an organisation to deliver its services, then organisational culture, structure, programs and resources need to contribute to the satisfaction of motivational needs of volunteers. These assumptions are implicit in the work to follow.

RESEARCH PARADIGM

Research projects are designed from within philosophical beliefs systems where alternative knowledge claims are made (Cresswell, 2003). Assumptions about the social world and about the associated techniques used to examine that world are referred to as a research paradigm (Punch, 2005, p. 27). This research is framed within a postmodernist research paradigm which provides a social constructionism perspective. Whereas modernism sponsors grand theory and meta-narrative as underpinning a reality based on rationality and linearity and where the role of research is to find an underlying reality that exists independently to the individual (Cheek & Gough, 2005), post-modernism rejects that view of reality (Punch, 2005). Punch maintains that post-modernism is difficult to define other than that the “rejection of the assumptions of rationality … or of any supposedly secure representation of reality that exists outside of

discourse itself" (p. 139). Burr (2015) holds that social constructionism does not support there being an ultimate truth and that the world we experience is a result of hidden structures. He rejects idea that social change can be achieved by applying meta-theory to reveal underlying social structure.

The difference between modernist and post-modernist paradigms plays out in the type of research sponsored by each. Modernism sponsors deductive research where theoretical predictions are made based on theoretical assertions, and the role of research is to prove those assertions. Within a modernism paradigm, theory is postulated at the beginning of the study with the objective of testing that theory through research (Cresswell, 2003). Post-modernist social constructionism on the other hand, sponsors inductive and abductive research which involves discovering explanations uncovered through an exploration of the data. The current research is designed from such an inductive/abductive approach.

Ontology is a philosophical belief system about the nature of being and reality that the researcher brings to research (Hesse-Biber & Leavy, 2011) and places a focus on the nature of social reality (King & Horrocks, 2010). It involves a set of belief-based assumptions that frame the researcher's version of the nature of reality in the world and their research into that world (Corbin & Strauss, 2008). These beliefs convert into theoretical assumptions. Social constructionism rejects the assumptions of modernism, and some versions of post-modernism, that espouse reality exists beyond the individual and that the role of research is to uncover that reality. Social constructionism maintains that reality is created within the social context through the interaction between individuals in situated contexts. The current research is framed from a post-modernist social constructionism ontological position that focuses on meaning making and knowledge construction taking place in a "space of action" (Carroll & Leavy, 2010, p. 212) where individuals engage in social interaction with others. Social constructionism holds that individual meaning making, knowledge development and truth assumptions are formed as individuals engage in meaning constructions.

Somekh, Burman, Delamont, Meyer, Payne and Thorpe (2005) describe epistemology as the researcher's understanding of the nature of knowledge and truth. An epistemological position establishes what counts as knowledge and ways of knowing (Burns & Walker, 2005). The current research is based on post-modernist social constructionist assumptions in relation to reality, truth and knowledge. This is distinct from modernist social psychology which operates from an acceptance that research is to "discover universal principles of psychological functioning" (Burr, 2015, p. 3) which are assumed to exist in all human beings. Burr positions social constructionism as arguing that there are no essences within individuals and that they construct their own meanings, knowledge and conceptions of truth through interactions with others. It is through discourse, social processes and interactions with others that meanings and knowledge come into being. Such a social constructionism perspective argues that there is no predetermined nature to the world or to the humans who inhabit it, but rather that individuals construct their own versions of reality and truth through social interaction.

SOCIAL CONSTRUCTIONISM AS A RESEARCH APPROACH

Thorpe (2008) views a constructionist-synthesis approach as adopting an epistemological position that gives primacy to complexity, closeness and locality, as opposed to rational-analytic research which favours simplicity, distance and generalisability. A constructionist-synthesis approach provides explanation from descriptions of social experiences where knowledge is constructed "by the ways we engage in the world" (p. 116). He makes the case for knowledge and learning being socially embedded, and, given the complexity and ambiguity of social situations, that there is no escape from the historical, social and cultural influences impacting those experiences. Carroll and Levy (2010) suggest a finer ontological distinction between social constructivist and social constructionist approaches. They view a social constructivist approach as reflecting assumptions about progression and linearity, while resisting a determinative influence from such structures. Social constructionism on the other hand, projects a greater degree of individual agency and seeks to emancipate the individual from any patterning that may structure experiences. In essence, social constructionism maintains that an individual "cannot be outside and separate from processes of knowledge" (p. 218).

Cunliffe (2008) takes on the challenge of examining social constructionism in terms of the role essentialism plays in social construction. Essentialism involves a belief that things have a set of characteristics which make them what they are, and the role of research is to discover those things in relation to the role essentialist explanations of the world have in social constructionism. The challenge involves, on the one hand, social reality being conceived as separate from an individual's experiences, and on the other hand, social realities and individual experience being "intimately interwoven as each shapes and is shaped by the other in everyday interactions" (p. 124). That challenge divides the social constructionism field of research in terms of the nature of reality and the subsequent nature of individual agency in social construction. For Cunliffe the choice is between individual agency constructing meaning within a context of existing social realities (i.e. constructivist), or individual agency being independent of external influence (i.e. constructionism).

Tracing the emergence of social constructionism as a research approach, Cunliffe (2008) reflects that Berger and Luckmann's seminal book *The Social Construction of Reality* (1966) proposed that society exists both as objective and subjective reality in that the world is produced by humans and that social realities are created by humans through interaction. Against this historical background, Cunliffe projects social constructionism in today's research world as being "an increasingly textured body of work, drawing from a variety of disciplines, theoretical perspectives and more nuanced interpretations of the ontological and epistemological underpinnings of social construction" (p. 125). Burr (2015) sums up the developing challenge within social constructionism as "the extent to which the individual is seen as an agent who is in control of this construction process, and in the extent to which our constructions are the product of social forces, either structural or interactional" (p. 22).

In response the challenge to social constructionism outlined above, the researcher took the decision to suspend taking a position relating to the degree to which essentialism plays in the nature and processes of social construction of participants' realities, pending the beginning of the analysis of data. Gergen (1985) supports the taking of this position when he maintains that "accounts of social construction cannot themselves be warranted empirically and therefore does not attempt to provide 'truth through method'" (p. 272). Gergen (1996) builds on his

initial view by suggesting that constructionist social psychology does not specify discipline margins to fix parameters of inquiry in advance. Rather, as it is closely tied to cultural life, it invites the researcher's engagement through the imagination while maintaining a degree of humility at the interface between researcher assumptions and the assumptions of others. This view supports the suspension of considerations of essentialism in social constructionism at this stage in the research design process. Consequently, conceptualisation of social construction that informs this research stands back from distinguishing between social constructionism and social constructivism pending the analysis of data. As an analogy, it is as if the research is standing at a fork in an ontological/epistemological pathway: one path signposted social constructionism and the other social constructivism. To take the social constructionism path, interpretation will be shaped by a perspective that will "see the person as actively engaged in the creation of their own phenomenal world" (Burr, 2015, p. 21), while the social constructivism path requires interpretation to be shaped by individual meanings being shaped in part by "an essential nature or meaning" (p. 21) of structuring influences as they impact on individual meaning making. The difference between the two perspectives relates to the interpretation of reality and the resultant degree of agency afforded to individuals' meaning construction, and the degree to which those meaning constructions are influenced by structural and interactional social forces (Burr, 2015). A social constructionism perspective takes the view that individuals exert greater agency in creating meaning within social contexts, while a social constructionist perspective affords greater credence to a pre-existing degree of essential nature or meaning that influences individual meaning making.

During this research project, the researcher will maintain a social construction perspective that encapsulates both social constructivism and social constructionism, thus maintaining an open mind to the role played by context and social structure in generating volunteer motivation.

GROUNDED THEORY METHODOLOGY

Methodology brings together the ontological and epistemological assumptions about the research field in a way that enables the phenomenon to be investigated through research (Hesse-Biber & Leavy, 2011). In line with the ontological and epistemological positions

underpinning this research, an interpretative approach will be taken towards the methods employed to collect and analyse data. That interpretative approach "assumes the social world is constantly being constructed through group interactions, and thus, social reality can be understood via the perspectives of social actors enmeshed in meaning-making activities" (Hesse-Biber & Leavy, 2011, p. 5).

A grounded theory approach will provide structure to this study. A grounded theory approach is useful when there is limited prior information or research in the field. Corbin and Holt (2005) observe that a researcher using a grounded theory methodology enters a field without "a predefined theoretical formulation" (p. 49) and that theory results from a co-construction between the researcher and participants. Punch (2005) emphasises that grounded theory is not a theory but rather a methodological approach which has the purpose of generating theory (p. 155). The term '*grounded*' refers to the emergent theory being grounded in the data collected. It is therefore "a theory generating research methodology" (Corbin & Holt, 2005, p. 49). As such, the researcher does not bring preformulated theoretical constructions to the research as emergent theory is embedded within the data.

Charmaz (2006) situates constructivist grounded theory within an interpretive tradition where the focus is on how and why individuals construct meaning and actions in specific contexts (p. 130). She emphasises that any theory resulting from a grounded theory approach is interpretive on two levels: by participants in recounting their experiences, and by the researcher interpreting participants versions of their experiences. Charmaz (2014) provides an understanding of grounded theory as both a process and a product:

> Stated simply, grounded theory methods consist of systematic, yet flexible guidelines for collecting and analyzing qualitative data to construct theories from the data themselves. Thus researchers construct a theory 'grounded' in their data. (p. 1)

Charmaz (2005) views grounded theory as providing a "set of flexible analytic guidelines that enable researchers to focus their data collection and to build inductive middle-range theories through successive levels of data analysis and conceptual development" (p. 507). This methodology requires a constant interplay between conceptualisation, data analyses and

theorising. Corbin and Strauss (2008) support an approach in which theory is constructed by the researcher from narratives constructed by participants that provide explanations and meanings to their lived experiences. From participants' narratives the researcher constructs abstractions and models to provide theoretical explanations of those experiences.

In this thesis the conceptualisation of methodology as separate steps is somewhat artificial as the researcher moved freely between the elements of methodology in order to build theory through considerations of relationships within analytical coding and interpretative processes. In this sense, data collection and data analysis were integrated as methodological tools as the study progressed.

Given that this study aims to understand personal motivations for involvement in SLS, it required a methodology that would elicit motivations on a personal level, through the voice and understandings of individual participants. Whilst the existing body of literature provides some generic attribution of volunteer motivation (e.g. Clary Snyder & Ridge, 1992; Esmond & Dunlop, 2004), the contribution of the current research is to be found in exploring motivations of volunteers through their lived experiences as recounted through storied narratives. A grounded theory approach was selected in this research because there was limited prior information or research in the field. Given the research aims, an inductive/abductive approach was considered appropriate and grounded theory provided a methodology that is consistent with aims, ontology and epistemology underpinning of the research.

DATA COLLECTION AND ANALYSIS

Much of the approach to interviewing presented in this study is based on the work of Kvale (1996), while the treatment of data collected from interviews owes much to the work of Strauss and Corbin (1998) which integrates data collection and analysis as interactive processes. The coding processes used in the interpretation phase of data analysis was based in the main on the work of Charmaz (2006). Data was collected using semi-structured interviews which focussed on establishing the dimensions of volunteer motivations within SLS.

> The qualitative research interview attempts to understand the words from the subjects' points of view, to unfold the meaning of people's experiences, to uncover their lived world prior to scientific explanations. … The qualitative research interview is a construction of knowledge. An interview is literally an inter-view, an inter change of views between two persons conversing about a theme of mutual interest.
>
> (Kvale, 1996, pp 1-2).

A convenience sampling technique was adopted given that Surf Life Saving Australia is a national organisation consisting of 168,823 members in 311 clubs spread throughout Australia (SLSA, 2017), with cost and time considerations making it impractical to conduct interviews across the continent. Convenience sampling draw participants from within a localised region for ease of access. The sample comprised eleven (11) members from three (3) surf life saving clubs in South Australia. The sample comprised six (6) females and five (5) males. Participants were members who had been identified by Club Presidents as having demonstrated a commitment to volunteering within their clubs and had been invited by their President to participate in the study. Documentation of the recruitment process is provided in Appendices 5 and 6.

The interviews were designed to obtain "descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena" (Kvale, 1996, pp. 5-6). Questions explored the motivational experiences of club members who had been identified as being committed to volunteering within their clubs. The interview questions were designed to explore the meanings that volunteering brought to their life world. Interview questions were developed through two drafts prior to the study. Piloting helped craft questions that were clear, concise and non-directional. Piloting also enabled the researcher to develop his interviewing technique. An Interview Guide is provided in Table 3.1. with an extended version to be found in Appendix 1. Interviews took 45-60 minutes and were audio recorded and transcribed for analysis. Interviews were recorded and transcribed by the researcher. Transcriptions of interviews were referred back to participants to enable them to check the accuracy of the transcript. The transcriptions recorded direct speech only and did not include other features such as pauses, tone of speech and non-verbal communications. The researcher undertook the lengthy transcription process to enable him to begin to interact with the data

Table 3.1: Interview Guide

RESEARCH FOCUS	INTERVIEW QUESTIONS
What factors stimulated volunteers' initial involvement in surf life saving?	• What caused you to get involved in SLS in the first place?
What factors maintain volunteers' ongoing involvement in surf life saving?	• Can you talk about things you like about being involved in SLS? • Would you talk about the satisfaction you get out of your involvement in SLS? • What sort of things motivate and energise your participation in SLS? • Do you ever think about leaving SLS? • Can you talk about the sort of things that could lead you to leave SLS? • Can you talk about how other people in SLS help to keep you involved?
What leadership approaches are valued by volunteers to maintain their involvement in surf life saving?	• If you were to describe the attributes of a good leader in SLS for you, what sort of things would you focus on?

during transcription, and was able to gain first-hand engagement with the data prior to commencing interpretive analysis. It enabled the researcher to become familiar with the data (King & Horrocks, 2010).

Grounded theory coding processes generate the basic framework for data analysis (Charmaz, 2006, p. 45). She maintains that the creation of codes defines what is seen in data and that coding moves across two distinct major phases: an initial (open) coding phase followed by a selective coding phase. The initial coding phase breaks data apart into provisional action/meaning segments while remaining close to the data (Charmaz, 2014, p. 113). This involves seeing actions or meaning in segments of data with reflecting those actions/meanings. In the selective coding phase, focussed, axial and theoretical coding conceptualise data at increasing levels of abstraction to "sort, synthesize, integrate, and organize large amounts of data" (p. 46). Corbin and Strauss (2008) refer to this layered analytical process as conceptual ordering (p. 52).

In this study coding analysis moved through four levels of coding: initial coding, focussed coding, axial coding, and theoretical coding. Transcripts of interviews were analysed on a line-by-line, phrase-by-phrase basis to identify the action or meaning dimensions represented in the dialogue to create initial codes. The selective coding processes then began to rebuild the data conceptually, initially through focussed coding as a process of conceptualising data, including raising questions and giving provisional answers about categories and about their relations. A third level of axial coding sought core concepts that would begin to integrate concepts into themes. The final level of theoretical coding sought to identify one or two core concepts that would integrate the overall analysis into a cohesive theoretical construction.

Once the data was initially 'opened' by breaking it down into action/meaning segments, the three levels of selective coding analysis progressively increased the level of abstraction to bring the codes together into a theoretical construction. As levels of abstraction increased, codes were synthesised and integrated into concepts and themes based around the integrative capacities of the higher order codes.

An important feature of grounded theory analysis is to be found in the concept of abductive reasoning which carries inductive thinking to another level (Charmaz, 2014, p. 200). While induction involves "the interplay of making inductions (deriving concepts, their properties, and dimensions from data" (Corbin & Strauss, 2008, p. 56), abductive reasoning goes further by requiring the researcher to make connections between concepts that she may not have associated with each other. Abductive reasoning encourages the researcher to "make an inferential leap" (Charmaz, 2014, p. 200) by considering a range of possible theoretical explanations for the data, and then testing each explanation in terms of plausibility against the data.

LITERATURE-AS-DATA

Punch (1998) cautions against an extensive use of literature in advance of grounded theory research commencing as it can unduly influence the researcher in the analysis of data collected. Strauss and Corbin (1998) maintain that "there is no need to review all of the literature in the

field beforehand" (p. 49). They maintain that the researcher brings to an inquiry a background in literature developed through interest in the field, and that literature should be used to enhance data analysis rather than force data into preconceived theoretical constructs. Strauss and Corbin (1990) highlight the enhancement of theoretical sensitivity by "scrutinizing the literature for received theories that might possibly be relevant to the emerging theory developed largely through the continuing conversation with the data" (p. 280). Corbin and Strauss (2008) set such sensitivity in contrast with objectivity by emphasising "our findings are a product of data plus what the researcher brings to the analysis" (p. 33). In developing sensitivity, literature-as-data provides insights into where the researcher might go to assist in linking data analysis to what may be relevant concepts within research in related fields.

In this research an initial literature review was undertaken to gain a general understanding of the literature in the field of motivation, volunteer motivation and related domains. As the data analysis developed, continuing reference to literature-as-data provided an additional conceptual sensitivity resource to assist with analysis, interpretation, abstraction and theorisation. It is important that literature used as data later in the research process be extended into related fields beyond that of motivation theory. The use of literature-as-data in later interpretive and theorisation processes will contribute to the analysis and theoretical construction of data as an integrated study with possible constructions informed by concepts and theories beyond the traditional motivation research domain.

RESEARCH CREDIBILITY AND QUALITY

Principles of validity and reliability permeate research. In quantitative research, these principles relate to qualities of measurement employed in research (Punch, 2005). In qualitative research, where interpretation rather than measurement is the focus, concepts of validity and reliability require some explanation. Corbin and Strauss (2008) reject the use of validity and reliability in favour of "credibility" and "quality" in a grounded theory approach (p. 301). They view the attainment of quality as being a product of methodological consistency, clarity of purpose, and researcher expertise in qualitative research. All research needs to establish that the methods adopted are justified in relation to the purpose and rationale for the research (Charmaz, 2006).

King and Horrocks (2010) emphasise the need for "epistemological integrity" in research to ensure "the connections between the nature of the research, overall strategy, research questions, [and] design methods" (p. 8). This chapter sets out a research design that establishes both epistemological and methodological credibility and integrity in the research. The use of convenience sampling together with a grounded theory approach means that any theoretical construction will be in the form of substantive theory: theory restricted to the data provided within the study.

WHAT IS SUBSTANTIVE THEORY?

Richards (2009) observes that while theories are intellectual constructions, those constructions are made by humans, and as such theory is a human construction. His logic is based around the role the researcher plays in the construction of theory. He distinguishes between the emergence of theory and the construction of theory. The emergence of theory involves processes of interpretive analysis by the researcher to explore data in seeking categories, concepts and ideas that will begin to aggregate experiences. Construction of theory involves the next phase of analysis where relationships between the categories and concepts begin to provide explanatory connections to enable "loose threads ..[to] .. be woven .. [into].. a fabric of good explanations and predictions" (p. 74) to bring these constructs into a wholistic theoretical entity (i.e. a theory). Theory emerges as a result of combining of two levels of construction: individual's constructs of their realities through interview narratives, and the researcher's construction where data is interpreted into construct relationships to provide an understanding of the nature of the relationships between the data. That is the task of the next chapter. Punch (2005) connects theory with explanation by claiming that "the essential idea of theory is the attempt to explain whatever is being studied" (p. 16). He distinguishes between research that seeks theory verification and that which seeks theory generation. As a grounded theory research project, this study is focussed on theory generation.

Grounded theory, as the name suggests, is theory that is grounded in the data relating to the specific research. It involves "construct[ing] theories 'grounded' in the data themselves" (Charmaz, 2006, p. 2). Charmaz continues "[m]ost grounded theories are substantive theories

because they address delimited problems in specific substantive areas" (p. 8). The substantive theory constructed in this research will be substantive to, and grounded in, data from the eleven participants.

CHAPTER SUMMARY

In review, this chapter has established the research design that guides the study. It began by declaring assumptions upon which the research is based, and then set the study within a social constructionism research paradigm which projects truth and knowledge as products of social construction. A grounded theory approach was justified as the means of bringing methodological integrity to the study. Semi-structured interviews were identified as the data collection method which employed convenience sampling. Data analysis processes were outlined including the use of literature-as-data during this phase of the research. Methodological integrity and credibility issues were introduced and reinforced by the substantive theory objective within the study.

The following chapter introduces the data set that underpins this research, describes the data analysis and interpretive processes undertaken and the theoretical concepts that emerged from that analysis.

Chapter 4: DATA ANALYSIS AND THEORETICAL EMERGENCE

The focus of this chapter is on the analysis of data collected from interviews and its interpretation into theoretical constructs. It outlines the processes by which data analysis was progressed through to theoretical emergence and the beginnings of theory construction. It establishes a grounded theory perspective to the abstraction of data and proceeds to analyse interview data through four levels of coding. The first level of initial coding analysis is outlined, followed by a second level of focussed coding, and a third level of axial coding. Finally, theoretical coding narrows theoretical emergence down to core concepts that integrate categories into relationships around which substantive theory can begin to be developed. Having codified the data and established relationships between constructs, the chapter proceeds to explore core concepts of contained personal identity and connected social identity as theoretical constructs that reflect emerging theoretical relationships from the field of social psychology. To complement the conceptual modelling of the data established in a theoretical model, a five-level volunteer engagement narrative is developed to provide a storied version of the data. The chapter concludes by identifying personal agency and organisational structuring factors to be taken up in Chapter 5 as the research moves to explore understandings of interactive relationships between individuals and their organisational context in generating motivational drive.

THEORETICAL CONSTRUCTION IN GROUNDED THEORY

Corbin and Strauss (2008) view the conceptualising process within grounded theory as "an elusive term" (p. 95) while Charmaz (2006) emphasises its importance because "coding generates the bones of your analysis" (p. 45*).* Accepting that there is no default process in writing up grounded theory research, this chapter provides methodological clarity to the analytical processes which build data into theoretical constructs which, in turn, lead to the development of substantive theory. Analysing and writing up grounded theory is difficult in the

absence of specific guidelines (Corbin & Holt, 2005). In helping to clarify a seemingly loose array of constructionist processes, Richards (2009) counsels that, whilst theories are intellectual constructions, those constructions are made by humans, and as such, theory is a human construct. Her logic focuses on the role the researcher plays in the construction of theory. Whereas participants construct personal understandings of their experiences, researchers reconstruct those understandings into theoretical abstractions.

Coding processes elevate data to conceptual levels of increasing abstraction that allow for theorisation (Corbin & Strauss, 2008). In this research, data was analysed through line-by-line initial coding, followed by focussed coding, axial coding and finally theoretical coding processes. Through these coding processes, analysis moved from single line analysis to analyses of increasingly larger blocks of data, with accompanying interpretations at increasing in levels of abstraction. As levels of abstraction increased so did the interpretive licence available to the researcher.

It is in the context of increasing complexities of analysis and interpretation that memos provide valuable insights into the researcher's reflexivity. Memo writing is recommended to assist the conceptualisation of data, the monitoring of interpretive processes and as a vehicle to demonstrate reflexivity on the part of the researcher (Charmaz, 2006; Corbin & Strauss, 2008). Throughout data analysis, memo writing documented the researcher's journey of constant comparative analysis. Memos helped to clarify issues, record dialogues of internal debate, and pursue the development of theoretical constructs. They documented the progress of the researcher's thinking around analysis and helped to establish integrity and credibility within analysis and construction processes. In this study extensive memo writing assisted in the conceptualisation of data. Memos became the cognitive space where data, literature and researcher reflexivity found a common voice. A sample of one such memo can be found in Appendix 3.

Richards (2009) distinguishes between the emergence of theory and the construction of theory. The former involves processes of interpretative analysis on the part of the researcher in

exploring data in search of categories, concepts and ideas that can be used to aggregate experiences. These theoretical concepts provide a basis for the construction of theory when relationships between concepts and categories provide explanatory connections that enables "loose threads [to] be woven [into] a fabric of good explanations and predictions" (p. 74).

CODING PROCESSES

Coding processes employed in this study required the researcher to "see across the data … to themes and ideas [and] to think about it and rethink it" (Richards, 2009, p. 93). In doing that data analysis coding went through four levels of abstraction. The first level of coding involved initial coding (Charmaz, 2006, p. 48) which involved breaking down data into descriptive codes to aid an exploration of commonality across the data. This was undertaken through line-by-line coding which remained close to the data. The second level of focussed coding (Charmaz, 2006, p. 57) began to rebuild initial codes into a first level of conceptual abstraction. Focussed coding attributed levels of abstraction that enabled initial codes to be grouped together as focussed codes. It interpreted initial codes into categories of action and meaning; a process Kvale (2009) refers to as "meaning condensation" (p. 205*)*. Charmaz (2006) views focussed coding as stepping away from descriptive initial coding towards conceptual categories "with abstract power, general reach, analytical direction, and precise wording [whilst] remaining consistent with your data" (p. 91). The third level of axial coding increased the theoretical reach of emerging concepts by developing relationships between categories. Axial coding began a process of conceptualising data into an interpretive framework to be applied to the research (Charmaz, 2006). It established relationships between categories as a prelude to the identification of core categories central to the data. This level of conceptual ordering brought focussed codes together by establishing relationships of connectivity and enabling relational alignment between axial codes. The final coding level involved theoretical coding. Theoretical coding identified the core categories central to theoretical construction. Core categories were able to draw axial codes into an integrated theoretical construction. Corbin and Holt (2005) view theoretical integration of concepts through core categories as being important in unifying explanatory schemes and helping to elevate those explanatory schemes to the level of theory.

Theoretical coding integrated axial categories around central concepts that established meaning across the field of concepts.

From the focussed coding level onward literature began to impact on the analytical sensitivity and interpretative vision of the researcher. Charmaz (2006) views the use of literature during coding as "ideological sites in which you claim, locate, evaluate and defend your position" (p. 163). In using literature to enhance data interpretation she counsels that there is often a blur between the literature being reviewed and the theoretical framework being established. In this study, once categories began to emerge, literature helped to locate data interpretations within the literature. It assisted the researcher in conceptualising categories and possible relationships between categories and thus helped to situated theoretical emergence and construction within related fields of research including motivation, identity, self and organisational studies. Literature-as-data began by influencing focussed coding, and increased in potency during the axial coding phase, and helped to draw on constructs from wider research fields throughout the theoretical coding processes. It functioned as a theoretical partner in conceptualising theoretical emergence and construction in this and the following chapter.

To underscore the coding processes outlined above, Corbin and Strauss (2008) emphasise that "conceptual ordering" (p. 52*)* underpins coding processes. Conceptual ordering involves data being progressively abstracted to increasingly higher levels of abstraction. As concepts move up in conceptual order, they become broader and increase their conceptual reach. The data coding processes described below translated data into higher order conceptual categories that drew lower order concepts into explanatory frameworks of broader meaning.

Initial Coding

Initial coding remained close to the data through line-by-line coding which converted data into descriptive codes that reflected direct influence from the data. The main role of initial coding was to break data apart to facilitate greater scrutiny (Corbin & Holt, 2005, p. 50). This first level coding broke up data using participants' words segmented into discrete meaning or action

phrases. Table 4.1 provides an example of initial coding from the beginning of Participant A's narrative. As demonstrated in that table, initial coding was expressed in discrete meaning or action phrases based on the language used in the transcript, and in a form conducive to abstraction of that data to a focussed coding level. The sample in Table 4.1 examples of how initial coding was applied across all transcripts. Utilising words from the transcript ensured that codes remained close to the data. Whilst initial line-by-line initial coding was conducted across all transcripts, codes could not be aggregated until the focussed coding level.

Table 4.1 Initial Coding Example – Participant A

Line	Text	Initial Coding
1	*I: So what caused you to get involved in surf life saving in*	
2	*the first place?*	
3	A. My father who was a member … (long pause) …	Father was a member
4	*I: So … (pause)*	
5	A: My brother did it so I went down with (inaudible) … didn't	Brother did it so I did it
6	want to sit around on the beach doing nothing.	Didn't want to sit around
7	*I: So it was family?*	
8	A: Definitely … was family	Definitely family thing
9	*I: This was at what age?*	
10	A: Thirteen	
11	*I: So you did your quali and … (pause)*	
12	A: Yeah. I think I might have been twelve when I started. I	Started at 12 years old
13	got my basic resus followed by my quali …(pause) the my	Resus then quali
14	bronze	then bronze

Focussed Coding

Focussed coding seeks to use initial coding to begin to make sense of data by categorising it to enable "the building and clarifying of concepts" (Hesse-Biber & Leavy, 2011, p. 311). Corbin and Strauss (2008) view this process as drawing out properties and dimensions from initial codes that contribute to category construction whilst retaining a degree of meaning contextualised in the original data. Focussed codes synthesise and draw together descriptive initial codes by casting wider meaning across larger segments of data (Charmaz, 2006). They develop categories that act as building blocks in conceptual development. Table 4.2 provides a sample of the focussed coding process, again drawing from initial codes established from Participant A data. Initial codes including *Father was a member*, *Brother did it so I went down*, and *Definitely*

was family were coded as relating to the concept of family. This table provides an example to demonstrate the analytical abstraction of initial codes into focussed codes.

Table 4.2: Transcript Alignment with Focussed Coding – Participant A sample

INITIAL CODING	FOCUSSED CODING
Father was a member *Brother did it so I went down* *Definitely was family* *Father pleased I stayed in SLS* *Dad's wrapped I'm still doing it* *Had just grown up with it*	Family
Gaining qualifications doing something they love *I like someone to learn from* *I like a leader I can learn from and aspire to be*	Learning
I had just grown up on the beach *It's just the social side* *Chilling out watching the world go by*	Life style
As teenager loved the equal setting with boys *Could hang around with boys – patrol /compete* *Could be mates with a garbage cleaner* *There's no discrimination* *We don't discriminate*	Equity
Didn't think I would have done that without surf *Didn't think I would have coped as well overseas* *Gave me the confidence to try something different*	Confidence

Focussed codes were aggregated in Table 4.3 which provides a summary of the thirty (30) highest frequency focussed codes attributed across the full data set. Given that there were eleven (11) participants, an interpretation of the aggregation of frequency analysis was a challenge. From Table 4.2 it is not possible to get a picture of individual participant weightings within specific codes or across codes. The challenge in this study became finding conceptual connections that could provide analytical bones to help construct a theoretical skeleton from these codes.

Table 4.3: Focussed Coding Aggregation Across All Participants*

Focussed Coding	Frequency	Number of participants
Satisfaction	84	11
Challenge	81	10
Family	77	11
Inspiration	66	10
Enjoyment	63	9
Friendship	54	11
Progression	51	10
Achievement	43	10
Variety	42	9
Organisational Identification	42	9
Support	40	7
Engagement	37	5
Lifestyle	32	8
Belonging	29	8
Attachment	27	6
Confidence	24	6
Giving back	22	7
Recognition	20	7
Career	20	3
Teamwork	19	6
Inclusion	17	6
Organisational Efficacy	16	5
Camaraderie	16	5
Personal efficacy	16	3
Enduring Involvement	15	7
Equity	14	4
Reciprocity	14	4
Organisational Pride	13	7
Community service	12	2
Life stage	11	2
Community	10	3

(* see full table in Appendix 2)

Reflexivity in Action

The following excerpt from Memo #A1 documents the dilemma faced by the researcher at this stage in the study. It was written when analysing data from Participant A's transcript to convert them from initial codes to focussed codes. The memo helped the researcher to bring meaning back into the research for him. It demonstrates how literature provided conceptual dimensions which assisted in the interpretive process. It recognised that within any aggregation individuality is lost. It had become obvious to the researcher that Figure 4.3 was not going to be

conductive to the generation an encompassing narrative, however it would be valuable in exploring theoretical relationships between concepts to help build an explanatory theoretical model. With these considerations, the memo also served to remind the researcher that the aim of this study is to understand motivation from a micro individual level of experience. The memo provides a demonstration of how literature was used in this research to help conceptualise data. It evidences the use of literature-as-data within the analytic processes.

Excerpt from Memo #A1– Coding and Meaning

I utilised Charmaz's line-by-line approach to coding in my first coding analysis. I coded each of the eleven interviews based on Charmaz's approach but was none the wiser at the end. I had a number of concepts but no story line of meaning to bind them together. I had a proliferation of theoretical concepts but was not able to connect them with explanatory story lines of participants' experiences. It seemed I had undertaken a translation into concepts which was void of an interpretation of the meaning of those experiences for participants. I seemed to be more forcing data into theoretical concepts (i.e. labelling). I ended up with a pool of concepts with no meaningful story line. It seems I need further "mental strategies" (Corbin & Strauss, 2008, p. 58). Corbin and Strauss (2008) write about "conceptual ordering" (p. 53) in order to distinguish between description and theory. They maintain description uses "ordinary vocabulary to convey ideas about things, people and places" (p. 53). Whilst description is basic to conceptual ordering, "the latter refers to the organisation of data into discrete categories ... according to their properties and dimensions, then the utilisation of description to elucidate those categories" (pp. 54-5). They go on to explain that, for them, "theory denotes a set of well-developed categories (themes and concepts) that are systematically interrelated through statements of relationship to form a theoretical framework that explains some phenomenon" (p. 55). Their strategy of axial coding around higher order concepts, lower order concepts, properties and dimensions began to provide greater clarity to my coding process. It has encouraged me to try and get inside participant's experiences and develop interpretations of those experiences. It has provided the opportunity to explore greater meaning to my interpretations, and to understand them better as an individual's experience. It has enabled me to create storylines with greater meaning. By

analysing sections of data concepts came more freely without having to reach into the theoretical domain for conceptual labels for the sake of it. Rather than labelling, I was now interpreting. Perhaps Corbin and Strauss (2008) sum this experience up in their observation that "[t]heorizing is interpretive and entails not only condensing raw data into concepts but also arranging the concepts into a logical systematic explanatory scheme" (p. 56). It was this step across on my part to an explanatory scheme which I was unable to identify in Charmaz's (2006) work, and which Corbin and Strauss's (2008) work facilitated. It was Corbin and Strauss's posit that the "heart of theorizing" (p. 56) is to be found in "the interplay of making inductions (deriving concepts, their properties and dimensions from data) and deductions hypothesizing about relationships between concepts; the relationships too are derived from data, but those data have been abstracted by the analyst to form concepts" (p. 56).

*(** see Appendix 3 for a second Memo sample)*

The concerns expressed in Memo #A1 relate to making connections between concepts in an abstract setting which provides little explanation of how motivation is generated within individuals' lived experiences. My analysis to this stage was lacking narrative of that lived experience. Moving to the next level of coding, the challenge of establishing lived experiential meaning within the analysis remained with the researcher.

Axial Coding

The analytical processes to this point have involved breaking data apart through initial coding and rebuilding through focussed coding to generate abstract conceptualisations of data. Axial coding now seeks to weave the focussed codes into relationships that generate higher order concepts by identifying commonalities between or amongst the focussed codes (Corbin & Holt, 2005). Punch (2005) explains this process as being axial as it takes place around the axis of a category, linking categories at the level of their properties and dimensions. In explaining the axial coding processes undertaken in this research, interpretations of Participant A data will serve as a model of the axial coding processes applied to the full data set. From Participant A's

focussed codes, four axial codes were identified: *lifestyle*, *learning journey*, *attachment* and *understanding*.

However, recalling the challenge of narrative meaning carried over from the focussed coding section, simply establishing a set of related codes would do little to tell A's motivation story. While axial codes provide conceptual constructs that exist in isolation from the individual's storied experiences, it is only through narrative can the unique nature of A's motivational experiences be articulated. To provide this balance, axial coding established from A's data was complemented by an accompanying narrative that constructs her storied experiences around those codes. Her narrative personalises the theoretical construction. Axial coding conceptualises the experiences as theoretical abstractions, while the narrative grounds that coding in her storied experience. Figure 4.1a highlights the first axial code in Participant A's story as that of *LIFESTYLE.* Her lifestyle revolves around SLS, even to the extent of being '*lonely in winter*' when much of the SLS activity went into recess. Her initial involvement was motivated by '*finding a home'* for recreation and enjoyment. This focus developed into *serious leisure* as she found a home and a life of challenge through her involvement. It became her *social* focus that led to friendships and a sense of belonging. SLS became a *way of life* that incorporated family, friends and an active way of life that provided for her learning, achievement, personal growth and an avenue for helping others.

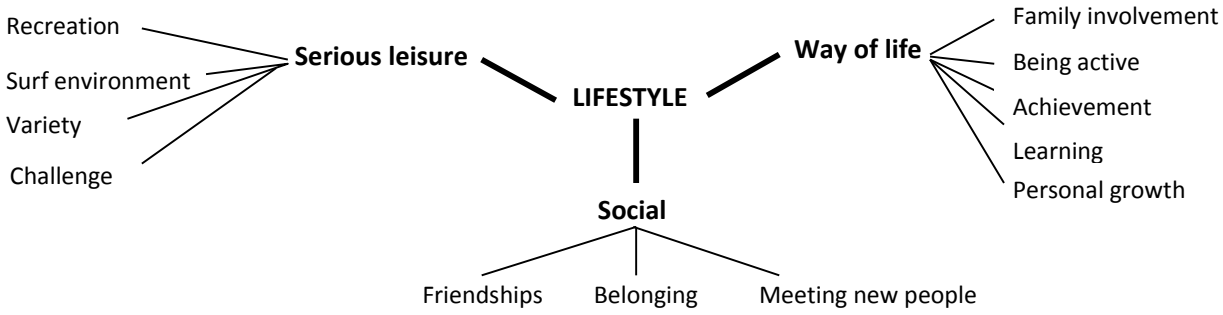

FIGURE 4.1a: PARTICIPANT A - LIFESTYLE AXIAL CODING

Figure 4.1b highlights that throughout Participant A's story it is possible to discern excitement and exhilaration in relation to the learning she encountered in SLS. Her exhilaration towards *learning* cannot be contained within, resulting in her energetic recruitment of others to share in that excitement by sharing the experience. This can be interpreted as a form of vicarious

learning through the active recruitment of others (e.g. nipper parents). Her experiences of learning and *personal development* can be interpreted as a *LEARNING JOURNEY* that ignited a commitment to learning, and a passion to recruit others to share similar experiences. Her learning journey is fuelled by challenge and emotional engagement, resulting in an '*addiction to study*'. Her journey of learning and personal development chronicles achievement in terms of self-discovery, self-efficacy and self-validation.

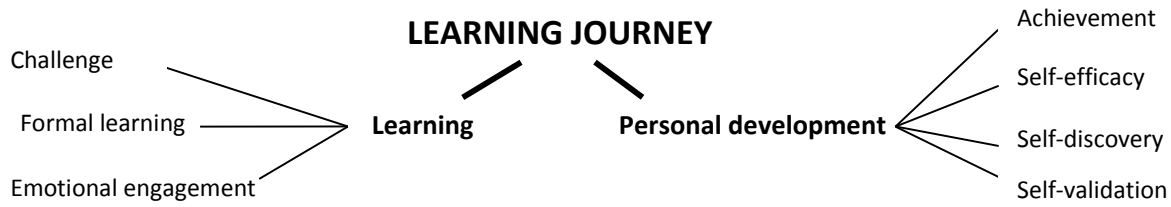

FIGURE 4.1b: PARTICIPANT A – LEARNING JOURNEY AXIAL CODING

Figure 4.1c highlights Participant A's narrative as involving a significant degree of *ATTACHMENT* to SLS as an organisation. Be it through opportunities offered, an extensive and varied learning agenda, or the context of *volunteerism* with its invitation to members to embrace a high level of participative involvement, she became an advocate for SLS. She views key foundations to her experiences residing in participative sharing and ownership of the club. Expressions of club pride, community and wanting to give back highlight a strong relationship based on *reciprocity*. She articulates an emotional attachment to active *engagement* with, and enduring commitment to, the organisation that provides her with much fulfilment in life.

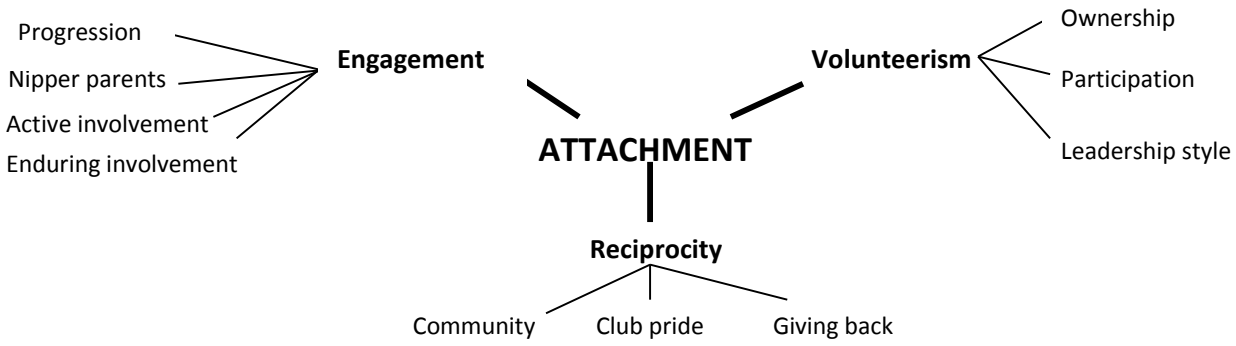

FIGURE 4.1c: PARTICIPANT A – ATTACHMENT AXIAL CODING

Finally figure 4.1d charts a narrative involving Participant A developing her *personal UNDERSTANDING* through pursuit of personal interests which challenge her, and which result in building her confidence. *Learning* contributes to her understandings of self in differing situations provided through a variety of learning opportunities. Stimulation of learning fosters further engagement. Her personal learning builds an appreciation of role the *organisation* plays in her journey, as demonstrated through a personal narrative that reflects feelings of attachment, affinity and identification with surf life saving as the organisation providing those opportunities.

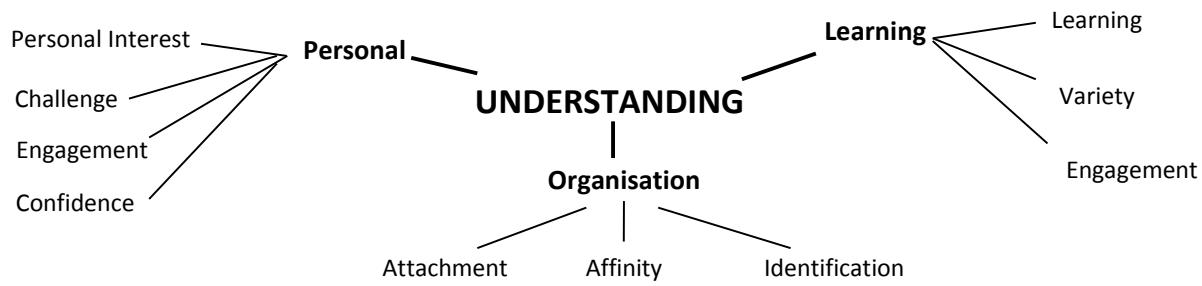

FIGURE 4.1d: PARTICIPANT A – UNDERSTANDING AXIAL CODING

Presenting Participant A's motivation experiences in both a diagrammatic conceptual form along with an interpretative narrative form brings into sharp relief the focus of the research aim of this study: to understand motivation from the personal perspectives of individuals. By charting Participant A's coding and telling her interview narrative, the researcher has been able to build narrative substance around conceptual coding. This practice of complementing theoretical construction with narrative substance will be continued within this study to ensure the narrative dimension of the research is not lost in abstractions to theoretical conceptualisation. This applies dimensions of methodological and analytical integrity and credibility to the research.

After exampling axial coding through the analysis of Participant A data the focus turns to applying that axial coding process to the full data set. Figure 4.2 uses the data from Table 4.3 to establish relationships between the focussed codes. Axial codes of *values*, *understanding*, *learning*, *self-esteem*, *social interaction*, *recognition* and *reciprocity* were identified as key categories that attract relational affinities within the top 30 focussed codes. In Figure 4.2 each

axial code is connected to a relational box identifying the focussed codes from which it is derived. The axial code of *understanding* draws together personal understandings that build personal efficacy, responsibility and engagement that results in self-confidence. *Learning* is built on personal interest, variety, challenge and achievement that stimulate active learning engagement. Personal *values* are reflected through family, community service, a sense of community and equity brought together by a commitment which exemplifies a values platform central to personal decision making. Building *self-esteem* draws together categories reflecting personal notions of connectivity beyond self as demonstrated through a sense of belonging and inclusion which generate inner satisfaction and pride in self. *Social interaction* draws on elements of social connection such as teamwork, enjoyment camaraderie, culture and fun which provide a basis for building social relationships. *Recognition* is built on categories that convey personal acknowledgement as reflected through respect, progression, a sense of career, and an affinity with SLS through organisational identification. Lastly, the axial category of

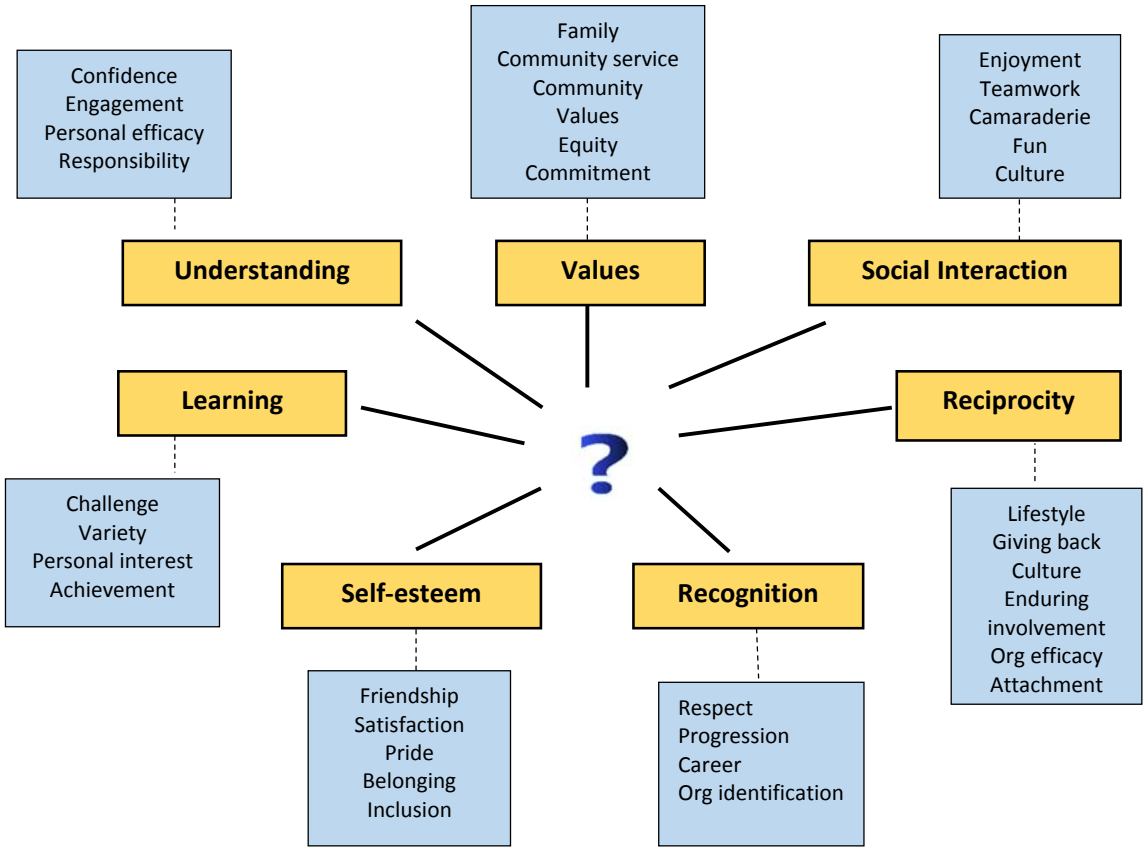

FIGURE 4.2: Axial Codes aligned with Focussed Codes

reciprocity is based around focussed codes that project relationships of exchange as demonstrated through a sense of lifestyle, giving back, culture, enduring involvement, contribution to organisational efficacy, which combine to generate feelings of attachment. Whilst Figure 4.2 establishes axial categories, it does not identify core categories that have the theoretical reach to draw axial categories into a theoretical construct that integrate the axial codes. That is the task to be undertaken by the theoretical coding process.

Theoretical Coding

The final level of coding involved a process of refining theoretical relationships between axial codes to identify core categories with the conceptual reach to integrate the axial codes. Figure 4.2 identified seven axial categories that established theoretical affinities between the focussed codes. In revisiting the original data narratives, it became evident that elements within the focussed codes and subsequent axial codes could be interpreted as two perspectives of self. One perspective revolves around constructions of self that take place within the individual. The second perspective involves socio-cognitive constructions of self generated through reflexivity between self and social context.

In exploring the prospect of these two perspectives of self, the researcher turned to literature to help clarify his thinking. Deaux and Burke (2010) provide an historical insight into the theoretical relationship between self and identity. They bridge a seemingly dichotomous relationship between a sociological approach to identity as postulated by Burke and Stets (2009) in their Identity Theory, and a psychological interpretation of identity provided by Tajfel's (1978) Social Identity Theory. In advocating for the bridging of these two approaches to identity in research, Deaux and Burke (2010) maintain that both approaches to identity recognise that self exists as a within-person concept which is influenced by societal factors. The within person self can be seen to be comprised of two dimensions. One provides an inner personal identity dimension that establishes "one's prototype or identity standard" (p. 316) beyond situational contextualisation. It provides meaning as to who one is. A second dimension involves a socialised version of personal identity developed in response to projections into social contexts.

Oyserman, Elmore and Smith (2014) suggest that in making sense of oneself there are two levels of the operationalising self: an individual perspective immersed within the self, and a collectivistic perspective of self. They related the internally immersed perspective as focussing on individualistic *Me* aspects of self which are separate and different from others, while the collectivist self involves connected *Us* aspects of self as projected from the *Me* as an objective distal view of self. Importantly for the current research, they view these two perspectives of self as "the two axes of self-perspective" (p. 72). One axis of self-perception is immersed in individualistic concepts of self contained within the individual and involves reflections of self not connected to others. A second axis is connected to collectivist understandings of self in relationship to others and is focussed on aspects of self in connection with others. Importantly, both these perspectives exist within the self: they are personal perceptions of self. In the light of the challenge posed by Deaux and Burke (2010), and the *Me*/*Us* conceptualisations provided by Oyserman et. al. (2014), a further review of the axial codes brought into sharper focus dimensions of an individualistic sense of personal self contained within an individual as *Me*, and a complementary reflexive socially connected sense of self which contextualises self as *Us*.

SUMMARY OF CONCEPTUAL ANALYSIS

Figure 4.3 conceptualises the two core theoretical codes of *contained personal self* and *connected personal self* as establishing relational affinities between the axial codes. The core category of *Contained Self* is based on axial codes of understanding, values, learning and self-esteem. These codes represent narratives couched in terms of personal responses to experiences which generated affinities with learning, development of personal understandings, values reinforcement, which all contribute to enhanced self-esteem. They reflect connections to a sense of individuality, autonomy and personal impact at a deep level of "one's prototype or identity standard" (Deaux & Burke, 2010, p. 316). They are conceptualised as being individualistic perceptions of self developed through immersion in the inner self. The core category of *Connected Self* is built from the axial codes of social interaction, reciprocity and recognition. These codes reflect a distal social projection of self which involves perspectives of self which are projected by the individual into social contexts. This perspective is connected to

projections of self within *Us* relationships and involves personal constructions of identity within specific situations.

An important dimension in the relationship between contained personal self and connected personal self is temporality. The concept of the semiotic self is built on the self is a one-of-a-kind social reality which exists across temporal dimensions through an individual's sense of *Me*, *I* and *You*, and that "at any one moment the social agent is aware of his or her 'me-I-you" (Bakker, 2011, p. 188). Bakker maintains through this concept it can be asserted that individuals bring a sense of their past, present and future selves to the conscious moment.

Building from the work of Mead (1934), an alignment can be established between his conceptions of *I* and *Me* and the use of *contained personal self* and *connected personal self* in Figure 4.3. Mead's *I* can be interpreted as the "acting self" (Jenkins, 2008, p. 62) which operates in the here and now. It does this as a real time personal self which acts in the present, and which also acts in providing motivation towards a future desired self. It is with this distinction between the *I* and the *contained self* on the one side, and the *Me* and the *connected self* on the other that brought meaning to the construction of Figure 4.3. The *contained self* relates to cognitive processes that engage the *I* as the idiosyncratic self in the here and now. The *connected self* relates to socio-cognitive processing that prepares the *Me* into its social identity guises to act on behalf of the self. This conceptualisation can be aligned with Jenkin's (2008) interpretation of Mead's *I* as being "the ongoing moment of unique individuality" (p. 40) and *Me* as being a version of that individuality resulting from the internalisation of attitudes of significant others. The latter is a socialised version of the former. Later in this thesis, to complete the semiotic triad of selves, it is postulated that the *You* is situated in the identity work undertaken by the participants in this study.

Stebbins (2011) suggests that understanding the temporal dimensions within the semiotic self "greatly aids our understanding of leisure" (p. 246). In particular, he views the conceptualisation of a volunteer career as being understood as the "development of the

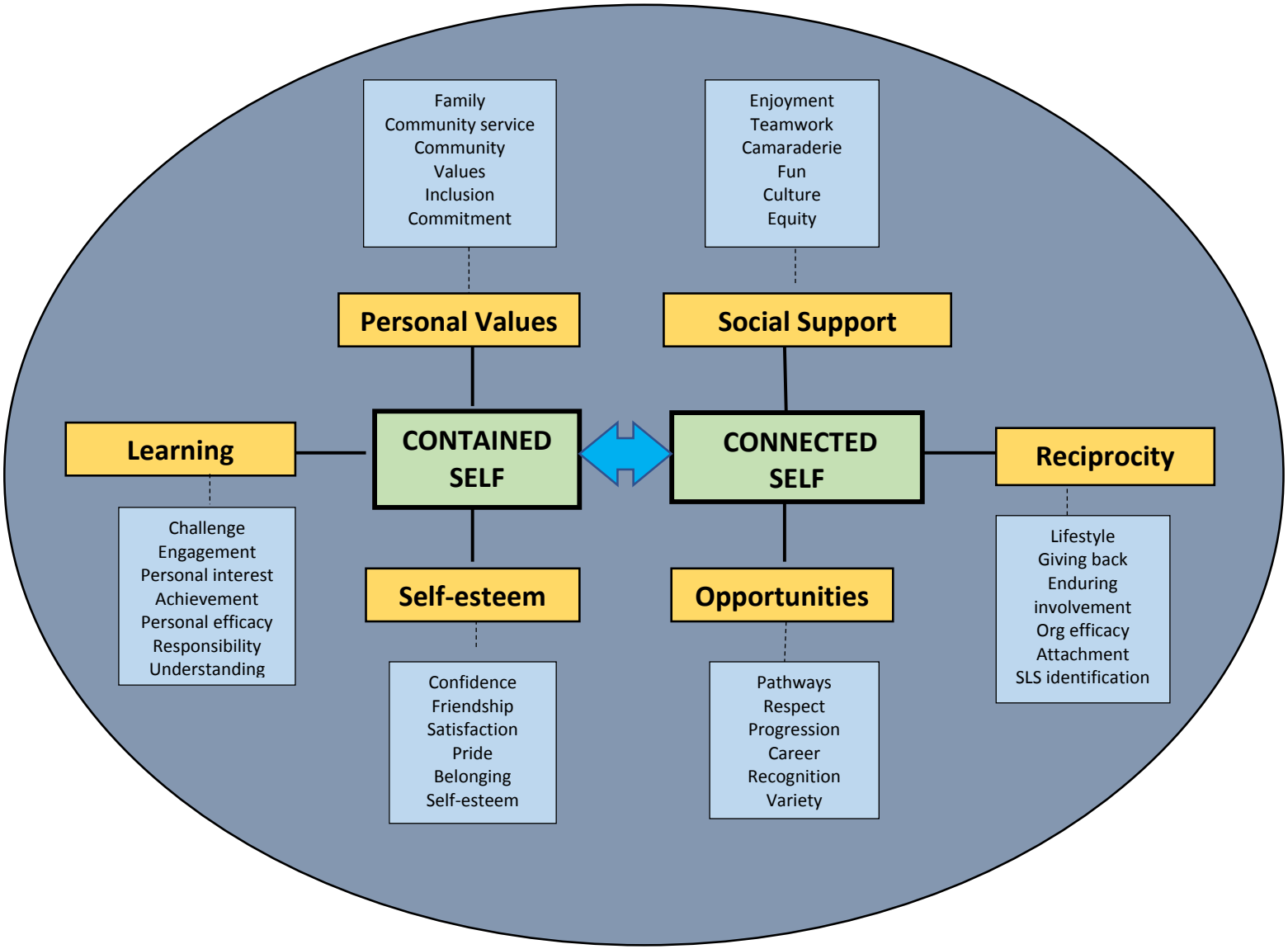

Figure 4.3: Theoretical Codes - Contained Self and Connected Self

semiotic self through leisure" (p. 244). He develops this view by observing that career volunteers start out by viewing themselves as skilled, competent, knowledgeable and experienced to a degree that they believe their semiotic '*Me*' has something to contribute. Their semiotic '*Me*' is a construct past experiences. In the moment of enacting participation in an activity, the semiotic '*I*' enacts the social activity as an unfolding present time experience. In projecting a sense of desired self they experience their semiotic '*You*' as the extension of self into the future. In the context of a volunteer leisure career, the conception of the semiotic self builds temporal dimensions of past, present and future that add to the individual's conceptions of self across time. It is this conceptualisation that is of interest in this study.

SLS VOLUNTEER ENGAGEMENT NARRATIVE

A commitment was made earlier in this chapter to complement theoretical analysis with a narrative version to both keep faith with the intent of the research aim and to provide integrity and credibility dimensions to the theorising of data. This is important in a research project that is searching for understandings. The conceptualisation of motivation through self and identity construction emerging from Figure 4.3 is set at a level of abstraction removed from the everyday experience of the participants. The research aim implies that a sense of narrative is required in an experiential research project. By going back to the data set, and with insights provided in the analytical processes outlined above, a composite narrative of motivational journey was constructed to reflect the storied experiences of participants. That motivational journey can be understood as evolving through five distinguishable narrative levels from entry through to passionate advocacy. Figure 4.4 captures the experiences within participants' narratives across five levels of engagement: entry, challenge, authenticity, commitment and passion. Each is couched in terms of motivational characteristics. Initial levels suggest the importance of accommodation at the engagement and challenge levels, while later levels suggest the increasingly important role played by emotional attachment.

A storied version of each level is provided below through a summative statement of key characteristics at the level, followed by an expanded version that draws from participant data to evidence experiences at that level.

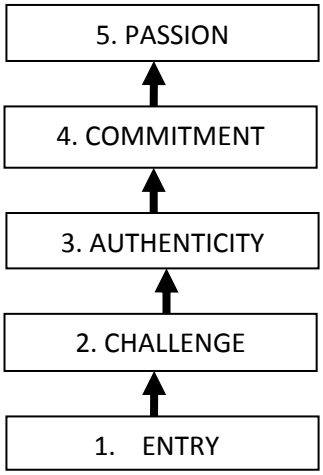

FIGURE 4.4: LEVELS OF ENGAGEMENT IN SURF LIFE SAVING

LEVEL 1: ENTRY

Summation of Entry Level

Members joined SLS for a variety of reasons. Their reasons can be viewed from a perspective of self-interest with the motivation to join relating to self and others close to them. Benefits from joining relate to self and close others as seen primarily from a self-perspective: self in relation to interests and personal development, and self in relation to close relationships with others such as children, family and friends.

Expanded Entry Narrative**:**

Only one participant *walked in off the street* and that was because his family emigrated from the UK and he wanted family to become involved in SLS and a beach lifestyle. Prior parental involvement was a strong factor for others, along with friendships, but the significant factor was their children's involvement. One participant became involved because of a personal challenge presented through a specific activity. For others, social factors (friends, family and children) were the main catalysts for involvement with participants joining as a result of those relationships. It was only after joining that engagement through personal interest, challenge, and personal growth began to develop as motivational drivers. No-one joined SLS to save lives, but because they joined beaches are safer.

Reasons expressed in interviews for joining included *…" Initially following what my best mate did" … "Just seemed natural to follow father" … "Enjoy being able to do things as a family" … "My wife got involved and I got involved again" … "He (brother-in-law) encouraged me to join" …" Married a committed lifesaver"*

LEVEL 2: CHALLENGE

Summation of Challenge Level

As participation develops, support and encouragement from others becomes instrumental in individuals experiencing acceptance and being challenged to engage beyond their comfort zones. Being challenged to achieve outside of comfort zones, individuals experience a revelation of potential self. They experience achievement beyond self-expectation. Self-discovery and self-validation are experienced within a social context where others encourage and support self-exploration.

Expanded Challenge Narrative**:**

Data evidences an emergence of self-drive in relation to personal interest, challenge, and personal growth. Motivation is reflected through three concepts that begin to emerge in the data at this level: challenge, variety and social support. A sense of challenge develops as individuals engage in opportunities now available to them. Engagement with self-challenge outside of comfort boundaries creates personal achievement beyond previously held expectations. Opportunities open up to provide choice from a variety of experiential pathways which enable members to explore personal interests and set personal challenges. SLS award structures open these pathways to the individual. Training provides a validation of potential self and a development of skill sets that provide members with further opportunities, leading to enhanced skill sets and developing confidence in self to embark on new pathways and to pursue new challenges. A variety of pathways become enablers for self-exploration, self-challenge, and self-development.

A supportive social context encourages members to take on risks. Empowerment is generated in a social context where members demonstrate faith in each other to face

challenge and to push through challenges. Taking risks becomes the accepted face of challenge. Social support demonstrates faith in the individuals' capacity to push through challenge to experience achievement and self-validation. Members within the social group become companions in challenge and provide ongoing support within challenge fields.

At the core of the group support is a shared belief that everyone can achieve, and that, with training and support, anyone can push themselves beyond self-expectation to self-discovery and self-validation. A culture of *you can do it* encourages challenge engagement and motivates individuals to set personal challenge journeys. Contextual factors around diversity, pathways, variety and social support encourage personal challenge and contextually enables agency and self-exploration.

Challenge is identified in personal narratives as … *"Just gave me the confidence to try something different" … "... It drags you it – makes you want to do more" … "I always feel there's support around me" … "... I was driven to try and succeed" … "I suppose putting challenges in front of me" … "I'm not very good at boards, so this year it's boards" … "I just keep getting motivated to try harder and train harder" … "I like being able to set goals and achieve them" … "The learning curve has been almost vertical – it's been huge"… "... Every year you strive for something better".*

LEVEL 3: AUTHENTICITY

Summation of Authenticity Level

In the journey of personal challenge and achievement, personal identity and social identity move closer together as developing confidence nurtures a greater alignment between the two. Social identity becomes more reflective of personal identity. As individuals embrace social, emotional and physical risks, they expose personal ambitions and drives through social identity roles they enact. In this way, personal identity and social identity become more closely aligned and exhibited, producing a more authentic and satisfying self.

Expanded Authenticity Narrative:

The authenticity level of engagement reinforces confidence building, feelings of satisfaction, and personal achievement. Growing confidence relates to individuals stepping outside of comfort boundaries and taking on risks to try something new. Given that challenges and achievements take place in an environment that is beyond the individual's usual expectation of physical boundaries (i.e. on the beach and in the sea), achievement takes on a new perspective. This perspective involves a suspension of limiting expectations from previous experience. Together with a sense of equity ("*it's a real leveller"*), and in a socially supportive context, a level challenge field exists where each person tests their potential self.

Data exhibits differing perceptions of satisfaction (*"doing something satisfying outside of work" ... "seeing things introduced that work" ... "personally satisfying"*). Participants link the term *satisfying* at a personal level involving confidence building and personal achievement. Confidence is interpreted as an outcome from challenging and stretching the self and achieving personal goals. This confidence in self becomes a validation of self, whereby the individual reinforces belief in their ability to face challenge and to grow as a result. Growing confidence in self establishes a confidence platform from which further challenges are sought, pursued and overcome. This creates an ongoing cycle of challenge and achievement driven by personal achievement and social support. This cycle builds a sense of personal satisfaction, self-efficacy and self-esteem.

Participants tell stories of being caught up in an ongoing desire for self-development. Stories hinge around challenges confronted and achievements experienced as a result. Challenge and achievement become two sides of the confidence coin. As confidence develops, further challenge is sought to continue to push achievement beyond previously held expectations. Individuals continue to experience personal revelation of previously untapped potential. Challenge, achievement and satisfaction become part of an ongoing cycle that provides stimulus to developing self-potential.

A combination of achievement, confidence and satisfaction begins to weave personal identity and social identity into closer alignment. A reinforcement of connectivity and alignment across personal purpose, values and goals is experienced within the personal self.

It impacts the continuing construction of personal identities, which, in turn, is shared and celebrated within the social support network through the individual's refinement of the articulation of social and organisational identities. Each becomes more reflective and authentic in relation to self and others. It is at the level of authenticity that the dimensions of personal identity and social identity evidence greater alignment.

Comments from participants that reflect this growing authenticity between personal identity and social identity include... *"I feel honest" ... "In a funny way it (surf) makes me feel good" ... "Everyone tried to bring out the best in you" ... "You go and do your best" ... "it was feeling a bit of pride in what you do" ... "I'm just really proud of myself" ... "I think I'm just growing up a bit" ... "it's kinda picked me up a little bit" ... "I feel a little bit younger" ... "It's like another person from my point of view" ... "I just feel confident in what I say" ... "I think it's made me" ... "You put something back, give something back"*

LEVEL 4: COMMITMENT

Summation of Commitment Level

At this level social support and organisational structure are recognised as critical enablers in the journey of self-discovery and personal development. A commitment to the group develops to sustain the development of self. Social identity and organisational identity continue to develop in support for personal development. Personal identity becomes embedded within the social group and continues to be extended by challenges provided through the variety of experiences encouraged within SLS.

Expanded Commitment Narrative:

Participant narratives express a sense of achievement beyond self-expectation in a way that continues to align personal self with the social self. It is as if SLS experiences uncover, validate and give permission for the personal self to share common space with the social self. Participant statements such as ...*"it develops into something more"... "Everyone being able to come down and feel equal" ... "Once everyone hits the sand, you're all equal" ... "It's the way you are with people- it's the people skills more than anything" ... "They become an extension of your home family".*

Appreciation for organisational enablers including social support, organisation culture, equity, inclusion, variety of experiences, diversity of membership, and platforms of challenge generate high levels of commitment to the organisation. The relationship between self-development and organisational enablement is recognised by individuals as one of interdependency. From this relationship emerges a strong organisational identification where participants identify as surf lifesavers as an expression of their organisational identity.

Participants' personal SLS experiences suggest that their experiences have enabled them to be the people they want to be, and to develop the confidence to enact their authentic self. They have the confidence to articulate personal purposes, goals and interests that opens them up to scrutiny within the group and beyond. In acknowledging the impact they perceive their SLS experiences as having in developing this authenticity, they are proud to call themselves surf lifesavers.

At this level, commitment statements include … "*Everyone contributes to that (club) satisfaction – I'm part of that" … "It's all the team-building" …" That (team) really matters to me now, and that's grown over the years" … "Over time success became secondary to being part of a club" … "For me it's the social fabric which is very motivating" …"You start gaining recognition through various groups" …" You don't let these people go because they build in the future" … "I enjoy that we're going to do something productive all together" … "Common bond because we all like the water".* In one way or another, each statement in this paragraph voices a commitment to being involved in surf life saving.

LEVEL 5: PASSION

Summation of Passion Level

At this final level, identity becomes expressed as a mixture of personal, social and organisational identities. Personal identity, social identity and organisational identity become entwined and integrated. Each becomes a perspective of the other, and each does not exist without the others. A cross referential dynamic exists where each reflects and

reinforces the other. A passion to provide a legacy of similar experiences for others is evident. Giving back is a strong theme at this level, as is enduring involvement.

Expanded Passion Narrative:

Recurring concepts evidencing passion include giving back, strong levels of satisfaction, life style acknowledgement, and the centrality of social support. References to *"life style"* and *"life career*" indicates an enduring alignment of personal identity with social identity and organisational identity. The desire to give back, along with an acknowledgement of the SLS organisational context as a life style preference emphasises the strong connection between personal identity and an organisational identity which values camaraderie, reciprocity, shared purpose, variety and equity. One participant expressed this as *"putting things into perspective... It's the life style, the people, everything, all aspects"*. Another stated *"I'm there for them – they're there for me"*, which articulates the existence of a strong reciprocal relationship where each supports the other.

Passion comes through statements such as *… "It's been an important part of my life"…"If it was the same all the way through, that wouldn't excite me" … "You can do so much" … "As soon as it's [season] finished, I'm ready to go again" … "Deriving satisfaction from SLS is what it gives back to me" … "That feels good that they think I'm important" … "I'm quite proud to say I'm a surf lifesaver" … "I could stay on the beach for rest of my life" … "You feel 'We've done well' ".*

An interactional dynamic exists at this level between individual experiences, social context and organisational capacity. Organisational enablement is complemented by social support which encourages self-exploration and identity construction through challenging opportunities. The dynamics across personal, social and organisational identity fields bridge identity work and identity construction. At this level, the individual becomes an advocate for the organisation and what it does for members. Passion drives individuals to want to ensure that their SLS experiences are passed on to others in the future. This level of engagement is dedicated to SLS experiences being maintained as a bridge to, and an enabler for, the construction of personal, social and organisational identities for others into the future.

The preceding five (5) level volunteer engagement narrative described above will be referred to as the SLS Volunteer Engagement Narrative in the remainder of the thesis.

SUMMARY OF SLS VOLUNTEER ENGAGEMENT NARRATIVE

The SLS Volunteer Engagement Narrative provides a view of motivation within SLS as being centred around individuals connecting with opportunities within the organisation and, as a result, experiencing changes in perceptions of self. Individuals recount developing their sense of self by taking up a range of opportunities available, and in doing so, experiencing achievements that go beyond personal expectations of self. The narrative has strong themes of self and identity as sources of motivation to continue to experience self-development across a range of opportunities. With each opportunity, they continue to experience new revelations of self that change their sense of identity within those situations. The engagement narrative is replete with examples of participant's narratives evidencing interfaces between self, motivation and identity. The challenge for this research is to explore those interfaces to develop a conceptualisation of the social and organisational structures that generate that motivation.

Motivation of surf lifesavers involved in this study is interpreted on two levels. Firstly, theoretical constructs developed in Figure 4.3 reflected relationships between concepts identified in the data. Those constructions were followed by the development of a SLS Volunteer Motivation Narrative in the form of a series of engagement levels as set out in Figure 4.4. The narrative developed levels of engagement that recount a story of experiences as being conduits for journeys of self-challenge, self-exploration and self-discovery. As narrative levels progressed, each deepened in commitment as emerging personal, social and organisational identities contributed to personal self-development. As each level morphs into the next, an increasing alignment of personal, social and organisational identities is experienced. Important in that engagement narrative is an appreciation for individual agency in response to organisational opportunity. At each level, engagement through active agency comes through as an important reflection of motivation.

In summary, the SLS Volunteer Engagement Narrative establishes a view of motivation as being centred around individual agency connecting with structured social and organisational opportunities to challenge perceptions of self. The narrative recounts individuals developing identity experiences that move perceptions of self beyond existing expectations of self. From this perspective the narrative projects volunteering as a decision on the part of the individual to extend their conception of self into a volunteer organisation setting and to take up opportunities to challenge and develop that self.

ALIGNING MOTIVATION, SELF AND IDENTITY

In the SLS Volunteer Engagement Narrative levels of engagement and in the theoretical construction that preceded it, three conceptual themes come into focus: motivation, self and identity. In a research project focussed on motivation, it is important to understand the nature of the relationships that exist between these three constructs. Once again, the researcher turned to literature-as-data to help develop that understanding. The focus of the literature search was to establish connections between the three constructs, firstly by understanding the relationship between self and identity, and then establishing links between self and identity with motivation research.

Self is viewed as being comprised of multiple identities (Ryan & Deci, 2014). Ryan and Deci maintain that individuals adopt identities to service "basic psychological needs" which they define as "a sense of relatedness, feelings of belonging, feelings of competence and a need for autonomy" (p. 226). Self-Determination Theory (SDT) (Ryan & Deci, 2002) was developed to account for the degree to which an individual's multiple identities are integrated into an overarching sense of self. Implicit in the SDT is an understanding that the self is comprised of multiple identities that are developed to satisfy psychological needs in differing situations. Psychological needs are perceived as being functional in that they contribution to the sense of self. The SDT establishes an autonomy continuum which maps increasing levels of autonomy as self-determination moves from amotivation through extrinsic motivation to intrinsic motivation (Ryan & Deci, 2000, p. 72). The work by Ryan and Deci provides a conceptualisation of identities as building blocks of self.

Oyserman, Destin and Novin (2015) use Identity-Based Motivation (IBM) theory to demonstrate "that the motivation power of the self is sensitively attuned to context" (p. 183). Contexts are viewed as being positive when individuals perceive them as promoting success in efforts to achieve their goals as encapsulated in future identities. IBM theory emphasises that motivational drive is generated through future identities carrying a promise of alignment with a desired self. Higgins (2005) views this alignment as "regulatory fit" (p. 209) when the manner of engagement sustains an individual's goal orientation. This regulatory fit strengthens engagement. Stryker and Burke (2000) view the term identity as referencing the parts of self which comprise meanings attached to the range of roles an individual performs in their life. They trace this view back to Mead's symbolic interactionism and the recognition that the self is comprised of many identities. As the concept of self began to be conceived as being multi-faceted and comprising multiple group-based selves, the term identity was introduced from 1936 to refer to internalised proliferation of role expectations (p. 285). In cognitive social psychology, identities became understood as "cognitive schema which was internally stored information and meanings serving as frameworks for interpreting experience" (p. 286).

La Guardia (2009) holds the view that the process of identity development takes place across an individual's life span, both in maintaining and reconstructing identity constructs. She sees this process as

> people acquire multiple identities across the life span, and life transitions (whether developmentally normative or imposed) demand that people take on new challenges, consider how to integrate new activities, roles, and relationships, and ultimately grapple with how they conceive themselves. (p. 90)

To La Guardia identity construction is a lifelong process where new challenges continually reshape individuals' conceptions of themselves. Jenkins (2008) supports this conception of identity as an ongoing process and not a "thing" (p. 5). He stresses that identification makes no sense outside of relationships and that identity needs to be understood as processes of identification that are "ongoing and open-ended" (p. 9). He views identity as being "embodied in self-hood" (p. 40). Jenkins defines self as "an individual's reflexive sense of her or his own particular identity, constituted *vis-à-vis* others in terms of similarity and difference, without which she or he wouldn't know who they are and hence wouldn't be

able to act" (p. 49). Essentially, the interaction between self and identity relates to the individual being able to engage in cognitive processes that enable them to see themselves as an object, and thus being able to objectify themselves in relation to others.

In summary, the literature recognises that self and identity exist as a duality: self as a composite of multiple identities, and identities as building blocks of self. Each informs and challenges the other in processes of self-development.

Turning to the relationship between motivation, self and identity, literature reflects an emerging acceptance of self and identity in the field of motivation research. Alvesson, Ashcraft and Thomas (2008) highlight a "turn to identity" (p. 6) where they find identity research has yielded fresh insights across a range of research fields, including motivation. They view the developing interest in identity as focussing on subjective meanings and experiences which provide "important resources in the formation of personal notions of self" (p. 6). Ryan and Deci (2014) position their Self-Determination Theory as "a theory of motivation and personality within social contexts" (p. 227). Oyserman, Smith and Elmore (2015) predicate Identity-Based Motivation theory on individuals' preferences to act in identity congruent ways in pursuit of desired future selves. Eccles (2009) stresses the motivational role identities play in self perceptions which inform both the importance individuals' attachment to tasks and their projected expectations of success in undertaking those tasks.

Driver (2017) challenges motivation research by suggesting that classical motivation theory is inadequate in today's world of complexity and calls "for more adequate theorizing on motivation" (p. 632). She believes that motivation theory requires more adequate explanations and suggests developing greater understandings of how individuals experience motivation. She acknowledges that motivation theory today is pursuing that course through self-based theories relating to how individuals develop their desired selves. Her challenge is to find "a more fine-grained and complex understanding of how motivation functions at the interstice of identity work" (p. 619). She believes that approach will provide an avenue to explore and articulate how individuals engage in activity on their own terms. Through

personal narratives, she believes that motivation can be storied through accounts outlining processes of becoming through which individuals describe how they "subjectively construct motivation" (p. 621). In her advocacy for greater appreciation for the need for research that appreciates the complexities in today's world, she advocates that the "narrative construction of motivation can be understood in the context of the narrative construction identity" (p. 630). Driver's challenge to motivation research is to explore motivation research in the context of self and identity development.

Based on the literature outlined above, the researcher observed that the *turn to identity* reflected in his research data is reflective of a wider challenge to motivation research. Data analysis in this study, both in its theoretical construction and its narrative construction, reflect a centrality of identity construction as a basis for motivation in SLS. This could be due either to (a) the turn to identity as uncovered through the post-structural social constructivism methodologies employed, or (b) the conscious subjectivity of participants as they composed narratives linking together episodes of identity revelations. In either case, narratives evidence ongoing identification events told in terms of experiences that create a sense of journey from the before (who I was then) to the now (who I am now). This aligns with the emerging trend to motivation theory to explore the relationship between motivation, self and identity as outlined in the literature above.

In summary, the identity focus which emerged as interpretive processes proceeded in this current study aligns with a similar motivation research trend identified in literature. Whilst this study did not start out as being identity focussed, recent trends in literature to alignment motivation with self and identity provides sensitivity and credibility to the integration of these fields as the analysis and interpretation within this study continued.

MOTIVATION, SELF AND IDENTITY IN THE DATA

This chapter brings two perspectives to the data collected from participants. The first perspective provides a conceptualisation of motivation, self and identity as theoretical constructs abstracted from lived experience. As with motivation meta-theory, theoretical constructs identified in this chapter exist as abstractions beyond the nature of lived

experience represented in the participants' narratives. In the context of this study, theoretical abstraction will not provide a contextualisation of motivational experience. The second perspective recognises that the aim of this study is to understand motivation as lived experiences contextualised within a SLS setting. The SLS Volunteer Engagement Narrative provides an example of that contextualisation. Embedded in the narrative are clues to the nature of the SLS context that stimulated and motivated participants in their experiences. The nature of that contextualisation will be explored in the following chapter through concepts of agency, structure and structuration which will help to explain the dynamics of interaction between participants, social contexts and organisational structures. In exploring those dynamics, the chapter will connect micro level individual motivational experiences to meso level organisational enablement and macro level meta-theory. Connecting this study across micro, meso and macro levels will bring into relationship a seeming disconnect at this stage in the thesis between abstract theoretical conceptualisation and lived experience.

CHAPTER SUMMARY

Understandings of motivation have been developed in this chapter through a lens of self and identity at a micro individual experiential level. In establishing the presence of conceptions of self and identity within participants narratives, it has identified motivational drive within identity experiences undertaken to enhance self. This was done through complementary avenues of theoretical conceptualisation and engagement narrative development. Relationships between theoretical constructs were established through data analysis which enabled the development of a model of motivational factors centred on self-perception being described as *contained self* and *connected self*. These two perceptions of self were seen to develop through identity work conducted in identity spaces provided within the organisation. The theoretical model was complemented with the development of the SLS Volunteer Engagement Narrative comprising five (5) levels of engagement. Supportive data quotes provided credibility to these levels by evidencing expressions of self and identity enactment. Clear links between the narratives and theoretical construction were established.

Having established linkages between motivation, self and identity and developed a SLS Volunteer Engagement Narrative to encapsulate the experience of the participants within a SLS context, Chapter 5 will focus on the role that social contexts and organisational structures play in enabling and enhancing motivation. That chapter will bring micro individual experiences together with meso organisation enabling factors and integrate those levels with macro motivation meta-theory.

Chapter 5: THEORETICAL CONSTRUCTION

Following on from the previous chapter which established motivational dimensions to self and identity through the SLS Volunteer Engagement Narrative, this chapter develops an understanding of agency and structure where motivation is generated through the enactment of personal agency within a SLS context of opportunity, challenge and support. It sets individual experiences within structuration processes of duality between agency and structure. It postulates that structuration processes support active agency in the construction of identities, which in turn motivates participants.

As a prelude to the processes to unfold in the chapter, it begins by revisiting two key features in grounded theory methodology: literature-as-data and abductive reasoning. Literature-as-data and abductive reasoning provide methodological insights into the processes that unfold in this chapter. A second stage literature review (literature-as-data) to assist in identifying possible theoretical conceptualisations within the data analysis provides a platform for abductive reasoning to engage in theoretical construction to address the aims of the study.

As the chapter proceeds it develops a complexity perspective which conceptualises motivation research as spanning three levels: micro individual level, meso organisational level, and macro meta-theory level. It builds understandings of volunteer motivation in terms of micro level individual experiences, situated within a meso level of organisational context. Chapter 6 will further align these interpretative explanations with the macro level of motivation meta-theory.

In developing substantive theory, concepts including self, identity, agency, structure, structuration, boundary interstices, identity work, identity work spaces, identity play, identity capital and complexity theory will contribute support to that theorisation. These concepts will be used to explain agency and structure as interactive processes at the boundary interstices between micro individual levels and meso organisational levels of

structuration where identity construction is discussed in terms of identity play, identity work and identity construction undertaken within identity workspaces.

The chapter concludes by identifying four findings and five understandings that will contribute to the development of a substantive SLS Volunteer Motivation Through Identity Theory in Chapter 6. The essence of that theory will centre on the duality of agency and structure within a supportive and enabling organisational context. To do this, micro individual levels of identity play and identity work will be situated within meso level SLS identity workspaces provided through identity capital structures within the organisation.

LITERATURE-AS-DATA IN ACTION

At this stage in the thesis, it is opportune to demonstrate the use of literature-as-data in action. Data analysis undertaken in developing the SLS Volunteer Engagement Narrative stimulated an awareness of a need to explore spaces where concepts of motivation, identity and contained/connected selves engaged in motivation processes.

In Chapter 2 it was established that the use of literature in grounded theory methodology served two purposes: an initial overview of fields relating to the study, and a later review of literature-as-data to sensitise the researcher to constructs within related fields that could to their study. By using literature-as-data in order to provide inferential possibilities, the researcher utilises abductive reasoning to assist in conceptual framing of analytical coding. The first part of this chapter outlines the exploration of literature-as-data that sensitised the researcher to conceptual development within research fields including motivation, identity, structuration, organisation studies and socio-psychology. As theoretical constructs begin to emerge for potential explanations for the data, abductive reasoning processes engage to take the 'inferential leap' referred to by Charmaz (2014, p. 200). Literature-as-data and abductive reasoning will be explained as the chapter unfolds.

MOTIVATION, SELF AND IDENTITY

Driver (2017) highlights a criticism of motivation research as "classical motivational research … [is] not providing sufficient theoretical purchase" (p. 618) to understanding motivation in the complexities of today's world. She points to a need to increase the focus on identity in motivation research as a response to that deficiency. This current research project recognises that an identity focus needs to develop more complex insights into motivation understandings. It takes up Driver's challenge to develop "a more fine-grained and complex understanding of how motivation functions at the interstices of identity work" (p. 619) by developing motivation understandings from participants' narratives of experiences in SLS.

Self

In laying the groundwork for fine-grained analyses of motivation, it is important to be clear on the nature of self, identity and motivation, and on relationships that exist between these concepts. Self is conceived as a holistic intra-personal experience of being, with identities arising from inter-personal experiences of that being (Ashforth, Harrison & Corley, 2008). From that perspective, identities are generative expressions of self and are nested within self-concepts (Oyserman, et.al., 2017) which result from a capacity for individuals to reflect on themselves as both the subject and object of their thinking (Oyserman, Smith & Elmore, 2014). Oyserman (2001) refers to the working self-concept as being that "part of the self-concept that is relevant or made salient in a particular situation" (p. 500). Self-concepts involve understandings of self contextualised within time and space, and as such, the operating self-concept makes situated decisions including the salience of a specific identity enactment. She views the operating self as engaging in "[s]elf-relevant thinking, emotion regulation, and motivation" (p. 502) as it guides action towards future oriented goals.

Oyserman, Elmore and Smith (2014) maintain that the modern use of the term self refers to conceptualising oneself as "both the actor who thinks ('I am thinking') and the object of thinking ('about me')" (p. 71). It is this reflexive capacity that brings about a sense of self. They distinguish between two senses of self: one being immersed and individualistic, and the other collectivistic and connected. They characterise these as separated and connected perspectives of self which represent two axes of an individual's perspective of self. Hitlin

(2003) also conceives two-parts to self when he divides self into personal identity and social identity. Personal identity emphasises an inner sense of self built up over time which transcends specific situations, while social identity links self to societal contexts through a range of social identities. Conceptions of self posited by Oyserman et. al. (2014) and Hitlin (2003) align with the two-part conceptualisation of self developed in Chapter 4 of this thesis which interprets self as comprising two parts: *Contained Self* and *Connected Self* (see Figure 4.3). The former is conceptualised as an ontological self-in-general, with the latter as an ontological self-in-situ which conceives of "a 'situated ontology' or the level of the ontic: the particular shape, form and content at the substantive, empirical level" (Stones, 2005, p. 35).

Self and Identity

Stryker and Burke (2000) trace the distinction between self and identity to emergence within identity theory of the recognition that "self is multifaceted, made up of interdependent and independent, mutually reinforcing and conflicting parts" (p. 286). Faced with a meaning challenge, the term self was retained in its holistic connotation, while identity gained acceptance as a term used to describe multiple situated versions of self. Identity continues to be conceptually burdened with a sense of ubiquity as to its meaning and use (Bendle, 2002). Bendle points to *identity* being used at times as a replacement for self where a variegated sense of self is required to operate in the complexities of modern society. He views this confusion as part of a problematic understanding of the meaning of self in the context of high modernity where a "fluidity and plasticity of the self" (p. 6) requires revised understandings of that self. He views identities as differing from self in that they are "based on shifting and non-absolute foundations" (p. 6). Pullen and Linstead (2005) reinforce the shifting nature of identity in their view of identities as being "a social temporality" (p. 6). Stets and Serpe (2013) contribute further clarity to the nature of identity by contending that identities provide sets of meanings attached to roles when individuals reflect upon themselves in those roles (p. 34). Identity meanings relate to an individual's reflexive responses to self within a role, both as object and as subject.

It is within social contexts that the functionality between self, self-concepts and identities is played out. Oyserman et. al. (2017) describe this functionality as "[s]elf concepts are cognitive structures that organize content (identities) and provide a lens with which to

interpret experience and make meaning" (pp. 139-40). With identities being nested in self-concepts, they view self-concepts as key influences on identity accessibility. Within organisations, roles become pseudonyms for identities where the inner contained self is disguised through individually, socially and/or organisationally condoned role versions of that self. In this way, self is a contemporary version of Mead's *I* played out as situated social versions of self through roles (identities) that convey the *Me*. While self is an internalised personal version of holistic individual entity, it spawns multiple identities perceived by the individual to be socially acceptable externalisations of self in social spaces. Operating self-concepts regulate the saliency and adequacy of identities in situated contexts.

Identity and Motivation

Identity and motivation theories provide examples of identity being postulated as a basis for motivation. Social Identity Theory (Tajfel, 1978), Self-Determination Theory (Ryan & Deci, 2000), Identity Theory (Burke & Stets, 2009), and Identity-Based Motivation theory (Oyserman, et. al., 2017) each postulate identity as being central to motivation.

Ashforth and Schinoff (2016) maintain that identity motives guide identity construction when unfulfilling identities are set aside in search for clearer self-definition in salient situations. Motivation develops personal energies focussed on constructing identities conceived by the individual as pathways toward desired future selves. A central tenet of classical motivation meta-theory is that motivation involves the satisfaction of one or more basic functional needs within the individual; a sense of relatedness, feelings of competence, and a need for autonomy (Ryan & Deci, 2014). Salient identity motives involve identity constructions related to fulfilling one or more of these needs.

Ushioda (2009) advocates a person-in-context relational view of motivation. In describing a mutually constitutive relationship between person and context, she describes such an approach as requiring

> a focus on the agency of the individual person as a thinking, feeling human being, with an identity, a personality, a unique history and background, a person with goals, motives and intentions; a focus on the interaction between this self-

> reflective intentional agent, and the fluid and complex system of social relations, activities, experiences and multiple micro- and macro-contexts in which the person is embedded, moves, and is inherently part of. (p. 220).

Her person-in-context relational view of motivation conceptualises self and identity motives as being central to understanding motivation. She examples the motivational connection between agency and structure as being complex, dynamic and non-linear: a complexity view of motivation.

Oyserman et. al. (2014) make a case that identities help structure an individual's concept of self and provide stability and security within that self across contexts. Identities "are orienting, they provide a meaning-making lens and focus one's attention on some but not other features of the immediate context" (p. 69). They argue that, given self is both a product and shaper of situations, a combination of "self and identity are predicted to influence what people are motivated to do" (p. 70). In this way, "[i]dentities serve as anchors for behaviour and understanding in the ongoing flow of interaction" (Hitlin, 2003, p. 125). Identities embody an outreach of self into context.

IDENTITY WORK, IDENTITY WORKSPACES AND IDENTITY CAPITAL

Given that this thesis posits a central role for identity in volunteer motivation, the discussion to follow will focus on the construction of identity. Ashforth and Schinoff (2016) maintain that identity construction involves individuals defining who they are, and that identity construction is "guided by identity motives" (p. 116). Those identity motives approach identity as a "temporary, context-sensitive and evolving set of constructions" (Alvesson, Ashcraft & Thomas, 2008, p. 6).

Identity Play and Identity Work

Ibarra and Petriglieri (2010) provide the view that the primary objective of identity work is acting and looking the part in claiming a specific identity. They view most identity construction as tailoring role identities to fit self-concepts by balancing personal with social definitions of identity. This involves conforming with external role expectations whilst

maintaining internal identity coherence and balance. Ibarra and Petriglieri conceptualise identity work as existing in the reality of time and place: it is situated in the present. They introduce the concept of identity play as a bridge between the interstices of the present self and possible further selves. Identity play is defined "as the crafting and provisional trial of immature … possible selves" (p. 13). Identity work and identity play therefore exist in juxtaposition: identity work seeks to maintain identity coherence within self in the process of identity construction, whilst identity play is focussed on inventing or reinventing that self into the future. Identity play imagines possible selves in the future. It bridges the present self with possible future selves and takes place as imaginations of a future self. As identity play involves transitioning from present self to a possible future self, its motivation is change and its field of visualisation extends from reality and imagination (Wenger, 2010). Identity play and identity work are complementary. Identity play imagines a possible self, with identity work transitioning the present self toward that possible future self, whilst maintaining coherence and integrity within the operating self-concept. The theme of challenge within this study plays an important role in bridging present self towards possible future selves in participant narratives. Challenge confronts an individual's conception of their present self with possibilities and opportunities to build possible future selves.

Identity Workspaces and Identity Capital

Identity work refers to the activity undertaken by individuals as they engage in identity construction. It takes place in bounded contexts (both internal and external) which operate as identity workspaces (Petriglieri & Petriglieri, 2010). Identity workspaces situate identity work by establishing boundaries around processes of identity construction. Identity workspaces are diverse and individualistic in nature as they emerge from idiosyncrasies individuals bring to their identity work. Unique individual agency engages across a wide and diverse social and organisational "identityscape" (Pullen & Linstead, p. 4) that characterises, in this study, the SLS organisational context. It is the individuated nature of identity workspaces that charge the dynamics within those spaces with motivational energy. Motivation drives identity construction as the individual conceives their identity work in terms of achieving a desired self. In identity workspaces, motivation and identity are closely linked, with the former generating emotional and physical energy to achieve the latter. Identity construction within identity workspaces involves processes of agentic and structural

dynamics that help morph the current self towards a possible future self as visualised through the imagined identity attributes of that possible self.

Organisational identity workspaces are structured from the organisation's identity capital (Pullen & Linstead, 2005). As identity construction takes place, individual agency draws from resources within the organisation to feed into their structuration processes. Pullen and Linstead are a little vague in their identification of the nature of identity capital resources other than being "material, socio-economic, symbolic and discursive" (p. 4). In this study, the researcher points to the organisational resources and factors identified in the outer two ovals of Figure 5.1 as the identity capital within SLS. It should be noted that this SLS identity capital comprises both tangible and intangible resources that sit within the SLS community of practice as modelled in Figure 5.2. Identity capital comprises an 'identityscape' from which individuals select, connect and engage as they enact personal agency. Identity capital resources enable and empower agentic identity construction.

Identity interstices

A key focus in this study is on identity workspaces that exist as interstices between agency and structure. Whether those workspaces exist at the interstices between inner self (*Contained Self*) and externalised self (*Connected Self*), between self and SLS structures, or between identity work and identity play, it is the interactional dynamics within these interstices which constructs identity and motivation. It is the nature of identity construction, consequent motivation, that takes place in these interstices that is of prime interest in this research. Kreiner, Hollensbe and Sheep (2006) introduced the concept of boundary permeability between identities and how, with greater permeability, identities become integrated. These boundaries enable individuals to create lifespans through multiple identities and continue to differentiate their lives by "creating, dismantling, and/or maintaining boundaries of varying permeability" (p. 1322). It is permeability that supports identity adaptation and construction. Within an organisation, possible role identities exist within its purpose, culture and structures. In NFP volunteer organisations, volunteers are invited to take on and enact organisational role identities with the result that "[t]he organization then is a collective comprised of various aspects of identity" (p. 1322). It is the nature of identity permeability that is of interest in this study. This is particularly evident in

the development of authenticity experienced as the third level of engagement described in Chapter 4. It is through increased permeability between the *Contained Self* and the *Connected Self* that draws these two concepts of self into greater alignment and integration. How does SLS encourage, enable and nurture individuals to engage across the boundaries of identity to engage in organisationally enabled and supported identity construction? It is the thesis in this study that interstices between individual and organisational identity workspaces encourage and enable identity construction. It postulates that it is within identity workspaces that agency and structure dynamics result in an ongoing process of identity structuration that motivates members to align personal, social and organisational identities as they progress their identity journey.

It is important at this stage to understand the *spaces between* the agent-in-position (Ushioda, 2009) and the context. In advancing understandings of the nature of these interfaces some clarification of the concept of boundary interstices is useful. Goldspink and Kay (2004) example the bridging of theoretical constructs across the micro/meso/macro divide through autopoiesis theory and complexity theory. They posit that micro-level agents (individuals) interact with their environment (structural coupling) through their self-producing nature (autopoiesis). Over time these processes develop the individual's unique history or "ontogeny" (p. 603) within consensual domains of structural coupling. It is the nature of these identity workspaces of structural coupling that is of interest in this study. Dimensions of complexity within these workspaces reflect self-organising processes which, devoid of external direction, give rise to autopoiesis (p. 610). Goldspink and Kay develop the argument" for a new approach to the consideration of social systems, an approach based upon a synthesis of autopoietic and complexity theory …[as] … a bridge between the micro and macro" (p. 615). Their work views the individual as a complex adaptive system engaging interactively within interconnecting domains of autopoietic connectivity (p. 612).

Kreiner, Hallensbe and Sheep (2006) help focus autopoietic activity at the edges of identity. They point to the multi-levelled research task at the interfaces of intra-personal and inter-personal identity construction. They view these two interfaces as "intra-identity boundary interfaces and inter-identity boundary interfaces" (p. 1316) with the former making sense of

individual identity boundaries within self (i.e. micro level interfaces), and the latter making sense of organisational identities within organisation contexts (i.e. meso level interfaces).

Thus far in this chapter, the focus has been on explaining concepts that assist in explaining the *What?* and *Why?* of the relationships between self, identity and motivation as played out in identity work. The next part of the chapter will introduce concepts that will assist in explaining *Where?* and *How?*

AGENCY, STRUCTURE AND STRUCTURATION

Part of this study examines what agency looks like in the context of participants' narratives. In light of the literature outlined above, that involves building an explanation of how agency engages in interstices between self and structure in order to construct identity. It focuses on understanding how motivation is generated within the interstices of agency and structure. In undertaking that task the researcher will apply structuration theory to theoretical constructions developed from interpretations outlined in the previous chapter. It is through an application of structuration theory within the theoretical construction phase of this study that motivation is explored. In bringing motivation and identity structuration into focus, this section of the chapter will clarify the concepts of agency and structure, evidence those concepts in the data, and integrate the two concepts within data to conceptualise a structuration process leading to the development of a substantive SLS Volunteer Motivation Through Identity Theory.

Agency

Alsted (2001) makes a case for the need to develop a theory of motivation that unites a mutuality of constitution between agent and structure within social-constructivism. He claims that the non-existence of a unified motivation theory is due to an inability within the social sciences to provide a clear conceptualisation of agency (Alsted, 2005). In his view what is required is a model of motivation that "improves our understanding of the relation between agent and structure" (p. 32). While sociology develops views of how societies operate at meso (organisational) and macro (societal) levels, psychology provides

understandings of how the individual develops and changes at the micro level. The challenge for Alsted is to bridge the fields of psychology and sociology across micro, meso and macro levels to enable each to inform the other through a model of motivation. To this end he argues "that social structures are essentially our collective psychic defences against ambivalence ... [and that] ... [s]ocial structures are created by individuals and are therefore influenced by individual psychology" (p. 137). For Alsted, the focus for understanding motivation revolves around agency and structure. Oyserman, Elmore and Smith (2014) support Alsted's call for a motivation theory that combines micro psychological understandings with meso sociological understandings through their Identity-Based Motivation theory (IBM). IBM posits that readiness to engage in identity-congruent action motivates individuals to "interpret situations and act in ways that feel congruent with their identities" (p. 89). Self Determination Theory (Deci & Ryan, 2004) further supports this approach by emphasising the highest level of autonomy is exercised through intrinsic motivation where "[m]otivation concerns energy, direction, persistence and equifinality - all aspects of activation and intention" (p. 69). All three perspectives outlined in this paragraph support the contention within this thesis that agency is motivated by individuals responding to opportunities to engage in identity construction.

As established above, agency involves the individual enacting identity work within structures that situate agential activity in identity workspaces. These identity workspaces are bounded within organisational and social contexts. It is within the dynamics of self-concept, identity construction, individual agency and contextual structures that motivation is developed. The term 'agency' comes from Giddens' Structuration Theory (Giddens, 1976) where he maintains that "social structures are both constituted by human agency, and yet at the same time are the very medium of this constitution" (p. 121). Tucker (1998) provides a more simplistic interpretation of agency as "people's capacities to act in the social world … [which] involves social learning and applying such knowledge in particular contexts" (p. 80).

Stones' (2005) Strong Structuration Theory posits that agency involves self structures engaging in reflexive interactions with external structures as structural stimulants for agential action (p. 84). The critical nature of this agency is that it interacts reflexively with structures in uniquely individuated ways. Ideally this takes place in contexts where

structures enable rather than constrain. In a volunteer setting, volition exists at the behest of the volunteer: if they feel too constrained volunteers leave. Stones emphasises a need for "the relative autonomy of the agent from external structures" (p. 110). It should be noted that it is the level of relative autonomy that separates NFP organisations that utilise volunteers as extensions of work force from volunteer NFPs where volunteers are actively engaged in operating the organisation. Volunteer organisations are premised on a high degree of choice and volition: choice implying a range of options being available, and volition meaning exercising the power to choose one's action. In volunteer settings agents exercise both choice and volition in initiating agency that is "purposeful, knowledgeable, reflexive and active" (Sarason, Dean & Dillard, 2006, p. 290).

Structure

Literature is somewhat vague in explaining the nature and form of structure in Structuration Theory. Giddens (1981) refers to structures as "the structured properties of social systems" (p.19). Stones (2005) points to external structures somewhat vaguely as "conjuncturally specific knowledge of structures within position-practice relations" (p. 94), while internal structures are defined with similar vagueness as "conjuncturally specific internal structures and general-dispositional structures" (p. 85). Sarason et. al. (2006) define structures as "recursively organized rules and resources that individuals draw on and reconstitute in their day-to-day activities" (p. 291). None of these structuration theorists provide structure dimensions beyond the broad generalisations stated above. In pursuing this study it is therefore necessary to clarify the nature of structures within the SLS context.

To this point in the chapter, structure within the context of an agent-in-position has been found to be multi-dimensional. Agents bring internal self structures as experiential and identity platforms into a dynamic interaction with new experiences. Those platforms provide the idiosyncratic agendas individuals take into new situations. Situated contexts are structured with both material and social resources; the former being tangible with the latter being intangible. Structures in the context of agency and processes of structuration therefore exist as integrated dimensions of complexity between the tangible and the intangible, the present and the virtual, and the stable and the adaptive. They exist as resources, rules, purposes and communities of practice. They exist internally within the

individual and externally within the social context. Whether tangible resources, intangible social structures and mores, or internalisations of self, structures provide both the virtuality and substance of agency. Structures provide the reflexive sounding boards for identity work. In reflexive identity work, structures help create imagery of future possible selves as individuals engage in identity play. Identity work takes that identity play (imaginings) and socialises identity construction into the repertoire of self and self-concept.

THEORETICAL CONSTRUCTION - ABDUCTIVE REASONING IN ACTION

Earlier in this paper is was recognised that an important feature of grounded theory analysis is to be found in the concept of abductive reasoning which carries inductive thinking to another level (Charmaz, 2014). Rather than stopping at inductive reasoning processes, abductive reasoning requires the researcher to make connections between concepts that he may not have associated with each other. It requires the researcher to "make an inferential leap" (Charmaz, 2014, p. 200) by considering theoretical explanations beyond those limited by induction and testing alternative explanations in terms of plausibility against the data.

Based on the analyses of the data, and with the insights from literature-as-data, structural existence is posited on four levels: Contained Self, Connected Self, external formal SLS structures, and informal community of practice structures. Self, self-concepts and identities exist as an individual's internalisation of meaning-making in time and space. Self provides a holistic sense of self as an entity. Self-concepts provide self-evaluative judgements of capacities and competencies across that self. Identities exist as socially expressed versions of self contextualised in specific situations. These internal structures comprise the self-in-progress that is brought by the individual to new experiences. In this research, internal structures are conceptualised as *Contained Self* and *Connected Self*. Within the *Contained Self* they exist as internalised cognitive structures and are monitored as self-concepts based around confidence, competency and relatedness. It is within these cognitions of self that the virtual self resides in terms of stability, operating self-concepts and possible future selves. The *Connected Self* exists in the form of identities constructed by the individual as socially appropriate versions of self as the operating identity-in-context. Beyond self, the individual exists within social contexts where the internalised self engages in socially interactive experiences with external structures. Being situated within social settings and

systems, these external structures are both tangible (e.g. resources, rules, programs) and intangible (e.g. culture, social practices).

The credibility of these structural dimensions was tested against participant data to gauge the degree of fit. Table 5.1 provides sample quotations from participants' narratives against the four structural categories outlined above. It provides samples of participant quotes that provided a stimulus to abductive reasoning that helped the researcher 'make an inferential leap' between the data and its reflections of structural conceptions as developed in Figure 5.2. The test for plausible explanations through abductive reasoning is to be found in its

TABLE 5.1 Identity Workspace Credibility Data Check

INTERNAL SELF IDENTITY WORKSPACE STRUCTURES	
CONTAINED SELF	**CONNECTED SELF**
G: *I'm really proud of myself*	B: *Got in with a group who wanted to get involved*
H: *I've realised I can do new things*	D: *For me it's the social fabric which is very motivating*
B: *It's a lot of personal satisfaction*	I: *You're doing it because you want to learn*
K: *I'm proud of who I am*	D: *I stuck with it due to success and friendships*
C: *I feel honest*	F: *It was a sport that came with a bit more responsibility*
G: *I'm thinking I'm actually not bad now*	G: *You don't have to be the best – just be good at it*
H: *It's like another person from my point of view*	J: All t*hose skills came in handy inside and outside the club*
I: *It gave me confidence that I know what I'm talking about*	K: *Just push those boundaries of myself*
A: *Satisfying because people don't force you*	B: *It's the lifestyle, the people, everything, all aspects*
E: *Then I thought – I can do this*	K: *I think of it as a life career …a volunteer career I suppose*
EXTERNAL ORGANISATION IDENTITY WORKSPACE STRUCTURES	
SLS IDENTITY WORKSPACE	**SLSC COMMUNITY OF PRACTICE**
D: *It's dynamic – partly surf and partly of my own doing*	A: *There's peer support rather than pressure*
E: *I figure I can be a bit more of a dare devil now (after raising children)*	B: *A lot of us contributing*
H: *I'm happy to attempt new things or push yourself a little bit further in things*	D: *Work towards a common purpose*
I: *To know we have the training to deal with most situations is rewarding*	E: *They're always there to help out if I ever need a hand*
J: *Because of the awards leading up to each (new activity)*	F: *Everyone's always positive and friendly*
K: *It provides you with so many different paths you could take*	G: *I feel like part of a team*
F: *You start gaining recognition through various groups*	H: *It's the way you are with people – it's the people skills more than anything*
A: *It's the holistic approach to SLS*	I: *Develops more friendships, more networks*
D: *Continually engages me in different areas*	J: *A common bond because we all like the water*
H: T*here's something for everyone to do*	A: *Encourage you to try new things*
F: *Gaining awards felt like you were achieving something*	B: *A lot of people provide a lot of input and motivation to keep me interested*

credibility in relation to the data. In Table 5.1, sample data has been applied against the four key structural elements identified in Figure 5.1. Figure 5.1 conceptualises the above structures in relation to each other. Whilst this conceptualisation appears as quite structured, it is representational of processes that are complex, non-linear, uncertain, unstructured and at times discontinuous. Developing an amorphous diagrammatic representation consisting of co-occupied spaces, permeable borders, and ever-changing representations is beyond the scope of this research. In Figure 5.1, the inner oval space (*1. INTERNAL SELF STRUCTURES*) depicts an internalised self in two parts: *Contained Self* and *Connected Self*. The *Contained Self* represents a stable sense of self built up over time and which is cognisable in terms of self-concepts relating to autonomy, confidence, competency, relatedness and belonging. The *Connected Self* represents the individual's perception of their connectivity to the social world. Identities constructed within the *Connected Self* extend versions of the *Contained Self* into that social world. Identities constructed within the interstices of the *Connected Self* and the social world act as growth plates of self developed within identity workspaces where agency is enacted.

Structures external to self are conceptualised within the SLS context as existing at two levels as represented in the two outer oval spaces in Figure 5.1. The outmost oval (*4. SLS COMMUNITY OF PRACTICE*) conceptualises a community of practice (Wenger, 2010) which encapsulates all SLS experiences. A community of practice is an umbrella term used by Wenger to encapsulate the notion of a contained social system which "exhibits many characteristics of systems more generally: emergent structure, complex relationships, self-organisation, dynamic boundaries, ongoing negotiation of identity and cultural meaning" (pp. 179-180). While it encapsulates all the factors within Figure 5.1, the outer oval space draws a focus on the cultural and social aspects of the SLS context that allay anxieties and engender support and confidence in participants' identity journeys within their SLS experiences. The *SLS Community of Practice* conceptualised in this research context includes cultural features evidenced in the data such as equity, inclusion, values alignment; social features such as teamwork, life stage inclusiveness and social support; and autonomy features such as choice, volition and recognition. Reflections of these features of the *SLS Community of Practice* are pervasive throughout participant narratives. Volunteering involves individuals exercising volition in deciding to engage in social processes carried out within the domain of a volunteering community of practice.

External SLS structures (*3: EXTERNAL SLS STRUCTURES*) are representative of the technical and functional spheres of organisational work undertaken within SLS. The boxes to the left highlight the four spheres of organisational activity within SLS: an emergency service, a sporting organisation, a youth organisation, and a community education organisation. The boxes appearing to the right highlight opportunities and resources that provide competency platforms that deliver across the four spheres of activity. These structures provide for challenging learning opportunities, interest pathways, competency progression and variety. Competency training and operational requirements within spheres of organisational activity set the physical location of identity work.

Agency within SLS (*2. AGENCY WORKSPACES*) engages in processes of discovery between self and external structures. Agency engages in identity entrepreneurship within opportunities through reflexive processes of discovery and identity construction (Sarason, et. al., 2006). In ongoing agential processes, SLS structures become a foci around which structuration of identity and motivation takes place. Within the complexities of social systems, Strong Structuration Theory (Stones, 2005) provides a useful framework for understanding agency in a volunteer context as it "theorizes the interdependence of context (structure) and actor (agent) in the moment and across time and space" (Sarason et. al., 2006, p. 289). Structuration Theory is particularly useful given that volunteer NFP organisations are predicated on choice and volition in attracting volunteers.

Agency, Structure and Complexity

The challenge within this research is to understand an interconnected, interactive system of self, identity and human motivation that is complex, integrative, multi-dimensional, multi-layered and non-linear. The nature of each of these dimensions can be espoused in terms of complexity theory. Understanding its complexities at a micro individual level, a meso organisational level and a macro meta-theory level will help to develop understandings that advance the usefulness of this motivation research to inform volunteer support practices within volunteer organisations. But first the challenge at this stage in the research is to understand its complexities.

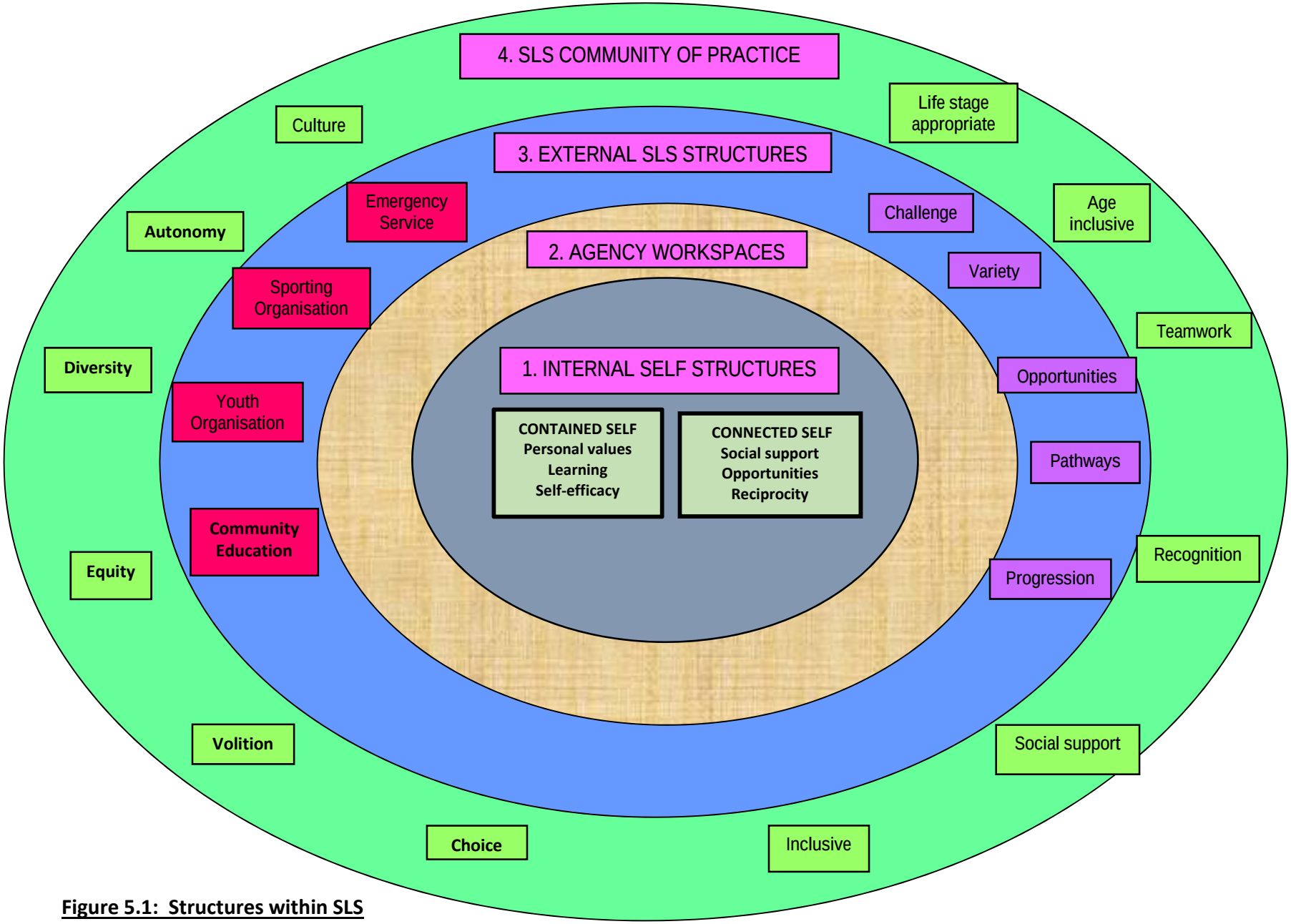

Figure 5.1: Structures within SLS

In his seminal work on Structuration Theory, Giddens (1978) conceptualised the nature of constructive activity between agency and structure as a duality in which each is both a medium and outcome of the other. Criticism of Giddens' work (e.g. Stones, 2005) centres on a lack of clarity around its key concepts of agency and structure. Stones' (2005) version of Strong Structuration Theory provides greater clarity that enables the process of structuration to be analysed at a micro individual level as undertaken in this current research. This current study applies Giddens' conceptualisation of structuration and Stones' interpretative clarity of structuration processes *in-situ* to develop the theoretical construction to follow.

The ontological and epistemological paradigm supporting this research champions a social constructionism approach. Much motivation research comes from a realist ontological perspective where motivation is generalised in terms of innate factors that exist apart from an individual's experiences, and which are attributed to individuals by research method. Those factors are attributed to individuals as amalgams of generalisations of experience. Personal motivation is explained in terms of established generalised psychological functional needs. Within realist approaches personalised generic motivation profiles reduce individual motivation experiences to variations on a common scorecard, thus discounting the individuated motivational experiences of individuals (e.g. Clarey, Snyder & Stukas, 1998; Esmond & Dunlop, 2004). Hazy and Backstrom (2013) posit that simplified structuralist approaches to studies of human interaction in organisations run the risk that a "simplified perspective is increasingly problematic in the age of complexity" (p. 93). They advocate the utilisation of a complexity perspective to generate fine-grained analysis at an individual agency level. Schwandt and Szabla (2013) observe that "complexity science concepts have had a growing influence on our understanding of emergent social phenomena" (p. 1). They call for analysis of "the fine-grained social system level through the integration of strong structuration theory (Stones, 2005) with concepts of complex adaptive systems" (p. 2). Holden (2005) aligns the complexity science concept of complex adaptive systems to both living organisms and organisations (p. 652). She recommends complexity science and complex adaptive systems as being reflective of "the dynamic interactions of diverse agents who self-organize and produce adaptations that emerge in ways that can neither be predicted nor controlled" (p. 656). Goldstein, Hazy and Lichtenstein

(2010) point to complexity science as focussing on interactions within systems which result in the emergence of newness, and that while complex systems are complicated, "it is their complexity and not their complicatedness that makes them adaptive" (p. 4). Poutanen, Siira and Aula (2016) encourage future research agendas to include "complexity-based research" (p. 182). They introduce a concept of ecology as applied to innovation within organisational ecosystems. That concept has interesting connotations for this study if applied as ecologies of identity and motivation representing complexities of structuration processes set within complex adaptive organisational and social systems.

Within this study, principles relating to complexity theory such as self-organisation, non-linearity, complex adaptive systems, autopoiesis and co-evolution are applied to reflect similarities with processes conceptualised within structuration theory. Both structuration theory and complexity theory provide conceptual tools with which to explore the spaces at the interstices of agency and structure. In exploring the frontiers of motivation and identity theory, these conceptual tools help to build theoretical bridges from traditional positivist explanations to situated, interpretive, constructionist explanations of motivation and identity.

Linking complexity thinking and social constructionism with motivation and identity theory reinforces the use of personal narratives to gain an understanding of individual experiences of motivation. In acknowledging that this research is focussed on individuals' subjective reflections, a narrative approach was employed to develop a social constructionism perspective to explore motivation generated within dynamics bounded by time and space, and as experienced by individuals.

This research project posits that the structuration of volunteer motivation through identity takes place within the context of social systems and social action. Volunteer organisations empower and enable volunteers to engage in social action through agency enacted within and between organisational structures. Those structures provide opportunities for agency. In this study, structures are held to provide opportunities to imagine possible selves, and through

identity work within identity workspaces, to enact agency to bring these elements of identity construction together in time and space. This activity is explained in this study as structuration of motivation through identity.

Structuration

A contention within this thesis is that identity construction is a continuous process of becoming (Ashforth, et. al., 2008) and as such is the basis for motivations to continue identity journeys. SLS enables identity journeys through its culture, structure, diversity, variety of pathways, and social support. Motivation energises and is energised by identity construction and self-development. How this happens is explained in this study through processes involved in structuration.

Literature conceptualises personal agency as taking place both within intra-personal structures and across inter-personal spaces that exist between self and external structures (Giddens, 1995; Stones, 2005). Seminal work on the nature of interactions at the interstices of agency and structure is provided by Structuration Theory (Giddens, 1976). Giddens conceives structuration as a "relationship of agency and structure as the duality of structure in which people reflexively produce and reproduce their social life" (Giddens, 1976, p. 57). Extending Giddens' macro conception of structuration theory into meso organisational structural and micro individual agential levels, Stones' (2005) Strong Structuration Theory conceptualises a quadripartite nature to structuration consisting of four inter-connected aspects: external structures as conditions for action, internal structures within the individual, active agency, and outcomes. Stones' quadripartite conceptualisation of structuration provides a view of the interstices where active agency is enacted: between internal agent structures, external organisation structures, and emerging outcomes. Individuals enact personal agency within spaces that exist between *who I am now*? and *who I want to be?* In this sense interstices between agency and structure become chrysalides for identity construction. Within these interstices internal agent structures, external structures and active agency interact in identity work. Stones refers to the active agency engaged in this identity work as reflective of an ongoing state of ontology-in-situ

where the state of being is informed by identity-in-progress. He summarises Giddens ontology-in-general conceptualisation of structuration as being "beyond any particular empirical manifestation of them in specific social circumstances, time and place" (p. 7). In contrast, he views his version of strong structuration theory as "ontology-*in-situ*, ontology directed at the 'ontic', at particular social processes and events in particular times and places" (p. 8). Stones' work strengthens the theoretical reach of Giddens' work particularly in its application to empirical work at micro and meso levels. To reflect this strengthening, Stones labelled his work Strong Structuration Theory. It is from Stones' perspective that structuration is applied in this study.

The first part of this chapter has revisited literature to review conceptualisations of emerging constructs and to sensitise the researcher to current developments in motivation and identity research. It has explored dimensions of 'spaces between' where critical activity takes place as interaction between and within the individual and their social context. The following theoretical construction blends the data analysis and interpretation developed in the previous chapter with the theoretical constructs outlined above.

CONSTRUCTING A THEORETICAL FRAMEWORK

This research establishes a substantive theory of SLS volunteer motivation that brings together motivation and identity in a volunteer context. As a volunteer organisation, SLS is modelled as containing an abundance of identity opportunities within a community of practice that encourages identity play, identity work and identity construction. Volunteers exercise choice and volition to engage in an organisational context abundant with identity capital. Volunteers construct identities that develop authentic selves and build both human and social capital in the process. Motivation stimulated by authentic identity construction empowers and enables members to embark on identity journeys that serve self-development, self-confidence, self-efficacy. Along the way a commitment generated as a result of these identity journeys serves the organisational goals of SLS. The model demonstrates the power of identity work and identity workspace opportunities in motivating members to embark on their identity journeys.

It models SLS as an encompassing, inclusive, enabling organisation that encourages members to extend their understanding of self beyond expectations.

Structuration of Motivation Through Identity

Earlier in this chapter, Figure 5.1 provided a conceptual overview of structures as conceived within the study. It is important to reiterate that some structures within that framework are virtual and intangible, while others are tangible structures. Intra-personal structures of *Contained Self* and *Connected Self* are virtual (i.e. possessing force or effect but not in tangible presence) in that they exist as socio-cognitive structures that comprise the internalised self. There are also elements within SLS organisational structures that are virtual in that they do not exist in tangible form, but as cultural and social mores accepted within the SLS community as embodying fundamental social and values mores within that community. The nature and impact of intangible virtual structures can only be anticipated through conjecture when agency interacts with structure in structuration processes of duality.

Figure 5.2 provides a conceptual overview of the structuration of motivation and identity within SLS. As noted earlier, agency and structure are conceived as a duality where each is both the product and source of the other. Through ongoing interactive dynamics, each influences the other. Processes of active agency take place within interstices that exist in boundary spaces between self and structures. Active agency processes of identity construction are initiated and motivated by visualisations of desired selves generated from imaginings of possible identities formed within opportunity spaces. It is within the interstices of self and structures that imagination is activated, and it is in these identity workspaces that active agency is enacted.

The essence of structuration theory is that agency and structure exist as a duality in which each is the source and product of the other. The model of structuration presented in Figure 5.2 is representative of structure and agency conceived as motivation through identity within SLS. The model conceptualises external structures (*C and D*) encapsulating the agent's internal structures (*A*) with active agency represented within the interstice (*B*) located between

individual structures and SLS structures. Agency within the active agency interstice is represented as identity play and identity work taking place within identity workspaces.

Active agency in the form of identity work in Figure 5.2 is posited to take place in the space between two sets of structures. The first structural set (A: *INTERNAL IDENTITY WORKSPACES)* exists within internal cognitive identity workspaces where identity coherence and adjustment take place within self. Internal cognitive identity workspaces within the self continually adjust to changing conceptions of self as experienced through identities. This space is representational of the internalised self and is divided into two complementary entities: the *Contained Self* which represents the internalised self as expressed through self-concepts, and the *Connected Self* which is representative of the socialised self as expressed through identities. It is the *Connected Self* that engages in identity work within the organisational context, whilst the *Contained Self* interacts with the *Connected Self* balancing self-concepts to maintaining identity coherence with the *Contained Self*. Both versions of self evolve from internalised socio-cognitive processes engaged in a continual balancing of *Contained Self* and *Connected Self* to maintain both internal and situated coherence. Self-evaluations experienced through self-concepts enable individuals to gauge congruence of self with identity enactment. When internal congruence between self and context identity are perceived to be out of balance, identity construction or reconstruction becomes a remedy.

The second set of structures are external to the individual and are represented as SLS Identity Workspaces (*C: SLS IDENTITY WORKSPACES)* and SLS Community of Practice (*D. SLS COMMUNITY OF PRACTICE*). They represent SLS structures that exist on two levels. Structures identified as SLS identity workspaces (*C: SLS IDENTITY WORKSPACES)* represent the technical and functional spheres of organisational work undertaken within SLS. These workspaces exist as technical structures in the form of purposes, accreditation pathways, learning opportunities within competency fields, roles and physical attributions of these structures (e.g. buildings, equipment, learning materials and course frameworks). The boxes to the left highlight the four work functions within SLS: an emergency service, a sporting organisation, a youth organisation,

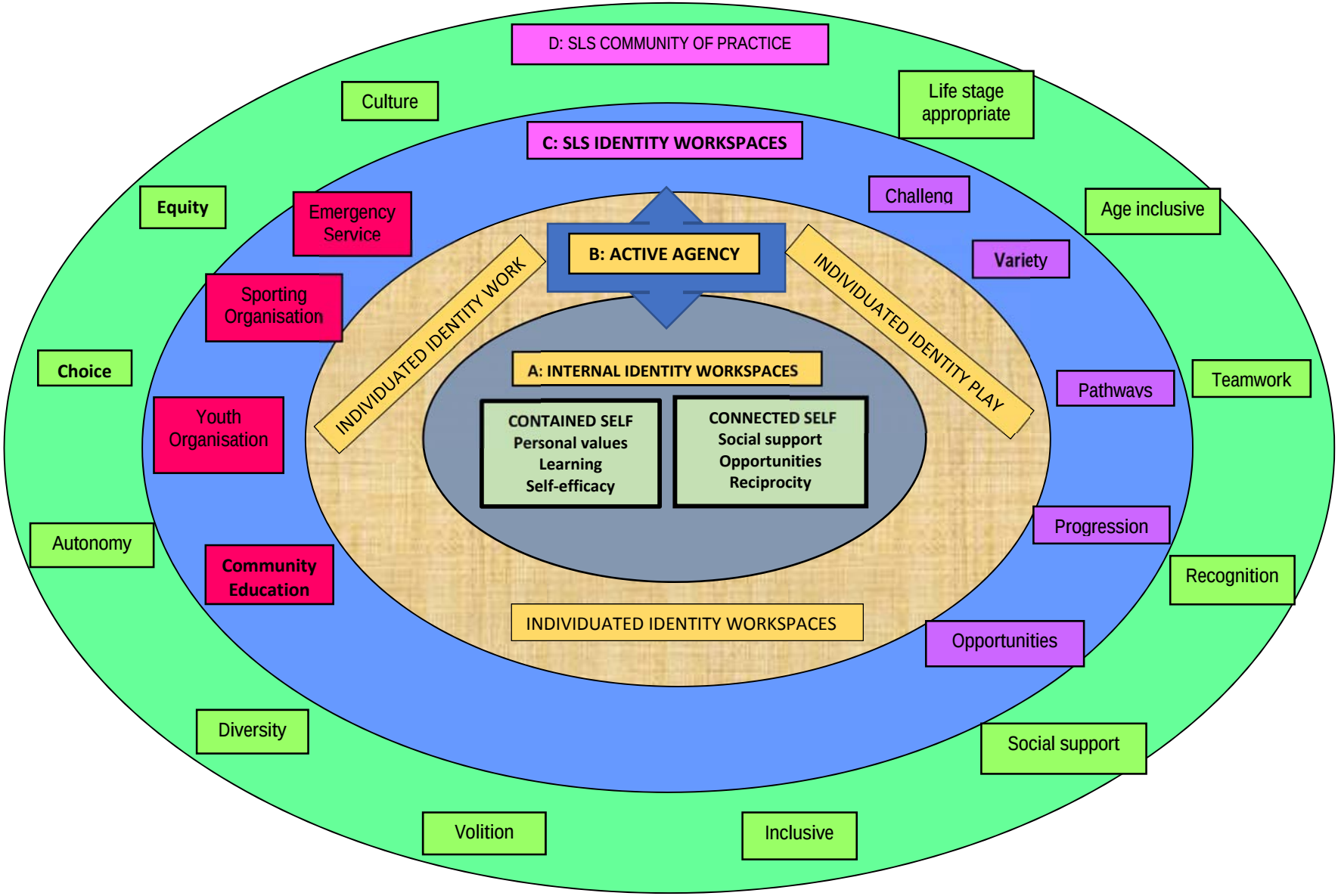

Figure 5.2: Structuration of Motivation and Identity

and a community education organisation. The boxes appearing to the right highlight resources that exist to provide competency bases that deliver across the four work functions. These include resources and structures that provide challenging learning opportunities, interest pathways, competency progression and variety. The competency training and operational requirements within these activities set the geographical location for many experiences.

The structures represented in the *SLS Community of Practice* exist in intangible forms of culture including social support, teamwork and equity. Wenger (2010) views the social aspect of learning as providing "an emphasis on the person as a social participant, as a meaning-making entity for whom the social world is a resource for constituting an identity …[in their personal experience of] …becoming a certain person" (p. 181). In suggesting this, he views learners as developing their own experiences of practice contextualised within a competency regime in a learning community. He defines this learning community as "a community of practice" (p. 180) where engaging in experiences of "knowledgeability" (p. 180) takes place within dynamic structures amongst members of that community of practice. This involves considerable identity work within a community of practice as "[l]earning is a social becoming" (p. 180). Petriglieri and Petriglieri (2010) view identity workspaces as integrating four elements of a psychodynamic framework through which identity construction is encouraged. Social defences involve collective arrangements that guard against the disturbing effect of anxiety. Sentient communities satisfy emotional needs by reassuring individuals through a sense of belonging, relatedness and positive feedback that future identities are possible. Rites of passage link psychodynamics and social needs within liminal spaces that enable transition from one identity to another. These liminal spaces can be conceptualised in this study as identity workspaces. The cumulative effect of these socio-psychodynamic factors that sustain an individual's belief in themselves is conceived as providing a holding environment: "spaces in which cognitive and emotional turmoil give way to meaning" (p. 49). The outer oval in Figure 5.2 is representative of the SLS holding environment in the form of a *SLS Community of Practice* which supports members through their experiences of challenge and change.

The active agency space (*B: ACTIVE AGENCY*) represents interstices where self and structure interact through deliberative agency. Active agency is represented in this interstice as *individuated identity play* which involves 'imagineering' possible future selves, *individuated identity work* which involves engaging with SLS structures to enact identity construction, and *individuated identity workspaces* which locate identity construction in specific contexts. These identity concepts are part virtual, part imaginary and part externally structured. While the situated nature of workspaces will vary depending on the activity being undertaken, active agency involves a continual connection of that experience within the self. It is that connectivity which activates the development of identity and motivation. This study postulates that identity construction generates motivation through active agency stimulating a promise of possible future selves. Identity play is activated with imagination inventing or reinverting self in terms of possible future selves. Identity play imagines future selves by extending existing self into possible future selves. Individuals engage in identity play as a preliminary to identity work. Active agency bridges identity play and identity work as identities are imagined and then constructed to shape future selves.

In Figure 5.2 the active agency interstice between internal and external structures is a figurative representation of an individual's active agency. Whilst the actual agential work is situated simultaneously both within self and situated identity workspaces, the active agency space is representational of the nebulous nature of that agential work. It represents agency initiated by the individual as they connect through imagination with structures to engage in imaginations of possible selves through *individuated identity play*, within SLS opportunities of interest as *individuated identity workspaces*, where *individuated identity work* is constructed. While active agency is located physically in time and space organisationally, it is also located as socio-cognitive processes within the self. It is this nature of agency that creates the duality between agency and structure.

In participants' narratives in this study, it is the nature of challenge involved within SLS experiences that bridges identity play and identity work and motivates identity construction. Identity play imagines a possible self which in turn generates the motivational desire to

construct an identity that achieves the expectations of that possible self. In the narrative data, experiences of achievement are articulated in expressions of satisfaction in having been challenged and responded with achievements beyond expectation. Expressions of resultant confidence and pride in achievement are consistent across the narrative data.

Reflections of Serious Leisure and Individuated Identity

Cohen-Gewerc and Stebbins (2013) suggest that "only from …[a]… platform of self can we realize our inner identity …[where]…every personal encounter should be part of one's further search for one's self." (pp. 7-8). Utilising an analogy of a 'self-making tailor' to convey the individuated nature of identity construction developed by a person through their serious leisure pursuits, they make a case for serious leisure being a cradle of the individuated person where it provides the space for a second chance in life (p. 29). Leisure space provides opportunities for individuals to become individuated through setting preferences, using personal agency, acquiring expertise necessities, and developing authenticity. Cohen-Gewerc and Stebbins posit that it is through personal agency that individuals step their plans into action. Through play in the leisure space individuals imagine and create alternatives of self from within privileged and safe spaces defined by the serious leisure context.

The above conceptions of leisure space, play, personal agency and individuated identity are exampled in the present study. To go further, this study provides a contextualised example of these concepts in action. It provides an example of individuated identities being developed within the SLS volunteer serious leisure space. Both the SLS Volunteer Engagement Narrative and the SLS Volunteer Motivation Through Identity Theory (see Chapter 6) developed in this study provide organisationally specific examples of "the extent leisure space can nurture and be the cradle of the individual" (Cohen-Gewerc & Stebbins, 2013, p. 9). The theoretical alignment with these concepts from serious leisure provides support for the theoretical constructions in the current study. As well as providing credibility markers to this study, it also establishes resonance within the wider field of serious leisure research offering wider theoretical reach beyond this study.

Credibility of Structuration Model Through Data

As identified when conceptualising data in Chapter 4, an important test of credibility within this study is to connect theoretical constructions with participant narratives. Such credibility keeps faith with the claim that this study provides a micro level of understanding of motivation as expressed in participants' narratives. Figure 5.3 provides a sample of that credibility process. Utilising the same model used to overview the structuration model, participant transcripts were revisited and sample excerpts extracted from two individual narratives to evidence the theoretical credibility of the concepts developed in Figures 5.1 and 5.2.

In relation to *Contained Self*, Participant H's quotes include "*… it's like another person … I've realised I can do something new…It's made me feel good in the way I've challenged and pushed myself … it's given me confidence again…",* while Participant K states "*…it's making me more – different …every year I strive for something better … it's made me challenge myself … it's given me confidence again".*

In relation to *Connected Self*, Participant H states *"… the way you are with people … it's given me the skills … I enjoy the fitness side … what you put in gets recognised quickly …"* and Participant K states *"… I enjoy the company … so many opportunities … I think of it as a life career … it's my hobby".*

The quotes in Figure 5.3 provide narrative data serving as credibility evidence to substantiate the analytical abstractions and theoretical constructs developed to conceptualise structuration processes in this research. The quotes evidence the outcomes of agency at work at a micro individual level. In bringing theoretical constructions into juxtaposition with the narrative data, this research has modelled the experiential nature of motivation through identity structuration within SLS contexts.

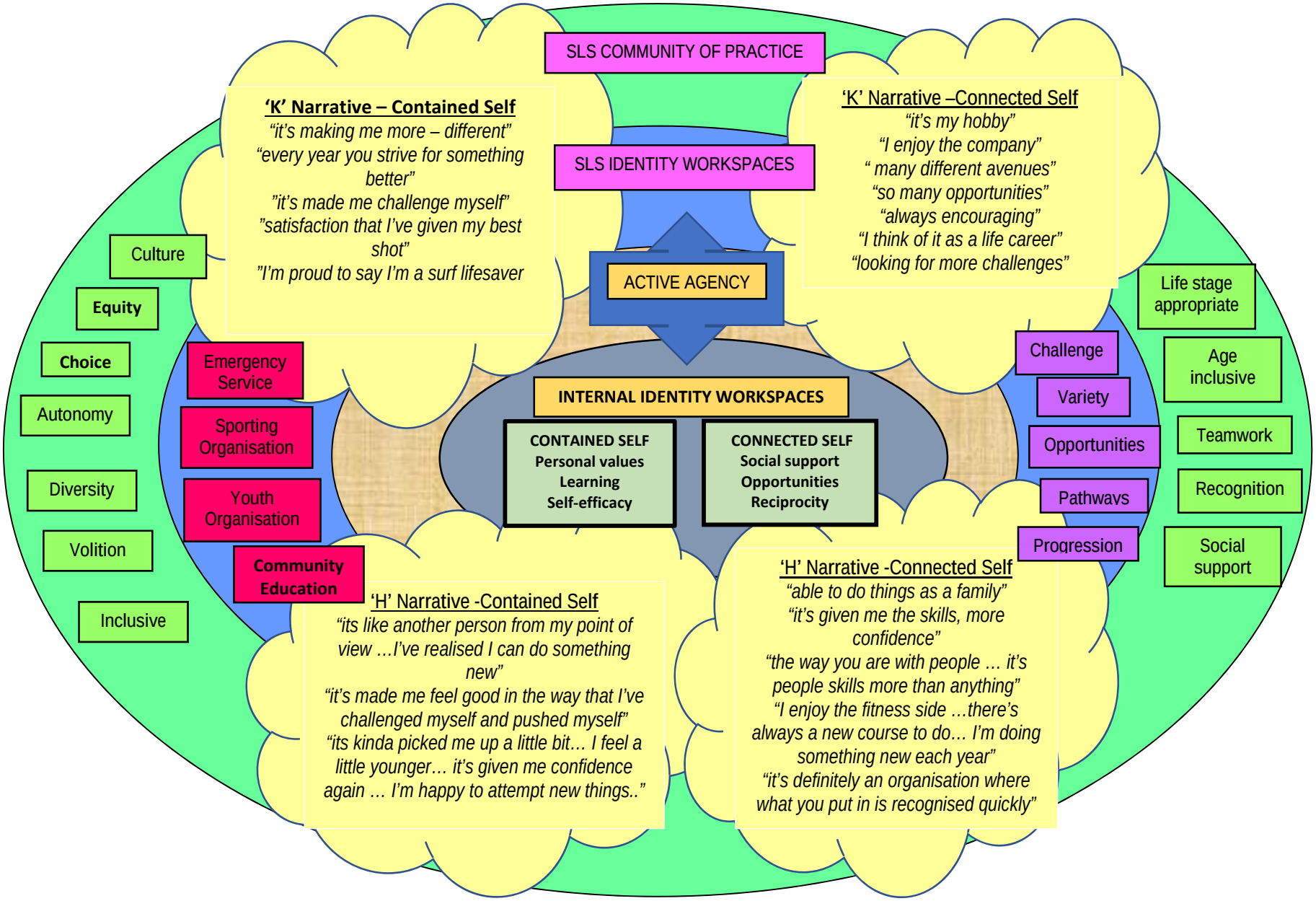

Figure 5.3: Credibility Evaluation of Theoretical Constructs

Charmaz (2006) points to interpretive theory as emphasising understanding rather that explanation. Interpretative theories "allow for indeterminacy rather than seek causality and give priority to showing patterns and connections rather that to linear reasoning" (p. 126). Interpretive theory frames understandings around motivation of participants within this study. It provides understandings that assume emergence, multiple realities, and a view that truth is provisional within the individual. It emphasises the centrality of social construction in generating meaning and knowledge.

This research is aims to develop a substantive theory that provides understandings as set out in its two focusing questions: to investigate and examine how volunteers in SLS develop motivation to participate in the organisation, and to examine the influence of SLS structures on motivation development. As a result of these examinations, four findings emerged from the data and their subsequent interpretations.

The first finding is that *participant engagement in SLS exists across five levels of engagement: entry, challenge, authenticity, commitment and passion.* In Chapter 4 abductive reasoning analysis identified participant data as evidencing five levels of engagement. At an *Entry* level, members joined SLS for a variety of reasons, primarily related to interests and close relationships with others such as children, family and friends. As participation developed, a *Challenge* level emerged where members were challenged to engage beyond comfort zones and experienced self-discovery and self-validation. At an *Authenticity* level personal identity and social identity merged closer together resulting in a development of confidence as social identity became more reflective of personal identity creating greater authenticity between the two versions of self. As social support and organisational structures were appreciated as critical enablers in the personal journey of self-discovery, a *Commitment* level reflected a commitment to the organisation as one of interdependency. Finally, at a *Passion* level identity was expressed as a mixture of personal, social and organisational identities entwined and integrated with each being a perspective of the other in a cross referential dynamic where each reflected and reinforced the other. In summary the engagement levels can be summed up as follows: member enters SLS,

experiences self-challenge, develops a sense of authenticity, becomes committed and develops a passion to give back.

The second finding is that the *dynamics of the structuration processes of motivation and identity construction evidence motivation as being driven through identity construction.* Processes of agential interaction between intra-personal and organisational structures are recognised as a duality of ongoing dynamic interactions between agency and structures. Active agency is evidenced as taking place within identity workspaces involving self and structure. The *Contained Self* is represented as the internalised self as understood through self-concepts which maintain self and identity coherence, while the *Connected Self* is representative of the socialised self which engages in identity work in identity workspaces.

Organisational structures exist at two levels. At one level tangible resources exist in the form of purposes, roles, accreditation pathways, learning opportunities within competency fields, and the physical attributions of those structures. At a second level structures exist in virtual forms including culture, social support, teamwork and equity values. The totality of organisational structures is conceived as a community of practice that enhances and enables identity work.

With the development of a structuration model (Figure 5.2) in conjunction with introducing model data credibility (Figure 5.3), understandings of motivation through identity construction became clearer. Participant identity journeys were connected to participant quotations to evidence motivation through interactive structuration processes. Those connections provided a strong relationship between motivation and identity journeys as experienced by participants. They aligned motivation with identity construction as drivers of continued engagement and participation.

The third finding is that the *SLS organisational structure provides an abundance of identity capital that encourages member identity construction which in turn motivates participants to continue to participate in the organisation's activities.* The influence of organisational

structures was evident throughout participant narratives as providing opportunities and encouragement to engage in challenge and identity work. Organisational structures and opportunities encouraging and enabling identity work were conceived as identity capital existing within SLS. Identity capital resources were evidenced as being abundant, encompassing a wide range of interests and purposes, and being readily accessible. SLS was found to be an organisation which provided accessible structures and opportunities conducive to volunteer engagement and subsequent motivation. Identity construction opportunities exist across a wide range of ages, interests and abilities.

The final finding relates to *a complexity perspective of motivation development and theory extending across micro, meso and macro levels.* The domains and dimensions of this study have demonstrated the complex nature of motivation research in today's social world. The research employed a social constructionism approach in recognition of the complexity of social research in that world. It brought into focus the complex nature of motivation and identity when applied to participants' narrative data. The study developed a structuration model in response to those complexities. Consequently, it has been able to provide a multi-levelled understanding of motivation that spans micro-individual, meso-organisational and macro-metatheory levels. While the research aims emphasise the exploration of the '*How*?' in relation to motivation at micro and meso levels, Chapter 6 connects the '*How*?' at these two levels with the '*What*?' that exists at a macro meta-theory level.

As a result of these findings, five understandings emerge that shape the substantive SLS Volunteer Motivation Through Identity Theory to be postulated in the next chapter. Each understanding focuses on a different part of the motivation landscape that exists in the SLS context. Firstly, motivation in Surf Life Saving is experienced through challenge, self-exploration and identity construction within enabling, supportive and encouraging organisational and social contexts. Secondly, the generation of motivational drive is enabled within SLS through the encouragement of volition and choice across a wide range of learning opportunities. Thirdly, identity construction takes place within individuated identity workspaces where individuals construct an authentic and confident sense of self. Fourthly, as an organisation SLS is comprised of an abundance of identity capital resources that enable members of all ages to exercise choice across a wide range of learning opportunities

situated an inclusive community of practice supported by a culture of equity, teamwork and inclusion. Finally, a complexity perspective of motivation development and theory extends across micro, meso and macro levels.

The SLS Volunteer Motivation Through Identity Theory postulated in Chapter 6 frames a conceptualisation of these findings in terms of the role each plays within the motivation of participants. It provides interpretive understandings that assumes emergence, multiple realities, and a view that truth is provisional within the individual. It emphasises the centrality of social construction in generating meaning and knowledge.

CHAPTER SUMMARY

This chapter has developed theoretical constructions based on data collected. It has built upon the experiential analysis undertaken in Chapter 4 by raising that analysis to a level of theoretical abstraction through abductive reasoning to enable understandings to be developed with a more distal perspective on the organisational processes in play. It applied a structuration perspective to the interaction and integration of agency and structure at an organisational level. Structuration processes developed understandings that connected micro level experiences with meso level organisational enablement. Theoretical construction within this chapter worked towards the development of understandings that are central to the articulation of a SLS Volunteer Motivation Through Identity Theory in Chapter 6.

Chapter 6: CONCLUSION

In exploring the nature of volunteer motivation generated through participants' experiences, four central understandings emerged from this research study. Firstly, participant engagement in SLS reflects five levels of engagement: entry, challenge, authenticity, commitment and passion. Secondly, the dynamics of the structuration of motivation and identity evidence motivation as being driven through identity construction. Thirdly, SLS organisational structures provide an abundance of identity capital that encourages identity construction which in turn motivates participants to continue to participate in the organisation's activities. The final understanding establishes a complexity perspective of motivation development and theory extending across micro, meso and macro levels. This latter understanding will be expanded in this chapter.

These understandings provide a basis for developing a substantive theory of motivation that brings together motivation and identity in a SLS volunteer context. As a volunteer organisation, SLS is modelled in this research as containing an abundance of identity opportunities within a community of practice that encourages and supports identity play, identity work and identity construction. The satisfaction and confidence generated through identity construction and performance motivates members to undertake further experiences of self-discovery and self-development. In continuing their identity journeys volunteers exercise choice and volition within an organisational context abundant with identity capital. Volunteers construct identities that develop authentic selves and build both human and social capital in the process. The motivation stimulated by authentic identity construction empowers and encourages members to engage in identity journeys that serve self-development, self-confidence and self-efficacy. The model developed demonstrates the power of identity work generated within identity workspace opportunities in motivating members to maintain their identity journeys. It models SLS as an encompassing, inclusive, enabling organisation that encourages members to extend their sense of who they are beyond self-expectation.

At the micro level of individual experience, this study conceptualises motivational experiences of participants as developing over time through five levels of engagement. Each level involves increasing levels of connection, engagement and emotional attachment within SLS. Participants experience deepening levels of engagement through increasingly authentic understandings of themselves together with an increasing appreciation for the role played by SLS structures, culture and social support in enabling those experiences. In short, participants entered SLS, responded to challenges to self, experienced increasing authenticity between their personal and social selves, developed a commitment to SLS as the source of their experiences, and finally, developed a passion to give back to ensure that others experience similar journeys.

SLS VOLUNTEER MOTIVATION THROUGH IDENTITY THEORY

To summarise the understandings above, a substantive SLS Volunteer Motivation Through Identity Theory is posited based on five propositional elements. Firstly, motivation in Surf life Saving is experienced through challenge, self-exploration and identity construction within enabling and encouraging organisational and social contexts. The second proposition is that the generation of motivational drive is enabled within SLS through the encouragement of volition and choice across a range of learning opportunities. The third involves identity construction taking place within individuated identity workspaces where individuals construct an authentic and confident sense of self. The fourth proposition views SLS is an organisation comprised of an abundance of identity capital resources that encourage and enable members of all ages to engage in volunteering experiences across a wide range of learning opportunities situated within an inclusive community of practice based on a culture of equity, teamwork and inclusion. The final element in understanding motivation within SLS offers a complexity perspective that integrates motivation as a phenomenon to be understood as being simultaneously conceptualised across micro, meso and macro levels. At the micro individual experiential level, understandings of agency revolve around identity motives. The meso organisational level provides understandings of identity capital opportunities that provide conduits for identity work and construction. The macro level provides understandings of meta-theory psychological functional needs being satisfied through agency at a micro level and organisational enablement at a meso level. Rather than these levels of motivation understandings being hierarchical they exist in a

mutually interactive relationship as captured by the structuration processes identified in this research. Each level influences and is influenced through agency as interaction evolves. In this way motivation can be conceived as a complex adaptive system, albeit a cognitive system, that reflexively responds to agency and structure as motivation processes morph between self, identity, agency and structure.

Throughout participant narratives, motivation within SLS is reflected as being experienced through self-development pioneered through identity construction within a supportive and enabling organisational context. Motivational identity journeys are modelled as being sustained within amorphous structuration processes involving personal agency within SLS structural opportunities.

The substantive SLS Volunteer Motivation Through Identity Theory frames its conceptualisation of volunteer motivation as being stimulated through identity challenge and construction. It provides interpretive understandings that assume emergence, multiple realities, and truth being provisional for each individual. It emphasises a centrality of social construction in generating meaning and knowledge. Whilst its substantive range is limited to the participants in this study, it offers a research model that could be useful to the conduct similar research in other volunteer contexts.

A COMPLEXITY PERSPECTIVE

The difference between this motivation research and other volunteer motivation research undertaken in Australia is that it comes from a social constructionism approach. Previous Australian research (e.g. Esmond & Dunlop, 2004; Hall & Innes, 2008) has been undertaken from a positivist, functional approach. Functional approaches seek research outcomes that quantify the relevant importance of functional needs. Functional research has focussed on respondents self-assessing functional needs satisfaction devoid of specific context. The current social constructionism study differs in that it is focussed on the *How?* motivation is generated as experienced by participants and conveyed through narratives. As explained below, this study does not dispute the nature of functional psychological needs in generating motivation. Rather it reinforces functional motivation meta-theory as providing a

psychological basis of motivation. This study provides is a fine-grained micro-level analysis of individuals' narratives to explain ***How?*** sources of motivation are activated through experiences. In providing those explanations it has addressed its two main aims of investigating and examining how volunteers in SLS develop motivation to participate in the organisation and examining the influence of SLS structures on motivation development.

The substantive theory developed provides understandings about the nature of the structuration of motivation through identity construction. It links identity motivational drive to enabling and supportive SLS organisational identity capital. It reveals SLS to be an organisation rich in identity capital that recognises the diversity of member backgrounds and offers a variegated landscape of interest opportunities within which members can frame identity experiences. In providing these understandings it has achieved the first research aim by developing understandings of how and why volunteers in SLS generate motivation as they engage within the organisation. Through an analysis of SLS structures and the development of a structuration model of motivation and identity development the study has also achieved the second aim of developing a better understanding how SLS organisational structures influence motivation.

The levels of engagement identified in this paper point to organisational enabling factors that support personal journeys. Enabling support is embedded in the culture, structure and opportunities found within the organisation that guide and support members' experiences. Organisational enablement also includes support for risk taking, challenge, social support, diversity of membership, variety of experiences, and structured pathways for development. These enablers are contextualised within a culture that values equity, challenge, inclusion, support, and achievement beyond personal expectation. Participant narratives evidence personal motivation outcomes that include enhanced belief in self, validation of self, increased self-esteem, greater confidence, commitment, passion and a desire to give back.

This study has taken an innovative approach to motivation research in that it has looked at the impact of organisational structures on participant motivation in one volunteer NFP organisation. Bringing together participants' experiential narratives with an analysis of the organisational context in which experiences were encountered, the SLS Volunteer

Motivation Through Identity Theory connects a micro individual level of understanding of motivation with a meso level of organisational understandings of the facilitation of motivation. In doing this it begins to re-shape motivation theory through the lens of complexity theory. The research study to this point has been focussed at two levels of understanding: a micro level of individual experiences of motivation and a meso level of organisational enablement of experiences that shape motivation. While understandings developed at these two levels address the research questions in this research, the research journey uncovered a complexity perspective that emerged during the research process. That perspective involves a micro, meso and macro conceptualisation of motivation theory. Throughout the study, micro level individual motivation experiences have been analysed in relation to meso level organisational enablement through structures. What remains is to bring a macro level into focus. Throughout the literature, across a range of motivation theories and identity theories, a common base in explaining the drive for both motivation and identity involves basic psychological functional needs for competency, autonomy, belonging and relatedness. The call from motivation researchers has not been to contest the motivational dynamics of those needs, but rather to gain an understanding of those needs in action at the micro level. This research has achieved such an understanding, and what remains here is to link its micro and meso level understandings of motivation with the macro level of motivation meta-theory.

A Complexity Rationale

The understandings developed in this study support, and are supported by, the meta-theory psychological foundations of classical motivation theory. Functional motivation theorists maintain that individuals are motivated by basic functional psychological needs, including autonomy, competence, belonging and relatedness (Maslow, 1943; Cnaan & Goldberg-Glen, 1991; Ryan & Deci, 2000). This study does not dispute the existence of those needs; it accepts that they exist as a basis of self, self-concept and identity. Basic psychological functional needs are conceived as being central to much of the theorisation of motivation and identity in the literature. Understandings developed in this study identify the motivation of SLS members as being located within self-concept and identity construction. Central to self-concepts and identities are the functional needs which motive individuals to strive for autonomy, competence, belonging and relatedness. The SLS Motivation Through

Identity Theory developed in this research holds identity construction and the motivation to engage in identity work is premised on satisfying those fundamental psychological needs.

In summarising this complexity perspective on motivation through identity, individual experience narratives within this study comprise micro level understandings of how motivation is enacted at the individual experiential level. As the enactment of motivation through identity construction does not take place in isolation, organisational structures play a critical role in enabling identity construction to take place. This provides a meso level of motivation understanding of structural enablement. As psychological functional needs are the underlying drivers for motivation, they exist in this research at a distal level as the macro meta-theory dimension of motivation theory.

The complexity perspective outlined above demonstrates the contribution complexity theory, chaos theory and quantum theory make to studies such as this (Hazy & Backstrom, 2013; Goldsprink & Kay, 2004; Overman, 1996). These theories each add to a conceptual grasp on the nature of the field of study that is motivation and identity (Poutanen, Siira & Aula, 2016). Chaos theory provides an understanding of a need to find patterns within seemingly chaotic situations (Fitzgerald, 2002). Complexity theory centres around the principle of uncertainty which states that certainty is unachievable (Allen, 2014). It conceptualises systems at all levels of activity as complex adaptive systems (CAS) that adapt to change within the dynamics of its localised context (Schwandt & Szabla, 2013; Holden, 2005). Quantum theory provides conceptual tools of micro, meso and macro dynamics to assist understandings of the nature of chaos and complexity (Walach & von Stillfried, 2011). The critical point to be taken from here is that micro experiences are not small replications of macro structures, but that macro representations need to be understood as related to, but not deterministic of, micro systems and dynamics (Goldspink & Kay, 2004). This perspective has provided a licence in this study to conceptualise the multi-levelled nature of motivation as just that: perspectives on a phenomenon that is dynamic, non-linear, complex, chaordic and discontinuous. Whilst beyond the research brief of this study, it is considered important to suggest that an understanding of motivation theory needs to exist across the micro, meso and macro levels where each complements and contributes to the other.

RESEARCHER AS INSIDER

The researcher in this study is to be considered an inside researcher. He brings considerable background experience within SLSA to the research. Previously he has undertaken roles across club, state and national levels. At the national level he was a National Board member for 15 years (7 years as a State President and 8 years as the National Director of Development). He has also served as a Club President. These experiences provide unique insights into SLSA as a loosely coupled national organisation. He also convened National Leadership Programs over a period of 15 years. His extensive experience has brought a level of expertise and insight to this study: insights which would not have been available to other researchers. The question arises therefore as to whether these experiences and insights are a good or a bad thing for this research study? Cunliffe and Karunanayake (2013) suggest that entwining research and biography where researchers draw on their "personal history, identity, experiences and academic task in implicit and explicit ways …[is]…an integral part of most forms of research whether we recognise it or not" (p. 370). They go on to suggest that a researcher with a "deep understanding of the culture and people under study" (p. 370) has benefit. Relating this perspective to the current study, it is argued that participants were more willing to talk about their experiences with someone they knew as 'having been there'. The researcher believes that his experience and insights enabled him to interpret participants' experiences from an insider understanding of the nature of those experiences. In his view his insider status enhanced both the accuracy and reach of the research outcomes.

DELIMITATION AND LIMITATIONS

This study is delimited to an analysis of narratives from eleven (11) SLS members of four clubs within one state. Its findings and theoretical constructions are substantive to that set of narrative data. By employing a social constructionism approach, it has not focussed on generalisation beyond that sample. Rather its focus has been on exploring the nature of the structuration dynamics between participant agency and SLS organisational structures. From the outset the research was premised on an acceptance that each participant will have experienced opportunities and structures uniquely and individually. The research needs to be understood in that context.

A limitation involves the lack of similar research undertaken in the volunteer motivation field. As somewhat of an outlier in the volunteer research field, this research is breaking new ground and needs to be appreciated as being exploratory and innovative. In exploring the structuration of motivation within a volunteer organisation, its prime focus has been to explain both the substance of motivation and how that motivational was generated within the organisation. A second limitation for some readers could be that it falls short of providing simplistic explanations and practical praxis for organisations looking for simple answers. While this in not seen as a limitation by the researcher, it needs to be identified as a limitation in case readers construe is purpose beyond that stated above.

With a view to the limitations outlined above, this study is better viewed as a pilot study into the use of structuration theory and complexity theory in exploring the nature of volunteer motivation and identity within a volunteer NFP organisation.

FURTHER RESEARCH

In progressing a structuration approach to understanding the motivations of volunteers in NFP organisational settings, further research within other volunteer NFP organisations would be useful in evaluating the viability of this approach across the wider volunteer sector. A second field that could benefit from further research utilising a blend of structuration theory within a complexity paradigm is that of leadership. The nature of leadership as a shared capacity distributed throughout a volunteer organisation is critical to the viability of volunteering as an activity valued by community members. Finally, a third research avenue involves further exploration of the concept of social capital. Volunteering is valued as a source of social capital, but the generation of social capital through nurturing human capital within volunteer NFP organisations (and even into the for-profit sector) by way of organisational identity capital could be a productive line of research if organisations are to appreciate the nature and impact their identity capital has on the motivation of both volunteers and employees.

CONCLUDING STATEMENT

This research project has focussed on the motivations of a group of Surf Life Saving volunteers in the context of their experiences within clubs in South Australia. Interpretative analysis of participants' narratives developed a framework of motivation through identity on three levels: a micro level of individual experiences, a meso level of organisational factors encouraging and enabling those experiences, and a macro meta-theory level that links those understandings to motivation meta-theory. The research constructions developed in this study relate to the connectivity of individual experiences to organisational enablement, and to the wider field of functional psychological generalisations about motivation.

This research study is directional rather than definitive. It has analysed motivation and identity structuration as a process that takes place at the interstices of individual agency and organisational structure within Surf Life Saving. It provides insights into motivational journeys as experienced by Surf Lifesavers. It has provided insights through a lens of complexity and has brought the complex nature of motivation research into today's research world.

As an organisation, SLS provides members with a wide variety of experiences (youth development, lifesaving, sport, community, emergency service) across all ages (5-85+ years). Within these varied pathways there exists a clear sense of challenge and progression. Members can remain within the same organisation and undertake experiences which would require them to change organisations elsewhere. SLS contextualises experiences within a culture characterised by equity, acceptance, support, challenge, and the valuing of life. All this takes place within an organisational setting that is organised around individual agency by the nature of its volunteer heritage. Volunteerism underpins the invitation to embrace personal agency when faced with challenge. It is personal agency that is a key to the life shaping nature of SLS volunteer experiences.

This thesis has established a structuration model that brings together identity and motivation in a volunteer context. As an organisational context, SLS is modelled as

containing an abundance of identity opportunities within a community of practice that encourages identity play, identity work and identity construction which in turn motivates members to undertake journeys of self-discovery and self-development. An invitation to exercise volition and choice within an organisational context abundant with identity capital opens a volunteering world that builds identities which promote authentic selves, and which builds both human and social capital within its SLS volunteer setting. The motivation stimulated by authentic identity construction empowers and enables members to build identity journeys that serve self-development, self-confidence, self-efficacy, and along the way serves the volunteer purpose embedded within SLS as an organisation. This model demonstrates the dynamic nature and power of identity work and identity workspace opportunities in motivating members to achieve beyond personal expectations. SLS is modelled as an encompassing, inclusive, enabling organisation that encourages members to extend their sense of who they are beyond self-expectations. As a result of its capacity to engender motivation within the activities of members, SLS provides a membership attraction beyond that of many volunteer NFP organisations.

Surf Life Saving Australia, the national peak body for Surf Life Saving in Australia expresses its mission as

> *Surf Life Saving exists to save lives, create great Australians and build better communities*
> (SLSA, 2016)

The substantive SLS Volunteer Motivation Through Identity Theory developed in this research provides validation of each of the three components in the SLSA mission statement. SLS experiences build members' competencies, confidence and commitment *to save lives*. SLS experiences *create great Australians* through building members' confidence and capacity to contribute to social activity to the benefit of all. SLS experiences develop within members the abilities and capacities to contribute to *building better communities* through the social capital they develop in an organisation based on values and social practices of equity, contribution, mutuality, inclusion and diversity.

Experiences within SLS begin by challenging and developing people, and culminate in saving lives and building communities. That happens because volunteers are motivated to challenge themselves to achieve beyond their own expectations.

REFERENCES

Adams, J.S., (1963) 'Toward an Understanding of Inquiry' *Journal of Abnormal and Social Psychology, 61, 422-436*

Allen Consulting Group. (2005) *Valuing an Australian Icon: The Economic and Social Contribution of Surf Life Saving in Australia* http://vcoss.org.au/documents/2012/07/Allen-Report-The-economic-and-social-contribution-of-the-not-for-profit-sector.pdf

Allen, A.M. (2014). Editorial: The complexity of social systems. *E:CO, 16(2),* vii-x

Alsted, J. (2001). *Models of human motivation in sociology.* 5th Annual Conference of IACR Debating Realism(s). August 2001

Alsted, J. (2005). *A Model of Human Motivation for Sociology*. Frankfurt: Peter Lang

Alvesson, M. Ashcraft, K.L. and Thomas, R. (2008). Identity Matters: Reflections on the Construction of Identity Scholarship in Organizational Studies *Organization, 15(1), 5-28*

Ashforth, B.E. and Schinoff, B.S. (2016). Identity Under Construction: How Individuals Come to Define Themselves in Organizations. *Annual Review of Organizational Psychology and Organizational Behaviour*, 3, 111-137

Ashforth, B.E., Harrison, S.H. and Corley, K.G. (2008). Identification in Organizations: An Examination of Four Fundamental Questions. *Journal of Management,* 34(3), 325-374

Australian Government, 2002 Intergenerational Report. Retrieved from http://archive.treasury.gov.au/contentitem.asap?ContentID=378

Australian Government, 2004 National Strategy on an Ageing Australia

Bakker, J.I. (2011). The 'Semiotic Self': From Peirce and Mead to Wiley and Singer. *The American Sociologist,* 42(2-3), 187-206

Bassett-Jones, N. and Lloyd, G.C. (2005). Does Hertzberg's motivation theory have staying power? *The Journal of Management Development,* 24(10), 929-943

Beaton, A.A., D.C. Funk and Alexandris, K. (2009). Operationalizing a Theory of Participation in Physically Active Leisure). *Journal of Leisure Research,* 41(2), 177-203

Beck, U. (1992). From Industrial Society to the Risk Society: Questions of Survival, Social Structure and Ecological Enlightenment *Theory, Culture & Society,* 9(1), 97-123

Bendle, M.F. (2002). The crisis of 'identity' in high modernity. *British Journal of Sociology,* 53(1), 1-18

Berger, P.L. and Luckmann, T. (1966) *The social construction of reality.* Harmondsworth: Penguin Books

Briggs, E., Peterson, M. and Gregory, G. (2010). Toward a Better Understanding of Volunteering for Nonprofit Organizations: Explaining Volunteers' Pro-Social Attitudes. *Journal of Macromarketing,* 30(1), 66-76

Brown, K.M., Kenny, Susan, Turner, B.S., Prince, J.K. (2000). *Rhetorics of Welfare: Uncertainty, Choice and Voluntary Associations.* London: Macmillan Press

Bryant, C.G.A. and Jary, D. (2011). Anthony Giddens. In G. Ritzer and J. Stepnisky (eds.), *The Wiley-Blackwell Companion to Major Social Theorists (*pp. 432-459). Chicester: John Wiley & Sons Ltd

Burke, P.J. and Stets, J.E. (2009). *Identity Theory.* Oxford, New York: Oxford University Press

Burns, D, Reid, J, Toncar, M, Fawcett, J, and Anderson, C, 2006 Motivations To Volunteer: The Role Of Altruism. *International Review on Public and Non Profit Marketing*, 3(2), 79-91

Burns, D. and Walker, M. (2005). Feminist Methodologies. In B. Somekh and C. Lewin (eds.) *Research Methods in the Social Sciences (*pp. 66-73). London: Sage Publications.

Burr, V. (2015). *Social Constructionism (2nd ed.).* London: Routledge

Carroll, B. and Leavy, L. (2010). Leadership Development as Identity Construction. *Management Communication Quarterly,* 24(2), 211-231

Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis.* Los Angeles: Sage

Charmaz, K. (2014). *Constructing Grounded Theory (2nd ed.).* Thousand Oaks: Sage

Cheek, J. and Gough, N. (2005). Postmodernist Perspectives. In B. Somekh and C. Lewin (eds.) *Research Methods in the Social Sciences (*pp.302-309). London: Sage Publications.

Cohen-Gewerc, E. and Stebbins, R.A. (2013). *Serious Leisure and Individuality.* Montreal & Kingston: McGill-Queen's University Press

Corbin, J. and Holt, N.L. (2005). Grounded Theory. In B. Somekh and C. Lewin (eds.) *Research Methods in the Social Sciences (*pp.49-55). London: Sage Publications.

Corbin, K. and Strauss, A. (2008). *Basics of QUALITATIVE RESEARCH: Techniques and Procedures for Grounded Theory (3rd ed.).* Los Angeles: Sage Publications

Cnaan, R.A. and Goldberg-Glen, R.S. (1991). Measuring Motivation to Volunteer in Human Services. *Journal of Applied Behavioural Science,* 27(3), 269-284

Clary, E.G., Snyder, M. and Ridge, R. (1992). Volunteers' motivations: a functional strategy for the recruitment, placement, and retention of volunteers. *Nonprofit Management and Leadership,* 2, 333-350

Clary, E.G., Snyder, M. and Stukas, A.A. (1998). Volunteers' Motivations: Findings from a National Survey. *Nonprofit and Voluntary Sector Quarterly,* 25(4), 485-505

Clary, E.G., Snyder, M., Ridge, R.D., Copeland, J., Stukas, A.A., Haugen, J. and Miene, P. (1998). Understanding and Assessing the Motivation of Volunteers: A Functional Approach. *Journal of Personality and Social Psychology,* 74(6), 1516-1530

Clary, E.G. and Snyder, M. (1999). The Motivations to Volunteer: Theoretical and Practical Considerations. *Current Directions in Psychological Science,* 8(5), 156-160

Cox, E. (2000). 'The 'Light and Dark' of Volunteering'. In J. Warburton and M. Oppenheimer (eds.) *Volunteers and Volunteering* (pp.140-149). Leichardt, NSW: Federation Press

Cresswell, J.W. (2003). *RESEARCH DESIGN: Qualitative, Quantitative, and Mixed Methods Approaches.* Thousand Oaks: Sage Publications

Cunliffe, A.L. (2008). Orientations to Social Constructionism: Relationally Responsive Social Constructionism and its Implications for Knowledge and Learning. *Management Learning,* 39(2), 123-139

Cunliffe, A.L. and Karunanayake, G. (2013). Working Within Hyper-Spaces in Ethnographic Research: Implications for Research Identities and Practice. *Organizational Research Methods,* 16(3), 364-392

Deaux, K. and Burke, P. (2010). Bridging Identities. *Social Psychology Quarterly,* 73(4), 315-320

Deci, E.L. and Ryan, R.M. (1985). *Intrinsic Motivation and Self-Determination in Human Behaviour.* New York: Plenum Press

Deci, E.L. and Ryan, R.M. (2000). The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behaviour. *Psychological Inquiry*, 11(4), 227-268

Deci, E.L. and Ryan, R.M. (2008). Self-Determination Theory: A Macrotheory of Human Motivation, Development, and Health. *Canadian Psychology, 49(3), 182-185*

Driver, M. (2017). Motivation and identity: A psychoanalytic perspective on the turn to identity in motivation research. *Human Relations, 17(5), 617-637*

Eccles, J. (2009). Who Am I and What Am I Going to Do With My Life? Personal and Collective Identities as Motivators of Action. *Educational Psychologist,* 44(2), 78-89

Edwards, M., Onyx, J., Maxwell H. and Darcy, S. (2012) Meso level Social Impact: Meaningful Indicators of Community Contribution. *Cosmopolitan Civil Societies Journal, 4(3), 18-37*

Esmond, J (2009) Report on The Attraction, Support and Retention of Emergency Management Volunteers https://knowledge.aidr.org.au/media/4537/emergency-management-volunteers-attraction-support-retention-report-2009.pdf

Esmond, J. and Dunlop, P. (2004). *Developing the Volunteer Motivation Inventory to Assess the Underlying Motivation Drives of Volunteers in Western Australia.* Perth: Clan WA Inc

Fahey, C. (2003). 'Working with communities' to 'build social capital' – Reflecting on old and new thinking about volunteers. *Australian Journal of Emergency Management,* 18(4), 12-17

Finkelstien, M.A. (2009). Intrinsic vs. extrinsic motivation orientation and the volunteer process. *Personality and Individual Differences,* 46, 653-658

Fitzgerald, L.A. (2002). Chaos: the lens that transcends. *Journal of Organizational Change, 15(4),* 339-358

Flick, M, Bittman, M, & Doyle, J (2002) The community's most valuable [hidden] asset - volunteering in Australia
http://www.sprc.unsw.edu.au/reports/Volunteering%20Report.pdf

Gagne, M. and Deci, E. (2005). Self-determination theory and work motivation. *Journal of Organizational Behaviour,* 26(4), 331-362

Gergen, K.J. (1985). The Social Constructionist Movement in Modern Psychology. *American Psychologist,* 40(3), 266-275

Gergen, K.J. (1996). Social Psychology as Social Construction: The Emerging Vision. In C. McGarty and A. Haslam (eds.) *The Message of Social Psychology: Perspectives on Mind in Society.* Oxford: Blakewell

Giddens, A. (1976). *New Rules of sociological method: a positive critique of interpretive sociologies*. London: Hutchison

Giddens, A. (1981). *The class structure of the advanced societies (2nd ed.).* London: Unwin Hyman

Giddens, A. (1984). *The Constitution of Society: Outline of the Theory of Structuration.* Oxford: Polity Press

Giddens, A. (1991). *Modernity and Self-Identity: Self and Society in the Late Modern Age.* Stanford Cal: Stanford University Press

Gidron, B. (1978). Volunteer work and its rewards. *Volunteer Administration,* 11, 18-32

Glaser, B.G. (1992). *Basics of grounded theory analysis.* Mill Valley, C.A.: Sociological Press

Glasser, W. (1998). *Choice Theory: a new psychology of personal freedom.* New York: HarperCollins

Glasser, W. (2004). A New Vision for Counseling. *The Family Journal: Counseling and Therapy for Couples and Families,* 12(4), 339-341.

Goldspink, C. and Kay, R. (2004). Bridging the micro-macro divide: A new basis for social science. *Human Relations*. 57(5), 597-618

Goldstein, J., Hazy, J.K. and Lichtenstein, B.B. (2010). *Complexity and The Nexus of Leadership: Leveraging Nonlinear Science to Create Ecologies of Innovation.* New York: Palgrave Macmillan

Haivas, S., Hofmans, J. and Pepermans, R. (2012). Self-Determination Theory as a Framework for Exploring the Impact of the Organizational Context on Volunteer Motivation: A Study of Romanian Volunteers. *Nonprofit and Voluntary Sector Quarterly,* 41(6), 1195-1214

Hall, J. and Innes, P. (2008). The Motivation of volunteers; Australian surf lifesavers. *Australian Journal on Volunteering,* 13 (1), 17- 28

Haski-Leventhal, D. and Bargal, D. (2008). The volunteer stages and transitions model: Organizational socialization of volunteer. *Human Relations,* 61(1), 67-102

Hazy, J.K. and Backstrom, T. (2013). Human Interaction Dynamics (HID): Foundations, Definitions, and Directions. *E:CO,* 15(4), 91-111

Hermes, H.J.M. and Dimaggio, G. (2007). Self, Identity, and Globalization in Times of Uncertainty: A Dialogical Analysis. *Review of General Psychology,* 11(1), 31-61

Herzberg, F. (1987). One more time: How do you motivate employees? *Harvard Business Review.* September-October 1987

Hesse-Biber, S.N. and Leavy, P. (2011). *The Practise of Qualitative Research (2nd ed.).* Los Angeles: Sage

Higgins, E.T. (2005). Value from Regulatory Fit. *Current Directions In Psychological Science,* 14(4), 209-213

Hitlin, S. (2003). Values as the Core of Personal Identity: Drawing Links Between Two Theories of Self. *Social Psychology Quarterly,* 66(2), 118-137

Holden, L.M. (2005). Complex adaptive systems: concept analysis. *Journal of Advanced Nursing,* 52(6), 651-657

Horton-Smith, D. (1981). Altruism, Volunteers, and Volunteerism. *Nonprofit and Voluntary Sector Quarterly,* 10(1), 21-36

Ibarra, H. and Petriglieri, J.L. (2010). Identity work and play. *Journal of Organizational Change Management,* 23(1), 10-25

Jenkins, R. (2008). *Social Identity* (3rd ed.). London: Routledge

Kaplan, A. and Flum, H. (2009). Motivation and Identity: The Relations of Action and Development in Educational Contexts – An Introduction to the Special Issue. *Educational Psychologist,* 44(2), 73-77

Katz, D. (1960). The Functional Approach to the Study of Attitudes. *Public Opinion Quarterly,* 24, 163-204

King, N. and Horrocks, C. (2010). *Interviews in Qualitative Research.* Los Angeles: Sage

Knight, D. Durham, C.C. Locke, E.A. (2001) 'The Relationship of Team Goals, Incentives, and efficiency to Strategic Risk, Tactical Implementation, and Performance'. *Academy of Management Journal,* 44(2), 326-338

Kinnvall, C. (2004). Globalization and Religious Nationalism: Self, Identity, and the Search for Ontological Security. *Political Psychology,* 25(5), 741-767

Kreiner, G.E., Hollensbe, E.C. and Sheep, M.L. (2006). On the edge of identity: Boundary dynamics at the interface of individual and organizational identities. *Human Relations,* 59(10), 1315-1341

Kvale, S. (1996). *InterViews: An Introduction to Qualitative Research Interviewing.* Thousand Oaks: Sage Publications

Kvale, S. and Brinkmann, S. (2009). *INTERVIEWS: Learning the Craft of Qualitative Research Interviewing.* Los Angeles: Sage

La Guardia, J.G., (2009). Developing Who I Am: A Self-Determination Theory Approach to the Establishment of Healthy Identities. *Educational Psychologist,* 44(20), 90-104

Life Saving Victoria, (2006). Life Saving Victoria Member Retention Analysis. Compiled by Dr B. Matthews. December 2006

Limerick, D. and Cunnington, B. (1993) *Managing the New Organisation: A blueprint for networks and strategic alliances.* Chatswood: Business & Professional Publishing

Limerick, D., Cunnington, B., and Crowther, F. (1998). *Managing the New Organisation: Collaboration and Sustainability in the Post-Corporate World*. Chatswood: Business & Professional Publishing.

Lussier, R.N. and Achua, C.F. (2016). *Leadership: Theory, Application & Skill Development* (6th ed.). Boston: Cengage Learning

Lyons, M. (2001). *Third Sector: The contribution of non-profit and co-operative enterprise in Australia.* Crows Nest NSW: Allen and Unwin

McClelland, D.C. (1988). *Human Motivation*. Cambridge: Cambridge University Press

McEwin, M. and Jacobsen-D'Arcy, L. (1992). Developing a scale to understand and assess the underlying motivational drives of volunteers in Western Australia: Final report. Perth: Lotterywest & CLAN WA Inc

Macquarie Dictionary (2004). *MACQUARIE Australia's National Dictionary CONCISE DICTIONARY (3rd ed.)*. Sydney: The Macquarie Library Pty Ltd

Maslow, A.H. (1943). A Theory of Human Motivation. *Psychological Review,* 50(4), 370-396

Mead, G.H. (1934). *Mind, Self and Society from the Standpoint of a Social Behaviouralist.* Chicago: University of Chicago Press

Oppenheimer, M. (2008). *VOLUNTEERING: Why we can't survive without it.* Sydney: UNSW Press

Oppenheimer, M. and Warburton, J. (2000). Introduction. In J. Warburton and M. Oppenheimer (eds), *Volunteers and Volunteering* (pp. 1-7). Leichardt, NSW: Federation Press

Overman, S.E. (1996). The New Science of Management: Chaos and Quantum Theory and Method. *Journal of Public Administration and Theory, 6(1),* 75-89

Owen, H. (2000). *The Power of Spirit: How Organizations Transform.* San Francisco: Berrett-Koehler Publishers Inc

Oyserman, D., (2001) Self-Concept and Identity. In A. Tesser and N. Schawrz (Eds.), *Blackwell Handbook of Social Psychology: Intraindividual Processes (pp.* 499-514). Oxford, UK: Blackwell Publishing

Oyserman, D. (2009). Identity-based motivation: Implications for action-readiness, procedural readiness, and consumer behaviour. *Journal of Consumer Psychology,* 19, 250-260

Oyserman, D., Destin, M. and Novin, S. (2015). The Context-Sensitive Future Self: Possible Selves Motivate in Context, Not Otherwise. *Self and Identity,* 14(2), 173-188

Oyserman, D., Elmore, K. and Smith, G. (2014). Self, Self-Concept, and Identity. In M. R. Leary and J.P. Tangney *Handbook of Self and Identity* (pp. 69-104). New York: Guilford Publications

Oyserman, D., Smith, G. and Elmore, K. (2014). Identity-Based Motivation: Implications for Health and Health and Health Disparities. *Journal of Social Issues,* 70(2), 206-225

Oyserman, D., Lewis, N.A., Yan, V.X., Fisher, O., O'Donnell, S.C., Horowitz, E. (2017) An Identity-Based Motivation Framework for Self-Regulation. *Psychological Review,* 28(2-3), 139-147

Panksepp, J. (2006). Emotional endophenotypes in evolutionary psychiatry. *Progress in Neuro-Psychopharmacology & Biological Psychiatry,* 30, 774-784

Panksepp, J. (2011). The basic emotional circuits of mammalian brains: Do animals have affective lives? *Neuroscience and Biobehavioural Reviews,* 35, 1791-1804

Petriglieri, G. and Petriglieri, J.L. (2010). Identity Workspaces: The Case of Business Schools. *Academy of Management Learning and Education,* 9(10), 44-60

Poutanen, P., Siira, K. and Aula, P. (2016). Complexity and Organizational Communication: A Quest for Common Ground. *Human Relations Development Review,* 15(2), 182-207

Power, M. (1997). *The Audit Society: Rituals of Verification.* Oxford: Oxford University Press

Pricewaterhouse Cooper, (2011) *What is the economic contribution of Surf Life Saving in Australia?*
https://apps.sls.com.au/sites/sls.com.au/files/SLS-Economic-Contribution-Report-Web.pdf

Pricewaterhouse Cooper, (2016) Help Create Happiness: State of Volunteering in Australia. Volunteering Australia, retrieved from https://www.volunteeringaustralia.org/wp-content/uploads/State-of-Volunteering-in-Australia-full-report.pdf

Productivity Commission (2010). *Contribution of the Not-for-Profit Sector. Research Report.* Canberra: Productivity Commission

Pullen, A. and Linstead, S. (2005). Introduction - Organizing Identity. In A. Linstead and S. Linstead (eds.), *Organization and Identity* (pp. 1-16). Retrieved from http://ebookcentral.proquest.com/lib/flinders/detail/.action?docID=200484

Punch, K.F. (2005). Introduction to Social Research: Quantitative and Qualitative Approaches. London: Sage Publications

Putnam, R.D. (1995). Bowling Alone: America's Declining Social Capital. *Journal of Democracy,* 6 (1), 65-78

Putnam, R.D. (2000). *Bowling Alone: The collapse and revival of American community.* New York: Simon & Schuster

Richards, L. (2009). *Handling Qualitative Data: A Practical Guide (2nd ed.)*. Los Angeles: Sage

Ryan, R.M. and Deci, E.L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist,* 55(1), 68-78

Ryan, R.M. and Deci, E.L. (2002). *An Overview of Self-Determination Theory: An Organismic-Dialectical Perspective.* In E.L. Deci and R.M. Ryan (eds) Handbook of Self-Determination Research (pp. 3-36). Rochester: University of Rochester Press

Ryan, R.M. and Deci, E.L. (2014). Multiple Identities within Single-Self: A Self-Determination Theory Perspective on Internalization within Contexts and Cultures. In M. R. Leary and J.P. Tangney *Handbook of Self and Identity (pp.* 225-246). New York: Guilford Publications

Sarason, Y., Dean, T. and Dillard, J.F. (2006). Entrepreneurship as the nexus of individual and opportunity: A structuration view. *Journal of Business Venturing,* 21, 286-305

Schwandt, D.R. and Szabla, D.B. (2013). Structuration Theories and Complex Adaptive Social Systems. *E:CO,* 15(4), 1-20

Skinner, B.F. (1971) *Beyond Freedom and Dignity.* New York: Alfred A. Knopf

SLSA (2008). Surf Life Saving Australia Annual Report 2007/8. Bondi: Surf Life Saving Australia Ltd.

SLSA (2014). SLSA Constitution. Retrieved from on March 2 2019 from https://www.surflifesaving.com.au/sites/site.test/files/slsa%20constitution%20-5202014.pdf

SLSA (2017). Surf Life Saving Australia Annual Report 2016/17. Bondi: Surf Life Saving Australia Ltd. https://sls.com.au/publcations/

SLSA, (2019a). *Member Information*. Retrieved on February 26, 2019 from http://www.surflifesaving.net.au/pdf/rescue_services/membership.pdf

SLSA (2019b). *Pathways: Find ways to participate.* Retrieved on February 26, 2019 from https://sls.com.au/pathway

Snyder, M. and Otomo, A.M. (2008). Volunteerism: Social Issues Perspectives and Social Policy Implications. *Social Issues and Policy Review,* 2(1), 1-36

Somekh, B., Burman, E., Delamont, S., Meyer, J., Payne, M. and Thorpe, R. (2005). Research Communities in the Social Sciences. In B. Somekh and C. Lewin (eds.) *Research Methods in the Social Sciences* (pp. 1-13). London: Sage Publications

Stebbins, R.A. (1996). Volunteering: A Serious Leisure Perspective. *Nonprofit and Voluntary Sector Quarterly,* 25(2), 211-224

Stebbins, R.A. (2001). Serious Leisure. *Society,* 38(4), 53-57

Stebbins, R.A. (2001). The Semiotic Self and Serious Leisure. *American Journal of Sociology,* 42, 238-248

Stebbins, R.A. (2014). *Careers in Serious Leisure: From Dabbler to Devotee in Search of Fulfillment.* Hampshire: Palgrave Macmillan

Stets, J.E. and Serpe, R.T. (2013). Identity Theory. In J. DeLamater and A. Ward (Eds) *Handbook of Social Psychology* (pp. 31-60). Dordrecht: Springer Science & Business Media

Stones, R. (2005). *Structuration Theory*. New York: Palgrave Macmillan

Strauss, A.L. and Corbin, J. (1990). *Basics of Qualitative Research: Grounded Theory Procedures and Techniques.* Newbury Park: Sage

Strauss, A. and Corbin, J. (1998). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory (2nd ed.)*. Thousand Oaks: Sage Publications.

Stryker, S. and Burke, P.J. (2000). The Past, Present, and Future of an Identity Theory. *Social Psychology Quarterly,* 63(4), 284-297.

Tajfel, H. (1978). *The social psychology of minorities.* London: Minority Rights Group

Thorpe, R. (2008). Introduction: Constructionist Approaches to Management Research. *Management Learning,* 39(20), 115-121

Tucker, K. (1998). *Anthony Giddens and Modern Social Society.* Sage Publications http://ebookcentral.proquest.com?lib/flinders/detail.action?docID=483410

University of Technology Sydney, (2011) Attributing the Social Contribution of Surf Life Saving Australia: Valuing the Social Capital of an Iconic Institution. Sydney: SLSA

Ushioda, E. (2009). A Person-in-Context Relational View of Emergent Motivation, Self and Identity. In Z. Domyei and E. Ushioda (eds) *Motivation, Language Identity and the L2 Self*. Pp. 215-228. ProQuest Ebook Central. http://ebookcentral.proquest.com/lib/flinders/detail.action?docID=408815 .

Volunteering Australia (2016). *State of Volunteering in Australia 2016* http://www.volunteeringaustralia.org/research/stateofvolunteering/

Vroom, V. (1964) *Work and Motivation* New York: John Wiley & Sons

Walach, H. and von Stillfried, N. (2011). Generalised Quantum Theory – Basic and General Intuition: A Background Story and Overview. *Axiomathes, 21,* 185-209

Warburton, J. R. and Cordingley, S. (2004) The contemporary challenges of volunteering in an ageing Australia. *Australian Journal on Volunteering*, 9 (2), 67-74

Warburton, J. R. and Mutch, A. (2000). Volunteer Resources. In J. Warburton and M. Oppenheimer (Ed.), *Volunteers and Volunteering*, pp. 32-43. Sydney NSW: The Federation Press

Warburton, J. and Oppenheimer, M. (2000). *Volunteers and Volunteering.* Leichhardt NSW: Federation Press

Warburton, J., Oppenheimer, M. and Zappala, G. (2004). Marginalizing Australia's volunteers: the need for socially inclusive practices in the non-profit sector. *Australian Journal on Volunteering,* 9(1), 33-40

Weick, K.E. (1995). *Sensemaking in Organizations.* Thousand Oaks: Sage Publications

Wenger, E. (2010). Communities of Practice and Social Learning Systems: the Career of a Concept. In C. Blackmore (ed.), *Social Learning Systems and Communities of Practice* (pp. 179-198). London: Springer-Verlag

West Beach SLSC (2017). *Annual Report 2016-17*

Wilkinson, J. and Bittman, M. (2002). *Volunteering: the human face of democracy.* Sydney: Social Policy Research Centre, University of NSW

Yeung, A.B. (2004). The Octagon Model of Volunteer Motivation: Results of a Phenomenological Analysis*. Voltas International Journal of Voluntary and Nonprofit Organizations,* 15(10), 21-46

Zappala, G. (2001) 'From 'Charity' to 'Social Enterprise'. *Australian Journal of Volunteering*, 6 (1), 41-48

APPENDIX 1: Interview Question Guide

Research Focus	Interview Questions
What factors stimulate volunteers' initial involvement in surf life saving?	• What do you enjoy about Surf Life Saving? • Can you talk about those things that caught your interest about Surf Life Saving? • What do you feel was the key factor or factors that moved you to taking the step of signing up your membership?
What factors maintain volunteers' ongoing involvement in surf life saving?	• Can you talk about things you like about being involved in SLS? • Can you talk about the sort of things that could lead you to leave SLS? • Would you talk about the satisfaction you get out of your involvement in SLS? • What do you think you, personally, get out of being involved in SLS?
What leadership approaches are valued by volunteers to maintain their involvement in surf life saving?	• Can you describe a good leader you have experienced in SLSA? • What actions by others energize your participation in SLS?

Range of Questions:

The interview questions outlined above are the starting points in the interview conversation. They establish a structural component of the interview. The need for other types of questions will arise as the interview progresses. The following types of questions will explore, elaborate and expand the interview by pursuing aspects of the participant's conversation to elicit greater clarity and specificity. The interviewer requires preparation and experience in order to use supplementary questioning techniques to take the interview into greater depth.

- Follow-up questions
- Non-verbal encouragement
- Probing questions
  "Could you say something more about that?"
  "Do you have further examples of this?"
  Can you give a more detailed description of what happened?"
- Specifying questions
- Direct questions
- Indirect questions
- Structuring questions
- Silence
- Interpreting questions

APPENDIX 2: Focussed Coding Aggregation

*It should be noted that the frequency column represents the number of times this code was identified within all data. The Participants column represents the number of participants contributing to the frequency count.

Focussed Codes	Frequency*	Participants
Satisfaction	84	11
Challenge	81	10
Family	77	11
Motivation	66	10
Enjoyment	63	9
Friendship	54	11
Progression	51	10
Detachment	49	8
Achievement	43	10
Variety	42	9
Organisational Identification	42	9
Support	40	7
Engagement	37	5
Lifestyle	32	8
Belonging	29	8
Attachment	27	6
Confidence	24	6
Giving back	22	7
Recognition	20	7
Career	20	3
Teamwork	19	6
Inclusion	17	6
Organisational Efficacy	16	5
Camaraderie	16	5
Personal efficacy	16	3
Enduring Involvement	15	7
Equity	14	4
Reciprocity	14	4
Organisational Pride	13	7
Community service	12	2
Life stage	11	2
Community	10	3
Collective	10	2
Contributing	10	2
Attraction	9	3
Fun	8	2
Values	6	2
Location	6	2
Personal interest	5	2
Respect	5	2
Reflection	5	2
Affinity	3	2
Commitment	4	2
Responsibility	2	1
Holistic	1	1
Learning	1	1
Culture	1	1

APPENDIX 3: Sample Memo from Analysis of Participant Data

Memo A:6 - ***Self-discovery, excitement and social***

Responding to a question about things that motivate and energise her involvement, A concludes "it's the nippers and the juniors"... "seeing them get excited and catching them". This statement implies a sense of infectious excitement and also a sense of achievement in capturing their interest and getting them involved. There seems to be an element of a desire for a vicarious sharing of similar experiences and sharing of similar emotions of excitement and engagement. She describes it as "it's kind of a full circle from when I was their age". It is as though she was paralleling her journey with that of juniors when they are excitedly engaged. In this sense there is an element of self-validation and self-identification in this story. The story is one of excitement in sharing a journey and sharing the emotions from that journey.

"A" examples this sense of vicarious sharing through a story of a girl doing her quail (13yo). The girl was tentative about swimming and always swam with another. The day A took the training she encouraged the girl to swim by herself. When she completed the swim (and A recounted this part with excitement in her voice), the girl was excited and exclaimed "Yeah! I did it!". "A" recounted the impact of this upon her as "just seeing kids come through like that, that excites me!" She articulates her satisfaction as coming from others sharing the excitement she experiences from SLS. However, sitting beneath this story I get a sense of her satisfaction in the girl pushing herself beyond her expectations of self, outside her comfort zone , and discovering a fuller appreciation of her capabilities. This adds to the concepts of challenge and self-discovery that permeates many respondents' experiences.

Another source that helps to motivate and energise her involvement are her 'drinking buddies, people who will share a drink and conversation at the bar (social). She talks about "just chilling out ... watching the world go by". In this story she values social time spent with other club members for no other reason that they share the camaraderie of membership of the club. It seems she values this as quality time that enables her to share her leisure time with others without more responsible roles dictating the course or flow of interaction. The way she told this story also carried with it a sense of her considerable activity within the club by identifying this as special time that "occasionally happens until someone comes (up and asks for assistance)".

APPENDIX 4: Chart of Figures and Tables

This is chart provides an overview of the figures and chart contained in this thesis.

Figures:

Tables:

APPENDIX 5: Correspondence to Club Presidents and Participants

Letter of Invitation sent to small sample of Club Presidents by CEO SLSSA

Dear (Club President Name),

I have been approached by John Fitzgerald who is a Doctor of Education candidate in the School of Education at Flinders University for some assistance in his research. John is undertaking research into the motivations of volunteers within Surf Life Saving.

You will possibly know John as a former Director of Development for Surf Life Saving Australia, and former State President of Surf Life Saving South Australia

I have previously met with John and satisfied myself that the research he intends to undertake will be of significant benefit to Surf Life Saving in general, and to member retention in particular. I have also met with him to consider this additional request.

I have agreed to approach a small number of club presidents to seek their support in enabling him to complete his research. I have undertaken to send those club presidents this letter along with an outline of the research project and a letter that can be forwarded to members you consider may be interested in assisting in the research.

Should you be interested in the possibility of a small number of your club members (no more than four) from your club being involved in this research (which will involve approximately 45 minutes of their time to participate in an interview), I would ask that you contact John on

(08) 8353 8168

0438 661 944

john.fitzgerald@internode.on.net

John would like to speak with you (either phone contact or face-to-face) to provide more extensive information about the research, explain the research process in greater detail and answer any questions you may have. It would be only after considering that information that you would be asked to consider approaching four (4) members of your club to invite them to consider being involved in the research. Any meeting with John will be arranged at your convenience.

I commend this research project to you.

Sincerely,

Elaine Farmer OAM
CEO
Surf Life Saving South Australia

FLINDERS UNIVERSITY
ADELAIDE • AUSTRALIA

GPO Box 2100
Adelaide 5001 Australia

Telephone: (+61 8) 8201 3358
Fax: (+61 8) 8201 3184
Email:ben.wadham@flinders.edu.au

School of Education
Faculty Education, Humanities, Law and Theology
Dr Ben Wadham

Dear

This letter is to introduce John Fitzgerald who is a Doctor of Education candidate in the School of Education at Flinders University. He will produce his student card, which carries a photograph, as proof of identity.

He is undertaking research leading to the production of a research paper on the subject of the motivations of volunteers within the membership of Surf Life Saving Australia.

He would be most grateful if you would volunteer to spare the time to assist in this project, by granting an interview which touches upon certain aspects of this topic. No more than forty five minutes on one occasion would be required.

Be assured that any information provided will be treated in the strictest confidence and none of the participants will be individually identifiable in the resulting research paper or other subsequent publications. You are, of course, entirely free to discontinue your participation at any time or to decline to answer particular questions.

Since he intends to make an audio recording of the interview, he will seek your consent, on the attached form, to record the interview, to use the recording or a transcription in preparing the research paper, on condition that your name or identity is not revealed, and to make the recording available for his further research on the same conditions. It may be necessary to make the recording available to a secretarial assistant for transcription and you can be assured that person will be advised of the requirement that your name or identity not be revealed and that the confidentiality of the material is respected and maintained.

Any enquiries you may have concerning this project should be directed to me at the address given above or by telephone on (8201 3358), fax (8201 3184), or e-mail (ben.wadham@flinders.ed.au).

Thank you for your attention and assistance.

Yours sincerely,

Ben Wadham PhD
Director
Doctor of Education Program
School of Education

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee. The Secretary of the Committee can be contacted by telephone on 8201 5962, by fax on 8201 2035 or by email sandy.huxtable@flinders.edu.au.

APPENDIX 6: Participant Research Briefing and Consent Form

RESEARCH RATIONALE

1) **What initiated the research?**
    a. Retention issue
    b. Knowing our volunteers (assumptions currently based on anecdotes)
    c. SLSA is a unique organization (ES, community, sport)
    d. Search for research information (very limited in Australia)

2) **What will the research provide for SLSA, and beyond?**
    a. Understanding why people join and stay
    b. Provide a better understanding of generations and gender
    c. Focussed recruitment and retention
    d. Provide a lead to volunteerism in Australia

3) **Why formal university research?**
    a. Research rigour
    b. Valid in any forum
    c. Encouraging further research

4) **Limited research in Australia.**
    a. Will fill a void in Australian volunteer research
    b. Emphasise place of SLSA at vanguard of social and cultural change

RESEARCH PROCESS

(a) **Focus on motivations of volunteers and leadership.**
    i. Why do members join and stay in SLS?
    ii. What implications do these motivations have for leadership?

(b) Data collection method

Collection of data will involve a qualitative approach using **interviews** to establish the dimensions of volunteer motivations within SLSA.

INTERVIEWS

> "The qualitative research interview attempts to understand the words from the subjects' points of view, to unfold the meaning of people's experiences, to uncover their lived world prior to scientific explanations. … The qualitative research interview is a construction of knowledge. An interview is literally an *inter view*, an inter change of views between two persons conversing about a theme of mutual interest" (Kvale, 1996, pp 1-2).

Semi-structured interviews will be conducted with approximately **15 members** of clubs located in **South Australia**. These interviews will have the purpose of obtaining "descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena" (Kvale, 1996, pp5-6). They will explore the motivational drivers of a group of volunteers (ie. the phenomena) in terms of the meaning volunteering brings to their life world.

Interviews will be **tape recorded and transcribed** for analysis. The interview format will involve gaining **personal data** including participant's name, gender, age grouping, years of service, club roles/responsibilities, and club interests.

INTERVIEW GUIDE

Research Focus	Interview Questions
What factors stimulate volunteers' initial involvement in surf life saving?	• What caused you to get involved in SLS in the first place?
What factors maintain volunteers' ongoing involvement in surf life saving?	• Can you talk about things you like about being involved in SLS? • Would you talk about the satisfaction you get out of your involvement in SLS? • What sort of things motivate and energise your participation in SLS? • Do you ever think about leaving SLS? • Can you talk about the sort of things that could lead you to leave SLS? • Can you talk about how other people in SLS help to keep you involved?
What leadership approaches are valued by volunteers to maintain their involvement in surf life saving?	• If you were to describe the attributes of a good leader in SLS for you, what sort of things would you focus on?

FOLLOW-UP QUESTIONS

The interview questions outlined above are the starting points in the interview conversation. They establish a structural component of the interview. During the interview, the need for other types of questions may arise to explore, elaborate and expand on the participant's conversation to elicit greater clarity and specificity.

RESEARCHER'S CONTACT DETAILS

John Fitzgerald
28 Miami Avenue
WEST BEACH SA 5024

(08) 8353 8168
0438 661 944
john.fitzgerald@internode.on.net

CONSENT FORM FOR PARTICIPATION IN SLS VOLUNTEER MOTIVATION RESEARCH

I …..... being over the age of 18 years hereby consent to participate as requested in the Letter of Introduction for the research project on volunteer motivations within Surf Life Saving Australia.

1. I have read the information provided.

2. Details of procedures and any risks have been explained to my satisfaction.

3. I agree to my information and participation being recorded on tape. I understand that an assistant will transcribe the recorded interview, and that person will maintain the confidentiality and anonymity of the material transcribed.

4. I am aware that I should retain a copy of the Information Sheet and Consent Form for future reference.

5. I understand that:

    - I may not directly benefit from taking part in this research.
    - I am free to withdraw from the project at any time and am free to decline to answer particular questions.
    - While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.
    - I may ask that the recording/observation be stopped at any time, and that I may withdraw at any time from the session or the research without disadvantage.

6. I agree/do not agree* to the tape/transcript* being used by the current researcher in further research in this field, on condition that my identity is not revealed.
   ** delete as appropriate*

Participant's signature……Date……...

I certify that I have explained the study to the volunteer and consider that she/he understands what is involved and freely consents to participation.

Researcher's name: John Fitzgerald

Researcher's signature……..Date…….