

**An investigation of stakeholders and organisational capacity for elite athlete development in Australian surfing**

Author

Thrush, Andrew D

Published

2021-11-10

Thesis Type

Thesis (PhD Doctorate)

School

Dept Tourism, Sport & Hot Mgmt

DOI

[10.25904/1912/4387](https://doi.org/10.25904/1912/4387)

Rights statement

The author owns the copyright in this thesis, unless stated otherwise.

Downloaded from

<http://hdl.handle.net/10072/410152>

Griffith Research Online

<https://research-repository.griffith.edu.au>



An Investigation of Stakeholders and Organisational Capacity for Elite Athlete Development  
in Australian Surfing

Mr Andrew Thrush  
B.Bus, M.Bus (Honours)

Department of Tourism, Sport and Hotel Management

**Griffith Business School**

Submitted in fulfilment of the requirements of the degree of  
Doctor of Philosophy

May 2021

## **Abstract**

International sporting success produces many benefits for countries including nationalistic pride, promotion of health through sport participation and more tangible benefits such as economic impacts from tourism promotion. Consequently, many countries' governments are continually seeking to adopt successfully proven elite sport developmental policies and practices that provide clear, efficient and effective pathways to success for their elite athletes. In recent developments, the rapid rise in popularity of, and participation in, lifestyle sports like surfing resulted in being included at the Olympics and set to make its Olympic debut in July 2021 in Japan. Research suggests that lifestyle sports may deviate from the sport development pathways of traditional sports (Kellett & Russell, 2009). Once just a lifestyle sport, surfing is now required to also offer pathways and opportunities to talented surfers to reach a level where they can qualify and compete at the Olympic Games. Given the unique predicament that surfing is faced with, the purpose of this two phase thesis was to examine the role of various stakeholders involved with sport development and their contribution to supporting elite surfer development processes.

Using the attraction, retention/transition and nurturing (ARTN) framework of sport development processes (Sotiriadou et al., 2008), the first phase of this thesis adopted an organisational perspective to explain how sport organisations and stakeholders within these organisations develop, deliver or support surfing programs and strategies at different development stages. Data from 26 in-depth interviews with personnel of key stakeholder organisations such as Surfing Australia (NSO), State Sporting Organisations (SSOs) of surfing as well as surfboard riding clubs were thematically analysed to explore stakeholder involvement and how their interactions and strategies shape elite surfer pathways in Australia. The findings revealed that Surfing Australia, the SSOs, and third party organisations (TPOs) are involved in the elite surfer pathway. However, board riding clubs are the predominant stakeholders, particularly during the attraction process, with some involvement in the retention/transition process. The first phase of this thesis concluded that all stakeholders need to collaborate with each other during the sport development processes to achieve optimum outcomes for pre-elite and elite athletes (Sotiriadou et al., 2017).

The second phase of this thesis was to firstly, examine the organisational capacity of a non-profit community sport club to achieve its goals, and secondly, to assess the sport club's capacity to contribute to the foundation processes of elite surfer development. Using Hall et al.'s (2003) organisational capacity framework, data were collected from 14 in-depth

interviews with representatives from Australian surfboard riding clubs. The findings revealed several strengths and weaknesses within the dimensions of human resources, financial, relationships and networks, infrastructure and process, and planning and development capacity. A key finding from the first part of the second phase of this thesis was that human resources capacity is central to the other capacity dimensions in that the level of human resource capacity can have a critical impact on the other dimensions. The second part of the second phase revealed that during the process of *attraction*, most board riding clubs possess strengths in all dimensions of organisational capacity to contribute to the sport development of surfers. However, during the sport development process of *retention/transition*, only some clubs have strengths in human resources, financial, and relationships and networking capacities, and they face challenges with infrastructure and process, as well as planning and development capacity. The second phase of the thesis concluded that if clubs are to continue being the predominant stakeholder in the elite surfer pathway, then there is need for consultation between the key organisations such as the NSO, SSOs and other relevant stakeholders regarding the level of support that clubs require to fill the gaps of the elite surfer pathway.

This thesis proposes a model that combines sport development and organisational capacity and adds understanding to existing knowledge of elite sport development and the capacity building of the stakeholders or sports clubs involved with that process. The model assesses the strengths and challenges that board riding clubs face with regards to their organisational capacity to offer the foundations for elite surfer development. The subsequent identification of specific deficiencies will allow for capacity building strategies to be developed to be specifically implemented for successful elite sport development. The model was developed in the context of a lifestyle community sports club, however it is intended for wider application to be tested in different contexts, or on a sport-by-sport basis.

## **Statement of Originality**

This work has not previously been submitted for a degree or diploma in any university. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made in the thesis itself.

Andrew Thrush

## List of Tables

Table 2.1	Summary of Roles and Responsibilities for Key Stakeholders of Australian Surfing	15
Table 2.2	Overview of studies that have applied the ARTN framework	25
Table 3.1	Excerpt of Stakeholder codes, Role codes and Sub-codes relating to each category of ARTN as they emerged from the thematic analysis for Phase 1	46
Table 3.2	Excerpt of codes and sub-codes relating to each sub-category of Organisational Capacity under each ARTN Category as they emerged from the analysis for Phase 2	51
Table 4.1	Stakeholder involvement in Australian surfer development framework and pathway (input/throughput/output)	66
Table 5.1	Codes and sub-codes relating to each organisational capacity dimension in achieving club goals	69
Table 5.2.1	Summary of key findings of attraction and organisational capacity relating to elite surfer development	86
Table 5.2.2	Summary of key findings of retention/transition and organisational capacity relating to elite surfer development	89

## List of Figures

Figure 2.1	An overview of the attraction, retention/transition and nurturing processes framework	22
Figure 2.2	Conceptual model of organisational capacity	27
Figure 3.1	Two phase design and research methods	41
Figure 6.1	Key findings of organisational capacity of board riding clubs during the <i>Attraction</i> process of elite surfer development.	101
Figure 6.2	Key findings of organisational capacity of board riding clubs during the <i>Retention/Transition</i> process of elite surfer development.	105

## List of Appendices

Appendix 1	Ethical Clearance	143
Appendix 2	Consent Form, Information Sheet and Recruitment Text	144
Appendix 3	Sample Interview Guides	147



## Acronyms used in this Thesis

AFL	Australian Football League
AIS	Australian Sports Commission
ARTN	Attraction, Retention, Transition, Nurturing
ASC	Australian Sports Commission
ATP	Association of Tennis Professionals
HPC	High Performance Centre
HREC	Human Research Ethics Committee (Griffith University)
ISA	International Surfing Association
IOC	International Olympic Committee
IT	Information Technology
LTAD	Long-Term Athlete Development
NSO	National Sporting Organisation
QS	Qualifying Series
SA	Surfing Australia
SLSA	Surf Life Saving Association
SSO	State Sporting Organisation
TPO	Third Party Organisation
WCT	World Championship Tour
WQS	World Qualifying Series
WSL	World Surfing League
WTA	Women's Tennis Association

## Acknowledgements

I've always said in my life that if I'm going to start something, I will always finish it...no matter how long it takes. Well, this has been one of the biggest challenges I have ever faced. As with most things in life, there are wonderful human beings who seem to be always there to support you through challenging times. This page is dedicated to you all.

Thank you to my supervisors, Doctor Brad Hill and Associate Professor Popi Sotiriadou for your invaluable support and guidance. You both picked me up and showed patience when I was hopelessly discouraged, and it was only through your enthusiasm and your motivation to see me succeed that I was able to complete this thesis. I hope that one day I will be able to provide the same level of support to another PhD student.

Thank you to my fifteen year old son, Braydon, for your patience and knowing when to, and when not to, ask for 'something'. At such a young age, you have matured beyond your years and you have grown into a fine young man. You are my main source of motivation for nearly everything I do in life (not my pursuit of surfing, that's definitely for me!).

A special thank you to the staff in the Tourism, Sport and Hotel Management department, both academics and administration. You have all been encouraging, offering to help, and this has assisted more than you know. Thank you to Di in the administration office for always responding to my requests and queries with a 'can do' attitude and smile. You have made this journey much easier.

My fellow PhD students contributed to the completion of my thesis as well. Through laughter and sharing of the challenges we all faced, I found inspiration and true friendships. Please know that when any of you faced and then overcame barriers that were put in front of you, I felt it with you. There's a promotional by-line for the Billabong surf company: "Only a surfer knows the feeling". This can definitely be said for PhD students: "Only a PhD student knows the feeling".

Finally, the richness and depth of the data collected for this thesis would not have been possible without the information, time and effort provided by Surfing Australia, the various state sporting organisations for surfing and the hardworking volunteer presidents of the surfboard riding clubs around Australia who participated in my in-depth interviews. Thank you to all of you.

## Table of Contents

Abstract.....	i
Statement of Originality .....	iii
List of Tables.....	iv
List of Figures.....	v
List of Appendices .....	vi
Acronyms used in this Thesis .....	vii
Acknowledgements.....	viii
<b>Chapter One: Introduction .....</b>	<b>1</b>
1.1 Introduction .....	1
1.2 Research Context.....	2
1.3 Interpreting Lifestyle Sports .....	3
1.5 Purpose and Rationale of the Study .....	6
1.7 Theoretical Background .....	7
1.8 Structure of the Thesis .....	8
<b>CHAPTER Two: Literature Review .....</b>	<b>10</b>
2.1 The Evolution of Surfing from Recreation to Professionalism .....	10
2.2 Athlete Development Stakeholders .....	14
2.3 Volunteer Management in Community Sporting Clubs.....	16
2.4 Sport Development Frameworks .....	19
2.5 The Attraction, Retention/Transition, Nurturing (ARTN)Framework.....	21
2.6 Organisational Capacity .....	26
2.7 Chapter Conclusion and Research Questions.....	34
<b>Chapter Three: Research Design and Methodology .....</b>	<b>36</b>
3.1 Research Paradigm .....	36
3.2 Research Design and Method.....	39
3.2.1 Phase 1. Stakeholders and Elite Athlete Development Pathways in Surfing.....	42
3.2.2 Phase 2. Organisational Capacity for the Foundations of Elite Athlete Development in Surfing.....	48
3.3 Trustworthiness of Qualitative Content Analysis.....	55
3.4 Chapter Summary .....	56
<b>Chapter Four: Phase 1 Results .....</b>	<b>58</b>
4.1 Attraction .....	58

4.2	Retention .....	60
4.3	Transition.....	62
4.4	Nurturing .....	64
<b>Chapter Five: Phase 2 Results .....</b>		<b>67</b>
5.1	Part 1 – Organisational Capacity to Achieve Club Goals.....	68
5.1.1	Human Resources Capacity.....	68
5.1.2	Financial Capacity.....	77
5.1.3	Relationship and Network Capacity .....	80
5.1.4	Infrastructure and Process Capacity .....	82
5.1.5	Planning and Development Capacity.....	83
5.1.6	Interrelationships Among the Capacity Dimensions.....	85
5.2	Part 2- Elite Athlete Development Pathway and OrganisationalCapacity.....	86
5.2.1	Attraction and Organisational Capacity .....	86
5.2.2	Retention/Transition and Organisational Capacity .....	89
<b>Chapter Six: Discussion .....</b>		<b>93</b>
6.1	Phase 1 Discussion .....	93
6.2	Phase 2 Discussion .....	97
6.3	Practical and Managerial Implications .....	108
6.4	Theoretical Contribution .....	111
6.5	Study Limitations and Future Research .....	112
<b>Chapter Seven: Conclusion .....</b>		<b>116</b>
<b>References .....</b>		<b>117</b>
Appendix 1 – Ethical Clearance (HSL 2017/876) .....		144
Appendix 2: Consent Form, Information Sheet and Recruitment Text .....		145
Appendix 3: Sample Interview Guides.....		148

# **Chapter One: Introduction**

This chapter is an overview of the thesis. This thesis used a two phase design. The first phase examined the stakeholders and the strategies they employ that shape elite surfer pathways. With the results from Phase 1 revealing board riding clubs as the predominant stakeholder involved with the development of surfers, the second phase examined the organisational capacity of board riding clubs to deliver the processes and programs necessary to a) achieve their operational goals and b) provide the surfer development pathways to the elite level. The first section of this chapter introduces elite sport development followed by section 1.2 which provides the context of the research. Section 1.3 discusses the background to the research problem and section 1.4 presents the problem statement. Sections 1.5 and 1.6 discuss the purpose and rationale of the study. This is followed by a section on the theoretical background of the research, and finally, an overview of the thesis structure.

## **1.1 Introduction**

Sotiriadou and Shilbury (2009) described elite sport development as the blend of sport science, sport medicine, talent identification, and coaching with the involvement of sport managers who shape strategies, and design and implement programs targeted at athletes who compete or aspire to compete at an international level. This multi-disciplinarity of the field has led to several efforts to address the sport development process, mostly from a coaching and skill development perspective (Ford et al., 2011) and less so from an organisational and capacity point of view (Sotiriadou et al., 2008). Elite athlete development, as a field of study, has predominantly focused on examining various countries' approaches to developing elite athletes (De Bosscher et al., 2009; Green & Houlihan, 2005; Riot et al., 2019), the transition from elite junior to elite senior level (Galatti et al., 2016; Gulbin et al., 2013), physiological principles (Balyi et al., 2013; Ford et al., 2011) and from a sport science perspective (Baker et al., 2003; Dijkstra et al., 2014; Hornig et al., 2016).

Elite sport development and success is of substantial importance to governments globally for a number of social and economic reasons (Newland & Kellett, 2012). There is a diversity of explanations and benefits why countries are or should be concerned with elite sport success that include international reputation and diplomatic acknowledgement (Rocha, 2017), philosophical competition (Breivik, 2010) and a conviction that international sporting success produces domestic political benefits ranging from the nationalistic pride element to more tangible economic impacts such as tourism promotion and urban redevelopment associated with hosting elite competitions (de Nooij & van den Berg, 2018; Newland &

Kellett, 2012). Consequently, countries are continually seeking to adopt successfully proven elite sport developmental policies and practices that provide clear, efficient and effective pathways to success for their elite athletes. To achieve these goals, governments provide significant amounts of financial support using public or government-controlled funding. Further, elite sport development is the outcome of an accumulation of elite sport policies, athlete development pathways, and the collective capacity of various stakeholders responsible for the delivery of athlete development pathways (Brouwers et al., 2015a). These elements of elite athlete development result in athlete development being far from linear or a simplistic process. Rather, elite athlete development is a multidimensional and multi-faceted area of study that necessitates particular research efforts (Brouwers, 2015b).

## **1.2 Research Context**

This section describes the context within which this study was conducted. Surfing, a very popular lifestyle sport in Australia, was used to provide the context for this study. Although it is very difficult to estimate the number of active surfers worldwide due to its unstructured nature, it is estimated that there are approximately 35 million surfers of all ages worldwide with 1.7 million of those surfers in Australia (Surfer Today, 2020). It was also estimated also between 2010 and 2015, the number of Australians 14 years and older who surfed either regularly or occasionally increased from 702,000 to 746,000 (Morgan, 2015).

It is clearly recognised that the growth of surfing, especially in the latter half of the twentieth century, is related to, and partially embedded within, the emergence of and growing participation in the proliferation of so-called alternative, extreme, lifestyle or ‘whizz’ sports. (Ford & Brown, 2006, p. 2)

However, surfing is only one of a number of lifestyle sports converging onto the traditional sport arena. In the 21<sup>st</sup> century there are claims that lifestyle sports are attracting an ever-increasing number of participants, however participation figures are hard to establish, mainly because of the informal and counter-cultural context of the sports (Newland & Kellett, 2012). Claims about the popularity of lifestyle sports are therefore supported by equipment sales figures which suggest that lifestyle sports purchases are outperforming the growth of a number of ‘big league’ traditional sports (Rowe, 2012). Therefore, it is logical to explore existent contributions of literature on the topic of what actually constitutes a lifestyle sport.

### **1.3 Interpreting Lifestyle Sports**

The exact term or what constitutes a lifestyle sport appears difficult to define. Authors have debated whether lifestyle sports are more appropriately hypothesised as types of play rather than sports (e.g., Evers & Doering, 2019; Gilchrist & Wheaton, 2017; Howe, 2003; Rinehart, 1998; Slinger & Rudestam, 1997; Stranger, 1999). Rinehart (1998) described alternate sports as an extremely wide range of activities that do not fit under the umbrella of Western ‘achievement sport’. He suggested the difference between and within these activities is best highlighted by a series of arguments regarding their significances, meanings, values, identities and forms (Rinehart, 1998). Midol and Broyer (1995) somewhat agreed and cited these ‘extreme’ sports as possessing many characteristics that are distinct from the long-established, competitive and masculinised domineering sport cultures. Likewise, Maguire and Maguire (1999), while citing snowboarding, hang-gliding and windsurfing as lifestyle sports, suggested that the surfacing of these sports and their challenge to the achievement of sport philosophy is confirmation of the escalation in the scale and diversity of sport cultures. Sky (2001) and Wheaton (2004) rejected the term ‘extreme’ because of the devaluation of the expression due to the use in media and by marketing professionals, and the fact that ‘extreme’ is definitely not the way participants themselves construe the activities. Wheaton (2000), in her research on windsurfing, found that a recurring theme that was central to the experience and meaning of a lifestyle activity was a particular ‘*style of life*’. Participants pursued a way of life that was distinctive, often alternative, and that provided a particular and exclusive social identity and described the activity as a lifestyle rather than a sport (Wheaton, 2004). Turner and Carnellis (2017) agreed and stated that the main attraction to lifestyle sports is their ‘alternative statuses’ compared to traditional sports. For the purposes of this study, Wheaton’s (2013) description of a lifestyle sport being an activity that incorporates competition as well as the participants pursuing a distinctive style of life is used in this thesis.

### **1.4 Statement of Problem - Surfing: From a lifestyle to an Olympic sport**

In the 21<sup>st</sup> century, there has been a dramatic increase in sports that fall outside the traditional definition of sporting activities and the traditional analysis of sports. These non-traditional sporting activities are more likely to be individualistic in nature and participants perceive the participation as a lifestyle choice (Wheaton, 2004). They have become more than a sport but a lifestyle sporting activity and their nature is related to the culture and ethos of the activity that is more inclusive, anti-competitive and less structured than most traditional sports, and to its ability to provide managed risk-taking (Gilchrist & Wheaton, 2017). Limited research

in the area of lifestyle sports has focussed on the subcultures and consumption among participants with findings to date suggesting lifestyle sports have little organisation, no leadership hierarchy, with no formal rules or regulations (Ford & Brown, 2006; Thorpe, 2016). Additionally, Kellett and Russell (2009) indicated the lifestyle sport sector has evolved in an organic, almost chaotic manner very different to that of the traditional sports industry and entrepreneurs have taken advantage of the open system, the lack of formal boundaries and the risk loving nature of the market to grow the sector into a very profitable industry. Such evolution has posed problems for sport managers of lifestyle sports that include distinct forms of participation which present a challenge for policy-makers (Gilchrist & Wheaton, 2017; King & Church, 2015) and these sports that are usually associated with youthfulness are being adopted by healthy middle-aged and older people, often beyond retirement (Wheaton, 2004). Perhaps one of the earliest academic examples of labelling lifestyle sports was by Midol (1993) who described her analysis of 'new sports' that centred on what she labelled the 'whiz' sports movement in France during the early to mid-1980s. Building on Midol's (1993) previous research, Midol and Broyer (1995) argued that a sporting progression built around the 'whiz sports' which constituted new sport forms created new cultures that are extremely different from the endorsed traditional ones promoted by sport institutions. Their research found that the new whiz sport cultures opposed "the unconscious defences of the existing order through which French society has defined itself for the last two centuries" (p. 210) and the groups participating in them exercised offensive behaviours and developed new values (Midol & Broyer, 1995).

In recent developments, the rapid rise in popularity of, and participation in, lifestyle sports has seen them included into the Olympic Games. The International Olympic Committee (IOC) made the decision in 2016 to approve five new sports including surfing, sport climbing and skateboarding into the Tokyo 2020 Olympic Games (Stefani, 2016). "The recommendation to give Organising Committees the flexibility to propose new sports for their edition of the Games was intended to put even more focus on innovation, flexibility and youth in the development Olympic programme" (IOC News, 2016, p. 1). Surfing, with its unique and modern blend of sport performance, style and youth culture, could help deliver something different to the Olympic Games, similar to that of snowboarding when it was introduced into the 1998 Nagano Winter Olympic Games (Aguerre, Association President, International Surfing).

Kellett and Russell (2009) suggested that the lifestyle sport sector "appears to be different to the complex array of organisations and relationships described in the four pyramids of the Australian sport industry" (p. 69). According to Kellett and Russell (2009), the lifestyle sport sector appears a fragmented system that may not necessarily operate in the structured and



formal sense that is typical of traditional sport in Australia. Although more recent research has been conducted into the sport development systems of lifestyle sports, interpretations of results and observations have reiterated that questions over their legitimacy as ‘serious’ sports are still being asked (Gilchrist & Wheaton 2011; 2017, King & Church, 2015, Turner 2013). The inclusion of surfing and other lifestyle sports into the 2020 Olympic Games may answer those questions or perhaps trigger more questions.

From being considered a lifestyle sport, surfing is suddenly responsible to provide elite athletes for the Olympic Games, whereas previously it has only been considered an informal, thrill seeking sporting activity (Gilchrist & Wheaton, 2017). Now surfers need to be transitioned to the elite level of the Olympic Games and their traditions and customs which are very different to what they are used to. The sport pathways to enable that transition are very different than just the participatory level, and because of that unprecedented shift to becoming an Olympic sport, it was important to look at that shift and the processes that are in place and what is actually required to provide to the lifestyle sport participants to become Olympic athletes. Hence, surfing has had to move from the development *through* sport (what lifestyle sports offer) to the development *of* sport (what elite sports offer) which is a significant transformation requiring substantial consideration (Green & Houlihan, 2005). The problem is that surfing needs to address the new demands for athlete development and in addition to remaining a popular lifestyle sport, offer clear elite development pathways to talented surfers which has not been extensively explored in prior research. As a traditionally lifestyle-based sport, surfing is faced with the challenge of developing elite athletes that would represent Australia at the Olympic Games. These demands for more structured sport development processes warrants an examination into stakeholder capacity to develop elite athletes.

The Olympic Games brings some different experiences and demands for physical preparation for the athlete compared to a WSL [World Surf League] event. The points of difference being the additional logistics of being on an Australian team with multi-sports made up of both individual and team events, lengthy opening and closing ceremonies, Olympic compliance components, sport specific scheduling and event requirements, etc. (Deb Savage, Surfing Australia High Performance Centre)

Wheaton and Thorpe (2018, p. 319) suggested that as these new lifestyle sports “enter the Olympic program, national- and international-level organisations are being established and/or redeveloped and gaining cultural and economic power”. Therefore, there is a need for a detailed examination of the organisational capacity of these organisations to assess their

competitive advantage in elite sport (Truyens et al., 2016), and indeed prepare for their athletes to become ‘Olympic Games ready’.

## 1.5 Purpose and Rationale of the Study

Given the above problem the thesis has a dual purpose. The first purpose was to identify the key stakeholders involved in athlete development in surfing and explore the roles they play in elite surfer development. The second purpose was to examine organisational capacity of board riding clubs contribute to the elite surfer development pathway as they are the point of departure for talent identification and development during the attraction and retention/transition processes of elite athlete development.

The premise of this thesis is that elite sport development and pathways are complex and far from being linear (Greyson et al., 2010; Sotiriadou & Shilbury, 2013). With this in mind and the recent increased interest from governments and ‘serious’ participation (e.g., Olympic Games) in lifestyle sports (see Gilchrist & Wheaton, 2017; Wheaton, 2013, Wheaton & Thorpe, 2016), this thesis used surfing as the context in which to examine the elite sport development of a lifestyle sport, which to date, has not received much academic attention.

In Phase 1 of the thesis, by focusing on the specific sport development processes of *attraction, retention/transition* and *nurturing* (ARTN) (Sotiriadou et al., 2008) interviews were conducted with personnel of key stakeholder organisations such as Surfing Australia (NSO), State Sporting Organisations (SSOs) of surfing as well as surfboard riding clubs to better understand the current sport development system of surfing in Australia. Phase 1 revealed that board riding clubs are the predominant stakeholder involved with the development of surfers. This finding led to Phase 2 of the thesis which was separated into two parts, Part 1 and Part 2. Part 1 focussed on board riding clubs to examine their organisational capacity in the areas of human resources, finance, planning and development, external relationships and infrastructure (Hall et al., 2003) to achieve their sport delivery goals as clubs. Part 2 of Phase 2 combined Sotiriadou et al.’s (2008) ARTN framework with Hall et al.’s (2003) organisational capacity framework to examine the strengths and challenges that impact clubs’ organisational capacity to deliver support and programs to elite surfer development.

Millar and Doherty (2016, p.3) suggested that “the limited set of frameworks of non-profit capacity building that do exist are essentially static lists of several of the critical factors presumed to be involved, rather than depicting capacity building as a dynamic process”. Therefore, the aim of this thesis was to develop a new and innovative framework that identifies critical elements and their interplay between each other within multiple capacity dimensions that emerge during the different processes of elite sport development. The identification of the critical elements will allow organisations to build capacity specifically where deficiencies exist

while understanding and acknowledging the relationship between those elements (Millar & Doherty, 2016). This new and innovative framework will add understanding to existing knowledge of elite sport development and the capacity building of the stakeholders or organisations involved with that process. Based on the issues found related to the strengths and challenges faced in the context of surfing, it is envisaged that the framework resulting from this study will be able to be tested in different contexts, or on a lifestyle sport-by-sport basis. Such testing may reveal gaps in the way sport organisations deliver sport development and help other emerging sports to recognise in more depth how to build a sustainable sport system by identifying effective organisational capacity building practices, advance their current pathways and processes, and optimise the use of government funding in sport. The new framework will allow key sport stakeholders and sport researchers to assess organisational capacity and identify where capacity building strategies are specifically required for successful elite sport development.

## **1.7 Theoretical Background**

Phase 1 of this study utilised and built upon Sotiriadou et al.'s (2008) attraction, retention/transition and nurturing (ARTN) framework of sport development processes to explain, from an organisational perspective, how sport organisations and key stakeholders within these organisations develop, deliver and support surfing programs and strategies at different stages of sport development. By extending the application of the ARTN framework into the sport specific setting of surfing, the findings provide an understanding of how the role of stakeholders and their athlete support shapes elite development pathways in surfing. The findings discovered in Phase 1 informed Phase 2 in that board riding clubs are the predominant stakeholders and therefore an examination of organisational capacity within the clubs was conducted. However, it should be noted that Phase 1 revealed that board riding clubs play an integral role during the attraction and retention processes, a very limited role during transitioning of talented athletes but play no part in the nurturing of elite athletes.

Organisational capacity has emerged in the non-profit and volunteer literature as a concept denoting a set of critical organisational attributes that contribute to an organisation's potential to achieve its objectives efficiently and effectively (Cairns et al., 2005; Misener & Doherty, 2009). Hall et al. (2003) described organisational capacity as a utility of an organisation's competency to draw on or utilise a variety of types of organisational capital, specifically human resources, financial aspects, networks and relationships, infrastructure and process, and planning and development. However, no empirical work has been conducted that examines the capacity of key stakeholders responsible for the development of lifestyle

sports in their implementation of elite athlete programs that contribute to high performance sport objectives and pathways. Phase 2 of this thesis examines the challenges and strengths that board riding clubs face within each organisational capacity dimension during the attraction and retention/transition processes of the ARTN framework when delivering programs that contribute to elite surfer pathways. In other words, this investigation has identified resource strengths or deficiencies at specific levels of the elite surfer pathway which will allow for better strategic planning for all relevant stakeholders.

## **1.8 Structure of the Thesis**

Chapter 2 provides a review of literature relevant to this thesis. The chapter begins with a focus on sport development stakeholders. Then the chapter discusses existing sport development frameworks followed by a detailed analysis of the two frameworks and the suitability of their use for this thesis. The chapter finishes with a presentation of the research questions that guide the thesis.

Chapter 3 describes the chosen research paradigm, strategies for enquiry and methods that were adopted to achieve the purpose of this research. This chapter then outlines specific methods including data collection and data analysis for each phase that makes up this research.

Chapter 4 presents the findings and discussion of Phase 1 which is based on the theoretical and practical intricacies of the stakeholders and athlete development pathways in Australian surfing. The study examined elite pathways in surfing and builds further on the attraction, retention/transition and nurturing framework (Sotiriadou et al., 2008). The study presents the results of 26 semi-structured in-depth interviews conducted with individuals involved in the development of surfing in Australia.

Chapter 5 provides the findings of Phase 2. Phase 2 has two parts for clarity purposes. Part 1 discusses the mapping of organisational capacity issues within the clubs and Part 2 is focussed on combining the ARTN with dimensions organisational capacity to map how the capacity issues manifest within each of the sport development processes of ARTN. Therefore, Phase two focussed on the organisational capacity of community clubs to offer the foundations for elite athlete development in surfing (i.e., the attraction and retention/transition of participants). The study uses Hall et al.'s (2003) multidimensional framework of organisational capacity to assess the role that the five dimensions played in the ability of surfboard riding clubs to achieve their missions and objectives for their operation (Phase 2 Part 1), as well as the strengths and challenges the clubs faced within the capacity dimensions during the attraction and retention/transition process of the elite development

pathway (Phase 2 Part 2). The study presents the results of nineteen semi-structured in-depth interviews that were conducted with representatives from surf board riding clubs in Australia. Chapter 6 presents an overall discussion of results from Phase 1 and Phase 2, the theoretical and practical implications derived from the thesis, followed by the study's limitations and avenues for future research. Finally, Chapter 7 concludes the thesis with a synopsis of key findings.

## **CHAPTER Two: Literature Review**

The aims of a sport development system are to increase the number of participants attracted to sport at the grassroots level and to improve the quality of performances in elite sport (Green, 2005). Elite athlete development incorporates athlete development pathways and interactions between the various stakeholders who are involved in the delivery of athlete pathways within a nation's sport development system or structure. Sport development stakeholders' roles, their capacity to deliver athlete development strategies, and the interrelationships between stakeholders have a critical influence on the success of athlete development pathways (Sotiriadou, 2013).

This chapter provides an overview of the relevant literature that informs this thesis. The chapter starts with a discussion of the brief history of surfing and how it has evolved from a purely cultural and recreational activity to the professional sport it is today. Then, the chapter examines athlete development stakeholders and existing sport development studies. After that, is a review of the two frameworks used to structure the direction of enquiry for this thesis. The chapter finishes with a presentation of the research questions that guide the thesis.

### **2.1 The Evolution of Surfing from Recreation to Professionalism**

Since its inception, surfing has undergone many cultural changes. It began as an activity enjoyed purely for the 'fun' of it by natives of Hawaii. It then gained a poor reputation for attracting lazy drug addicts. Nowadays, it is popular all over the world and through professionalism, it is a multi-billion dollar industry. In that sense, it is unique as not many sports have achieved that. Surfing has shown that sport changes culture and therefore, it deserves attention. This section describes a brief history of surfing and how the sport originated and evolved into a popular physical activity around the world. There is a deliberate attempt to describe its origins briefly and mainly concentrate on the modern history of the sport.

Stranger (2010) described the surfing subculture as a postmodern phenomenon that facilitates a lifestyle that incorporates the dangers involved in the pursuit of blissful communion with nature; "not for secondary beneficial results (e.g., physical fitness, psychological well-being) but for the intrinsic value of the experience itself" (p. 1118). It is the nature of the ecstasy experienced by members of the subculture and how it can cultivate escalating levels of risk-taking as an outcome of an 'addictive' longing to repeat the

experience over and over (Stranger, 2010). While Ford and Brown (2006) posit that with surfing and the meanings and cultural modes linked with its subculture, it is doubtful that any other sport has “stimulated the development of such a rich corpus of cultural expressions” (p. 43). What makes surfing unique, they continue, is the initial creation of the scene of surfing evolving from two basic ‘insider’ and ‘outsider’ (Irwin, 1973) environments. What insiders share, is that their lives involve relative freedom from commitment to other perspectives and lifestyles, along with a collective single- mindedness on a unique and intense activity, involving experimentation and impulsiveness (Ford & Brown, 2006). The relative stability of this subculture is constituted on the basis that surfers all share the feeling of risk-taking when experiencing the combination of the natural power of a wave and the effect of propulsion pushing him/her along the crest of it. The thrills involved in being propelled across water by nature alone, are often referred to as addictive by surfers, and participants of other sports (Stranger, 2010).

In an effort to further distinguish the surfing subculture from other sport cultures, it has to be recognised that to experience quality surf, a surfer requires a combination of a flexible lifestyle and luck to be in the right place at the right time (Stranger, 2010). There needs to be a simultaneous union of a number of natural elements, including the right direction of swell, offshore winds, the right tide and of course, this must all happen in daylight (Stranger, 2010). For the surfing purists, manmade equipment must correspond to the natural elements. For example, the surfboard must be the right length and shape for particular types of waves; clothing – board shorts for summer and the right type of wetsuit to cater for the varying degrees of cool weather; even surfboard wax can vary from cold weather (soft) to warmer weather (harder). All of these distinct variables serve to intensify the cohesion amongst members of this group.

Surfing in Australia started to boom in the late 1960s and early 1970s with the surf culture becoming fully entrenched within popular coastal towns along the east coast (Booth, 2001). Although surfers experienced conflict with the beach authorities (e.g., Surf Life Saving Association [SLSA]), mainly due to surfers ignoring directions from SLSA members, mainstream media had initially welcomed this new lifestyle (Stranger, 2010). However, as the media promoted and supported this lifestyle that expressed pleasure, individual expression and self- discovery (which was what the rest of the young Australian public were adopting during this era), the subculture was developing autonomously in a more dissident path through its own print media, its own movies, and “an affinity with counter- culture movement” (Stranger, 2010, p. 1121). The Californian surfing scene of open outlandish behaviour became a part of the booming scene in Australia as well, with public property destruction, wild parties and general antisocial behaviour becoming distinctive elements of a new surfing subculture

(Stranger, 2010). This brought about an image whereby surfing lost its appeal within the mainstream culture as well as the media – the rebellious representation of the subculture was born.

Mainstream attention of surfing resurfaced in Australia when it was recognised as a professional competitive sport and multinational surf-culture companies began to emerge as significant profit making entities globally. Billabong, Quiksilver and Ripcurl, are all companies that originated in Australia between 1969 – 1973 and have dominated the mainstream market for surf-culture products since then (Stranger, 2010). As these companies grew, so too did the corporate image of themselves and by association, consumers of their products were involuntarily amalgamated into that persona. The companies' marketing strategies did not just target established surfers but surfing 'wannabes' and other identity shoppers (Stranger, 2010). Outlets of these companies were being established in non-coastal towns and cities in Australia and around the world (eg., Paris, New York) and now what once made the subculture unique by way of clothing is no longer a variable that makes a 'surfer' conspicuous.

Billabong, Quiksilver and Ripcurl promote and provide substantial amounts of prize money to major competitions including the Billabong Pro Pipe Masters, the Quiksilver Pro Gold Coast and the Ripcurl Pro Bells Beach. Additionally, they sponsor highly skilled individuals who portray a relatively 'clean living' image and are inspirations, and even role models, to all surfers, not just the young. This is certainly a different perception of the subculture to the 'wild' days back in the 1970s. A change in the culture since then sees surfers coming from all walks of life that include the stereotypical classes of blue and white collar workers (Stranger, 2010). Well established board riding clubs who receive funding from sponsors and national sporting organisations now have second and third generation members. They have become avenues for the sport of surfing to flourish in terms of family involvement and depict a way of healthy living. The relationship between the surfing culture, competitive surfing, and the main culture, is complicated and distinct, and has significant implications for the integrity of the subculture (Stranger, 2010).

There can be parallels made between how surfing has evolved, from being contrived as unstructured in nature into an Olympic sport, with other sports that have similar 'upbringings', namely BMX cycling. In 2008, Beijing introduced BMX cycling to the Olympic Games which was perceived as, much like surfing, a representation of the rise of a global culture that surpasses the traditional boundaries of structured sporting activities and appeals to the common hunger for 'action' that provides excitement to worldwide youthful audiences. "BMX cycling, like beach volleyball, windsurfing, mountain biking,



snowboarding, and other action sports, facilitates the linkages between consumption, individualism, and lifestyle” (Dyreson, 2012, p. 1235). At the time of the decision to include BMX into the Olympics, the then IOC President, Jacques Rogge, endorsed a very similar sentiment to Surfing’s inclusion which was to use BMX as a vehicle to keep the Olympic movement relevant by enticing young fans (Ding, 2019; Honea, 2013).

BMX was developed in the 1970s in California and similar to skateboarding, its origins are steeped in the history of participants, usually suburban children and adolescents, who built their own tracks or made use of what was available to them. In the case of BMX, the riders were mimicking motocross races of their slightly older peers (Dyreson, 2012) which could be aligned to the same connection between skateboarders and surfers. Although BMX does not share the long history of surfing, it shared the same notion that consumption and individualism of the ‘free-spiritedness’ nature of the sport represented the components of the modern good quality of life.

Like surfing, BMX developed its own subculture and members of the subculture constructed their own anti-mainstream cultural norms. The premise for this being that these lifestyle sports are usually defined by what they do not represent, that is mainstream or tradition (Honea, 2013). Although these sports are quite different from each other, lifestyle sports can be loosely classified as participant driven and directed that are individually focussed with less focus on competition (Wheaton, 2010). They were historically either without formal governance from national organisations or developed organisations within participants’ ranks. They rejected involvement on the part of what was considered mainstream organisations. Therefore, it was not surprising when the purists of both BMX and surfing showed antipathy towards the idea of their respective sports being introduced into the most traditional sport arena of the Olympic Games. However, progressivists welcomed and supported it.

BMX, with its increased popularity, also became an attractive target for corporate organisations ready to ‘cash in’ on the cultural aspect of its subculture. The corporations began to commodify BMX cyclist activities and promote them to consumers via the mass media as commercial entertainment events such as the X Games which was introduced in 1995 (Thorpe & Wheaton, 2011). However, when BMX was adopted into the Olympic program, conflicts within the sport developed. Emerging from the commodification of the sport was the subculture members of BMX struggling with the dominant culture producers, such as ESPN (the owner of the X Games) and the IOC that were attempting to organise and exhibit the sport into a mainstream form, and the participants who sought to maintain some sort of control of their sport as it became commercialised (Honea, 2013).

In similar vein to BMX, surfing struggles with its transition from free-spirited to commodification. With surfing now an Olympic sport and medals on offer, commodification and structuredness surrounding the sport, particularly with athlete development, will increase. To assist in progressing an acceptable and effective athlete development structure for surfers and supporting organisations, understanding is needed firstly, on the current athlete pathway development system and secondly, identifying who are the stakeholders in that pathway and what functions and roles they provide. Gaining understanding of the current pathway, stakeholders and their capacity should highlight areas of strength and improvement and allow practical recommendations for acceptable change to a pathway that enhances opportunities for medal success. Additionally, understanding the current pathway and stakeholders provides a platform for future detailed investigation into the machinations of “why” and “how” nuances emerge and exist within a lifestyle sport athlete development pathway.

## **2.2 Athlete Development Stakeholders**

Stakeholders are a key factor in the success of elite athlete development pathways (Gulbin et al., 2013). Sport development stakeholders and the athlete development strategies they deliver enable an athlete’s entrance or introduction to sport, their retention or choice to continue to participate, and their progress to higher levels of competition (Sotiriadou, 2013). Sport development stakeholders’ roles vary and they generally fall under two types; organisations or individuals who financially support or initiate and design sport development strategies and policies, and those organisations or individuals who implement the strategies and policies (Sotiriadou et al., 2014). As such, sport development stakeholders all have different roles and can include, for example, governments and statutory authorities, sport organisations and their employees, athletes, coaches, parents, community clubs and their volunteers, broadcasters, sponsors, sport facility operators and sport development officers. For example, in Australia the federal government via Sport Australia (the Australian government agency responsible for supporting and investing in sport) sets sport policy direction that guides national sporting organisations’ (NSOs) development of their respective sport’s policies (Shilbury et al., 2020). Sport Australia is generally the principal funding body for the country’s NSOs, and it has the responsibility to protect its funding by prudently monitoring and assessing NSOs’ operations and performances (Shilbury et al., 2020). The NSOs then disseminate those policies to other stakeholders such as state sporting bodies, sport development officers, coaches and community clubs who implement them. Therefore, elite sport development is the result of a combination of various stakeholders’ *input* (e.g.,

policy and funding) and *throughput* (e.g., policies, processes, athlete support and scientific research services, elite coaching provision, training facilities, talent identification and development, and national and international competition) delivered into a sports system to produce the *output* which represents elite and world sporting success of a country (Sotiriadou, 2013)

Various stakeholders and their level of involvement critically affect the way sport is developed. The various relationships stakeholders hold and the different strategies they employ in their efforts to develop and implement sport programs can be crucial in the success (or not) of each particular sport (Sotiriadou, 2009). Moreover, the effectiveness of an NSO’s athlete development strategy of its sport will impact on an individual’s entrance or introduction to the sport, their retention or decision to maintain their participation in the sport, or their progression to advanced levels of training and competition.

Major stakeholders involved in the delivery of sport in general are the non-profit sporting organisations responsible for the development of their respective sports. These include community sport clubs, state sporting organisations (SSOs) and NSOs. The essential goal of these organisations is to make available a range of opportunities for individuals of diverse ages to participate in sport (Ferkins et al., 2018). Table 2.1 is a summary of key roles and responsibilities of major stakeholders of surfing in Australia. In Australia, sport development is delivered through a well-developed community based club system that is interrelated with high performance institutes supported predominantly through government funding (Hoye et al., 2019; Newland & Kellett, 2012). Community clubs are managed by stakeholders who are interested in creating an environment where members can develop interpersonal relationships as well as providing training and competitive activities that enhance the entry level of a successful elite athlete pathway. The “need to continually deliver success has over the years encouraged NSOs to improve their sport development practices and elite pathways and formulate sport development plans and strategies” (Sotiriadou, 2013, p. 517).

*Table 2.1. Summary of Roles and Responsibilities for Key Stakeholders of Australian Surfing*

<b>Organisation</b>	<b>Role</b>
Board riding clubs	<ul style="list-style-type: none"> <li>• Introduce and develop surfing to children (grassroots). Teach junior competition skills.</li> <li>• Avenues for social relationships.</li> <li>• Provide club level competitions for junior and senior surfers.</li> </ul>
State Sporting Organisations	<ul style="list-style-type: none"> <li>• State governing body for surfing that coordinates insurance and state amateur competitions.</li> <li>• Responsible for selection of state teams.</li> </ul>

National Sporting Organisations	<ul style="list-style-type: none"> <li>• Representative body on the International Surfing Association.</li> <li>• Recognised by Sport Australia (national body responsible for supporting and investing in Australian sport).</li> <li>• Responsible for selection of national teams.</li> <li>• National governing body for surfing that provides competition rules, judging criteria, eligibility qualification, national amateur competitions, drug testing procedures and policy, shark risk management policy, and the High Performance Centre.</li> <li>• Responsible for providing accreditation to learn-to-surf schools that deliver its junior surf programs.</li> </ul>
---------------------------------	--

### 2.3 Volunteer Management in Community Sporting Clubs

As discussed in the previous section, community sport clubs (CSOs) play an integral role in sport participants' pursuits of their chosen activity. Governments are increasingly relying on clubs is to make available a range of opportunities for individuals of diverse ages to participate in sport (Breuer et al., 2015; Griffiths & Armour, 2014; Hoye, 2020). An estimated 3.1 million Australians volunteer in the sport and active recreation sector each year (May, 2021). Volunteers contribute to the social and economic value of sport, especially at the community level. Many sports and sporting organisations would not be able to operate without volunteers who fill many critical roles, including coach, official, manager, administrator, board and committee member. As noted by Doherty et al. (2014), CSOs account for one of the greatest proportions of non-profit voluntary organisations in several Western countries. It is therefore important to recognise the significance of volunteers and the work they do in CSOs. This significance has gained much attention from researchers who have focussed on various issues associated with CSOs' volunteers including competencies of volunteer board members (Balduck et al., 2010), volunteer sport coaches (Harman & Doherty, 2019), motives and retention of volunteers (Hoye et al., 2008), organisational capacity of volunteers (Doherty et al., 2014), and more recently, volunteer satisfaction (Nagel et al., 2020). The issues mentioned are just but a small subset of the wide array of functions in which volunteers can be involved. Given the interaction between the many functions, makes the attempt to comprehend the full extent of motivations, contributions and behaviours and of volunteers quite complex (Hoye et al., 2020).

CSOs are most commonly non-profit and self-governed which usually consist of volunteer committee members who generally oversee the management and direction of the organisation. The committee members are generally made up of parents of younger members or just members themselves. Most CSOs depend entirely on volunteers to provide their time and energy to organise and operate the organisation to deliver sporting opportunities to the local community (Hoye et al.,

2020). Although most CSOs operate autonomously, their main source of funding or income generally comes from membership fees. However, some clubs seek government funding in the form of sport grants to assist in the delivery of their objectives. Applying for grants can be quite onerous because clubs must follow government mandates to qualify for the funding (Józwiak, 2021; Sotiriadou & Wicker; Wicker et al., 2012). Therefore, it is highly advantageous for CSOs' financial capacity to have volunteers who have the knowledge and skills to successfully carry out that task (Welty Peachey et al., 2018).

In some of the research surrounding the motivation for volunteering, Hallmann and Dickson (2017) explored the determinants of why people volunteer in organised sport and the factors that influence those individuals who decide to commit their time and individual resources to voluntary roles, particularly longer term. Like Burgham and Downward (2005), the researchers concluded that individuals who volunteered made dual decisions. First, there was the decision to actually volunteer in the first place and secondly, the time period for which they would commit to a specific sport club volunteering activity. It was found that although people initially commit to volunteering, for some there was a trade-off between deciding to volunteer for sport clubs or other activities, for example, family commitments, work or their own leisure or sporting activities.

Another motivation for volunteering in sport clubs is the transitioning of individuals from participating to non-participating roles such as administration and coaching. Cuskelly and O'Brien (2013) proposed a transition-extension framework that is useful in examining the psychological and social elements that provide the motivation for the transition from playing to volunteering. The framework also explores the factors that influence volunteers to prolong their association that could assist "community sport organisations provide an environment that will nurture volunteers in the transition phase to retain and extend their involvement to become long-term volunteers" (Cuskelly & O'Brien, 2013, p. 54). In developing their framework, they discovered that individuals who transitioned from a participant role to a volunteer role were indeed looking to extend both their association with and involvement in sport clubs, and usually within particular sport club settings. Their findings suggested that retaining a sense of identity was an important aspect of individuals' continual commitment to volunteering at the club where they were once players. Further, the relationships that they had built during their sport participation contributed to a sense of belonging which also extended to their commitment to volunteering at the same club (Cuskelly & O'Brien, 2013).

Examining and understand the motivation of volunteers is critical for the recruitment and retention of volunteers within CSOs. As discussed previously, volunteers often serve in multiple roles in order to direct, oversee and coordinate service delivery to sport participants, members and spectators as well as to the general community. With the wide scope of roles that volunteers play,

they are increasingly seen as a workforce and managed as a valued resource to enable the provision of sport programs and services. Viewed as a workforce, the principles of human resource management have been applied to the management of volunteers. Government organisations responsible for the delivery of sport in their communities have long recognised the importance of effective volunteer management for the development and management of CSOs and have provided guidelines and programs aimed at assisting CSOs to recruit and retain volunteers (Auld et al., 2019). In Australia for example, Sport Australia has developed the *Game Plan* that facilitates CSOs to improve their management of volunteers and maximise full use of their resources in an effort to enable organisational continuity (Sport Australia, 2021). The program promotes the use of general human resource management principles which includes planning and development of role position descriptions, recruitment, induction, training and development, fostering relationships, developing motivation, recognition and retention (Hoye et al., 2019). Although the provision of these government-sponsored volunteer development programs indeed has its merits, Doherty et al. (2014) found that the capacity to recruit, develop and support volunteers was indicated more so with larger clubs who appeared to have larger pools of volunteers from which to choose. Interestingly, the researchers also commented that the importance of volunteer management in larger clubs was consistent with their financial capacity to even contemplate about providing such support.

Within the wide range of volunteer activities in CSOs, the most visible categories of volunteers are usually the officials and coaches because of their regular face-to-face interaction with members and the general public. However, contrastingly volunteer club administrators (e.g., committee and board members) are less visible providing their services through administrative duties such as meetings where crucial planning and organising is conducted to deliver sport opportunities (Wise & Benson, 2017). Club administrator roles usually include general club operations planning, financial planning (e.g., budgeting and accounting/book keeping), overseeing human resources (which can include paid staff and volunteers), coordinating events (both sport and social), and liaising with external stakeholders such as sponsors, government agencies and parents of younger members (Wicker, 2017). It has been found that volunteer administrators generally devote more time than other volunteers because they are faced with more of the problems CSOs encounter in their operation, they have more awareness of the tasks performed, and are more central to the workflow of the organisation (Breuer et al., 2014; Ringuet-Riot et al., 2014). It has been suggested by Misener and Doherty (2009) that it is predominately the level of skill and experience that volunteer administrators possess which dictates the strength of human resources capacity in a CSO. Further, they note that the strength of human resources capacity can, in turn, affect a club's financial, networking, and planning and development capacities. For example, a CSO that has volunteer administrators who have sound accounting skills, that would assist in financial management; a CSO that has administrators who have

relationships with relevant businesses or individuals who may be potential sponsors will strengthen their relationship and networking capacity (and financial capacity through sponsorship); and administrators who have experience in strategic planning will strengthen planning and development for the club.

Given the above discussion, the management of CSO volunteers cannot be overstated. Without volunteers, CSOs would cease to exist and therefore sport opportunities for the community would also be very limited. Governments rely heavily on volunteers to provide those opportunities because without volunteers' commitment of time and skills, the financial burden would be too great. As Kappelides et al. (2019) detailed, a comprehensive understanding of psychological agreements during the volunteer recruitment stage may assist in determining realistic outcomes for both the individual and CSO will lead to more consistent retention.

## **2.4 Sport Development Frameworks**

To achieve elite athlete development and success, many sports, and indeed NSOs, employ sport development frameworks as platforms to design elite athlete development pathways. For instance, many sport organisations utilise various versions of the sport development pyramid (Eady, 1993) including the Participation Model of Sport Development (Cote et al., 2003) which characterises a foundation of great participation levels in grassroots activities that decrease in participation as performance and competition rates increase. The philosophy driving the pyramid approach to sport development prescribes that physical or sport participation should act as the underpinning where simple elementary movement skills are primarily taught. These basic skills are then additionally advanced within increasingly challenging and more competitive environments as the individual transitions from community club based activities to elite-level sport competition. Although these models show a clear pathway for elite athlete development, evidence suggests its simplicity denotes a too straightforward metaphor that does not account for all sport development processes (de Bosscher et al., 2013). Despite the focus on learning fundamental movement skills at grassroots level, the models presume all participants will follow the same sequential pathway from early participation to elite performance.

The long-term athlete development (LTAD) model (Balyi et al., 2013) is another popular model adopted by sport organisations worldwide that is concerned with a physiological perspective. The model is driven by participant physical development where the person can elect to drop out at any stage of the model but continue within a recreational lifetime sport activity pathway (Lloyd et al., 2015). Despite the adoption and general acceptance of the LTAD model by sporting organisations, concerns are raised about it being

based on limited empirical evidence (Gulbin et al., 2013), mainly utilised as a coaching tool, and therefore considered only one-dimensional (Ford et al., 2011). Gulbin et al. (2013) proposed another sport development framework titled Foundations, Talent, Elite, Mastery (FTEM) which has been adopted by the AIS. The FTEM consists of 10 differentiated yet integrated developmental phases in an effort to better grasp the complications of athlete transitions, thereby forming a continuum between the levels of participation to elite. However, commentators have advised that because athlete development is shaped by complex processes and talent development systems are typified by uncertainty and unpredictability related to future outcomes (Phillips et al., 2010), caution should be taken when this process is examined by such specific and highly differentiated stages (Coutinho et al., 2016). MacNamara and Collins (2014) suggested the FTEM framework is also considerably restricted by its descriptive focus on levels and phases and the use of a very specific sample of study respondents that included athletes on scholarship at the Australian Institute of Sport which constrains its application to cultures and other sports not established at the institute, thereby echoing the same limitations of other existing frameworks.

Many of the frameworks discussed above generally begin from an athlete standpoint and have been criticised for being generic and only providing a fractional or sub sectional perspective of development that emphasise only single elements (e.g., coaching, training and skill practice) rather than focusing on the holistic aspect of elite development pathways (Ford et al., 2011; MacNamara & Collins, 2014; Tucker & Collins, 2012). These frameworks do not provide an understanding from an organisational or management perspective that describe how relevant organisations develop or support the different sport development stages (Sherry et al., 2017). Identifying which individuals are involved with sport development (input), in what ways they are involved (throughput), and with what outcomes (output) is vital in the successful sport development of athletes (Sotiriadou, 2013) and these frameworks fail to do that. Subsequently, there is an absent link between athlete development frameworks and what these frameworks denote in practical terms at the organisational level to NSOs, SSOs, clubs and other stakeholders (Greyson et al., 2010).

Taking into consideration that elite sport development pathways are complex (De Bosscher et al., 2009), generic sport development frameworks fall short in reflecting sport specific pathways (Greyson et al., 2010; Sotiriadou et al., 2008). By using the sport of surfing as a case study, the current study addresses inadequacies described above to explain, from an organisational perspective, how sport organisations and the roles of key stakeholders within these organisations develop, implement and support programs and strategies at different elite athlete stages. To explore the roles that surfing stakeholders play in developing and



implementing programs and strategies, this study used the attraction, retention/transition and nurturing (ARTN) framework (Sotiriadou et al., 2008). The ARTN framework was used because it provides a managerial and organisational method to investigate elite surfing development through an input/throughput/output lens (Brouwers et al., 2015b).

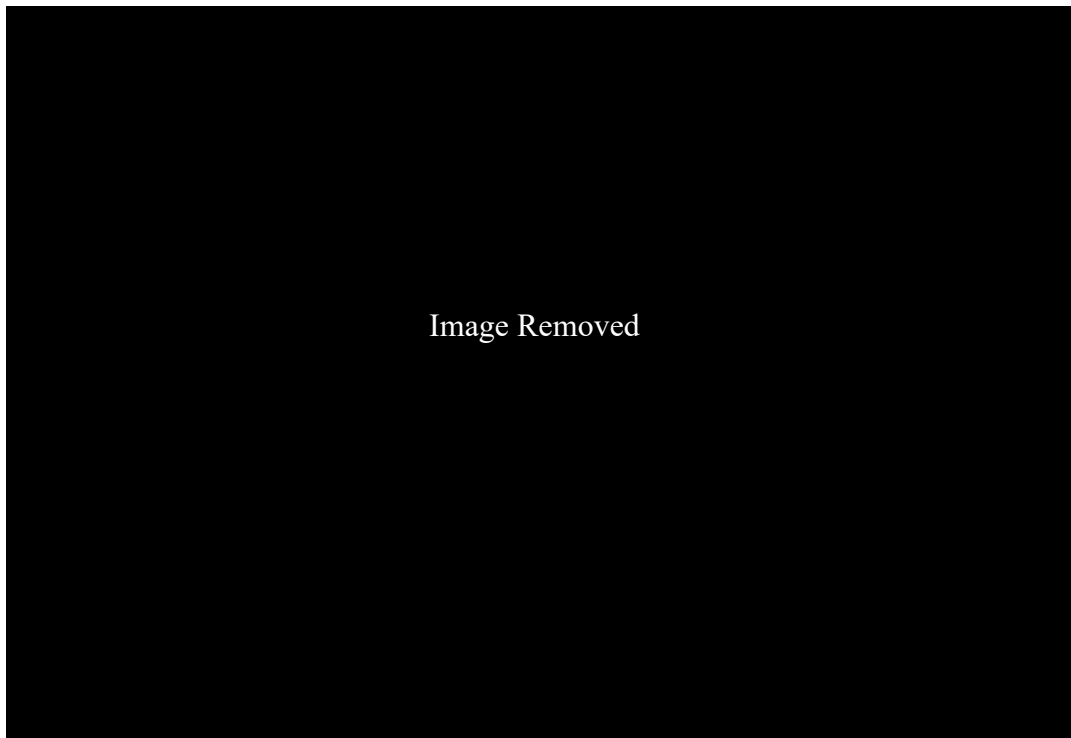
Understanding elite development in surfing is important given that it has been accepted into the 2020 Tokyo Olympics and therefore faces challenges of transitioning from a non-traditional sport (Wheaton, 2010) with a lack of established processes used to develop Olympic athletes (Newland & Kellett, 2012), to a sport that must prove it has a formal structure in place to be eligible for the most recognised sporting event in the world (Bliznevskiy et al., 2016) and attract governmental funding and support.

## **2.5 The Attraction, Retention/Transition, Nurturing (ARTN) Framework**

A framework that focuses on athlete development from an organisational perspective is the attraction, retention/transition and nurturing (ARTN) framework (Sotiriadou & Shilbury, 2013; Sotiriadou et al., 2008). Through its organisational stand point, the ARTN framework provides a beneficial addition to the athlete-centred studies on athlete development.

The ARTN framework outlines diverse although interrelated sport development processes labelled: *attraction, retention/transition and nurturing* (Sotiriadou et al., 2008). The ARTN framework maps the sport development processes involved in athletes' entry into sport, their continued participation in sport, and their move towards more advanced levels of training and competition. Additionally, from the results of a four-year grounded theory study of annual reports and other policy documents of 35 NSOs in Australia, the ARTN also permits investigation into the human and financial input of various stakeholders and offers an organisational perspective on which stakeholders are involved in sport development, how they are involved, at which developmental level, and with what outcomes (Sotiriadou et al., 2008). Figure 2.1 is a conceptual model of the ARTN framework that demonstrates how the output (pathways) of sport development stakeholder input and throughput (strategies) are defined as the means to move from one sport development process to another.

*Figure 2.1* An overview of the attraction, retention/transition and nurturing processes framework



Source: Sotiriadou and de Bosscher (Eds.) (2013, p. 145)

The attraction process involves increasing people's awareness of available sports programs and the benefits derived from them while instilling inspiration to become a member of a sport club. The aim of this process is to foster a broad number of grassroots participants with potential to become elite participants (Sotiriadou, 2013). It is in this process that programs, funding, and strategic direction are provided by sport organisations for the purpose of increasing mass participation and junior development. The intention of the attraction process is to develop a large pool of young individuals from which to draw talented athletes into the next process of retention. Many sport development studies that have investigated the attraction process within the ARTN framework have found that social influences are the main driver in the attraction process (e.g., Berg et al., 2018; Brouwers et al., 2015a; Sotiriadou et al., 2014). For example, in the case of tennis, Brouwers et al. (2015a) reported that clubs are the major stakeholder in the attraction phase, and it is their responsibility to provide an enjoyable sporting and social experience with their friends. Sotiriadou et al. (2014) also found that respondents in their study believed community cycling clubs are responsible for delivering 'social services' to members where social elements focused on the friendships forged within the club are important. Results from both studies also denoted that junior or grassroots programs were important in attracting young participants to the sport. These

programs came in the form of modified tennis play for children under 10 in tennis (Brouwers et al., 2015a), and riding courses suited to junior development for cycling (Sotiriadou et al., 2014). The attraction strategies were also found useful for retaining members to the clubs.

The retention/transition process identifies talented junior athletes and develops them through to the highest echelons of sport. An effective retention/transition process relies on a successful attraction process. Once a junior athlete progresses passed the attraction process, the retention/transition process may perform as an entry for potentially talented junior to shift to a higher level of competition. A variety of policies and procedures, including development programs and competitions/events are implemented during this process. The retention/transition process focusses specifically on assisting and developing the most gifted junior athletes to attain the skills required to realise elite sporting success. A common theme found within ARTN research was that coaches play a dominant role during this stage of the development pathway. Coaches at a higher level are able to teach talented juniors how to better perform at ‘more serious’ competitions. Berg et al.’s (2018) results showed that athletes were heavily dependent on the support of coaches to sustain their training regimen that assisted them in reaching elite levels of competition. The support received from coaches went beyond identifying their talent, encouraging them to pursue their career in sport, and teaching advanced skills, coaches were found to have a profound influence on their life and “were noted as crucial for their social support” during this stage of their sporting career (Berg et al., 2018, p. 435). The outcome of an effective retention/transition process and the strategic programs and activities associated within the process is the pathways where talented athletes progress to the nurturing process.

The nurturing process fosters and supports participants to engage in sport and sustain an ethos of continued successful participation, improvement, success to the best of their ability, and the transition from junior to senior/amateur to professional ranks. For elite athletes, this process means relevant stakeholders coordinate their efforts to shape their strategies with the goal to support athletes to achieve and maintain success at the highest level of competition (e.g., prestigious international events and professional sports) (Brouwers et al., 2015b). The success of elite athletes is dependent upon the combined capacities of various stakeholders, the athletes’ talent, and their dedication and commitment to training and competition. In Macintosh et al. (2020), elite youth athletes were asked about how their experiences at a major youth competition affected their future aspirations and transition into the elite senior competition. Responses from the study’s participants conveyed that their experience was positive in relation to both their development skills in their sport and their ability to cope with the senior level. The participants stated their experience “offered them a

stepping stone” to future senior competition (Macintosh et al., 2020, p. 266). In tennis, Brouwers et al. (2015a) found that an NSO’s support is critical due to the complexity of the transition from elite junior to elite senior ranks. However, their study’s results revealed that there was disagreement amongst the stakeholders they interviewed as to whether support should be provided by an NSO. Some respondents believed that once an athlete makes it to the professional level, he or she should be responsible for paying their own expenses. However, other respondents stated that even the best tennis players should be provided with some financial support, for example, paid coaches’ expenses, so that it is one less transitional issue in which to be concerned. In the same study, NSOs’ involvement was found to be only moderate during the nurturing process of elite development, nevertheless the data indicated that it was important for NSOs to organise professional level tournaments, particularly in their own country and at entry level professional competition. These tournaments assist ‘new’ professionals in reducing travel expenses, as well as opportunities to earn prize money and enhance their professional tennis ranking (Brouwer et al., 2015a). Brouwer et al. (2015a) also highlighted the role of private academies and well-resourced clubs particularly during the talent development and nurturing processes. The authors found that the academies and clubs provide alternate pathways and opportunities for talented tennis players who are not selected for the NSOs’ high performance programs. Their results described how the tennis NSOs had developed joint talent development programs that encourage clubs to collaborate with their respective NSO to provide enhanced player development support. These joint programs appeared integral to NSOs and club coordination as this allowed the clubs and the NSOs to combine their strengths together, to share information, and to improve proficiencies in their operations. This is significant because talented athletes who may not have quite developed into the elite ranks are given an alternate opportunity to continue to develop to their full potential.

Table 2.2 provides an overview of sport studies that have applied the ARTN framework. It shows how ARTN has been applied in various contexts to examine different sport development processes. Although these studies have merit in supporting the essence of the ARTN framework in terms of investigating stakeholder involvement in sport development and elite athlete pathways, the framework poses some limitations as detailed by Brouwers et al. (2015a). First, the framework was established on the analysis of NSO documents and therefore lacks direct insights from stakeholders involved in the sport development process. Next, many of the studies in Table 1 do not offer results based on all of the processes, preventing an application to a holistic approach of the entire elite athlete pathway.

Table 2.2 Overview of studies that have applied the ARTN framework.

Study	Liebenau (2010)	Darcy and Dowse (2013)	Sotiriadou et al. (2014)	Brouwers et al. (2015a)	Berg et al. (2018)	Macintosh et al. (2020)
<b>Study title</b>	Sport development pathways for amateur golfers: The case study of Queensland	In search of a level playing field– the constraints and benefits of sport participation for people with intellectual disability	Attracting and retaining club members in times of changing societies: The case of cycling in Australia	An examination of the stakeholders and elite athlete development pathways in tennis	“But a champion comes out much, much later”: A sport development case study of the 1968 U.S. Olympic team	The Role of the Commonwealth Youth Games in Pre-elite Athlete Development
<b>Processes</b>	Public and private pathways from grassroots to elite	Attraction, retention	Attraction, retention	Attraction, retention/ transition, nurturing,	Attraction, retention/ transition	Attraction, retention/ transition, nurturing
<b>Strategies</b>	Coaching Sport psychology Tournaments Facilities Physical conditioning Funding	Facilities Programmes Support for participation Staff training	Promotional activities and awareness, events, programmes and incentives	Organisational and managerial perspective of the stakeholders involved in the sport development process	A focus on support throughout an elite athlete's lifecourse	The role of sport competitions in the development of young pre-elite athletes
<b>Stakeholders</b>	Parents and family, sponsors, government, sporting organisations	Support people/carers, volunteers, coaches, disability organisations	Clubs, members, volunteers, state bodies, sport federations	International tennis experts	Members of 1968 U.S. Olympic Team	Commonwealth Youth Games athletes
<b>Sport</b>	Golf	Not specified	Cycling	Tennis	18 Olympic Sports	Nine Commonwealth Games sports
<b>Context</b>	Queensland	People with intellectual disability. Australia	Australia (nation), Queensland (state), clubs (local)	International	1968 Olympics	2015 Commonwealth Youth Games
<b>Use of ARTN framework</b>	Helped to identify golf development pathways in Australia	Extension of the ARTN to people with disability	‘examine and test the inherent properties of the SDP framework’ (p. 6)	Identified the stakeholders who are involved in the sport development processes of tennis	Helped to show how some sport development principles remain constant regardless of historical context	Examined how athletes’ experiences at elite youth competition contributed to satisfaction and motivation to transition to higher competition levels

Adapted from Brouwers et al.,2015a., pp. 459-460

This thesis has adopted the same strategy for the use of the ARTN framework as Brouwers et al.'s (2015a) research, as both studies focused on athlete development from an organisational perspective and investigated stakeholders involved during each ARTN process. However, in contrast this thesis used a different sport, is based on only one nation, and used data from interviews of participants ranging from the grassroots level to the high performance level.

The current study also extends the application of the ARTN framework because it focuses on surfing-specific development processes from the attraction, retention/transitioning to the nurturing of elite athletes, and uses data from interviews with three different types of participants that has encapsulated national, state, and local inputs, as well as both managerial and volunteer level perspectives.

This section discussed the theoretical framework of ARTN and demonstrated its suitability and usefulness in achieving the aim for Phase 1 of this thesis. The next section introduces the theoretical framework, organisational capacity, and discusses how it is utilised in Phase 2 of this thesis.

## **2.6 Organisational Capacity**

Organisational capacity is the extent in which the assets and resources available to an organisation are critical in goal achievement (Hall et al., 2003; Misener & Doherty, 2009). Therefore, the identification of available assets and resources that either hinder or excel organisational performance has become a central point of research and practice (Andersson et al., 2016). Hall et al. (2003) provided a report after carrying out a project designed to build the body of knowledge about the non-profit and voluntary organisational sector in Canadian society. In that report they developed a framework that steered the direction of the project. Five dimensions were derived from the literature, namely human resources, financial, relationships and networks, infrastructure and process, and planning and development capacity (Hall et al., 2003). Figure 2.2 is the conceptual model of organisational capacity developed by Hall et al. (2003). The model shows what Hall et al. (2003) describe organisational capacity as, which is the utility of an organisation's competency to draw on or utilise a variety of types of organisational capital, specifically human resources, financial aspects, networks and relationships, infrastructure and process, and planning and development to generate outcomes and outputs it desires.

Organisational capacity has emerged in the non-profit and volunteer literature as a concept denoting a set of critical organisational attributes that contribute to an organisation's potential to achieve its objectives efficiently and effectively (Cairns et al., 2005). Hall et al. (2003) used the

developed model to consider the function that the five dimensions performed in the capability of organisations and their stakeholders to successfully realise their missions and objectives or limited them from doing so. Various conceptual frameworks associated to capacity that all involve stakeholders of relevant organisations have been developed and utilised in various non-profit contexts such as social services (Paynter & Berner, 2014); healthcare (Aboumatar et al., 2017); organisational sustainability (Al-Tabbaa et al., 2013); governance life cycles (Imperial et al., 2016); and higher education (Toma, 2010). Capacity frameworks vary in the number of dimensions they use and in name, however there are a number of common traits or characteristics among them such as human resources, finance, planning and development, external relationships and infrastructure (Doherty et al., 2014; Hall et al., 2003). The non-profit and volunteer literature suggests that the type and impact of each dimension should be considered, as well as the relationships among them, while bearing in mind any differences in the organisational context.

*Figure 2.2* Conceptual Model of Organisational Capacity



Source: Hall et al., 2003, p. 7

Authors who have adopted capacity frameworks suggest that there are a variety of influences on specific goal achievement that need to be addressed (Doherty et al., 2014; Hall et al., 2003;

Morino & Jonas, 2001). The concept of capacity also recognises that the aims and objectives of organisations differ widely and therefore allows for variation in definitions of goal attainment (Hall et al., 2003). In contrast to for-profit enterprises, whose goals typically focus upon an underlying profit orientation, non-profit organisations often have ambiguous goals resulting from influences from multiple stakeholders and limited resources (Kaplan, 2001; Kitchin & Crossin, 2018; Papadimitriou, 2002; Thiel & Mayer, 2009).

For a number of reasons, Hall et al.'s (2003) multidimensional framework of organisational capacity is useful in guiding an investigation where the results will identify where improvement of outcomes can be assessed thereby allowing relevant organisational stakeholders to begin the important process of capacity building (Millar & Doherty, 2016). First, the framework defines central aspects of capacity that potentially influence the ability of stakeholders within non-profit organisations to achieve their mission and goals (Misener & Doherty, 2009). For example, Sharpe (2006) examined how several capacity dimensions affected the quality of experience for members of a community club. The author found that certain dimensions of capacity were critical for the organisation's goal achievement. These capacity dimensions included the organisation's human resource capacity, the lack of professional competency among the club's volunteers, the limited ability of the organisation to meet increasingly complex administrative demands and the failure to achieve organisational goals (Sharpe, 2006). The framework also allows for some dimensions to be examined in combination with each other (Andersson et al., 2016). For example, forms of financial dimensions (including generating capital) interact such that they can convert into or mobilize other forms of capacity. This sense of conversion has implications for non-profit or voluntary organisations where volunteers contribute extensive yet limited amounts of time. If mobilising one form of capital consumes all available time, efforts to mobilise other forms will be diminished. In non-profit organisations, Hall et al. (2003) suggested that the human capacity of an organisation was the central element that led to the capacities in other areas, observing that the capacity of an organisation to generate financial capital rested upon the organisation having personnel that were competent in finance. In fact, Hall et al. (2003) found that financial capacity posed the greatest challenge for organisational survival.

Second, Hall et al.'s (2003) multidimensional framework was developed specifically for the non-profit and voluntary sector. Therefore, it has particular utility for non-profit sport organisations (Misener & Doherty, 2009). Misener and Doherty (2009) conducted research into organisational capacity of a community (non-profit) sport organisation and noted that their "findings provide additional insight into the nature and impact of the interactions among the dimensions in this particular non-profit context" (p. 478).



Third, the multidimensional framework is comprised of broad dimensions that can be adapted and refined to particular non-profit contexts (Hall et al., 2003). The framework has provided a foundation for the study of organisational capacity in the non-profit sport organisational context (e.g., Clutterbuck & Doherty, 2019; Doherty & Cuskelly, 2020; Doherty et al., 2014; Misener & Doherty, 2009, 2013; Sharpe, 2006; Wicker & Breuer, 2013; Wicker & Hallmann, 2013), with reliable support for the dimensions as defining components of effectiveness in these organisations. Other studies have extended the line of organisational capacity enquiry to include an investigation of capacity building strategies and readiness of sport organisations that address identified deficiencies (e.g., Hanlon et al., 2019; Millar & Doherty, 2016;).

Furthermore, as each dimension of the framework directly relates to the involvement of stakeholders (Hall et al., 2003), it clarifies the contribution of each stakeholder to the necessary inputs toward organisational mission attainment (Hall et al., 2003; Hou et al., 2003; Misener & Doherty, 2009; Vinzant & Vinzant, 1996). The multidimensional framework adds greater value than simply identifying the key stakeholder capacities; it also allows identification of the management of capacities in a sustainable way permitting adjustment to the organisational mission (Miragaia et al., 2016), as well as developing capacity building strategies that can address specific deficiencies within an organisation (Millar & Doherty, 2016). Use of the multidimensional framework highlights the concept that organisational capacity is linked to stakeholders' contributions.

Understanding the organisational capacity for building strategies of sport organisations is important for assisting policy makers, practitioners, and funding bodies from the sport sectors to make decisions about the development of elite athletes, supporting grassroots participation, and is useful for gaining stakeholder support, empowering others to implement change and institutionalising change (Fernandez & Rainey, 2006; Millar & Doherty, 2016; Oakland & Tanner, 2007; Sharpe, 2006). As previously mentioned, Hall et al.'s (2003) framework comprises five dimensions, which include human resources, financial, relationships and networks, infrastructure and process, and planning and development capacity. As the current study focuses on surf board riding clubs, the following section is a summary of each dimension and how it can be applied in community sport clubs.

First, human resource capacity is the ability to effectively manage and leverage the competencies, knowledge, attitudes, motivation, and expertise embedded in human capital (e.g., volunteers, paid staff) in the organisation (Hall et al., 2003). This dimension has a direct impact on all of the other dimensions and therefore, it is important for an organisation to harness the involvement and participation of workers through human resource management (Cairns et al., 2005). Most community sports clubs operate entirely on the voluntary work of interested individuals and

administer their sports club on a voluntary basis. While research shows that human resources is principally a strength for non-profit sport organisations, the need for volunteers and the importance of knowledge remain a key challenge for these organisations (Balduck et al., 2010; Breuer et al., 2012). In fact, Hoye et al. (2019) believed there is an onerous dependence on volunteers of these organisations, and they insist that community sports organisations more broadly report issues in relation to volunteers and board members when compared to other non-profit and voluntary organisations. Human resource capacity has been acknowledged to be the greatest asset in non-profit and voluntary organisations by stakeholders who recognised volunteers and staff for their commitment, motivation, and ability to work with limited resources (Misener, 2009). However, Wicker and Breuer (2011; 2013) have consistently described human resources capacity to be commonly problematic for community clubs in terms of the consistent challenge of recruiting and retaining volunteers. The recruitment of volunteers, staff, and board members is stated as the most significant issue affecting human resource capacity (Hall et al., 2003). Other concerns are also identified such as the necessity for more qualified staff, the need for guidance for board members, and the need for effective volunteer management strategies. Moreover, Ooms et al. (2019) found the respondents in their research placed a high emphasis on the social opportunities and the social relationships that were formed in a community club setting. This comment is important to the human resources dimension because this dimension includes the skill to coordinate social events for members which can be crucial to the social structure within the club and therefore to one of the main motivations for membership of a club (Wicker & Breuer, 2013).

Second, financial capacity refers to the ability of an organisation to manage its money/financial affairs and make relevant decisions while keeping in mind all possible revenues, expenses, assets, and liabilities of the organisation (Hall et al., 2003). Based on Hall et al.'s (2003) results, financial capacity matters included revenue generation capacity as well as financial management and accountability concerns. It was also evident that human resource concerns such as a lack of fundraising skills and difficulty retaining competent staff also negatively impacted financial capacity. Financial issues posed the greatest capacity challenges as organisations in Hall et al.'s (2003) research identified difficulties achieving their aims and objectives due to problems related to project funding and the lack of financial funding for infrastructure. A correlating study ascertained that financial planning and reporting related with fiscal responsibility to be a specific challenge in one sport club (Misener & Doherty, 2009). However, in general, financial capacity is not reported to be particularly problematic for community clubs due to relatively small budgets (Balduck et al., 2010; Swierzy et al., 2018; Wicker & Breuer, 2011; 2013). In Australia, funding of voluntary sports organisations by government authorities increasingly depends on the introduction of more

professional management (Hallmann & Petry, 2013; Schulz & Auld, 2006). Many NSOs provide general guidelines and advice regarding financial management to community clubs (Nichols et al., 2015; Ooms et al., 2019; Wicker & Breuer, 2011). However, specific financial management of community sport clubs in Australia is totally reliant upon the skill and experience of the respective clubs' office bearers (e.g., treasurer). The clubs are financially dependent upon membership fees, sponsorship, and in some instances, government subsidies (Australian Government, 2021). The amount of club membership fees varies for different clubs, and sponsorship also varies contingent upon the expertise of clubs' office bearers (human resource capacity) to gain sponsorship, and/or club members' level of association (relationships and network capacity) with community business sponsors.

Third, the relationships and network capacity refers to the characteristics of social organisations such as networks, norms, and social trust that enable coordination and cooperation of mutual benefit (Hall et al., 2003). Therefore, relationships and network capacity is the ability to draw on relationships with clients, affiliates, funding agencies, partners, government, media, businesses, and the community. This ability is thought of as an asset to an organisation as it facilitates access to shared resources, knowledge, and experience with other organisations (Hall et al., 2003). Wicker and Breuer (2011) referred to the shared resources as external resources and classified them into monetary, financial and material resources. They also add that non-material resources such as knowledge and information gained from external sources or inter-organisationally are also important to non-profit sport organisations. Interorganisational relationships have been examined within a range of sport contexts, including community sport (e.g., Millar & Doherty, 2018; Misener & Doherty, 2012; Sotiriadou et al., 2017). These relationships can be denoted as a sense of cooperation with other organisations in the community, whether they be sport facilities, sponsors, other clubs, schools, insurance companies or government sport authorities. For example, in grassroots football clubs in some European countries, Breuer and Nowy (2015) found that Norwegian, German and Italian clubs more frequently cooperated with other clubs while Polish and French football clubs networked more with schools. In Misener and Doherty's (2011) examination of a gymnastics club, it was found that the media, equipment and merchandise, and interestingly, university researchers were recognised as important relationship and network connections. Their research also revealed that relationships within the gymnastic community served to provide further social capital benefits. Respect, trust, and transparency of sport community members have been quoted as vital elements in developing relationship and network capacity, and these values of the club were revealed to be a basis from which a club creates external relationships (Misener & Doherty, 2011).

Fourth, infrastructure and process capacity is the ability of an organisation to deploy or rely on organisational elements related to day-to-day operations (e.g., databases, manuals, policies, procedures, information technology, and access to facilities) (Hall et al., 2003). In this area of capacity, the most important challenges that research participants identified pertained directly to information technology (e.g., Misener & Doherty, 2009). Specifically, internal technical capacity, maintenance, and training were cited as barriers to building stronger organisations (Hall et al., 2003). Misener and Doherty (2009) uncovered that the need for improved collaboration was seen as a way to share infrastructure and overcome deficiencies in physical infrastructure, such as a lack of, or access to, permanent sport facilities which was commonly problematic for clubs. This dimension has been found to be closely related to the network capacity. For example, in Hambrick et al. (2019), the networks developed within community sport clubs provided access to resources such as knowledge and infrastructure. However, they found that of the infrastructure capacity of the ‘Sport for Development’ non-profit organisations they examined, none had high levels of capacity, with only moderate, low or limited levels.

Other researchers of organisational capacity of community sport clubs referred to sport facilities as the major focus in infrastructure resources capacity (Allison, 2001; Breuer & Haase, 2007; Sharpe, 2006; Wicker & Breuer, 2015). Sport facilities are obviously important to non-profit clubs for training and competition purposes. Many clubs use community owned sport facilities which are managed by local councils and some use facilities that are under the control of schools. Wicker and Breuer (2015) discovered that access to sport facilities is extensively determined by the size of the community and the revenue dedicated to sport facilities from income taxes. They pointed out that typically, the larger the community, the more problematic the management of them is because of the increased competition from a larger number of schools and clubs in the area.

When examining process capacity in their research, Misener and Doherty (2009) asked their study respondents to describe the strengths of their club’s day-to-day operations and one strength that emerged was the communication between board members. The communication process was facilitated by group emails where all relevant stakeholders received important information, not just a few. Another strength evident in their study was the desire of club members to implement formal procedures through the development of official club documents such as policies, procedures, systems and position descriptions (Misener & Doherty, 2009). Breuer and Nowy (2015) included attention of clubs’ capacity of information technology (IT) infrastructure and found that most organisations considered their IT infrastructure challenging, and in most cases, insufficient.

Fifth, planning and development capacity characterises the aptitude to acquire and utilise organisational strategic plans, club activity plans, policies and guidelines, and applications. In Hall

et al.'s (2003) study, the major challenge to the development of organisational vision and strategic planning for many organisations was the lack of central, established, long-term funding. Doubts about future funding and restrictions on how current revenue, in particular government funding, seemed to have a considerable effect on the ability of a non-profit sporting organisation's continued existence (Chappelet, 2011). Insufficient human resource capacity also directly impacted planning and development capacity (Hall et al., 2003). Moreover, problems in this area are focused on the expertise and skills of club board members, as some organisations contract help from external entities to assist them with research, planning, and organisational development (Wicker & Breuer, 2011). Planning and development are acknowledged critical issues for community sport clubs, specifically when portrayed as having informal and lax practices (Misener & Doherty, 2009). Doherty et al. (2014) revealed that very few clubs had established strategic plans and those that did found that the implementation of their plans posed a significant challenge. This was due to the perceived extra work and effort required to actually develop a strategic plan, let alone actually implement one. Doherty et al. (2014) found that attempting to build the planning capacity in clubs was disruptive to the everyday basic operations.

Key elements of each capacity dimension and their overall impact on goal achievement can emerge as strengths or challenges for community sport clubs (Doherty & Cuskelly, 2020). Millar and Doherty (2016) argued that the identification of strengths or challenges in a multidimensional context would allow organisations and the stakeholders within them to improve the outcomes of their activities or build their capacity to achieve desired organisational goals. Millar and Doherty (2016) suggested that simply focussing on individual components of capacity building fails to adequately encapsulate the complete process, thereby ignoring the relationships among them which is critical to capacity building effectiveness. Millar and Doherty (2016) developed a process model of capacity building that is derived from an organisational change and organisational strategic standpoint and highlights the key concepts of capacity building and the relationships amongst them and the impacts those concepts have on each other throughout the process. This model is useful in identifying and assessing whether an organisation has the capacity to address challenges, that is build capacity, where capacity is lacking. However, it is also important to consider the readiness of an organisation to build capacity to target those needs and the specific strategies required to achieve them (Millar & Doherty, 2016). Further, an effective capacity building process may require the culmination of a number of strategies that relevant stakeholders must implement to address various capacity needs (Millar & Doherty, 2018).

Stakeholders' role at each development process confirms the sport development strategies that stakeholders initiate and implement can be considerably different according to the development

phases of the ARTN framework (Sotiriadou et al., 2008). Brouwers et al. (2015a) identified the important role of local clubs in the elite athlete development pathway, pointing to the need to revisit the level of support clubs receive and their capacity to contribute to the foundations of elite sport development.

The inclusion of surfing in the 2020 Olympic Games for the first time means that the sport now has to transition from being traditionally delivered as a lifestyle sport for grassroots and mass participation to an Olympic sport which poses unprecedented opportunities and challenges for the stakeholders involved in the elite development pathway. As key stakeholders are responsible for delivering and implementing programs and strategies that are critical to the foundations of elite development and preparation of Olympic athletes (Chappelet, 2016), it is important to investigate the roles of those stakeholders and their capacity to achieve effective outcomes for the sport development pathway of surfing at relevant developmental processes.

## **2.7 Chapter Conclusion and Research Questions**

This chapter provided an overview of relevant literature that informs the two phases of enquiry of this thesis. The chapter began with a discussion that emphasised how stakeholders are a key factor in the success of elite athlete development pathways. The stakeholders' roles vary and it is the combination of their input (e.g., policy and funding) and throughput (e.g., elite athlete development programs) that is delivered into a sports system to produce the output represented by elite level sporting success (Sotiriadou, 2013). Sotiriadou et al. (2008) claimed that the ARTN framework lends itself to be tested to detail insights in the way sporting organisations deliver sport development and understand how to advance existing sporting pathways. Therefore, the ARTN was applied in the context of Australian surfing, thereby developing the following Phase 1 research question:

***Research Question 1:** How do surfing stakeholders contribute to elite development pathways for surfing?*

The next section of this chapter (Phase 2) discussed Hall et al.'s (2003) organisational capacity framework and its usefulness in assessing the strengths and challenges organisations (key stakeholders) face when achieving their goals (Part 1). Then, the following section (Part 2) of the thesis moves conceptually to advance the combination of two seemingly unrelated and never explored together concepts of sport development and capacity at a community club level to examine the capacity of board riding clubs to deliver effective outcomes for the foundations of the elite surfer pathway during the sport developmental processes of attraction and retention/nurturing. By examining organisational capacity of clubs to achieve their operational goals

and deliver programs to develop elite surfer development, this thesis answered the following research question:

***Research Question 2:** How does the organisational capacity of board riding clubs manifest within the attraction, retention and transition processes of sport development?*

The strategy of combining the two theoretical frameworks was achieved by developing interview questions that incorporated the five dimensions of organisational capacity with the attraction and retention/transition processes of the ARTN framework. For example, participants were asked about the strengths and challenges of each capacity dimension as well as what difference they thought each dimension made to their club's ability to fulfill its goals, and in particular, the capacity to assist potential elite surfers during the attraction and retention/transition process levels. How this strategy was applied and how this assisted the investigation into the area of enquiry for this thesis is discussed in the next chapter.

## **Chapter Three: Research Design and Methodology**

This research examined the stakeholders and their roles in the sport development pathway for surfing. This research also examined the capacity of the key stakeholders to deliver programs that contributed to the successful operation of their organisations, as well as their capacity to assist surfers at the foundation levels of the elite athlete pathway. To achieve these outcomes, this thesis used a two-phase design. This chapter begins by describing the research paradigm adopted to guide this thesis and how it ‘fits’ with my research positionality. Then the chapter describes the research design. Specifically, this chapter goes into detail about the overall two-phase research design and outlines the respective methods used for each phase, including data collection and data analysis.

### **3.1 Research Paradigm**

To explain the structure of enquiry and my methodological choices in this thesis, an examination of the paradigm adopted for this study and how it parallels my research positionality is discussed. Smith et al. (2020) believed it is essential to explain the prevailing research paradigm, sometimes termed framework, and to consider associated assumptions as they primarily guide the investigation. According to Richardson-Tench et al. (2014), paradigms are patterns of beliefs and practices that standardise enquiry within a discipline by offering lenses, frames and processes through which research is achieved. Essentially, a paradigm is how the researcher views or perceives the world through his or her eyes. “Our basic attitudes and behaviours are derived from our paradigms which affect the way people interact with each other. People see the world as they are conditioned to see it through perceptions, paradigms or mental maps” (Edwards & Skinner, 2009, p. 17). A paradigm is a basic belief system and theoretical framework with assumptions about a) ontology, b) epistemology, c) methodology, and d) methods (Rehman et al., 2016). Current established categories of paradigms include positivism, post-positivism, critical theory, constructivism, participatory, interpretivism and pragmatism (Creswell & Poth, 2017; Denzin & Lincoln, 2018; Lincoln & Guba, 2013; Smith et al., 2020). These categories provide a useful model within sport management research (Smith et al., 2020). Creswell and Poth (2017) observed that it is possible to place these categories of paradigms on a continuous procession of paradigms with positivism and interpretivism at opposite ends of the research continuum.

Denzin and Lincoln (2018) explained the three perspectives of ontological, epistemological and methodological ways in which a paradigm shapes individuals’ thinking processes. Ontology refers to how individuals perceive the world and the nature of his or her reality, and from a positivist point of view, reality is singular, static, objective and is separate from the person seeking information



(Denzin & Lincoln, 2018). Ontology focuses on predominately objectivist research exhibiting prevalence in the use of quantitative methods (Parahoo, 2014; Rolfe, 2006). A positivist believes reality exists in the world just waiting to be discovered by the objective witness and revealed as a scientific fact and can be measured and quantified (Denzin & Lincoln, 2018) which contrasts how I, as a researcher, perceives the world. Interpretivists, however, do not automatically believe that social reality can be reduced to a numerical state (Denzin & Lincoln, 2018). The ontological stance of interpretivism reflects one of lived experience, cultural persuasion and meaning while recognising the potential for more than one reality (Weaver & Olson, 2006; Welford et al., 2011). Interpretivist research exhibits prevalence in the use of qualitative research (Parahoo, 2014; Rolfe, 2006), the same research used for this thesis. Interpretivism which is often aligned with constructivism reflects in principle an opposite view of positivism (Creswell & Poth, 2018). The two opposing research paradigms have attracted heated debates on opinions to the progression of knowledge in social sciences (Aliyu et al., 2014; Mkansi & Acheampong, 2012).

Constructivism posits that individuals “construct” or build knowledge in our own unique ways by interacting with the world around us and by making sense of what we experience, thereby creating our own perspectives (Brooks, 1999; Fosnot, 2005). Perspectives can vary depending on whether individuals are currently living the experiences or recalling them as past happenings (Charmaz, 2014). Moreover, each individual is the sum of his or her own unique personality, beliefs, and experiences, which in turn influence likes and dislikes, strengths and weaknesses, and understanding of the world. When individuals encounter something new that challenges existing notions, they must change their basic framework for thinking about it. Constructivist researchers want participants to take an active role and accept the notion of multiple voices and multiple representations (Edwards & Skinner, 2009), and this holds true for me as a researcher, particularly when taking the nature of my enquiry into consideration. The researcher and the focus of research are connected to the degree that research findings are created during research (Lincoln & Guba, 2013). “The constructivist paradigm assumes a relativist ontology, a subjectivist epistemology (knower and respondent co-create understandings), and a naturalist (in the natural world) set of methodological procedures” (Denzin & Lincoln, 2005, p. 24). In this view reality is intangible; it is dependent on the individual and can be changed with new information (Guba & Lincoln, 1994). Reality is a construction of the human mind shaped by new experiences. This is in line with qualitative research principles, where there is not a singular reality that can be revealed. To that end, through a previous qualitative research project (incidentally within the same context of surfing), I came to understand how my beliefs and values, and the thought processes discussed above led me to identify with a constructivist research paradigm.

Lincoln and Guba (1985) postulate that individuals refer to "... a systematic set of beliefs, together with their accompanying methods, as a paradigm" (p. 15). It is imperative for the researcher to acknowledge a chosen paradigm(s) within his or her study. Accordingly, the studies contained in this thesis were framed using the interpretivist (e.g., constructivist) paradigm (Guba & Lincoln, 1994) to assist in acknowledging researcher bias, worldview, and assumptions. Lincoln and Guba (1985) advocate that while it may be impossible to do so, researchers should attempt and explain as many potential biases as possible. My potential bias is discussed later in this chapter.

Epistemology is concerned with the relationship between the researcher and reality (Denzin & Lincoln, 2018). Lincoln and Guba (2013) claimed that epistemology is dependent upon the answers that ontology provides. For example, if the world is deemed real, and a reality can be evaluated and measured, then the researcher's standing is one of objective separation from the aim of the research (Smith et al., 2020). In other words, the researcher can research the object of analysis without impact from their own point of view. However, there are concerns for validity if either the researcher or object of the research is prejudiced in any way (Denzin & Lincoln, 2018). Further, if reality is intangible, a construction of the human perception influenced by experiences of the world (constructivism), the researcher and object of the research are presumed to be interactively connected (Guba & Lincoln, 1994). From a sport development research perspective of which this thesis is concerned, epistemology poses questions such as: What is the relationship between the sport development researcher and his or her perceived reality? Is the reality shared by others or only by me, the sport development researcher? Have my perceptions of sport development influenced the desired reality, or is it a true representation of reality? (Lincoln & Guba, 2013).

The methodological perspective asks how the researcher will conduct the research – leading to the question: What technique can be utilised to determine the perceived reality? (Smith et al., 2020). How the researcher views the world guides the choice of methodology in ontologically and epistemologically fundamental ways (Denzin & Lincoln, 1994). My own participation in surfing for most of my life positioned me as an "insider" within the surfing social world. Researcher positionality, also known as 'insider research', recognises the influence of the researcher's background, suppositions, and relationships with research participants and subject matter in order to provide more thorough and detailed representation of ourselves within our research (Misener & Doherty, 2009). Researchers have underscored several potential positives of insider research asserting it to offer authority and legitimacy (Delios, 2017), resulting especially from being able to use prior understanding to ask meaningful questions (Amabile, 2019), and to understand the historical and practical context of the area under enquiry (Chavez, 2008; Greene, 2014). Some may argue this position could induce bias (Dwyer & Buckle, 2009); however, my insider's perspective

seemed to facilitate open and frank responses from the study participants. Study participants were also able to use jargon expressions without feeling obligated to provide technical explanations to me. Indeed, Fleming (2018) believes that use of an insider's perspective in researching specific populations can instil a unique depth and insight into understanding the phenomenon under investigation. It should be noted, however, that my familiarity with the context of this study only extended to recreational participation in surfing and did not reach into the realms of experience with formal competition, or indeed elite surfer development. However, to overcome any potential bias, I prepared and planned appropriately and adhered to the following processes. When interviewing, I endeavoured to remain in a neutral position and resisted any temptation to share my own experiences; and I was consistently mindful that 'pre-understanding' may have meant less probing and assumptions not challenged leading to less rich description and detail (Fleming, 2018).

It was anticipated and found that the findings of the study are not generalisable across all sporting organisations as there is not one singular reality. Further, for the aim of this study it was important to assess a range of individual input into the nature of the phenomenon enquiry (Creswell & Plano Clark, 2011). Thus, the current study is consistent with a constructivist perspective (Adler, 1997; Denzin & Lincoln, 1994); Duffy & Jonassen, 2013) which respects multiple individual perspectives to augment the understanding about the complexion of organisational capacity within various sport organisations. Moreover, Annells (1996) suggested that the methodology chosen should be evaluated by the researcher for congruence with the enquiry paradigm with which he or she feels most comfortable. The philosophical beliefs about enquiry of which I hold are consistent with a constructivist perspective, therefore again confirming constructivism as the appropriate underpinning paradigm of research and worldview for this thesis.

Denzin and Lincoln (1994) warned that the researcher and the subjects of research interact to the point where the values of the researcher influence the research, particularly during data analysis. However, in qualitative research, this is not problematic as qualitative research aims to build theory, rather than test it (Shah & Corely, 2006).



## **3.2 Research Design and Method**

Three research questions were posed for this thesis. First, *Who and what are the roles of stakeholders in elite development pathways for surfing?* Second, *What is the organisational capacity of surfboard riding clubs to achieve their organisational goals?* Third, *What is the organisational capacity of community clubs to offer the foundations for elite athlete development in surfing?*

To address the research questions, a two-phase design was employed (see Figure 3.1). Specifically, Phase 1 answered the first research question by examining the who the stakeholders are, and the role they play in the process of elite surfer development. The results from Phase 1 revealed that community board riding clubs are the predominant contributors of support to athletes along the surfer development pathway. Therefore, Phase 2 of the thesis addressed the second and third research questions by examining the organisational capacity of community clubs (key stakeholders) to achieve their organisational goals (Part 1 and their capacity to offer the foundations for elite athlete development in surfing (i.e., the attraction and retention/transition of participants).

By considering my research positionality by reason of the adopted paradigm discussion above, consideration of the context of this study, and advice sought from a discussion with my supervisors, a qualitative method approach was determined as the most suitable research design for both Phase 1 and Phase 2. Qualitative research has an interpretive nature, intended to discover the implications of events for the individuals who experience them, and the interpretations of those implications by the researcher (Smith et al., 2020). The descriptive and the exploratory nature of the research questions lent themselves to a rich qualitative analysis, employing semi-structured in-depth interviews. The ability of qualitative data to describe a phenomenon more fully is a significant consideration not only from the researcher's point of view, but it can be epistemological in congruence with the audience's experience and thus more useful (Strauss, 1987).

Figure 3.1 Two phase design and research methods where the ARTN framework is combined with the organisational capacity framework to investigate the five dimensions of organisational capacity at the foundation process levels of the elite development pathway. Sport development/organisational capacity model.

<p style="text-align: center;"><b>PHASE 1</b></p> <p><b>Research Question 1:</b> Who and what are the roles of stakeholders in elite development pathways for surfing?</p>		<p style="text-align: center;"><b>PHASE 2</b></p> <p><b>Research Question 2:</b> What is the organisational capacity of surfboard riding clubs to achieve their organisational goals?</p> <p><b>Research Question 3:</b> What is the organisational capacity of community clubs to offer the foundations for elite athlete development in surfing?</p>	<p>Identification of deficiencies in athlete pathway leading to the development of capacity building strategies for stakeholders to facilitate the successful development of elite surfers</p>
<p style="text-align: center;"><b>ARTN FRAMEWORK</b> Sotiriadou et al. (2008)</p>	<p><b>combined</b></p>	<p style="text-align: center;"><b>ORGANISATIONAL CAPACITY FRAMEWORK</b> Hall et al. (2003)</p>	
<p>Attraction</p> <p>Retention/Transition</p>		<p>Human Resources</p> <p>Financial</p> <p>Relationship and Networks</p> <p>Infrastructure and Process</p> <p>Planning and Development</p>	
<p>Data Collection: Semi-structured in-depth interviews</p> <p>Study participants: NSO, SSOs, Board Riding Clubs</p>		<p>Data Collection: Semi-structured in-depth interviews</p> <p>Study participants: Board Riding Clubs</p>	

### 3.2.1 Phase 1. Stakeholders and Elite Athlete Development Pathways in Surfing

Phase 1 of the thesis examined sport development in surfing and the roles that various stakeholders play in supporting sport development processes. To achieve that outcome, this study used the ARTN framework (Sotiriadou et al., 2008) to explore the roles that stakeholders in surfing play in initiating, delivering or implementing sport development programs and strategies.

**Method:** Qualitative research methods through the use of semi-structured interviews with different members and key stakeholders in various positions in surfing, allowed the researcher to develop a more comprehensive description and understanding of who and what the roles of sport development stakeholders are in the elite surfer development pathway (Baxter & Jack, 2008). The semi-structured interviews were conducted with individuals who held organisational positions within surfing.

**Participants:** Twenty-six participants who held positions within the sport development of surfing ranging from grassroots – community board riding clubs - through to state and national surfing organisations including the high performance centre agreed to participate. To gain perspectives from both a managerial standpoint and volunteer standpoint, participants included two NSO (Surfing Australia) staff members; one from the high performance program and one from the sport development area (de-identified as SA 1 and SA 2), four chief operating officers from surfing SSOs (de-identified as SS 1-4), and 20 surfboard riding club executives (de-identified as Club 1-20) from a total population of 128. The data collected from such a range of positions of participants provided national, state, and local inputs from both managerial and volunteer perspectives. The analysis of that range of perspectives allowed for a holistic evaluation and analysis of the full surfing development pathway. A major objective of qualitative research is to include rich, thick descriptions of the phenomenon (Merriam, 1998). Thus, conducting semi-structured in-depth interviews with a diverse range of surfing stakeholders provided rich, thick, and descriptive data relative to the area of enquiry. This strategy of enquiry allows research to be critical of the decisions and processes, which provides the researcher yet another perspective and the potential to broaden the collection of new information (Creswell & Poth, 2017).

**Data collection:** Ethics approval was granted by the researcher's institution (GU Human Research Ethics reference number: HSL/2017/876/HREC) (see Appendix 1). Permission was sought and granted from Surfing Australia (NSO) to contact staff, volunteers and affiliates of

their organisation to take part in the study. Contact details of potential participants were identified from Surfing Australia's website. From the NSO's website, eight individuals were identified as potential study participants because they worked in the two departments that were relevant to the research area of this thesis, i.e. the high performance division and sport development division. Therefore, eight invitational emails were sent to those NSO employees. There were six SSOs and therefore, one invitational email was sent to each of the six SSOs. One hundred and twenty-eight board riding clubs were identified from the NSO's website, and so invitational emails were sent to each of those board riding clubs. All emails detailed the aim and benefits of the study (see 'Information Sheet' and 'Recruitment Text' in Appendix 2). From the emails sent, 26 individuals (as described in the 'Participants' section) acknowledged their agreement to participate via return email to the researcher. The researcher then emailed the 26 individuals a written consent form (see Appendix 2) and requested it to be signed and emailed back. Once the researcher received the signed consent form from the participants, one-on-one interviews were coordinated at a mutually agreed date and time. All interviews were conducted via telephone due to convenience – most of the participants were located some distance away from the researcher, hence the use of the telephone. Participants' names and identities were not used in any written form of this study. Instead, a de-identifying code was used in place of each participant's name. After the initial interview was completed, field notes of the researcher's contextual impressions were recorded to assure that perceptions from the interview were not lost (Maharaj, 2016). The interviews lasted between 33 and 68 minutes and were digitally recorded and transcribed verbatim by the researcher.

All information collected including interview transcripts and consent forms were kept confidential and in a locked cabinet file in the researcher's office. There was no incentive provided for the participants to participate and the interviews were conducted in private allowing the participants to feel comfortable and to speak freely and openly about his/her involvement in surfing development (Bolderston, 2012).

A semi-structured interview technique with open-ended questions was used to allow participants to speak more freely so broader issues could be discovered. Additionally, the semi-structured nature of the interview permitted the researcher to probe participants for deeper explanation and understanding of pertinent points and where ambiguity occurred (Edwards & Skinner, 2009). The interview schedule consisted of open-ended questions which were based on the components (i.e., stakeholders and strategies) of the ARTN framework (Sotiriadou et al., 2008) (see Appendix 3). That meant the interview questions were separated into distinct areas that reflected each process level of the ARTN. Specifically, the interview

questions were designed to examine the identification of stakeholders and their involvement in the elite sport pathways for surfers. Some example questions of the interviews included: ‘How is an individual attracted to surfing?’, ‘Who is involved in the elite surfer development?’, ‘What role and at what stage do each of these stakeholders play in elite surfer development?’, ‘What programs or strategies have been developed for elite surfer development?’. Probing questions such as ‘Why do you think that is?’, ‘Could you please explain that in more detail?’ and ‘What effect does that have on potential elite surfers?’ were used to understand the phenomenon under investigation and seek more detail and interpretation.

**Data analysis:** After transcribing the audio recordings, the researcher, through thematic analysis, created open codes from the data by considering patterns and grouping similar codes that emerged during the interview which related to the research questions. Thematic analysis is a widely used method of analysis in qualitative research where thematic codes emerge from the data that is gathered (Sotiriadou et al., 2020). As thematic analysis does not require the in-depth theoretical and technological knowledge of other qualitative approaches, it provides a more accessible form of analysis, especially for those early in their research career (Smith & Sparkes, 2017) which is applicable to the researcher of this study.

This study used the theoretical ARTN framework in which to guide data collection and data analysis. Interview questions were based on each process level of ARTN. For example, participants were asked about their perceptions of sport development programs related to ‘Attraction’ and ‘Retention’ and so on. Therefore, as some preconceived categories based on a theoretical framework and existing knowledge were expected to be used and found by the researcher, a deductive approach to data collection and data analysis was adopted (Pearse, 2019). Deductive thematic analysis is coding that is theoretically-driven as it uses theory as its point of difference (Boyatzis, 1998). This approach provided a greater level of structure when it came to designing and conducting this research.

### *Coding*

The interview data were coded manually into a Microsoft Excel spreadsheet rather than using qualitative analytical software packages. Use of the Excel spreadsheet and manual data entry method was deemed more efficient and effective as it allows for stronger and closer immersion with data and the exploratory analytic aims of the study (Bree & Gallagher, 2016; Guest et al., 2012).

As stated, data was collected from two different levels of stakeholders and their perspectives, i.e. from a managerial perspective (i.e., data from NSO and SSO staff) and



volunteer (data from club executives) perspectives. To make sense of the data and assist in coding the data received from two different levels of stakeholders, the data were differentiated by using a different font for each perspective throughout thematic analysis.

Each row in the spreadsheet represented an individual participant's interview data and was colour coded to distinguish between each participant. For example, the first participant's answers were colour-coded a shade of red, the second participant's answers were colour-coded a shade of blue, and so on. The transcripts were organised by each question, and field notes from the researcher were included in italics to differentiate between them.

After the transcripts were organised by each question, the researcher read and reread them several times which allowed the identification of ideas and possible patterns that could be shaped as the researcher became familiar with all aspects of the data. The researcher then worked through each line of the data searching for patterns and meanings (Braun & Clarke, 2006). Table 3.1 illustrates how this process led to the identification of data that was separated and placed under the 'Categories' of the ARTN processes. For example, if a participant's answer related to how a surfer started surfing, that data was entered as a sub-code correlating to the Category 'Attraction'. The data collected relating to 'who' (stakeholder) was involved when the surfer started, created a 'Stakeholder' code corresponding to the same category. The data relating to the role that the stakeholder played when the surfer began was assigned to the 'Role' codes and corresponded to the same category, i.e. Attraction (see Table 3.1).

This process led to the identification of initial thematic areas (codes) that incorporated all the surfer development stakeholders and their roles, as well as all the strategies and their characteristics that facilitate elite surfing pathways. After the initial thematic codes were developed, the researcher inspected the data again in an effort to consolidate the data by combining or grouping similar codes together (Percy et al., 2015). This consolidation was repeated so that further identification of codes and sub-codes in the data was performed, thereby condensing the data more. This process was repeated several times to generate the final thematic codes which provided conclusions that answered the overarching research questions.

Table 3.1 Excerpt of Stakeholder codes, Role codes and Sub-codes relating to each category of ARTN as they emerged from the thematic analysis for Phase 1

Categories	Stakeholder codes	Role codes	Sub-codes
ATTRACTION	Family	Introduction	through mother or father siblings uncle
		Finance	rely on parents to pay
		Access (transport)	parents drive to surf
	Peers	Socialisation	friends who surf school friend networks
	Clubs	Socialisation	joining a club with friends
		Introduction	joining a club to learn started in a club
		Beginner coaching programs	clubs have junior programs
	Social media outlets	Promotion of surfing	watching video footage on social media platforms
Schools	Scholastic programs	through school system schools use as part of curriculum school sport	
Surf schools	Introductory programs	junior programs to introduce junior participation program NSO affiliated surf schools	
Surf Life Saving Clubs	Surf education	come through nippers SLSC have similar grounding	
RETENTION/TRANSITION	Clubs	Offer developmental programs	coaching as part of membership benefits availability of coaches offer different level coaching
		Assist to achieve higher standard	facilitation of club competitions provide club competition competitive surfing programs provide higher level of competition organise inter-club competitions peer rivalry

			educated competition strategy offered by experienced members
		Socialisation	surf against friends peer rivalry build camaraderie
		Surf education	provide deeper understanding of surf conditions
	NSO	Organise pre-elite competition Provide some pre-elite training and coaching	organise elite junior and senior amateur state and national titles invitation to high performance training camps
	SSOs	Talent identification	talent identification through surfing titles
	Third-party organisations	Talent identification Organise pre-elite competition	organise third-party professional competitions
	Social media outlets	Finance	surfers use social media to build profile to attract sponsors post videos earning money from advertisers
<b>NURTURING</b>	Clubs	Club competition	professional member surfers still compete in club competition
	NSO/SSOs	High-performance coaching	invitation to high-intensive training camps to high performance centre
	Private coaches	High-performance coaching	professional coaching (paid)
	Third-party organisations	Finance	provide monetary or in-kind sponsorship
	Social media outlets	Finance	post videos earning money from advertisers

As a deductive method, there were pre-determined thematic categories in place prior to the coding process. Data were constantly compared to each other so that common thematic codes relating to each ARTN category could emerge. This comparison and collation approach brought together all the key points of each code under each ARTN category, facilitating further analysis (Graneheim & Lundman, 2004). Meaningful statements made by the participants led to the creation of descriptions through coding which brought out the essence of their perceptions (DeCuir-Gunby, 2011). Table 3.1 is an excerpt of the thematic analysis of Phase 1 and reflects how, under the ARTN categories, the stakeholders, their roles and sub-codes emerged from the data collection.

In this thesis, the results from Phase 1 indicated that board riding clubs are the key stakeholders of surfer development particularly during the attraction process and have some involvement during the retention/transition process. It is evident that there are other stakeholders involved in various levels of the surfing development system and pathway, for example, the NSO and SSOs, however the results from Phase 1 indicated that most clubs and athletes do not clearly understand how a surfer progresses or navigates along that pathway. Further, most clubs are not clear about how support for surfers is gained from SSOs and the NSO to assist in reaching the highest echelon of competitive surfing. The clubs and athletes do not perceive the same elite surfer pathway that the NSO promotes. Therefore, because of this lack of clear understanding of the pathway, it seems that clubs have become the predominant stakeholders in surfer development where surfers look to clubs for. In addition, there appears to be a gap or misconception between what stakeholders think and what clubs do or have the capacity to do.

Therefore, the second phase of the study is separated into two parts. The first part (Part 1) investigated the organisational capacity of board riding clubs to achieve their missions and objectives for successful operation. The second part (Part 2) investigated the clubs' capacity to contribute to elite surfer pathways during the sport development process.

### **3.2.2 Phase 2. Organisational Capacity for the Foundations of Elite Athlete Development in Surfing**

To investigate the organisational capacity of board riding clubs to deliver programs that contribute to elite surfer pathways, this study combined the organisational capacity framework (Hall et al., 2003) with the ARTN framework (Sotiriadou et al., 2008). Specifically, Phase 1 answered the first research question by examining who the stakeholders

are, and the role they play in the process of elite surfer development. The results indicated that board riding clubs are the predominant stakeholder, particularly during the attraction and retention/transition processes. Phase 2 of the thesis addressed the second and third research questions by firstly, examining the organisational capacity of community clubs (key stakeholders) to achieve their missions and objectives for successful operation (Part 1) and secondly, their capacity to offer the foundations for elite athlete development in surfing (i.e., the attraction and retention/transition of talented participants). This meant there were two parts to the interview guide (see Appendix 4). The following sections explain the methodology used for Phase 3.2.

**Method:** As in Phase 1, a qualitative approach using semi-structured interviews provided the appropriate research design to explore the organisational capacity of each board riding club to fulfil its goals, as well as the capacity to offer the foundations for elite athlete development in surfing (i.e., the attraction and retention/transition of talented participants to higher levels) (Baxter & Jack, 2008). The semi-structured interviews were conducted with 14 different representatives of 14 different board riding clubs around Australia.

**Participants:** Participants of this study were identified from Phase 1 where contact details of surfboard riding club executives were used again to seek the same individuals for this study. Of the 20 participants who participated in Phase 1, 14<sup>1</sup> club presidents responded confirming their willingness to participate.

**Data collection:** The data collection for this phase of the study falls under the same ethics approval as Phase 1 (i.e., HSL/2017/876/HREC). Emails outlining the aim and benefits of the study (see Appendix 2) were sent to the 26 board riding executives who participated in Phase 1. Fourteen<sup>1</sup> club executives responded positively of their willingness to participate. Again, they were emailed consent forms which were asked to be returned via email and interview dates and times were established. All interviews were conducted via telephone due to convenience. The interviews lasting between 26 and 78 minutes were digitally recorded and transcribed verbatim by the researcher.

As in Phase 1, a semi-structured interview technique was used in order to allow participants to speak more freely. The beginning of the semi-structured interview guide was developed to confirm the general background of each board riding club including membership numbers and demographics, the number of years in operation (history), the

---

<sup>1</sup> Due to Covid-19 restrictions, five of the participants from Phase 1 were not able to be contacted because they were not operating during that time.

location, e.g., regional or metropolitan, and the structure of club in terms of executive committee. The next part of the interview guide was developed based on the five dimensions of organisational capacity - human resources, financial, relationships and networks, infrastructure and process, planning and development (Hall et al., 2003). Incorporated into this part were questions asked that gathered data on the capacity of each participant's club to deliver the foundations of an elite surfer pathway at the attraction and retention/transition process (Sotiriadou et al., 2008) levels (see Appendix 4). Phase 1 revealed that board riding clubs have little to no involvement with surfers at the nurturing level, therefore there was no examination of clubs' capacity during the nurturing process.

**Data analysis:** The data analysis for Phase 2 was the same as Phase 1, where after transcribing the transcripts, the researcher, through thematic analysis, developed open codes from the data by considering patterns and grouping similar codes that emerged during data collection. However, the focus of the researcher was to conduct thematic analysis to produce codes and sub-codes relating to a) the capacity of clubs to achieve their organisational objectives (Part 1) and b) the capacity of clubs to contribute to the foundation processes of sport development (i.e., during attraction and retention/transition). Table 3.2 is an excerpt of the thematic analysis of Phase 2 (both Part 1 and Part 2 results are combined) and reflects how, under the ARTN categories and the dimensions of organisational capacity sub-categories, the codes and sub-codes emerged from the analysis. The codes and sub-codes were further separated into 'strengths' and 'challenges' to reflect the specific area of enquiry associated with the organisational capacity framework. For example, if an answer related to the strengths or challenges of a board riding club's human resource capacity to provide programs to members at the grassroots level, that data was entered as a sub-code and assigned to a code that correlated to the category 'Attraction' and sub-category 'Human Resources'. The interviews lasting between 26 and 78 minutes were digitally recorded and transcribed verbatim by the researcher.

The same process of coding in Phase 1 was used in Phase 2 where the transcribed interview data were read and reread and then coded manually into a Microsoft Excel spreadsheet. Final thematic codes which provided conclusions to the third research question were arrived at. To achieve this outcome, the same colour coding technique from Phase 1 was employed.

Table 3.2 Excerpt of codes and sub-codes relating to each sub-category of Organisational Capacity under each ARTN Category as they emerged from the analysis for Phase 2

Categories	Sub-categories	Codes	Sub-codes
ATTRACTION	Human resources	<p><b>Strengths:</b>                      Availability of volunteers                       Shared attitude                      Enhanced general skillsets</p> <p>Trust and respect                      Consistent committee members</p> <p><b>Challenges:</b>                      Lack of time                      Lack of specific skills</p> <p>Inconsistent committee members</p> <p>Lack of volunteers</p>	<p><b>Strengths:</b>                      consistent volunteers in some clubs                      volunteers are better supported in bigger clubs                      shared attitude for junior development                      increased parental involvement leads to increase HR skillsets                      increased skill to apply for coaching course grants in bigger clubs                      experience about operating a club and specific skills relating to competition surfing                      increased IT skills in bigger clubs                      trust and respect amongst committee members                      consistent club committee membership saw business like operations</p> <p><b>Challenges:</b>                      lack of time to get things done                      lack of marketing skillset to promote club                      lack of experience in IT communications in smaller clubs                      lack of skill to apply for coaching course grants in small clubs                      inconsistent committee membership threatens junior development                      inconsistent 'hand over' of duties                      lack of volunteers in some clubs                      volunteer scheduling difficult due to the nature of sport</p>
	Financial	<p><b>Strengths:</b>                      Low expenses                       Consistent income</p> <p><b>Challenges:</b></p>	<p><b>Strengths:</b>                      not liable for associated clubhouse expenses                      operating expenses are minimal                      membership fees                      sponsorship                      generated capital through various fundraising                      access to government funding for coaching courses through grants                      ongoing fundraising activities</p> <p><b>Challenges:</b></p>

		Financial management skills	lack of specific knowledge to manage the finances
	Relationships and Networks	<p><b>Strengths:</b> Secured partnerships</p> <p><b>Challenges:</b> No code</p>	<p><b>Strengths:</b> secure sponsorships via members' networks relationship with local council for permission to use beach</p> <p><b>Challenges:</b> no sub-code</p>
	Infrastructure and process	<p><b>Strengths:</b> Effective Communication Good knowledge of competition rules</p> <p><b>Challenges:</b> No physical focal point for promotion</p> <p>Information technology skills Club competition judging</p>	<p><b>Strengths:</b> effective communication through social media experienced club members access to rules via a governing organisation</p> <p><b>Challenges:</b> no physical building (clubhouse) that acts as a focal point or promotional tool to attract new junior members email communication problems lack of confidence in getting members to judge their peers</p>
	Planning and development	<p><b>Strengths:</b> Club stability Junior Development</p> <p><b>Challenges:</b> Extra burden Reactionary and informal Lack of formal planning</p>	<p><b>Strengths:</b> consistent short term planning of annual events junior development programs planned each year</p> <p><b>Challenges:</b> planning for external competition creates extra burden no back up plans for unplanned events lack of formal planning</p>
<b>RETENTION/ TRANSITION</b>	Human resources	<p><b>Strengths:</b> Club alumni experience</p> <p>Shared attitude Coaching availability</p> <p><b>Challenges:</b> Lack of specific skills Inconsistent human resources</p> <p>Coaching availability</p>	<p><b>Strengths:</b> some ex-professional and long-time club members' experience and assistance shared vision for elite junior development only some clubs provide coaching at this level</p> <p><b>Challenges:</b> technology inexperience of committee and members inconsistent committee membership volunteer burnout smaller clubs do not provide coaching at this level restricted coaching provision</p>



		Lack of pre-elite development knowledge	coaches' personal work schedules lack of clear understanding or acknowledgement of responsibility of elite surfer developmental pathway limited HR to develop potential elite surfers
	Financial	<b>Strengths:</b> Low expenses Consistent funding for club operation  <b>Challenges:</b> No code	<b>Strengths:</b> expenses are minimal secure sponsorship (club operations only) access to government funding through grants ongoing fundraising activities (some clubs provide funding to pre-elite juniors) <b>Challenges:</b> No sub-code
	Relationships and Networks	<b>Strengths:</b> Alumni relationships  Socialisation  Secured income <b>Challenges:</b> No code	<b>Strengths:</b> some ex-professional members' alumni sponsor relationships provide introductions for pre-elite surfers social bonds remain long-term friendships formed established sponsorship relationships (for clubs only) <b>Challenges:</b> no sub-code
	Infrastructure and process	<b>Strengths:</b> Established processes for club operation Club competition <b>Challenges:</b> Continual training Lack of process for talent development Lack of process for pre-elite level Nil focus on pre-elite surfers	<b>Strengths:</b> established processes in place for club operation peer rivalry competition reinforces retention <b>Challenges:</b> inconsistent committee members led to continual training of procedures difficulty to assist talented junior athletes to obtain necessary advancement skills very minimal support provided for pre- elite (only in some bigger clubs)
	Planning and development	<b>Strengths:</b> Intermediate coaching planning <b>Challenges:</b> Lack of planning	<b>Strengths:</b> some clubs plan higher level junior coaching each year <b>Challenges:</b> only short-term planning for operations; no long term planning for elite development
<b>NURTURING</b>	Human resources	<b>Strengths:</b> No code	<b>Strengths:</b> no sub-code

		<b>Challenges:</b> Nil support for elite	<b>Challenges:</b> limited or no HR system in place for this process level lack of elite level coaches lack of focus on this process level for elite
	Financial	<b>Strengths:</b> Low expenses Consistent funding for club operation <b>Challenges:</b> Nil support for elite	<b>Strengths:</b> expenses are minimal secure sponsorships (club operations only) <b>Challenges:</b> lack of focus on this process for elite
	Relationships and Networks	<b>Strengths:</b> Social <b>Challenges:</b> Nil support for elite	<b>Strengths:</b> social bonds long-term friendships formed <b>Challenges:</b> lack of focus on this process for elite
	Infrastructure and process	<b>Strengths:</b> Provide club competition <b>Challenges:</b> Nil support for elite	<b>Strengths:</b> provide club competition <b>Challenges:</b> lack of focus on this process for elite

### 3.3 Trustworthiness of Qualitative Content Analysis

This section describes the strategies used to promote the trustworthiness of this thesis' methodology resulting in 'valid' results. The same trustworthiness processes adhered to in both Phase 1 were applied in Phase 2.

To be accepted as trustworthy, qualitative researchers must conduct theoretically and methodologically sound thematic analysis research that aims to create sensitive, insightful, rich, and credible research findings (Ryan et al., 2007). This can be achieved when qualitative researchers demonstrate that data analysis has been conducted in an accurate, uniform, and comprehensive method through recording, structuring, and disclosing the methods of analysis with ample description to enable the audience to establish whether the process is credible (Nowell et al., 2017). Lincoln and Guba (1985) advanced the notion of trustworthiness by establishing the criteria of credibility, transferability, dependability, and confirmability to match the conventional quantitative assessment criteria of validity and reliability. The researcher of this thesis chose to use these widely accepted criteria to demonstrate the trustworthiness and rigour of this study.

#### *Credibility*

Credibility refers to the value and plausibility of the findings (Elo et al., 2014; Lincoln & Guba 1985). Member-checking is a strategy which adds accuracy and credibility to the data analysis (Patton, 2002). Member-checking was used in this research, where study participants were emailed the transcript of their own interview and asked to read them to make sure they accurately reflected their thoughts and perceptions about surfer development. If ambiguity emerged during data analysis, participants were asked to clarify points via further emails. For this thesis, this occurred on only one occasion during analysis. When the participant returned the written clarification of an ambiguous comment via email, it was added to that participant's existing transcript and coded as per the other data.

To add an additional layer of credibility, the method of peer debriefing (Creswell & Poth, 2017; Figg et al., 2009; Janesick, 2015; Lincoln & Guba, 1985; Simoni et al., 2019; Spillett, 2003) was applied to the data analysis. Through peer debriefing, the researcher explored the data analysis while his co-supervisor served as a critical peer who encouraged the researcher to examine the data from different perspectives. For example, on one occasion the co-supervisor suggested the researcher provide more explanation of the discussion of a particular result in which the co-supervisor deemed as only a vague description. Another example was when the co-supervisor advised that a major and significant point made by researcher was underemphasised in the context of the discussion, and suggested more weight be added to that discussion. "The use of a 'knowledgeable other' to ensure credibility and trustworthiness of the research is one strategy associated with qualitative research" (Figg et al., 2009, p. 21).

### *Transferability*

Transferability refers to the generalisability of inquiry and the term relates to the assertion that the findings are transferable from the sample group to the total population (Leung, 2015). Schofield (1993) supports the view that to enhance the transferability of findings, providing rich and dense data is required. In this research, transferability was achieved by providing a substantial amount of rich and dense data about the phenomenon studied and the research setting. Evidence of this can be seen in the results sections where an abundance of direct quotations from the study participants is provided. The quotations from as many participants as possible helped substantiate the connection between the results and data as well as the richness of data. Consequently, the researcher provided a considerable amount of information from the participants' experience so that results may be transferable to other sport research practitioners.

### *Dependability*

Dependability is important to trustworthiness because it establishes the research study's findings as consistent and repeatable (Elo et al., 2014). Dependability refers to how stable the data are (Graneheim & Lundman, 2004, Tobin & Begley, 2004). In this study, the researcher recorded thoughts about decisions made throughout research in a reflective diary (Microsoft Word document) in an effort to illustrate the transparency of choices made and ultimately enhance dependability. The thoughts and ideas documented during data collection assisted in the development of the final thematic codes and sub-codes. Coding decisions were documented and then discussed with the researcher's co-supervisor.

### *Confirmability*

Confirmability represents the neutrality and accuracy of the data (Thomas et al., 2011; Tobin & Begley, 2004). In other words, confirmability asks to what degree can the results be confirmed or corroborated. In this study, the researcher documented the procedures for checking and rechecking the data throughout the research process. Confirmability was also achieved by the use of peer debriefing, as described above, where the researcher's co-supervisor critiqued and asked for confirmation of how results were determined.

## **3.4 Chapter Summary**

This chapter outlined the research design and methodology of this thesis. First, the chapter explained the research paradigm that framed the philosophical position of the research and researcher. The researcher's positionality related to the context of the research area was revealed and then, the two phase study design was outlined. Following this, the research methods for each phase were outlined including the methods, data collection and data analyses. The next two chapters

present how the methods were implemented in the two phases, including the results, and discussions of implications of those results, for each phase.

## Chapter Four: Phase 1 Results

This chapter presents the findings from Phase 1 which focused on who the stakeholders are, and what their role is in the sport development of surfing. As the study used the ARTN framework (Sotiriadou et al., 2008) to guide the research, this chapter begins with a presentation of findings from the first sport development process of ‘attraction’. Then, the chapter presents detailed findings on the other sport development processes within the ARTN framework, namely stakeholder involvement with ‘retention’, ‘transition’ and ‘nurturing’ of surfers.

### 4.1 Attraction

Family, friends, school/teachers, learn-to-surf-schools, surf life saving clubs, and board riding clubs were found to be the stakeholders in the attraction process of surfers at a young age. Specifically, the relationships with family (parents and siblings) and friends were significant in attracting people to surfing. Parent and sibling influence in the attraction process is explained in the following example from Club 3: “A lot of it depends on family history. If you have a parent or sibling and it’s their lifestyle choice, then they’re naturally going to encourage the kid to get started”. Participants stated that parents played an integral part in the initial experience and continued development of a surfer, particularly with regards to financial and transport support. Club 21 commented, “Many of the young kids’ parents drive them to the surf and are always forking out money for new boards and other stuff”. Comments from participants denoted that accessibility to the beach for children was a major consideration where children rely on their parents to provide transport to and from the surf for training, recreation and/or competitions.

Some participants indicated not all young surfers had a parent or sibling who were or are surfers, and they had been attracted to surfing through friends and the school they attended which had a surfing program. However, it was clearly articulated that not all schools offer a surfing program as part of the curriculum. As Club 6 commented “Depending on the community you live in; some of the schools that are located near the beach have surfing as a subject but not all of them”. When asked why this was the case, “It all depends on the teachers at the school – if they’re motivated to run the program, then it’ll happen” (Club 6). Club 12 agreed and explained:

It’s probably more about the teachers they have got because if they are not surfers, they won’t be confident enough to take kids to a program like that. Whereas if you’ve got teachers who are surfers, they drive surfing. So, I think it comes down to how much teachers are willing to push the sport. But unfortunately, if the principal is not interested then the school won’t include a surfing program.

However, Club 14 stated that in Victoria, there is not a large emphasis placed on surfing in schools as it is not a major sport. “It’s (surfing) not as big a sport here as it is in Queensland or New

South Wales and we don't have surf in the capital city so it's not seen as sport that is taken up readily". Club 14 went on to say, "Surfing here, unless you're willing to actually really invest in learning, it's just going to be an experience, not a sport". The findings show that several club members had come from surf life saving clubs (SLSC) where they had been taught about beach and surf conditions. Study participants indicated it was common for friends who had been members of a SLSC to decide to join a board riding club together as they offered different types of activities that were still based on the beach.

Learn-to-surf schools were also mentioned as a stakeholder in the attraction phase of a surfer. It was explained there are many of these schools that are privately owned and are affiliated with, and approved by the NSO, Surfing Australia as they deliver Surfing Australia's "SurfGrom" program. SA 2 mentioned the "SurfGrom" program caters for children between 5-12 years old and is focused on developing fundamental movements such as balance, agility, and coordination. "The SurfGrom program is recognised by Surfing Australia as the first step in the pathway for competitive surfing in Australia" (SA 2). It was further explained that the programs are generally all the same structure and provide the same surf education no matter where and what private company is conducting them. Depending on the availability of the private companies, programs are also offered to school groups. The programs are promoted via the NSO's, SSOs' and the private companies' websites.

Participants noted local board riding clubs are the grassroots of Australian surfing and it is where all children who have gone onto becoming elite surfers have started. Participants were of the consensus that clubs were "absolutely vital" in the attraction phase. Club 9 indicated "a lot of kids who were mates started surfing at a club level and then they built on that. So, the building blocks start at a club, at a grassroots level, and they continue to develop from there". Club 14 further explained that "when it comes to developing world tour surfers, it is because of the pathways through the clubs...we're talking grassroots, the real heroes of Australian surfing are the clubs". Club contests teach the skills needed to pursue a competitive career and present to surfers the benefits of the support and social relationships offered by club membership.

Interestingly, the participants do not see it as their role to market or advertise their club to attract members. Take the following excerpt as a representative example of participants' comments on attracting members: "Do we advertise to get members? No, we don't have to. People just turn up. They usually know someone in the club. There is no need to advertise" (Club 18). When questioned further on whether advertising would attract greater numbers of members and provide opportunities to tell surfers of the benefits for joining a club, participants were perplexed commenting "surfers

know what the benefits are for joining a club; you get to hang out with other surfers and have contests every now and then” (Club 18).

When asked about how clubs generate funds to pay for general ongoing operational expenses including junior programs, it was determined that it depended on the size and location of the club, as well as the networking capacity of members of the club. For example, Club 2 explained that his club was financially viable because it is located in a ‘recognised’ surfing area which attracts individuals so their membership base is relatively large generating large amounts of membership fees, and members of the club were either current or past elite or professional surfers and had relationships with major surf brand companies that provided significant amounts of merchandise and sometimes monetary support to the clubs as sponsorship agreements. However, the smaller clubs (usually those not in the vicinity of a major city) relied solely on membership fees to pay club expenses. A few clubs had applied for and received local government grants that were used for purchasing competition equipment and junior coaching programs which assisted in attracting juniors to the club. Club 6 explained that his club had received a government grant because one of the club’s organising committee was experienced in the process of seeking grants and therefore applied for several different types of applicable club grants that could be used to pay for beginner surfing coaching courses. Club 6 also knew that other clubs did not do this because they were unaware or inexperienced in applying for grants.

## **4.2 Retention**

Results reveal the major stakeholder involved in the retention of surfers in the surfing development system is the board riding clubs. Some clubs offer junior coaching programs with a majority of clubs providing opportunities to experience above beginner level competition. Club 9 believed that if his club did not offer coaching programs to their members, then it would be difficult to retain some of them because the individuals (or their parents) who were interested in moving to the next stage of a professional career required a coach and were willing to join another club to access a program. Within many of the clubs, some experienced members have undertaken accredited coaching courses which are provided by the respective SSOs and recognised under the Australian Government’s National Coaching Accreditation Scheme. It was noted that these courses are not provided free of charge by the SSOs and are either paid for by the member, and in some cases, the club. Club 2 explained his club commenced offering after school training for juniors who were interested in advancing their surfing skills. The children were charged a relatively small fee which was paid to the coaches who conducted the sessions. Club 2 went onto to say that the training sessions were somewhat complicated to organise because “they depended largely on the availability of the coaches”. If, for example, the coach was sick or unavailable due to work commitments, then



the children (and their parents) would have to be contacted to be informed. Club 11 referred to his club's coaching program as "not only a service to assist motivated members to achieve higher standards but also as a promotion tool that provides quality experiences to existing and potential members to join the club." Club 11 further explained that, "Some of the smaller clubs don't have coaches for whatever reason, so some of their members join our club instead so that they can progress their surfing using our coaches". On that note and regards to retention (and attraction), Club 11 commented that he knew of a few junior members who had come from another club because "as part of our membership, we offer development coaching programs for free, so parents are stoked and bring their kids to our club and they stay here".

On the topic of offering a club coaching program, some participants explained that it was highly depended on whether there were qualified coaches who were current members of the club and whether they were interested or available to offer a coaching program to members. In other words, the club could offer a coaching program one year but due to circumstances described above, not offer a program the following year. Club 9 exclaimed that "this can be very frustrating, not only for us (the club) to be able to offer coaching but also the members and their parents who are keen for their kid to get the coaching".

Besides offering a social aspect to individuals, the other major aim of clubs is to provide avenues for competition for members where members are able to test their skills against their friends and peers in an informal setting. For example, Club 11 stated "When you join a club, you get to belong to a group of like-minded people who compete together to have fun rather than high level competition and that's where most of them form their friendship circles". Club 8 claimed that club competitions were very important to some members because it was where they could push themselves to be better, especially at the junior level. It was noted that all clubs run competition days, however the number and frequency of them varied between clubs, usually depending on the size of the membership base and availability of volunteers.

Social media plays a key role in retaining surfers in the sport development process. During interviews most participants discussed social media uses in surfing. Club 2 commented in regard to talent identification, "social media presence is now a way of gaining valuable exposure to potential sponsors and allowing surfers to gain financial support with some making a living out of it". "The pathway for surfers now is to build a social media presence and then try and get sponsored and try and save up enough money to enter a WQS [World Qualifying Series] event" (Club 2). Club 16 stated that sponsors take notice of surfers' performances when they are posted on social media such as Instagram or YouTube. One participant explained that he knew surfers from his club who had not entered any other competitions outside the club level ones and were earning a living by posting short surfing films of themselves while promoting their sponsor's logo on their surfing equipment and

clothing. Club 6 commented they had surfers who no longer were in the pursuit of their dream to be on the professional circuits but were now financially well off as they were posting their surf travels from around the world and showcasing themselves riding big waves. Results suggest that social media has a strong influence in retaining surfers in the sport development process but the pathways through that process have become hybrid versions with surfers no longer on the pathway for competition but using their elite abilities and skills to showcase other elements of surfing. Social media has an overarching role in all stages of the ARTN framework and also in developing hybrid elite surfer pathways.

### **4.3 Transition**

Club level surfboard riding competitions served a key role in the sport development process transitioning surfers through to higher order levels of competitions at club level. Data showed, however, that most competitions were organised and conducted within and sometimes between board riding clubs but the NSO and SSOs conducted a limited number of junior competitions that served to identify talented athletes. If junior surfers performed well in these NSO organised competitions, there was the potential of being sponsored by a third party organisation (TPO) that could possibly provide the critical financial support needed to compete globally and transition into the junior professional circuit. Competitions were also organised and conducted by private event operators. For all NSO and private events, anyone could enter the competition, but there was always a limited number of places available and therefore entries were accepted on a ‘first-in first-served’ basis. Such a practice limited the better surfers to compete against one another as event positions filled quickly. The participants maintained that, to be identified as a talent in surfing, and transition to higher levels of surfing, it was critical that surfers continuously entered the limited SSO-run events or TPO organised competitions, but the problem was you had to be quick enough to enter and gain a position. It is in these events “that you can be recognised or get exposure to potential sponsors and Surfing Victoria (SSO)” (SS 2). The main objective of these competitions is for the SSOs and TPOs to identify outstanding junior talented surfers and assist the transition of surfers through the sport development process but the question is, given the limited number of entry positions available and the fact that anyone can enter, do these events have the best talent on display? Club 14 commented that:

You have to be always ready to get into the contests when they come up because the junior competitions are vital where young surfers can be recognised and possibly pick up a sponsor. It is really tough financially to progress to the next step which is the pro junior competitions if you don’t have a sponsor. If you don’t have a sponsor to help out with expenses, then it is left up to the surfer or the parents to pay which can be very expensive.

Only surfers who perform well at these competitions may also be nominated by SSOs to attend “Talent ID Camps” which are managed by the NSO at their high performance centre and facilitates the transition process. SA2 explained that under 16 year old surfers are invited to fully NSO-funded camps where they are coached and assessed by some of Australia’s top surf coaches over the duration of their camp. The aim of the Talent ID program is to foster the development of the country’s most promising junior surfers to help the future success of Australia on the world stage. SA 1 explained that the camps are a great opportunity to teach young surfers daily training programs at the High Performance Centre and allow staff to identify potential candidates for the high-performance pathway programs. One of the SSO representatives, SS 3 commented on the NSO’s identification program:

Part of the process we use for selecting kids in the junior teams, is there are about four times a year that our kids, the better ones, can qualify for a trip to the High Performance Centre as part of a talent identification program that Surfing Australia runs in various forms. So, we’re (SSO) asked to nominate, and the kids get a free trip for three or four days of high performance coaching.

As stated by the study participant, these camps are only offered on a limited basis and for short periods of time each year. Club 3 commented “that these camps were few and far between and were only on for a couple of days and no-one knows for sure how kids get selected”.

A key finding in relation to talent identification was that the study participants from the SSOs had a clear idea of how surfers were identified and selected, however it seemed that most clubs were somewhat confused about the process. Some participants (club executives from the smaller clubs) simply did not know how surfers were selected for these camps and at what events, while others had some knowledge about the selection process. For example, Club 12 stated “The juniors who do well in the state championships can be selected but they can also be spotted in other competitions but I’m not sure which ones”. When asked to explain, Club 12 said “We (the clubs) don’t really have much to do with anything when the kids compete outside the club. Sometimes we know they’re competing but that’s about it”. When club participants were probed further about contacting the SSO for information about talent identification, most explained that, if asked by members about the subject (which was rare), they would tell the interested individual to contact the relevant SSO. However, one of the participants who was from a large club in a major city explained “Our club has one or two coaches who are aware of the contests (outside the club) and not only train the juniors for competition but sometimes they go to the competitions with them and help them on the day”. Another participant (SS 1) explained that there were two pathways, one is amateur and the other is professional, and a combination of those will get you selected into the state amateur team. Club 14 recalled a member of his club who was identified by a sponsor.

It was only until she won an Australian title, one of the state titles ... halfway through her first year on doing world qualifiers, she was 17. Billabong picked her up halfway through the year on a paid sponsorship to do the QSs (qualifying series) overseas, like in Europe and America. As soon as you win one of them, all the big companies are eyeing you off, paying for your travel.

The data analysis showed that the stakeholders and their roles in this transition phase varied depending on the experience and knowledge of associated individuals who included parents, some coaches, and some club executives. From an organisational point of view, SSOs' roles included staging and promotion of some competitions, Surfing Australia also provided promotion of the competitions, and TPOs provided sponsorship and some competition management. What the data revealed was an unclear transition pathway or criteria that clubs and surfers can refer to. Additionally, the ad-hoc nature for entry into events used to transition surfers placed questions about whether the best athletes were competing against one another and being recognised. Furthermore, it appeared the larger established board riding clubs were able to transition surfers much better than smaller clubs.

#### **4.4 Nurturing**

The data analysis revealed that the stakeholders involved at the talent development nurturing stage are the high performance coaches, the SSOs and the NSO. When surfers progress to higher, more elite levels of talent development, clubs are not involved because they lack the capacity to offer required support. Club 11 noted,

We (the club) are not really involved with them when they go into the pro series. We're aware of them competing in them and they sometimes also compete in our club contests if they have time, run out of money while competing in the QS (qualifying series), or don't qualify for the world circuit".

For surfers who have transitioned into the NSO-run high performance centres and training camps, they are nurtured into the competition of professional surfing events. These camps provide coaches who support the surfers with high level strategies for competition, as well as educating the younger surfers about the experience of competing in a professional arena. "The program is intended to continually increase each surfer's technical, physical and mental skills by giving them the opportunity to experience intensive training camps where they are both challenged and supported by coaches" (SA 1). The athletes in the national junior surfing team (amateur) who have qualified through the national titles represent Australia at the International Surfing Association (ISA) Championship. These athletes attend a week-long training camp at the High Performance Centre prior to the annual event. It was explained that through the High Performance Centre one of the

SSOs offers various high performance initiatives focused on the training aspect such as an athlete's development of strength and conditioning. However, this support is not ongoing and surfers at the cusp of gaining entry into the professional ranks or indeed find themselves on the professional circuit must search out and find a private coach to assist in their nurturing process so they improve or maintain a ranking to remain a professional athlete. As a NSO participant SA 2 commented:

When coached at an elite level, having a second set of eyes on your performance, suggesting strategy, developing training programs and motivating the athlete changes things for a surfer. But Surfing Australia cannot continue to support surfers forever, particularly if they are the lower order ones who unfortunately aren't winning much or finishing close to the top in competitions.

The WQS tour stages surfing events all around the world, and the support programs are simply not feasible due to geographical accessibility to personal coaching and training. Of the participants who had experience or knowledge of surfers who had progressed to this stage, stated that the NSO seemed to continue to offer some support through the High Performance Centre, and administratively as the peak surfing organisation, however its relationship with professional surfers was minimal. For example, Club 14 indicated:

At this stage, it is more or less up to the surfer him or herself. They either have to have a good sponsor, do really well in the contests and win prize money which isn't much, get a job or ask their parents for money. Competing in this tour is not cheap. They have to pay for travel, competition fees, accommodation and living expenses. There is a lot of pressure to do well. I have known lots of guys who haven't been able to stay on the WQS for long...it's just too much.

Some of the participants explained that some of the surfers who progressed to the highest level of elite surfing which is the World Championship Tour (WCT) (the top 34 male and 16 female surfers worldwide), like the surfers on the WQS, have only moderate support from Surfing Australia. However, "elite surfers at this stage are contracted to the WSL (World Surf Tour) and receive money for each event, plus they have sponsors who support them financially" (SS 2). It was also pointed out by participants that some of the surfers who competed on the WCT have private coaches who either tour with the athlete or are coached via various internet platforms that provide video analysis. When probed further about why only *some* surfers have coaches, Club 4 explained that coaching in professional surfing is a relatively new phenomenon, and further, not all of the surfers can afford to pay for private coaching services.

Table 4.1 is a summary of the findings for Phase 1. It illustrates the key stakeholders (input), their roles, programs and support they provide (throughput) that lead to the ARTN processes of sport development (output).

Table 4.1. Stakeholder involvement in Australian surfer development framework and pathway (input/throughput/output)

	Attraction (Grassroots)	Retention (Talent ID & Development)	Transition (Pre-elite)	Nurturing (Elite)
<b>Stakeholders</b> (roles/support/programs)	<p><b>Clubs:</b> socialisation introduction to surfing beginner coaching programs surf education</p> <p><b>Family:</b> introduction to surfing finance transport to beach</p> <p><b>Schools:</b> scholastic surfing programs</p> <p><b>Surf schools:</b> introductory surf programs</p> <p><b>Surf Life Saving Clubs:</b> surf education</p> <p><b>Social media outlets:</b> Promotion of sport</p>	<p><b>Clubs:</b> intermediate coaching programs club competitions higher level competition advice socialisation</p> <p><b>Social media outlets:</b> talent ID Finance</p>	<p><b>Clubs:</b> higher level competition advice some higher level coaching club competitions</p> <p><b>TPOs:</b> talent ID finance pre-elite competitions</p> <p><b>NSO:</b> pre-elite competitions pre-elite training/coaching</p> <p><b>SSOs:</b> talent ID pre-elite competition</p> <p><b>Social media outlets:</b> talent ID finance</p>	<p><b>Clubs:</b> club competition</p> <p><b>NSO:</b> high performance centre</p> <p><b>Private coaches:</b> paid high-performance coaching</p> <p><b>TPOs:</b> finance</p> <p><b>Social media outlets</b> finance</p>

By using the ARTN framework (Sotiriadou, 2008), the findings presented in this chapter provide contextual evidence that board riding clubs play a pivotal role in the development of elite surfers and are the predominant stakeholders, particularly during the foundation stages of the sport development processes. Therefore, it is necessary to understand the factors that impact the capacity of board riding clubs to achieve their goals of successfully operating as an ongoing concern and providing programs to their members who have various motivations for being part of the club. Moreover, there is merit in exploring their unique strengths and challenges, and how these influence their capacity to contribute to elite surfer development. The findings in this chapter provided the basis upon which the next chapter builds. Chapter 5 presents the results of an analysis of the organisational capacity of Australian board riding clubs to achieve their goals, as well as their capacity to assist surfers during the foundation process levels (ARTN) of the elite development pathway.

## **Chapter Five: Phase 2 Results**

This chapter presents the findings from Phase 2 that answer Research Questions 2 and 3, i.e. *What is the organisational capacity of surfboard riding clubs to achieve their organisational goals?* and *What is the organisational capacity of community clubs to offer the foundations for elite athlete development in surfing?* (i.e, the attraction and retention/transition of talented participants to the next level). Phase 1 results indicated that board riding clubs are the predominant stakeholders in the attraction and retention/transition processes but have little to no involvement with surfers at the nurturing level. However, questions regarding the nurturing process were asked of the participants to confirm that finding.

To address those questions, this chapter is separated into two parts. The first part (Part 1) presents the results from a multidimensional investigation of Australian surfboard riding clubs' capacities to fulfil their organisational goals. The second part of this study (Part 2) combined the ARTN framework (Sotiriadou et al., 2008) and organisational capacity framework (Hall et al., 2003) to develop a unique framework that examines the challenges and strengths that clubs face within each capacity dimension, at each process level of the elite surfer development pathway.

## **5.1 Part 1 – Organisational Capacity to Achieve Club Goals**

This section discusses the participants' perceptions of the strengths and weaknesses/challenges for each capacity dimension and how they impacted on club goal achievement. Table 5.1 presents the codes and sub-codes relating to each capacity dimension that emerged during analysis. There were a variety of answers from different participants. For example, where some clubs were challenged within one capacity dimension, other participants perceived the same capacity dimension as a strength for their club; or all of the clubs were reported to be challenged by the same capacity dimension, and the same was found for strengths within the same dimension. Relevant quotations pertaining to the best representation of the themes are also presented which assist in further illustration of the findings.

### **5.1.1 Human Resources Capacity**

When the participants were asked about where the strengths and challenges lay in regards to human resources capacity, many of their answers related to 'volunteers.' The participants relayed various sentiments towards their clubs' reliance and availability of volunteers in achieving their club goals. Some participants expressed that their club's strength lay in their volunteer base, whereas other participants expressed volunteers as a major challenge to their human resource capacity.

Participants identified engagement of volunteers was consistently identified by participants to be absolutely critical to this capacity dimension. Not only physical help from volunteers, for example to set up tents and equipment on days of competition and delivering coaching and surf education practices, but also administrative assistance in writing and applying for government grants, registration, communication to members and other



Table 5.1 Codes and sub-codes relating to each organisational capacity dimension in achieving club goals

Capacity Dimensions	Codes	Sub-codes
Human resources	<p><b>Strengths:</b>                      Availability of volunteers                       Shared attitude                      Enhanced general skillsets</p> <p>Trust and respect                      Consistent committee members</p> <p><b>Challenges:</b>                      Lack of time                      Lack of specific skills</p> <p>Inconsistent committee members</p> <p>Lack of volunteers</p>	<p><b>Strengths:</b>                      consistent volunteers in some clubs                      volunteers are better supported in bigger clubs                      shared attitude for junior development                      increased parental involvement leads to increase HR skillsets                      increased skill to apply for coaching course grants in bigger clubs                      experience about operating a club and specific skills relating to                      competition surfing                      increased IT skills in bigger clubs                      trust and respect amongst committee                      consistent club committee membership saw business like operations</p> <p><b>Challenges:</b>                      lack of time to get things done                      lack of marketing skillset to promote club                      lack of experience in IT communications in smaller clubs                      lack of skill to apply for coaching course grants in small clubs                      inconsistent committee membership threatens junior development                      inconsistent ‘hand over’ of duties                      lack of volunteers in some clubs                      volunteer scheduling difficult due to the nature of sport</p>
Financial	<p><b>Strengths:</b>                      Low expenses</p> <p>Consistent income</p>	<p><b>Strengths:</b>                      not liable for associated clubhouse expenses                      operating expenses are minimal                      membership fees                      sponsorship                      generated capital through various fundraising                      access to government funding through grants                      ongoing fundraising activities</p>

	<p><b>Challenges:</b> Financial management skills</p>	<p><b>Challenges:</b> lack of specific knowledge to manage the finances</p>
Relationships and Networks	<p><b>Strengths:</b> Secured partnerships</p> <p><b>Challenges:</b> No code</p>	<p><b>Strengths:</b> secure sponsorships via members' networks relationship with local council for permission to use beach</p> <p><b>Challenges:</b> no sub-code</p>
Infrastructure and process	<p><b>Strengths:</b> Effective Communication Good knowledge of competition rules</p> <p><b>Challenges:</b> Information technology skills Club competition judging</p>	<p><b>Strengths:</b> effective communication through social media experienced club members access to rules via a governing organisation</p> <p><b>Challenges:</b> email communication problems lack of confidence in getting members to judge their peers</p>
Planning and development	<p><b>Strengths:</b> Club stability</p> <p><b>Challenges:</b> Extra burden Reactionary and informal Lack of formal planning</p>	<p><b>Strengths:</b> consistent short term planning of annual events</p> <p><b>Challenges:</b> planning for external competition creates extra burden no back up plans for unplanned events lack of formal planning</p>

general duties were uncovered as being integral for club operations. managing week-to-week activities. The reasons for volunteering included obligatory parental motives and 'giving back' to the organisation that supported them when they were younger surfers. As Club 7 stated, "it always blows me away the extent and time that some of our volunteers put in." Club 6 explained the various motivations that some of the club's volunteers had: "Some guys do it because they have kids competing, some just like to give their time because they saw that when they were younger and wanted to give back or just thought it was the right thing to do." Other motivations participants mentioned included providing opportunities to younger members to experience what they experienced through surfing such as a sense of belonging, encouragement to become better skilled, seeing surfing as a healthy lifestyle, making valuable contacts, being in a club was 'good for the community' particularly in smaller regional areas, and wanting to see the club continue and not cease operation due to a lack of human resources to maintain its existence. Club 9 describes the experience of volunteers:

If I ever need help for particular club things, I'll get our Facebook guy to post a request. For example, last year we wanted to apply for an equipment grant with the local council, so we put up a request asking if anyone had experience in this and I got a phone call the next day from a member whose wife actually worked at the council in that department and that she was willing to help us write the application...happy days!

In contrast some other participants identified that having an insufficient number of volunteers to assist in club operations was a challenge to human resources. Many participants reported that their small group of volunteers were consistently the same individuals who gave their time for most club events and that was due to the reasons provided in the last paragraph. Moreover, the greatest challenge for their organisations' success was the recruitment, training and management of quality volunteers. Club 2 describes his club's volunteers: "It's always the same people who put their hand up to help out. I'm almost embarrassed sometimes to ask them to help because I know they do it every time...but I know I can rely on them." While Club 7 said, "Without people volunteering, this club wouldn't exist but unfortunately we never have enough. The ones who do volunteer are always the same and sometimes they get burnt out. They never complain, they just do it. I'm so grateful!" Other participants relayed that sometimes when individuals did offer to volunteer for the first time, it did not prove

worthwhile because as they lacked skills and experience, it took time to train them and therefore, resulting in time-consuming frustration.

Participants broached the subject of the sporadic nature of volunteer scheduling for club events as another interesting impact on human resources capacity directly related to this sport. Due to the unpredictability of nature and its effect on the quality of waves and weather, planning club competitions and coaching sessions is always challenging, and with that, the scheduling and rostering of volunteers for those events. Most participants revealed they planned to have club competitions at least once a month, however this can be disrupted due to poor weather and surf conditions. It was pointed out by participants that although like many other sports where weather such as rain for example might not necessarily affect whether the competition takes place or not, surfing is unique in the fact that competition is totally reliant on favourable surf conditions which is directly related to weather conditions. Therefore, when planning a club event, including volunteers for the day, if the contest is postponed or cancelled the volunteers also have to be cancelled. The findings show that this has proven to be a critical element of human resources capacity because generally, the volunteers who have been recruited have also planned their own activities around being engaged in the club activity for that day. This has been seen to have devastatingly negative effects on this capacity dimension because the volunteers often express disappointment as they could have been participating in alternate activities. Club 5 expressed:

Generally, we've usually got a good bunch of people to help out during competition days but sometimes they get pissed off because there's been times where we had to cancel the contest due to shit surf. The problem with that is I might have locked them in on an upcoming weekend only for the surf to be no good, so no surfing and when I tell them that they are not needed, they say they're not happy because they could have gone away for the weekend but they stayed because of the club contest. I understand that but they should also know that that's just the nature of surfing...no one can control the weather or the waves. Nevertheless, I've had a couple of people not willing to commit because of it.

All of the participants agreed that having a 'shared attitude' within human resources capacity was critical in achieving a club's goals. The study participants indicated shared attitudes towards developing surfing, and in particular, developing junior surfing as a human resources strength. The participants told how they had implemented junior development programs designed to attract children into surfing. For example, some participants stated that

their clubs offered beginner classes where ‘soft’ boards are used so that the danger of being hit by a ‘hard’ fibreglass board is diminished. The programs were initiated by the clubs’ committees and managed and run by volunteers such as older members including parents. Participants commented on the increase in parents participating more in club committees so as to influence and push even more for the shared attitude of junior development. When the participants were probed further about why they thought there were more parents volunteering for positions on the clubs’ committees, some explained that the parents’ motivation stemmed from seeing how professional surfing had evolved in recent years. The participants explained that when the parents and other older members were growing up, the idea that surfing could somehow possess a legitimate sporting pathway to becoming a professional sportsperson was out of reach for the majority of surfers. However, that notion has changed for parents and they realise that it is possible for their child to follow that sporting pathway. Club 6 explained that surfing has become more mainstreamed and commercialised like most traditional sports and has genuinely been exposed to the world through social media and attracted sponsorship from major corporations (and not just surfing companies, e.g., car manufacturers, telecommunications, supermarket chains). Club 6 went onto to explain how the increased exposure of professional surfing and its inherent career path opportunities motivates parents to engage in club operations because parents are now seeing surfing and its career pathways as more realistic and achievable for their children to follow. Club 6 further commented:

We’ve got a guy who joined the committee who’s now in his 40s and has been a member of the club since he was young. His kids, son and daughter, are now juniors of the club as well. His son in particular is a really good surfer and is showing heaps of promise, winning a state championship for his age. The father wants to try and push for more junior coaching at the club so that his son can progress, possibly into the pro juniors and beyond. So, he applied for and secured some funding from the local government to put some older guys who were semi-pro in their day and were willing to complete a formal coaching course for junior development. Now all juniors who are keen can get coached regularly as part of their membership thanks to this guy’s effort and motivation to tighten up the junior coaching program, kids get regular coaching twice a week.

Club 6 also explained how the ‘increased parental involvement’ also brought ‘enhanced skillsets’ to the club’s human resources capacity: “This has been a godsend as the

parent is also an accountant and helps us with the books. And this all came about because initially he wanted to see his kids progress and now all of the kids benefit.”

When asked to describe the nature of their club committees, the participants expressed how consistent committee membership was important to their human resources capacity. However, inconsistency in committees was a challenge to human resources. It was explained that although shared attitude and vision toward junior development was a common theme amongst the clubs, in many cases, the impetus of implementation of junior programs was impeded by ‘inconsistency in committee membership’ reflecting a challenge of human resources capacity. Club 3 explained that a common reason for changes in the committee was because often a parent would take on a role with the purpose of, among other things, driving junior development but after a period of time, that individual felt unsupported and sometimes incompetent so the parent left. In some instances, committee members who have been involved for several years become ‘burnt out’ because they feel they have had to ‘do all the work themselves’. Another participant stated that the committee members were content to see new members take on responsibilities however, there appeared to be an inconsistent ‘hand over’ of duties – the experienced members were reluctant to spend time orientating the new members in task specific information and duties (Club 10). When that happened, human resource capacity impeded delivery of shared visions, in this case junior development.

However, the opposite is also true in the bigger clubs where committees and the ‘availability of volunteers’ is more consistent, thereby enhancing human resources. In these cases, where the committee members and volunteers are better supported and have a clear idea of their responsibilities, ‘attainment of club goals’ is more constant. As Club 6 commented, “Our current club committee has had the same people for a couple of years now. They all know what they have to do as far as getting things done”. When further probed about how consistent committee membership is maintained, Club 6 further stated:

The person leaving is asked to meet with the new incoming [member] and fill them in on what they need to do. When I first became president, I kind of knew what to do because I’d seen what the previous guy did and I’d sat in on some committee meetings before. I’m glad I did that because it gave me an idea of what direction they wanted to club to go, what they had in place to get there and what they had planned. I just took over from there but I also had some ideas of my own that I floated with the other guys [committee members].

‘Consistent club committees’ appeared to be an integral part of clubs that operated, for the best part, successfully. While all participants noted there were always challenges in

managing the organisation, it was clearly evident the clubs with consistent committee membership felt their operations were more professional. Consistent committees saw business-like operations due to clear strategic direction plans that took into consideration the club's established vision, goals and mission which has led to better organised clubs. When recruitment of new committee members was necessary, they were selected (or voted in) more in terms of the skills and experience they had to offer that further 'enhanced general skillsets' including financial skills, event management experience, and networking capacity related to sponsorship connections and negotiating skills. As discussed above, some parents have been driven to offer their professional experience because they have seen how social media has driven the potential of financial rewards from surfing and those parents sharing their child's dream of "becoming the next Kelly Slater" (Club 8). This was not seen occurring in clubs with frequent changes in their committees; there was no continuity of human resource capacity development as people kept dropping out. Participants of those clubs felt that they lacked direction, missions, goals and were operated under an ad hoc management system as Club 11 stated,

My wife and I are usually the only ones who are constantly involved in running the club. Some parents come to meetings sometimes, but that's usually if they've got an idea about what the club should do. Then we don't see them again until the next time. It's not the way a club should run.

Another interesting finding some participants expressed was that there were many junior members who were first generation surfers. For example, parents who have never been to the beach before are now moving closer to the beach, purchasing surfboards and getting involved in club committees for their children. The skills they bring to the committee also increases human resource capacity in clubs. Club 12 explains, "I've got a parent who's the club treasurer and he's never been for a surf in his life but his daughter is a keen surfer. He owns a pretty big business so knows how to look after the books."

The results revealed that only a minority of board riding clubs have regular coaching or training during the season due to 'coaching availability'. The coaching availability was reliant upon first, whether clubs had the capacity to apply for government grants that are used to pay for beginner coaching programs, and second, whether anyone in the club was willing to complete the coaching course. The participants' clubs that did offer regular coaching had applied for local government grants to pay for beginner level coaching courses which members of the clubs completed. Club 6 explains, "... secured some funding from the local

government... to complete a formal coaching course for junior development. Now all juniors who are keen can get coached regularly...kids get regular coaching twice a week.” It was found in the smaller less established clubs when asked about coaching, the participants said they had never broached the topic because the need for coaching had never surfaced. Further, it appeared that a few clubs did not have knowledge of different grants for which the club could apply from the government. When asked about coaching and applying for grants for beginner coaching courses, the smaller clubs’ responses were similar. Club 2 replied, “No, we’ve never discussed coaching – we’re really just a small club, more social than anything. I don’t think anyone is keen for coaching; they just want to surf” and Club 9 expressed, “I didn’t even know you could get coaching grants from the government for the club. I’m not sure we’d have anyone prepared to do the course”.

Findings in the current study showed that generally, the group dynamics amongst executive members was positive as it was indicated that they trusted each other with ‘respect’ to having confidence in each other to carry out relevant tasks in achieving the club’s mission. Club 5 stated that although two of his club’s committee members were ‘new’ to being responsible for operating the organisation, they were passionate about what they wanted to see happen – “our most recent elected committee member said he was passionate about junior development which is a big part of what the club is about...I think that’s what got him elected.” As mentioned by Club 6 above, what made that parent passionate about junior development was that his son was showing great promise as a surfer and was keen to make a career out of it.

The participants stated that general experience about operating a club and specific skills relating to competition surfing were found to be well appreciated; in fact, they were considered necessary human resource skills in a board riding club. Club 4 described the general experience of his committee members and volunteers as integral to his club’s success, stating “Without the long-time experience in running a club contest like organising judges, contest heats, just getting stuff done on the day, it’d be very difficult to make it happen.” He also commented that the long-standing members instinctively knew from their own experience of observing older members when they were growing up about how to assist the club regarding social and competitive activities which are the main goals of the club’s existence.

Reliance on information technology (IT) skills or experience was recognised by the participants as a crucial element in human resource capacity. The main areas discussed within IT included electronic communication (phone texting, email, social media, etc) and database



systems to manage memberships and competition results. All participants stated that they used emails as their main method for communication, however some from the smaller clubs commented that they had a lack of time and very little experience in regularly using this form. For example, Club 11 whose club had a membership base of only 26 said “I’ve never really used email because I’ve never needed it for work or anything before becoming president of the club. Now it’s essential that I know how to send and receive emails from everyone.” On the other hand, many of the other clubs communicated regularly, not only via emails, but they had members who managed and used Facebook as a major communication tool. Club 9 described how beneficial and advantageous it was to have a member who had social media experience and skills:

We are fortunate enough to have someone who volunteers his time in maintaining our Facebook page. It’s probably the best communication tool we have because most people have a Facebook account, especially the younger members, and when we have an event or a competition coming up, we tell everyone to check the club’s Facebook page for details. It’s also a great place to post results, show photos of contests or parties...the kids really enjoy seeing themselves there. I’m not sure what we’d do if we didn’t have ‘Tom’ to manage that site.

### **5.1.2 Financial Capacity**

Findings suggest that although there were many clear challenges related to financial capacity with regards to financial management, study participants did not recognise financial capacity to be a crucial factor in goal achievement and that generally, they had ‘low expenses.’ This is because the major revenue base for most of the clubs primarily consisted of membership fees and also for some, it included sponsorship. Only a small number of clubs obtained government funding.

Within financial capacity discussion, the issue of incurring costs and how clubs pay for them was questioned. One topic that surfaced from participants’ responses included the fact that board riding clubs do not have clubhouses and are therefore the clubs not liable for expenses such as rent or facility hire fees, electricity, council rates, cleaning, signage or maintenance which would draw on financial capacity. The participants pointed out that they did not need playing fields or facilities as their club competitions are held, usually monthly, at designated areas of a beach where they temporarily set up tents, marquees and sound equipment for the duration of the one-day competition.

When questioned about board riding clubs not having clubhouses, some participants

expressed contentment that this anomaly of community clubs of not having a clubhouse was not relevant to their sport, however Club 6 had a measured response in terms of advantages versus disadvantages.

Yeah, not having a clubhouse is different to other sports and is good and bad. The advantage is that we don't have to pay for electricity or cleaning or whatever other costs there are but the bad news is that we don't have anywhere to store our gear, we don't have a building we can all meet in. Compared to say a football club, it just feels sort of 'nomadish'. We don't have a permanent base" Club 6.

When the participants were questioned about the challenges related to financial capacity, issues associated with 'financial management skills' including adequate fiscal responsibility were identified. Financial management, which in community sport clubs, is the responsibility of the treasurer to balance the club's income and spending was acknowledged by the participants as one of the least envied volunteer positions. Although it was pointed out by all participants that board riding clubs worked within relatively modest budgets, the participants recognised the necessity for responsible and reliable financial management practices, however financial capacity was restricted because of the shortage of volunteer human resources and especially the lack of specific knowledge and experience for the role of treasurer. The findings revealed that managing the club's finances meant performing several onerous tasks; regardless of the size of the club. The tasks identified included handling money, managing cash flow, account keeping, instigating and managing fundraising activities, pursuing membership fees, preparing and presenting annual budgets and financial reports and expenditure activities. Some clubs had an executive who had experience in accounting or book-keeping while others had to do the best they could. "Our treasurer has been doing the club's books for years. He was an accountant in his former life" (Club 6), and "This year no one volunteered to be treasurer, so I have to do it with the secretary. It's a lot of work. You just have to be really organised or you just lose it" stated Club 13. The results also showed there was unquestionable trust and faith in the individuals who were responsible for the clubs' finances.

Sources of revenue for all clubs were considered to be 'consistent' and sufficient enough to achieve the goals of each club, noting that those goals vary amongst the different sizes of each club. Discussion with the participants indicated one of their goals was to compete with other clubs in state and national competitions each year and this required more

financial planning than the other clubs. This was because the committees of those clubs wanted to raise money in order to subsidise their representative members who competed at the state and national competitions. They generated capital through various fundraising means described below. The less inter-competitive clubs showed no enthusiasm for fundraising other than for general club operating expenses, for example, purchasing of equipment for club competitions including flags, tents or stationery. However, in one of the bigger clubs, Club 6 disclosed how funds were raised to subsidise their representative surfers in external surfing competitions:

We've competed in the 'Boardriders Battle' for several years now and we've done pretty good. We've made it to the nationals every time but you've got to qualify from the state competition first. So, each time we go away to the contests, we need entry fees, accommodation, travel, club shirts, and if there's any money left over, we'll pay for some meals. We just try to pay as much as we can for each competitor, so it takes some financial pressure off. Especially, if they're still relying on their parents for money. We usually raise funds through membership fees and the raffle of a surfboard from one of our sponsors as well as some other merchandise from another sponsor. But also, because we've been going so well, we win prizemoney which goes into the following year's competition kitty. It's not major money but it all helps.

Club membership fees were revealed as the major revenue raiser. Another source of revenue was fundraising which is achieved mainly through club merchandise sales and raffles. The prizes for the raffles were from sponsors who provided in-kind products from their companies. For example, Club 4 explained that his club's major sponsor is a restaurant and bar and this establishment supported the club,

Our major sponsor is [restaurant and bar name] and they give use four 'dinner for two' vouchers each year that we use as prizes. We also hold our annual club presentation there...they give us a huge discount on food and beverage which helps a lot. In return, we have their logo printed on all of our club merchandise. Their restaurant is right on the beach where we run our contests, so they gain from it and so do we!

Many of the bigger clubs had important relationships with surf companies such as Billabong, Quiksilver and Rip Curl. Club 6 had a unique interorganisational relationship with a major surf brand where both the club and the company obtained mutual benefit in the form

of revenue and resources for promotional benefits and event management services. Club 6 explains:

We have an arrangement with [surf brand name] where the club gets lots of [surf brand name] merchandise that is given to members when they pay their membership fees each year and is also used as prizes for club competitions in exchange for us to put their logo everywhere we can on our gear. They also pay us [the club] to run an annual contest for them...[the surf brand name contest] which we organise the whole thing from start to finish. They provide all of the prizes and everything. It's become one of the QS events where guys can get gain points towards their qualifying for next year. They use us because they know that we can do it successfully. I don't know of any other club that does it.

Another source of revenue revealed by the participants was derived from local government grants which is typically approved for specific programs. However, not all clubs were familiar with, or interested in securing the grants which can be attributed to clubs not having the human resource capacity to know they existed or were available for their clubs or having knowledge about how to apply for them. The clubs that had received grants used the funds for different but limited purposes. Club 9 who had knowledge of government grants informed that generally, the only government sport and recreation grants available to local board riding clubs are to be used for equipment and training courses; for larger grants, improvement to infrastructure such as sport facilities. As none of the clubs had or needed facilities (club competition events are typically conducted at the local beach at no charge), some participants that said they had applied for grants and used the funding for some equipment such as marquees and training courses for coaches. For example, Club 9 noted "We have successfully applied for grants and used the money for a couple of our members to do a coaching course." Three other clubs had done the same, however two participants stated that they were aware of the grants but "had not bothered to apply for one because it seems too much trouble" (Club 8) and "None of us knew how to apply for them [grants]" (Club 7).

### **5.1.3 Relationship and Network Capacity**

With regards to relationships and networks, participants identified positive associations with sponsors, the local council, and surfing equipment and merchandise suppliers. No participants acknowledged and challenges with this capacity dimension. The findings suggest the relationship and network capacity dimension is very much the

underpinning element relating to financial capacity in the sense of receiving revenue from external partners, i.e. sponsors. Those participants who had ‘secured relationships’ with businesses for sponsorship expressed that without the mutual relationship between the two organisations, as well as the networking capacity of members of the clubs, sponsorship agreements would fail to exist. However, findings showed that no participants’ clubs had formal processes in place (e.g., a formal sponsorship proposal) when seeking sponsorships from commercial partners. When queried why this was the case, reasons related back to human resource capacity where nobody had the expertise or time to develop formal proposals. Participants disclosed the various methods in which commercial partnerships were formed. The most common method was club committee members in some of the clubs had affiliations with companies. For example, they worked for the companies or some of the members were individually sponsored by the companies. Other methods of gaining sponsorship that participants mentioned included club committee members approaching potential sponsors with no prior experience with them (cold calling) or where commercial partners had approached the clubs. Club 10 expressed that he had been employed by a major surf brand for the past seven years and that association had provided an intimate relationship between the company and his club.

Because I work at [major surf brand], I know the guy who looks after their sponsorships and so I was able to gain some advantage for the club. That doesn’t mean the club doesn’t have to do anything, we still do the usual things like have their logo everywhere. It was just a huge introduction to the company.” (Club 10)

Findings revealed that the respective local councils are important partners to have for the clubs. All of the participants knew that as their board riding club operates from beaches and do not necessarily require a physical building, they are required to seek a permit which is approved by the local councils that allows them sole access to a part of the beach for the purposes of hosting their club competitions. The board riding clubs can apply for a multiple events permit to conduct events on a regular basis - multiple events being held by the same organisation during a calendar year. Participants indicated that although the local councils were important to their operation, they were not considered close relationships. Club 12 explains,

It’s just a matter of applying online each year for the permit but it’s important because we surf on a really busy beach and every time we have a club contest, we need to show other people that we have the right to close off a section of the beach for

ourselves. We also have to make sure we don't leave rubbish or anything on the beach when we've finished, otherwise the council may cancel our permit but that has never happened.

#### **5.1.4 Infrastructure and Process Capacity**

The participants were asked questions about intangible forms of process capacity such as communication processes, procedures, and information technology resources that influence the program delivery processes. The most common challenge declared by the participants was the use of 'information technology'. It was found that all participants managed their communication via emails which is critical, however some found there were problems associated with that method as Club 6 explains:

Often, I've sent an email to all club members regarding important information about a club event, only to have some of them either saying they didn't receive the email or that they simply did not get check them. It's quite frustrating because you think in this day and age, that everyone would be savvy with emails, but obviously not!

Another participant commented that the only email address he had was with parents of juniors and had to rely on them to pass on the information to their children which was not always successful. The same participant also said that often emails would 'bounce back' as being incorrect or non-existent. On further investigation with the recipients of the email, they would often state that they "didn't use that email address anymore." This often resulted in sheer frustration for the member who wanted to convey important information to other members.

However, contrary to the email communication issue, findings revealed that most clubs had a Facebook page and used it as an 'effective communication' tool. For example, the participants stated they posted notices of upcoming competition and social events on their sites which proved to be more successful than sending emails to their members. Club 9 stated "It seems everyone has Facebook these days, even the younger members and they look at that rather than check their emails. So, we do both." While Club 13 explained "I don't even bother with emails anymore...seems like a waste of time. Facebook is the go and we tell the members that. The only thing is that there's age restriction for the kids, so we make sure the parents know." When questioned about the maintenance of the Facebook sites, the general consensus was that, after the initial set up, it was not difficult to maintain and the same was found for the club's website of those clubs who had one.

Formal procedures, which include effective policies and operational systems, were identified as critical factors to have in place for effective guidance towards organisational goals. However, in terms of the procedures being described as ‘formal’, the participants claimed there were no official documented manuals on how to operate the club in place. Instead, knowledge of the everyday operation of the clubs had been ‘passed down’ from previous executives of the clubs and the participants did not see this as a challenge. “When I was elected president, the previous president just more or less told me what I needed to do. I also kind of knew what to do because I had watched other guys over the years.” (Club 4). A participant from a bigger club, Club 6, described how structures had been in place for several years, “Our club has been around for about 30 years and so I benefitted from having a model to work from that had been working well for many years.”

For surfing competition rules, many participants indicated they were quite ‘knowledgeable’ about them however, if need be, they had access to them electronically via the World Surfing League’s website. Although having knowledge of the rules, there were some challenges discussed regarding the ‘judging’ of club competitions. In general, members of the clubs are expected to, and be responsible for, judging their peers on competition days. Club 8 explains,

Members who are competing on the day have an obligation to be a judge for a few heats. Sometimes it can be hard to get guys to do this because of a couple of reasons. Some people just don’t want to have to sit there for 20 or 30 minutes, they want to go free surfing when they’re not competing. And also, some members aren’t confident in judging and by the same token, some of them are not very good at it. But without getting them to do it, we don’t have enough judges which makes it hard to host a contest. Sometimes, one of the older guys will be head judge and oversee what the judges are scoring but that isn’t all of the time. I don’t know of many other sports where your mates or other members are judging your performance.

Club 6 explained that his club always had a head judge available to supervise the judging ensuring fairness. This was because his club was a large well-established club and they had used club funding for some of their willing members to attend formal coaching courses resulting in them attaining qualifications that could be utilised professionally.

### **5.1.5 Planning and Development Capacity**

When questioned about planning and development, most participants mentioned short term planning had taken place which included a calendar of proposed competition dates,

social activities, fundraising activities and any club membership details. These plans were perceived as general activities that took place annually at the beginning of the season. What the results showed quite clearly was that there were no long term or strategic planning that took place. There is only adherence to existing goals and missions of the clubs as part of future plans for each club. Although this was the case, the participants felt this was a strength because it provided stability for the club. However, it should be noted that there were a variety of mandates amongst the sample of clubs. For example, a participant described his club as purely social with a minimal amount of club competitions but many social gatherings (Club 11). Whereas, contrary to that, another participant stated that his club had both a social and competitive nature. “We’ve got guys and girls who are 100% competitive and want to win the club championships as well as represent the club against other clubs” (Club 3). This finding suggests those clubs that were described as more competitive are prompted to plan for more external club competitions than the more ‘social clubs.’ Planning for external club competitions burdens extra responsibility upon club committee members.

We compete in the Battle of the Board Riders [interclub competitions hosted by the state sport organisations] each year and it takes a lot to organise, especially if we qualify out of the state contests into the national comps. We have to organise transport, accommodation, team shirts, contest fees and depending on the location, this can hard and expensive. We’ve had good sponsors over the years but they’re not automatic, we still have to ask them if they’re still keen. We haven’t missed qualifying into the nationals for years, so we always have to plan ahead for these contests. (Club 10)

The findings showed that challenges for planning and club development were because they were considered ‘reactionary and informal’. For example, some participants expressed concern when club committee members or volunteers who possessed specific skills left the organisation as there was no back up plan. “When the guy who was looking after our website left because of work commitments, we had to find someone else. That didn’t happen straight away, so the website kind of died. We should have had someone else ready” (Club 10). Some participants commented that the only recognised club development was increasing coaching and judging qualifications. Funding for these courses was predominately sourced from the government and therefore, planning for this was apparent. Interestingly, what came to light



was that planning for government funding was infrequent and only carried out if “the person who found out about last year remembered to apply for it again” (Club 3). Participants recognised their ‘lack of formal planning’ as a weakness and, in addressing this problem, discussed developing a document “like a users’ guide” (Club 3) that listed all areas of club operations which required attention throughout the club season, especially at the commencement when planning for the club’s future should take place.

The multidimensional investigation of organisational capacity of board riding clubs provides a comprehensive picture of the nature of each dimension and their relative importance to general club goal achievement. The next section discusses the results found from the questions asked of the study participants surrounding their clubs’ capacity to deliver an elite pathway at each ARTN (attraction, retention/transition, nurturing) process.

### **5.1.6 Interrelationships Among the Capacity Dimensions**

Hall et al. (2003) suggested there were many interrelationships among the capacity dimensions further reinforcing the multidimensionality of organisational capacity to achieve goals. The results highlight the connections of dimensions consistently throughout the findings. It became apparent that challenges related to human resources as well as a lack of long-term strategic planning negatively influenced the ability of the clubs to engage in financial planning to strengthen their financial capacity. For example, most of the clubs reported inconsistent committee membership where skilled members were not regular. This meant that the committees of clubs did not consistently contain those members who possessed the skills and knowledge about how to apply for government grants each year, thereby affecting the finances of clubs. Most clubs spent time in reviewing funding opportunities, however applications for grants were seen as too onerous and, consistent with prior research (Hall et al., 2003; Misener & Doherty, 2009; Moustakas, 2020), the clubs did not have the personnel with the necessary skills to pursue those opportunities; or they may have had personnel with the skills to apply for grants but due to inconsistent committee members, they were no longer available.

Many of the clubs’ capacity strengths were found to affect other dimensions. Where skillsets and/or experience of committee members (human resources capacity) were seen to be a strength when seeking alternate sources of funding, this in turn strengthened a club’s financial capacity. For example, some club members, through their experience and skill had built relationships with potential sponsors who provided financial assistance to the clubs. In other words, the strength of human resources capacity enabled strength in relationships and networks

capacity which positively impacted on a club's financial capacity. In a similar fashion to those findings, Hall et al. (2003) and Moustakis (2020) discovered that the major challenges for non-profit and voluntary organisations in the area of relationship and network capacity showed to be with human resources in terms of lack of qualified staff with the skills required to build and maintain relationships.

Hall et al. (2003) observed that it is much more convenient for organisations that possess staff, volunteers, and board members with the right skills to take on strategic planning processes. However, for the board riding clubs, particularly the smaller size ones, it was found that the only planning done was short term. It appeared that the clubs were lacking in human resources capacity to undertake any long term planning, thereby influencing their planning and development capacity.

## **5.2 Part 2- Elite Athlete Development Pathway and Organisational Capacity**

Elite athlete development is a process which requires the input and support from several key stakeholders for athletes who become eligible to compete at the highest levels. The key stakeholders in this study are the board riding clubs and the following paragraphs describe their input into support for elite surfer development for talented members of their clubs. This was achieved by merging the ARTN and organisational capacity frameworks to develop a new framework. The new framework guides the investigation of study participants' (club representatives) perceptions of the challenges and strengths of each of the organisational capacity dimensions they face in supporting talented surfers during each sport development process (attraction, retention/transition, nurturing).

### **5.2.1 Attraction and Organisational Capacity**

This section discusses findings relating to participants' perceptions of their clubs' strengths and challenges of each dimension of organisational capacity during the Attraction process. Table 5.2.1 is a summary of key findings and illustrates the clubs' capacity to deliver support for each dimension. Moreover, the table illustrates the identification of strengths and deficiencies of clubs within each capacity dimension during the Attraction process.

*Table 5.2.1* Summary of key findings of attraction and organisational capacity relating to elite surfer development

Sport Development Process	Organisational Capacity Dimension	Key Findings
Attraction	Human resources	shared attitude of junior development grant writing skills to provide for higher level (intermediate) junior coaching in only some clubs
	Financial	funds for higher level (intermediate) junior coaching provided via grants for only some clubs
	Relationships and Networks	some introduction of promising juniors to TPOs for sponsorship via clubs' relationship to TPOs
	Infrastructure and process	no physical building (clubhouse) that acts as a focal point or promotional tool to attract new members
	Planning and development	junior development programs planned each year

Findings show that junior development was a priority and a shared attitude amongst most clubs and many of the participants stated that their clubs had programs in place that emphasised the foundation level of surfing. This included junior competition and grassroots level coaching. The shared junior development attitude was also extended to the clubs providing coaching for juniors. For the clubs that did provide this program, participants commented that coaching for the lower skill level of children was performed by older members of the club who volunteered to do that. However, some participants stated that their clubs also provided an intermediate level of coaching for junior members who showed a higher level of skill. When junior members started to increase their skill levels, there is a need for qualified coaches. Club 6 explains:

For the youngest kids in the club, we offer some coaching after school where some of the older good surfers volunteer their time to look after them and show them some basic skills. But we've also got some kids who are good already and show lots of promise of becoming really good surfers or even go professional later on. For those kids, we've got some qualified intermediate level coaches who charge a small fee. I think it's a really good service we offer and it's appreciated especially by the parents who want their kids to go well.

Another participant added that a committee member who was experienced in applying for club grants from the government did so and was successful in securing funding that paid for members to complete coaching courses reflecting a positive impact on human resource capacity. The qualified coaching members were then able to provide coaching to juniors of the club.

Discussion of financial capacity during attraction for elite development was

predominantly centred around paying for formal junior coaching courses. Participants from the clubs that provided junior coaching programs noted that finance for the programs was either attained from government grants, membership fees or fund raising efforts. Moreover, some basic coaching was provided free of charge by volunteer members, therefore not incurring any expense.

Junior members who show promise are introduced to sponsors through clubs' already established relationship with TPOs. It was explained that some clubs have members who are ex-professional surfers who have maintained their relationships with their sponsors and now provide introductions for the juniors to seek some form of sponsorship. Sponsorship agreements at the attraction stage are usually in the form of in-kind company equipment and merchandise, for example, surf boards, wax, board covers and clothes. When asked to comment on sponsorship of junior club members, Club 6 noted:

I know of about six kids for sure who are sponsored and given free boards and t-shirts and stuff like that. They're only really young, about 11 or 12 years old. They're just stoked to get free stuff. It makes them get into it a lot more when they know someone is keen for them to ride their boards or wear their boardies.

When pressed about how the juniors got sponsored, Club 6 replied, "It was through a couple of the ex-pros telling their sponsors to look out for them". Club 6 went onto to say that the ex-professional members were continually recommending the TPOs to attend club competition days to watch other promising juniors of the club.

The capacity of infrastructure for clubs was discussed in the sense of sport facilities. As previously noted, the fact that no clubs have clubhouses again surfaced in relation to promotion of clubs and their ability to attract members to their clubs. This means that because there is no physical building, there is no focal point for potential members or children's parents to go to ask for information about the club or the sport. The results show that it is not possible for club members to conduct face-to-face interactions with potential members where they can share information about the club or knowledge about surfing in general. Club 3 exclaimed,

No, we're not like a footy club where kids can go to sign up at a clubhouse or where people can see our clubhouse when they drive past. We only set up a contest for a few hours and then we're gone.

Club 14 added that on club competition day, most senior members who may be able to talk to prospective members or parents are busy. Therefore, if anyone did approach the club for information on the day, it proved difficult to provide adequate assistance, thereby

possibly diminishing any attraction to the club. When further questioned about fielding club membership enquiries, for example, suggesting that people could ring a contact number or go to the club’s website, Club 14 explained that they could do that but when people approached them on the day face-to-face, it was a very powerful method of promoting and getting people interested in joining the club, particularly promising young surfers

### 5.2.2 Retention/Transition and Organisational Capacity

This section discusses findings relating to participants’ perceptions of their clubs’ strengths and challenges of each dimension of organisational capacity during the Retention/Transition process. Table 5.2.2 is a summary of key findings and illustrates the clubs’ capacity to deliver support for each dimension. Moreover, the table illustrates the identification of strengths and deficiencies of clubs within each capacity during the Retention/Transition process.

*Table 5.2.2* Summary of key findings of Retention/Transition and organisational capacity relating to elite surfer development

Sport Development Process	Organisational Capacity Dimension	Key Findings
Retention/Transition	Human resources	some clubs have ex-professionals who provide advice some clubs have shared attitude for elite junior development limited pre-elite development knowledge for most clubs only some clubs provide higher level coaches
	Financial	funds provided to pre-elite surfers via fundraising (only a small number of clubs)
	Relationships and Networks	introduction of promising/pre-elite surfers to TPOs for sponsorship via alumni members’ relationship to TPOs
	Infrastructure and process	lack of processes in place for talent development lack of processes in place for pre-elite level
	Planning and development	some higher level junior coaching programs planned each year lack of planning in place for pre-elite level

Findings revealed that many of the participants had no acknowledgement of responsibility or role in this area, however some of those clubs have tried to assist potential elite members as much as they could. Of the clubs that have assisted, the participants from those clubs once again spoke about the ‘shared attitude’ of junior development (this time,

elite junior development). The participants mentioned three types of assistance including the provision of some higher level coaching, advice of the elite pathway from experienced ex-professional club members, and some minor funding from club fundraising that went towards higher level competition expenses. When asked about clubs' human resource capacity to assist in development pathways for potential or pre-elite elite surfers, there was a variety of answers. The majority of participants had *some* knowledge of how a surfer could progress to the elite level of their sport. However, two participants from smaller clubs had very limited experience in this area. For example, Club 2 shared:

Our club has never really had any surfer who has gone onto bigger things than club competition. We had one kid who came third in the state contest once but after that, her parents were the ones who pursued future comps. No one in the club has much experience in becoming professional...we are more of just a social club.

For the participants who had some understanding of surfer progression to pre-elite or elite levels, it was made clear there was no knowledge of any financial support at this stage provided by any stakeholders other than TPOs to surfers as Club 3 stated:

We have a couple of guys who compete on the QS [Qualifying Series] but we really don't have anything to do with them getting there. They more or less do it on their own using their own money and sometimes sponsors help with equipment and entry fees. But they have to pay for mostly everything themselves. They don't get any support from Surfing Queensland or Surfing Australia as far as I know.

On the other hand, Club 6 stated that through many years of experience in having surfers in their club who had progressed to become eligible to compete in state and national, as well as professional competitions, he and other members of the club had comprehensive knowledge of the relevant procedures to follow to get to the elite levels. Club 6 went on to say that his club (i.e., through members' contacts) had strong associations (relationship and network capacity) with major surf companies who were always looking out for the 'next big thing' in surfing and were willing to sometimes assist both financially and in-kind products through sponsorship arrangements if they believed a surfer had a strong potential to achieve aranking that would see him or her competing at the highest level.

When we think we've got someone in our club good enough to possibly go onto bigger things, I invite my contacts from [surf brand company name] to come down to a contest to have a look at them and then possibly offer a sponsorship. Unfortunately,

these days it's quite rare if the surfer is offered money to surf for them [the surf companies], unless they are really good...these days they are generally just given products in-kind like boards, equipment and clothing. It's usually up to the parents to financially support their kid if he or she wants to progress to a higher level. We've also got a couple of elite level coaches who can help a surfer who shows potential. (Club 6)

When asked about the clubs' capacity to financially support elite development, there were only two participants who suggested their club had provided some financial assistance to members who had qualified for surfing at an elite level. However, the funding offered to the athletes was directly sourced from specific fundraising efforts of the club. Both clubs used their networking capacity - that is, they used their relationship with respective sponsors to secure a surfboard to be used as a prize for a raffle. The proceeds of the fundraising effort went directly to the athletes to assist with expenses associated with competition at a higher level. "Our sponsor has always been good like that...giving us merchandise or equipment, but never straight cash. But at least the money from the raffle gives them [the surfer] some support" (Club 6).

Relationships and networks capacity for clubs that provided assistance to potential juniors at this level was found to be the same as the Attraction stage where clubs' or some members' connections to TPOs saw benefits being provided to pre-elite surfers. These benefits could include free surf boards and merchandise or financial assistance such as registration fees into competitions and travel expenses.

When participants were asked if they were aware of any planning that had been done in the club during the retention process, results revealed that none of the clubs formally planned to assist surfers to develop further. Planning at this stage was mainly directed club operations only. Similarly, process capacity seemed to be non-existent or formally in place for clubs to assist the pre-elite level surfers. Club 5 said, "We don't have anything set in place to help the good surfers. They just come along to club contests and they go to other contests when they can but we don't really help in any way with that". That comment from Club 5 was a typical response from most participants. The results show that infrastructure and process capacity was not applicable to clubs because it seemed outside of their operational scope.

Although the results previously discussed above show that clubs are eager to develop juniors, once they progress to the pre-elite and elite level, clubs do not have any capacity or

processes in place, and therefore any planning to support the surfers from that point on, except for the very few clubs who provide some higher level coaching. This proves to be very difficult for clubs in planning to assist the most talented junior athletes to obtain the skills required to achieve elite sporting success and retain and transition them along an elite pathway.



## **Chapter Six: Discussion**

The structure of this chapter is as follows: The chapter begins with a discussion of the results from Phase 1 to examine the stakeholders and the roles they play during the sport development processes of Australian surfing – a sport previously only considered a lifestyle activity and has now been included into the Olympic Games. As board riding clubs were found to be the predominant stakeholders (from Phase 1 results), the discussion then focuses on the results of Phase 2 (Parts 1 and 2) which investigated the capacity of board riding clubs to achieve their organisational goals and their capacity to contribute to the foundations of elite surfer development.

*As some areas of the investigation in both parts of Phase 2 overlapped with each other, the discussion of the results from Part 1 and Part 2 have been combined to avoid repetition.*

### **6.1 Phase 1 Discussion**

This study used the ARTN framework (Sotiriadou et al., 2008) to investigate who the stakeholders are and what their roles are along the surfer development pathway. The framework proved valuable in revealing that the roles of various stakeholders, such as organisations and people within them as well as significant other individuals vary in the attraction, retention, transitioning and nurturing of surfers. Using the framework also identified particular areas of sport development that surfing organisations would potentially need to address to improve the sport's current system. As previous research that used the ARTN framework (e.g., Brouwers et al., 2015a) found, the findings show that there are groups of organisations or entities (i.e., clubs, schools, surf schools, surf lifesaving clubs, NSO, SSOs, third party organisations (TPOs), social media outlets) and individuals within those organisations (i.e., club executives, coaches, teachers, staff), as well as significant others (i.e., parents, siblings, friends) all have different types of input or support at specific stages of the sport development pathway in surfing. Their combined involvement (throughput) and their capacity to provide support to surfers enables the processes of the ARTN (output). For example, significant others such as family and friends and the influence they have are important stakeholders during the attraction process. This finding reiterates prior research on surfing and the importance of 'significant others' such as parents and siblings (e.g., Sotiriadou et al. 2020) as the major 'childhood facilitator' to commence surfing. Sotiriadou et al. (2020) found that family and friends were important elements of

socialisation into sport but as children grow older and more independent, input from parents and siblings is less significant. This is also the case in the findings of this study where the role of parents and siblings is not as evident in the retention, transition or nurturing processes.

Another key point that emerged from the study is that the same stakeholder may have a different input depending on the process they are involved in. For instance, the clubs appear to have a fundamental role in successfully enabling the attraction and retention processes in surfer development. However, they seem to have less capacity to deliver support to surfer development in the transition of athletes to the elite level, and no capacity for the nurturing process of elite athletes. This is a common finding in other studies that show that sometimes clubs are required to or choose to be involved with talent development during the retention process. These studies show that larger and more financially viable clubs have the capacity to be involved in talent development. For example, Brouwers et al. (2015a) found that some tennis clubs in Belgium had the resources to develop their players to the elite level, however other clubs that lacked the capacity, and were able to partner with the NSO to increase their capacity to deliver player development programs. The requirement or perhaps the necessity of stakeholders to work together and collaborate in order to deliver sport development outcomes is also reported in previous studies that examined interorganisational relationships in sport. Gerke et al. (2017) in their study of developmental processes and motivations for interorganisational linkages explained that formal and informal relationships in sport can be determined by limited capacity (i.e., human resources, financial resources, planning and development, infrastructure and process, relationship and networking) of non-profit organisations to formalise relationships from the beginning. In other words, if an organisation has strengths within those capacities, the organisation is more likely to develop and maintain effective relationships with relevant organisations. However, the authors do warn that in Australia which was the context of their study, the involvement of the Australian Institute of Sport and the various State Institutes of Sport (SIS), as well as the development of high performance sports clubs and sport academies around Australia, has increased the complexity of the system which may cause misinterpretation about who does what.

According to the findings, through sponsorship agreements, third party organisations (TPOs) play a significant role in financial support for talented surfers when transitioning to the professional or senior elite level. They also are integral for talent identification by hosting high level competitions where surfers can be ‘discovered’ which can assist their financial situation. Sponsorship in sport, regardless of if it is a traditional sport system or not, is common. For example, in tennis Sotiriadou et al.’s (2017) findings confirmed that the

commercialized nature of the sport, much like surfing, has sparked the involvement of TPOs in the development and support of elite players. Within this study, in a couple of cases, sponsors were introduced to promising surfers through the relationship capacity of ex-professional club members. However, this was only applicable to a few of bigger board riding clubs. On that note, another common theme that regularly surfaced in the results was related to how the size of clubs directly affects their ability to be able to deliver sport development at different process levels. Findings show that smaller clubs were losing the most talented junior surfers to larger clubs which had the capacity to assist in better elite athlete development. This finding corroborates with previous athlete development studies that included the size of a club as part of the research enquiry (e.g., Sotiriadou et al., 2017; Wicker & Breuer, 2013). In Wicker and Breuer (2013), it was found that the bigger the clubs in terms of membership numbers, the more success they had with recruitment and retention of members. Further, the same study found that the more financially viable the clubs, the less problems they experienced with the recruitment and retention of volunteers. It was explained that this could be because the clubs were able to offer better rewards to volunteers or had money to spend on training volunteers to make clubs more successfully operational (Wicker & Breuer, 2013). The current study also found that bigger board riding clubs had a greater pool of volunteer administrators to source from, and this meant that their human resources capacity was strengthened which generally resulted in increasing their ability to attract funding from sponsors and to successfully apply for government funding for operational purposes.

Previous studies demonstrated that coaches are heavily depended upon to not only provide sustainable training programs at the appropriate level but also provide motivational and life skills (Berg et al., 2018; Super et al., 2018), particularly during the retention stage when talent identification is prominent. In surfing, it seemed that regular beginner coaching is only available to the bigger more organised clubs during the attraction process, and higher levels of coaching are only offered intermittently to surfers at the retention phase due to accessibility issues. The findings show that only a small number of 'fortunate' surfers have access to coaches via their clubs, and/or their parents who can afford to pay for private coaching or the relatively small number of surfers who are invited by SSOs to pre-elite and elite training and coaching camps at the high performance centre. This finding contradicts Brouwers et al. (2015a) who found that tennis coaches are integral stakeholders who are consistently involved in all process levels of tennis development. However, their roles are represented differently during each process including talent identification and selection, and

talent development. Incidentally, the only stakeholders whose role included talent identification and selection, and talent development found prominent in this study were the SSOs who selected promising surfers to be invited to the high performance centre, and TPOs who coordinated pre-elite or high level surfing competitions where surfing talent was identified, and where sponsorship agreements were brokered.

According to this study's findings, providing competitions is very important for attraction and retention of surfers during athlete development. Previous literature concurs with this finding. For example, Sotiriadou et al.'s (2013) examination of cycling club members discovered that regular opportunities for members to compete in consistent, quality competition, and producing quality services such as coaching and development programmes was essential in retaining members.

Finally, this study's findings confirmed the heightened role of social media throughout the sport development process, and how surfers are earning a living or paying expenses while participating. The athletes developed and maintained their own social media channels and market themselves. Previous literature elucidates that elite athletes face increasing demands to develop a social media presence in order to develop their personal brand and connect with a broad range of stakeholders including sponsors (Geurin, 2017). Social media in sport can assist an athlete to attract sponsorship and therefore possible financial assistance to pay for expenses throughout the elite pathway. As a lifestyle sport and what has been termed as an 'action sport' (Wheaton, 2013), surfing is tremendously visual for spectators. While the athletes perform exciting and spectacular manoeuvres on a unique playing field, the ocean, which encapsulates the beauty of the natural environment, surfers have the opportunity to leverage social media platforms, and are thereby provided with potential opportunities of exposure for their sponsors. Social media provides an opportunity to heighten the fan experience, due to enhanced interactions with athletes (Lebel & Danylchuk, 2014). In addition, social media platforms are crucial to an athlete who is endeavouring to optimise his or her image and support his or her sponsors when attaining high exposure to the public. Similar to another lifestyle sport of wakeboarding, Parris et al. (2014) found that the issue of earning a living or paying expenses while participating included athletes developing and maintaining their own websites and marketing themselves through social media. As elite athletes face increasing demands to develop a social media presence in order to develop their own personal brand and make connections with a broad range of stakeholders including sponsors (Geurin, 2017), it would be financially prudent for sport governing stakeholders to assist surfers in this respect. This could be achieved by

facilitating the services of social media development professionals for elite surfers in the form of a grant or similar, thereby increasing the value proposition of surfers to potential sponsors. Other literature suggests the ever-growing trend of building a strong athlete brand via social media is associated with greater earnings from endorsement deals (Geurin-Eagleman et al., 2016; Su et al., 2020). As it is financially draining to sustain entry into world qualifying events domestically and around the world, incurring expenses such as entry fees, accommodation, travel and in some instances coaching, surfers are becoming more reliant on this form of income earning to support themselves throughout their elite development. The use of social media in ‘unstructured’ sports has become increasingly important, as evidenced from this study. Surfers, and skateboarders for instance, were the early adopters of GoPros and similar user-friendly photographic equipment through which social media such as videos and photos are uploaded to various platforms (Evers, 2016). Therefore, they have long used user-generated content extensively which means these sports’ participants are at the forefront of media use. Therefore, the use of social media in these sports should not be underestimated.

In summary, different surfers have different levels of support from various stakeholders. This is due to a number of reasons such as the level of parental support, size and organisational capacity of their clubs, geographic location of athletes, access to coaches, individual sponsorship contracts, access to and knowledge of, SSO and NSO programs. The surfers who had more support from these stakeholders were generally more successful in the retention, transition and nurturing phases of their elite development and their quest to achieve the highest level of their ability. The major overall finding from Phase 1 indicates that board riding clubs are the key stakeholders of surfer development particularly during the attraction process, have some involvement during retention/transition process but no involvement at the nurturing stage.

Further, it is evident that the NSO and SSOs are involved in various levels of the surfing development system and pathway. However, the results indicated that most clubs and athletes do not clearly understand how a surfer progresses or navigates along that pathway. Further, most clubs are not clear about how surfers gain support from the NSO and SSOs to assist in reaching the highest echelon of competitive surfing. The clubs and athletes do not believe that in reality, the elite surfer pathway that the NSO promotes is as simple and clear to follow as it is made out to be.

## **6.2 Phase 2 Discussion**

The first part of this study (Phase 2, Part 1) used an organisational capacity

framework (Hall et al., 2003) to conduct a multidimensional investigation of Australian surfboard riding clubs' capacities to fulfil their organisational goals. The framework proved useful in providing a comprehensive depiction of the nature of each capacity dimension, as well as enhancing critical elements and its relative importance to goal achievement. The framework was also useful in enhancing critical elements of capacity dimensions that contribute to community sporting clubs' potential to achieve their objectives efficiently and effectively. The findings provide several strategic implications for surfboard riding clubs, focussed on the use of organisational capacity as a framework for complete organisational development. Many of the findings of this part are quite consistent (or closely aligned) with much of the existing organisational capacity research in more "traditional" sport contexts. Therefore, perhaps the capacity lens has in fact revealed that there are considerable consistencies across sport types in terms of what is needed or what the key challenges are in relation to athlete/sport development. Further, the more closely aligned consistencies have emerged as a result of the surfing development structure already in transition from the original free-spirited unstructured surfer self-supported approach to becoming elite and moved toward mainstream traditional approaches in order to achieve sustainable practices. This is consistent with Hotelling's location game theory (Hotelling, 1929) where the premise is that organisations as outliers lack opportunities for equilibrium and profit optimisation. Hotelling demonstrated that organisations moving from outlier positions to "middle of the road" or mainstream locations are able to remain sustainable and optimise their opportunities. Within a sport context, Chalip and Green (1998) applied Hotelling's theory to an alternate modified football program and found that success of its sustainability was dependent upon moving toward more traditional models. Relating Hotelling's Game theory to the athlete development pathway for surfing, data indicate that for the surfing organisations to remain sustainable and receive opportunities such as government funding, they have moved from an outlier position of unstructuredness to become more mainstream, traditional and structured. Hence, and accordance in Hotelling, organisations are "pressured" to move and become mainstream middle of the road organisations in order to remain sustainable. The tension associated with becoming mainstream for organisational survival impacts surfing and its free-spirited unstructured nature that attracts many participants, and the strain to move from an outlier to structured traditional organisation will be borne out over time

The second part of this study (Phase 2, Part 2) combined the ARTN framework (Sotiriadou et al., 2008) and organisational capacity framework (Hall et al., 2003) to examine

the challenges and strengths that clubs face within each capacity dimension, at each process level of the elite surfer development pathway. The combination of the two frameworks has provided a useful basis for identifying resource issues at various process levels of elite development and pathways which allow for better strategic planning and improving capacity building efforts. More specifically, by combining the two frameworks, the results have identified specific strengths and deficiencies in the elite surfer pathway and the lack of support that potential and elite surfers experience who want to try and make it to the highest level of competition.

The findings revealed that there are many and varied challenges and strengths which the board riding clubs face in their efforts to achieve organisational goals and to support elite surfer development of their members. It was evident that the reported challenges and strengths were not the same for every club. It appeared that each club had its own distinctive nuances compared to other clubs and those differences between the clubs were not consistent. For example, where one club had its strengths in relationships and networks, the findings revealed challenges in infrastructure and process. Then another club which had strengths in human resources, encountered challenges in relationships and networks.

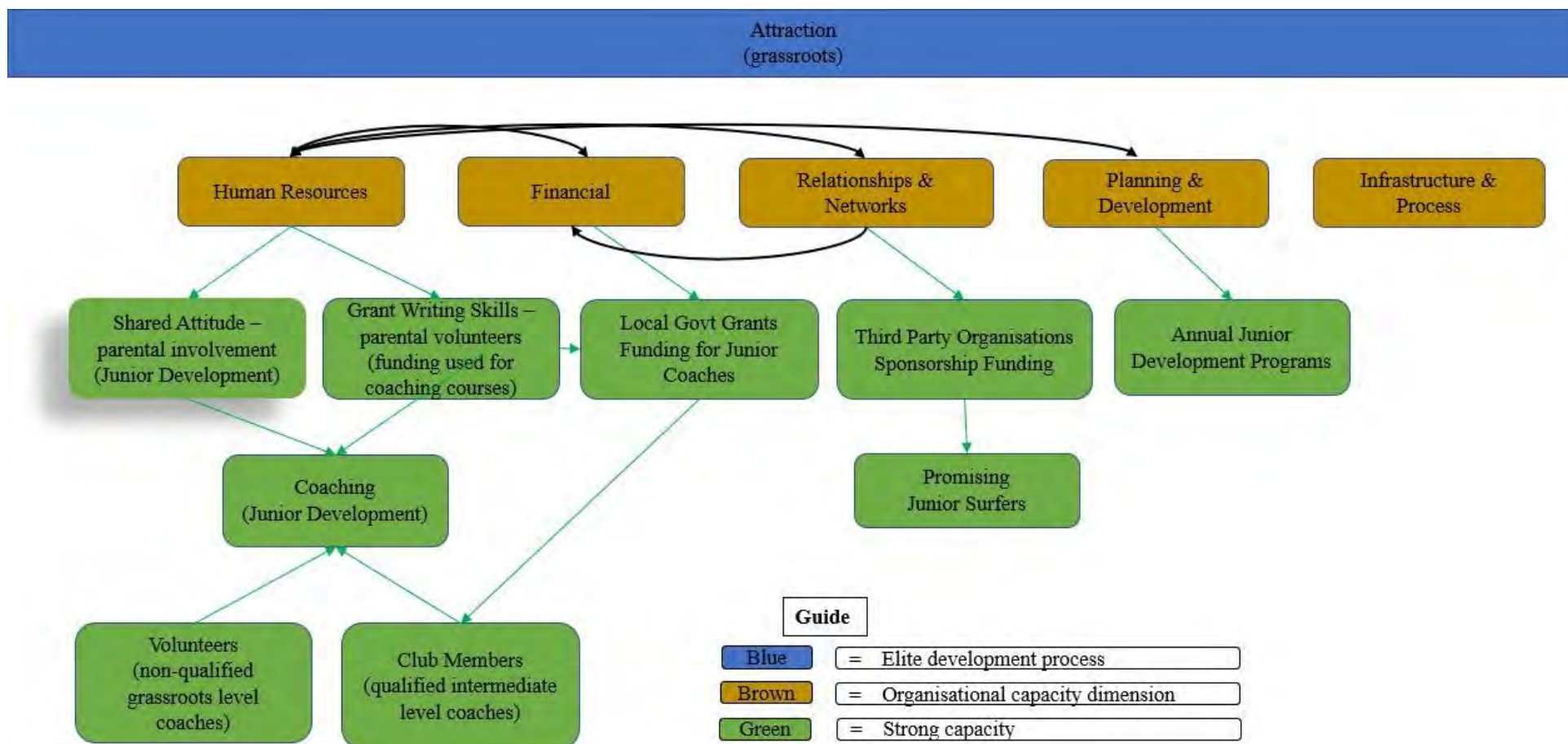
Figure 6.1 represents key findings of organisational capacity of board riding clubs during the elite development process of *Attraction* (blue box). As can be seen, the figure illustrates the strengths (green boxes) related to each of the five capacity dimensions (brown boxes). The figure demonstrates how clubs' shared attitude of 'Junior Development' is central to all dimensions except infrastructure and process (as discussed in Chapter 5 Phase 2 results). It appears that the shared attitude amongst clubs is what drives the strength of human resources during the attraction process, and it is volunteers who are integral to the strength of human resources. Figure 6.1 shows how volunteers are utilised to provide non-qualified grassroots level coaching which enhances junior development. Figure 6.1 also illustrates how the professional capacity of grant writing skills of the volunteers (parents) is used to apply for grants from the local government. The funding gained from the grants is then utilised to pay for intermediate (or higher level) junior development coaching courses for club member volunteers (as illustrated by the arrows), thereby not only strengthening financial capacity but also further strengthening human resources capacity in clubs.

Figure 6.1 also illustrates how clubs' human resources capacity has direct impact on most other dimensions which is consistent with previous studies that denoted human resources' relative consistent impact is critical to community club goal achievement (Doherty & Cuskelly, 2020; Hall et al. 2003; Misener & Doherty, 2014; Musso et al., 2016). In fact,

Hall et al.' (2003) findings emphasised the interrelationship and driving impact that human resources has on the other capacity dimensions (see Figure 2.1 on page 24 on this thesis). This study's results further emphasise the importance of human resources on not only club goal achievement but also on elite sport development within clubs during the attraction process.



Figure 6.1 Key findings of organisational capacity of board riding clubs during the *Attraction* process of elite surfer development.



As depicted in Figure 6.1, the findings suggest the strength of human resources has an impact on the relationship and network capacity of clubs which in turn, is directly related to their financial capacity in terms of negotiating sponsorship deals with external partners (i.e., third party organisations). It appears that many clubs use the networking and relationships of their members to gain sponsorship to be used for club purposes but also, some clubs are able to offer moderate support to gifted surfers who are pursuing a professional sporting career. Previous research suggested that sponsors have become a common type of commercial sector partner that allows sport organisations to procure necessary physical and financial resources (Ivašković, 2019; Misener & Doherty, 2014; Wagner et al., 2017). Misener and Doherty (2014) suggested it is the level of competence as well as the personal characteristics and skills of those members (which relates to human resource capacity) who manage the relationships that enhance the success or effectiveness of those partnerships. Specifically, the findings of this study suggest that the impact of financial capacity and relationship and network capacity on goal achievement is influenced by human resources. Further, in the case of surfing, it is the strength of a club's relationship and networking capacity that has an impact on its financial capacity in terms of funding from sponsorship agreements.

Figure 6.1 demonstrates that human resources also impacts planning and development in terms of clubs' committees planning annually for junior development programs to take place throughout the season. The annual planning reiterates how the shared attitude within the club committees (human resources) drives junior development during the attraction process.

The above discussion demonstrates the significance that volunteers have with regards to human resource capacity not only in the achievement of club goals but also during the attraction process of elite sport development. This advances the importance of maintaining the succession of volunteer recruitment and retention (Osterlund, 2013; Swierzy et al., 2018; Wicker & Breuer, 2013) and also importantly in this study, the continued shared attitude or vision of clubs which is junior development (green box). The shared vision is what has motivated parents to become heavily involved in terms of volunteering their time either on club competition days and/or holding a position on the club committee. The motivation for some parents to be involved in this study stemmed from their children's desire to pursue a professional career in surfing. There have been many previous studies that have shown parents volunteer in their children's sport club because of obligatory reasons such as 'making up the numbers to get things done' rather than being self-motivated (e.g., Harwood et al., 2019; Swierzy et al., 2018; Trussell, 2016), however interestingly, there seems limited research related to parents' motivation to be involved in committees of community clubs

because of their child's elite athlete pathway pursuit.

Participants spoke about how parents are more involved in the board riding clubs' operations more than previously noted. Previous literature may offer an alternate rationale for this change in parental attitude towards the lifestyle sport of surfing. Perhaps this could be because parents' attitudes towards the establishment of lifestyle sports have shifted from participants being seen as antisocial and deviant, to being accepted as creative risk-taking modern humans (Thorpe, 2017). Perhaps, as Wheaton (2017, p. 96) describes the past image of surfing to include, "reckless, male risk-seeking hedonists," is why previously, parental involvement was minimal, if not non-existent, due to lack of exposure to surfing and the formerly associated counter-culture image of participants. Additionally, the media have been prompted to gradually promote and celebrate this once alternative lifestyle as a 'genuine' sport, owing to the inclusion of surfing, as well as skateboarding, sport climbing and BMX in the Olympic Games (Thorpe, 2017). This move by parents now supporting children in this lifestyle sport and getting involved with it sees a move toward mainstream parental involvement as seen in traditional clubs. The above discussion therefore suggests that overall, most clubs perform well in supporting promising juniors during the attraction process of elite surfer development.

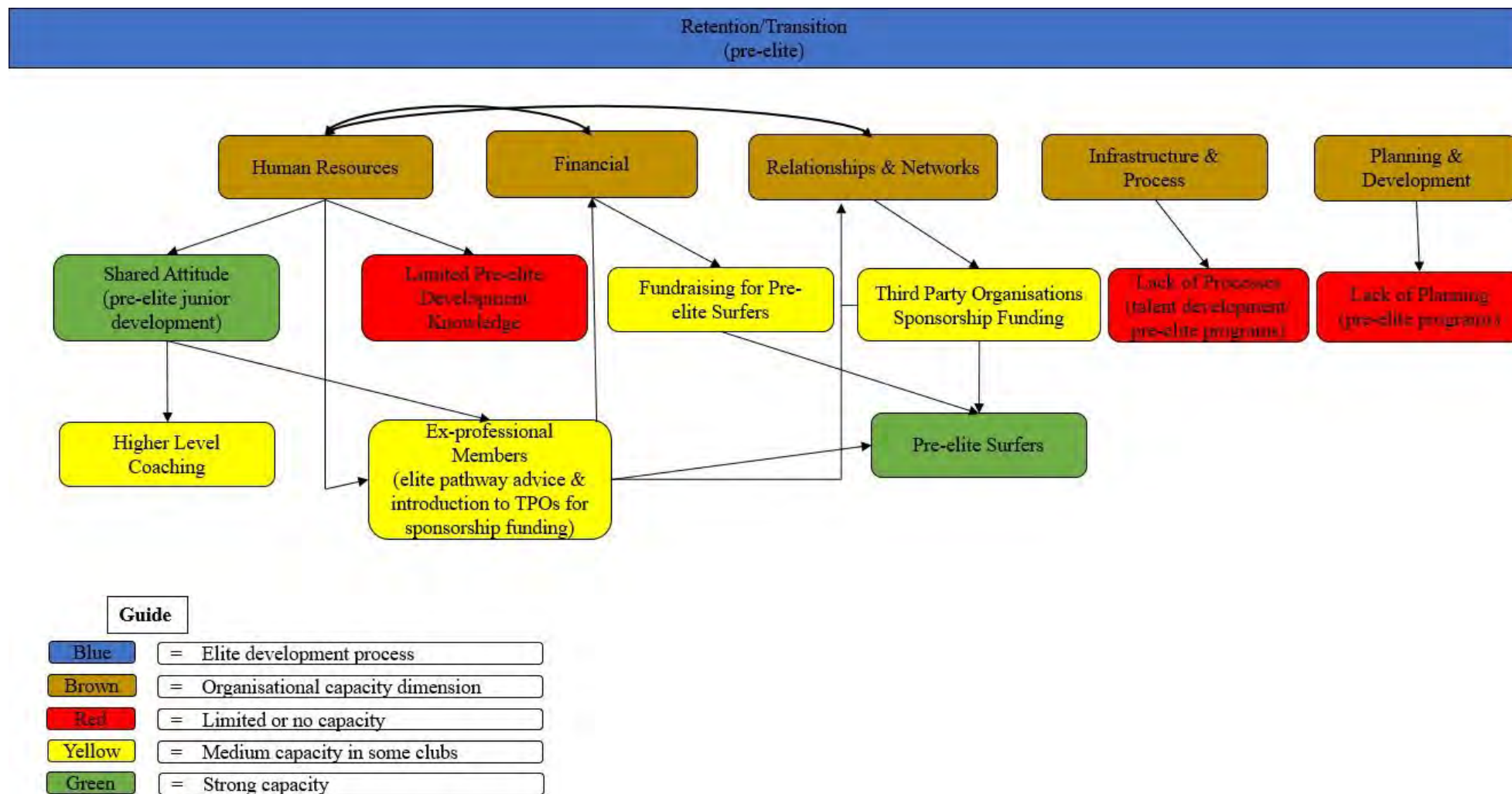
It was also evident in the findings of this study that many of the parents who volunteered are still surfing members of the club in which their children are now members. It seems one of the biggest motivations for parents to volunteer is their own sporting experience. The influence of parents' past sporting experience has often been discussed in existing literature (e.g., Harwood et al., 2019; Johansson & Green, 2019; Knight et al., 2016) where the main focus was usually related to the level at which the parents had achieved and their knowledge of the sport. In this study, the experience of the parents and their willingness to volunteer was a key element in the strength of human resource capacity particularly, during the attraction process.

An additional noteworthy and consistent finding from this exploratory study relating to human resource capacity was the shared attitude of junior development amongst the clubs. The importance of shared attitudes, visions and values of volunteers or staff of community clubs has been denoted in previous literature (e.g., Clutterbuck & Doherty, 2019; Doherty et al., 2014; Macintosh & Spence, 2012; Svensson & Hambrick, 2016; Svensson et al., 2017) as being critical in achieving sport development outcomes in a variety of contexts. In contrast, Clutterbuck and Doherty (2019) described how in their study, it was a lack of shared attitude

of some sport organisational stakeholders who were unwilling to embrace the mission of delivering a particular program which challenged their human resource capacity in achieving the organisation's goal. With regards to clubs' human resource capacity during the elite development processes, the findings suggest that most clubs are in a position to assist talented surfers at a relatively young age (attraction), however as they progress to the pre-elite and elite levels (retention/transition and nurturing), most clubs' human resource capacity to assist is challenged.

Figure 6.2 represents key findings of organisational capacity (brown boxes) of board riding clubs during the elite development process of *Retention/Transition* process (blue box). The figure shows how although there are green boxes illustrating strengths, the findings suggest that only *some* (yellow boxes) clubs possess medium strengths within the human resources, financial and relationships and network capacity to assist pre-elite surfers. Similar to the attraction process, human resources capacity has an impact upon other capacity dimensions but during this process, the impact is limited to financial and relationships and networking capacities. During retention/transition, the 'Shared Attitude' of junior development (green box) was still present in clubs' committees as a strength in their human resources, however at this process level, it was expressed more as 'pre-elite' junior development (i.e., the highest level of junior surfers).

Figure 6.2 Key findings of organisational capacity of board riding clubs during the *Retention/Transition* process of elite surfer development.



The results revealed that it is in only some clubs, that the shared attitude (green box) leads to the provision of higher level coaching (yellow box) for pre-elite surfers. This is in stark contrast to traditional sports where coaches who provide mentorship, high level skills training and professional elite pathway advice are critical at this stage to talented athletes and are available to all athletes at this stage (Berg et al., 2018). As can also be seen in Figure 6.2, in terms of human resources, ex-professional surfers (yellow box) who are still club members in some clubs impart their elite pathway experience and knowledge to promising young surfers (pre-elite) which strengthens clubs' human resources and relationships and networking capacities. What is significant is that this particular human resource at the retention/transition phase of surfer development, is linked to advancing the clubs' financial resources. Specifically, the ex-professionals assist pre-elite surfers by introducing them to third party organisations (TPOs) for sponsorship arrangements (yellow box). In other words, the ex-professionals use their relationships capacity with TPOs in an effort to secure much-needed funding (which enhances clubs' financial capacity) to pay for elite level competition expenses for surfers during the retention/transition process. The involvement of ex-professional club members during retention/transition appears to be central and integral to clubs' level of strength regarding human resources, financial, and relationships and networks capacities (illustrated by the directional arrows leading to and out from the 'ex-professional club members' yellow box). However, the results of the study also showed that the ex-professional club members' involvement of some clubs did not extend to infrastructure and process or planning and development capacities.

The fundraising efforts of some clubs (yellow box) represents another financial capacity strength. As depicted in Figure 6.2. the purpose of fundraising is to assist pre-elite surfers during the retention/transition process. The findings on clubs' capacity to retain and transition surfers showed that it is because of the clubs' level of human resources and the clubs' shared attitude or vision for their pre-elite junior development. It was found that some club committees conduct specific fundraising projects (yellow box) with the funds going to their promising junior members to assist with the expenses associated with higher level competition. Further to financial capacity at the retention/transition process level, the findings of the current study showed that the participants did not believe financial capacity to be a critical factor in achieving their goals. This is probably because the findings suggest that participants do not perceive their clubs to be responsible for developing elite surfers, and therefore there are no perceived challenges of financial capacity for clubs during the retention/transition process of elite sport development. However, it should be noted that

challenges relating to financial management practises were still found in the results but were directed towards general club operations in the form of attracting volunteer treasurers for club committees.

As Figure 6.2 depicts in red boxes, the results showed that most clubs' committees (human resources) have a limited understanding of pre-elite surfer developmental knowledge; they do not completely understand how promising surfers are developed and transitioned into the next level. Therefore, there is a lack of processes and planning for talent development and any implementation of pre-elite programs. As also demonstrated in Figure 6.2, the findings suggest that clubs do not have the human resources capacity that is required to positively impact on infrastructure and process or planning and development capacity during the retention/transition process.

Apparent in the findings and related to planning and development capacity, was an absence of opportunities to compete against other pre-elite surfers consistently to maintain a high level of skill and confidence. Clubs only have the capacity to offer club level competition to promising surfers. This is depicted in Figure 6.2 where there are challenges (red box) in planning for pre-elite programs that include pre-elite level competition. Without the challenge of regularly competing against equivalent or higher skilled individuals, athletes tend to wain in or lose confidence serious competition (Beaumont et al., 2015). This situation is different in some traditional sports, such as tennis, where players who are not competing at the highest level (i.e., Association of Tennis Professionals [ATP] tour [men] or the Women's Tennis Association [WTA]), they still have the opportunity to compete at an elite level (which is beyond club level) in many professional tournaments all around the world including respective national tennis competitions, the International Tennis Federation Men's and Women's Circuits, the ATP Challenger Tour for men (ATP, 2020) and several women's international tournaments (WTA, 2020). This allows tennis players to be continually challenged at an elite level which sustains their high-level competitive competencies. Tennis players at this stage are also supported by, or have regular access to personal, club and elite coaches which assists in their elite development pathway (Brouwers et al., 2015a). This poses problems for talent identified or pre-elite surfers during the retention/transition process of the elite pathway. The findings show that only a small number clubs have the capacity (yellow box) to assist talented surfers with the coaching they need, and no clubs can assist with providing high level competition in which their pre-elite members can hone their elite competitive skills.

This chapter presented a discussion of the results from Phase 1 that examined the

stakeholders and the roles they play during the sport development processes of Australian surfing. As the results from Phase 1 indicated that board riding clubs were found to be the predominant stakeholders, the discussion then focused on the results of Phase 2 (Parts 1 and 2) which investigated the capacity of board riding clubs to achieve their organisational goals and their capacity to contribute to the foundations of elite surfer development. The next section discusses the practical and managerial implications of both phases followed by the theoretical contribution derived from the findings of this thesis. The chapter concludes with limitations of this study and suggestions for future research.

### **6.3 Practical and Managerial Implications**

A major implication derived from the results is that sport clubs need to understand that multiple capacity dimensions have the potential to impact their goals and mission achievement. Also, the clubs must recognise that multiple dimensions of capacity can interact with each other to increase or decrease that impact. It was found that human resources are central to other capacities and critical for club operations. Given the centrality of human resources in the findings, sport clubs should acknowledge this by investing time and effort into recruiting knowledgeable volunteers particularly to committee positions. This drive for stronger human resources will result in stronger capacity in other dimensions as the results suggest a flow on effect from one capacity dimension to another.

The results of this study have identified many deficiencies in the elite surfer pathway and the lack of support that potential and elite surfers experience when attempting to graduate to the highest echelon of their sport. The key findings of this thesis suggest that board riding clubs are the predominant stakeholders in the elite surfer development pathway, particularly during the attraction and retention processes which is typical in most sports. However, due to the lack of knowledge and clear understanding that surfers and clubs have in regard to how surfers progress along the elite pathway, as well as gain support from the sport's governing bodies, the role of clubs is heightened during the transition process of elite athlete development. This enhanced role of clubs is relatively atypical in sports, particularly those that are Olympic sports. Board riding clubs have a strong capacity in all dimensions to assist surfers during the attraction process. However, most clubs face critical challenges in most capacity dimensions during the retention/transition processes to be able to effectively assist their members in becoming professional surfers. The results suggested that support from the



governing bodies of surfing (i.e., NSO and SSOs) is only moderate during the critical stages of transition and nurturing of elite development as access to elite coaching is somewhat restricted and financial support is nil and because of this, elite surfers have to become financially independent. As most clubs are challenged in human resources and financial capacity and are unable to provide higher level coaches during the retention/transition process, perhaps the governing bodies could either provide funding (strengthen financial capacity) for interested members of clubs to complete elite level coaching programs or they could offer elite coaches through SSOs' involvement in each state.

When examining the elite pathway at each ARTN process level, it has become evident that the sport of surfing does not possess the same clear and structured pathway as traditional sports where the athletes receive wide-ranging support directly and indirectly from the governing bodies of respective sports. This may be a result of the context of surfing's history and culture as a lifestyle sport and 'unstructuredness' which now requires much more formal attention to structured coordination and a focus on capacity building strategies from grassroots (community sport clubs) to the elite level. The lack of structure in board riding clubs may help to explain some of the differences between traditional club-based sports and unstructured sports. This may also be a result of surfing's infancy into the more mainstream sports arena via its introduction into the 2020 Olympic Games. Nevertheless, if surfing is to grow and elite surfers are to receive more direction and support from its governing bodies, the level of involvement that the NSO and SSOs have in the pathways will need to increase significantly. Further, as the results of this investigation clearly point out, there is a heightened role of board riding clubs during the critical level of retention/transition to the next process of nurturing. However, most board riding clubs face challenges in their capacity to provide effective support to surfers at this stage leaving gaps in the sport development pathway. This warrants the need for consultation between the key organisations such as the NSO, SSOs, clubs and other relevant stakeholders regarding the level of support that clubs require to fill in the gaps of the elite surfer pathway. If clubs are to continue to play a heightened role during the transitioning of surfers, then capacity building strategies of all capacity dimensions is required. For example, the NSO using its resources and relationships with Sport Australia, the Australian Institute of Sport, and TPOs could collaborate with board riding clubs to develop strategic plans that build capacity to address where challenges exist. This collaborative network can allow for better strategic planning for all relevant stakeholders and potentially overcome capacity or resource-related challenges that inhibit clubs from effectively assisting their elite members reach the pinnacle of their chosen sport.

As this study focussed on surfing as the context of enquiry, the new framework assists in the identification of capacity issues and leads to the identification of capacity building strategies, not only for traditional sports but also those deemed as lifestyle sports that may face the same evolution onto the Olympic stage. Combining the two frameworks (i.e., Hall et al.'s organisational capacity, 2003 and Sotiriadou et al.'s, 2008 ARTN development processes) has resulted in a unique and innovative framework which identifies critical elements within multiple capacity dimensions that emerge during the different processes of elite sport development. The identification of the critical elements will allow organisations to develop capacity building strategies that include effective systems which provide significant practical relevance specifically where deficiencies exist during the sport development processes within the ARTN framework. This new and innovative framework adds a new layer of a combined understanding of capacity to develop sport and offers new knowledge in the areas of elite sport development and sport organisational capacity. The new framework could be useful in other sport organisational contexts where the sport is undergoing significant changes. For example, an investigation into the organisational capacity of governing bodies of the other sports that have relatively new programs or other non-traditional sports newly introduced to the Olympic Games such as skateboarding, BMX freestyle, and climbing plus recently announced break dancing for 2024. The research may prove valuable in identifying strengths that can be capitalised upon, as well as any deficiencies or challenges in which the relevant stakeholders involved in the sport can address or improve on. For example, findings from this study revealed that board riding clubs have reduced levels of organisational capacity for general club operations, as well as the social aspect due to the lack of a clubhouse. Therefore, this suggests that these types of sports need to invest in clubhouses in order to thrive in what is becoming an increasingly fractured and cluttered sporting marketplace where many sports are competing for participants and volunteers. In addition, there might also be a loss of feeling of belonging where members have a 'home'. By acknowledging the critical elements of each capacity dimension and understanding the organisational capacity for building strategies of sport organisations (Millar & Doherty, 2016) is important for assisting policy makers, practitioners, and funding bodies from the sport sectors to make decisions about the development of elite athletes and pathways, supporting grassroots participation, and is useful for gaining stakeholder support, empowering others to implement and institutionalise change.

This investigation has allowed the identification of gaps and organisational capacity shortcomings in the elite pathway for surfing but importantly, at each ARTN process level.

By doing so, possible solutions such as capacity building strategies can be developed, not just in a general overall way but they can be suggested and implemented at specific stages of the pathway. The findings have promoted a better understanding and identification of organisational capacity shortcomings that will assist in building capacity and discovering effective systems that provide significant practical relevance. This will help surfing organisations, and sport organisations in general, overcome potential sport development barriers and build the capacity to deliver their sport development, as well as elite athlete development goals. The implications that have evolved from the current study provide support for the two frameworks i.e. organisational capacity (Hall et al., 2003) and the ARTN (Sotiriadou et al., 2008) to be combined together for future research on organisational capacity of sports clubs where elite athlete development of the sport is a major consideration.

#### **6.4 Theoretical Contribution**

Phase 1 of this thesis builds further on the ARTN framework (Sotiriadou et al., 2008) and provides perspectives from an organisational standpoint that describe how sport organisations and stakeholders within those organisations develop and support the various elite athlete development processes. The identification of the stakeholders involved and the role they play in the elite surfer pathway, examined from an organisational perspective, adds to previous studies using the ARTN framework. For example, the ARTN framework has been useful in previous research to investigate distinctive sport development processes (e.g., centre on only one or two ARTN processes) (Sotiriadou et al., 2014), for different strategies (e.g., facilities) (Darcy & Dowse, 2013), and for athlete support (e.g., focus on retrospective lifespan perspectives) (Berg et al., 2018). Further, Phase 1 extends the application of the ARTN framework on elite sport development and in a non-traditional sport setting. The theoretical contribution of Phase 1 lies in offering an understanding and empirical evidence on the role of stakeholders and the support they provide surfers in shaping elite development pathways in Australian surfing. By examining the sport development processes of surfing from an organisational perspective, the results revealed that clubs are the predominant stakeholder in the surfer development pathway, and the results also stress the heightened role that clubs play in the retention/transition, a process usually only associated with sport governing bodies such as NSOs and SSOs. This finding is significant perhaps due to surfing's infancy into the more mainstream sports arena via its introduction into the 2020 Olympic Games. Nonetheless, these findings lead to the significance of exploring the organisational capacity of board riding clubs to offer the foundations of elite surfer development.

Phase 2 of this thesis extends the body of research on community sports clubs from its predominant consideration of traditional sports clubs to a focus on a lifestyle sport which is in its relative infancy stage of being recognised as a ‘legitimate’ mainstream or Olympic sport. Building on previous non-profit and community sport organisation research, the outcome is a refined framework of capacity in the unique context of a lifestyle sport, i.e. surfing, with acumen into unique and further development of elements that are essential to mission and goal attainment. The main premise behind this thesis is that sport development stakeholders’ roles, their capacity to deliver athlete development strategies, and the interrelationships between stakeholders have a critical influence on the success of athlete development pathways (Sotiriadou, 2013). Accordingly, this thesis took a unique approach towards investigating elite sport pathways by examining a combination of two seemingly unrelated and never explored together concepts of sport development and organisational capacity at a community club level to examine the capacity of board riding clubs to deliver effective outcomes for the foundations of the elite surfer pathway during the sport developmental processes of attraction and retention/transition. Combining the two frameworks of Hall et al.’s organisational capacity (2003) and Sotiriadou et al.’s (2008) ARTN has developed a unique and innovative model that contributes to a new way of understanding and investigating the phenomenon of sport development combined with organisational capacity. In doing so, this study has enhanced academic understanding of a relationship within elite sport development and capacity of sport organisations that has not previously been the focus of empirical enquiry.

In essence, the new framework will provide a theoretical lens through which sport research practitioners can identify key stakeholders and the roles they play within a sport’s elite athlete development pathway and then assess their capacity to achieve success in those roles. The framework will allow practitioners to identify resource issues at various process levels of elite development and pathways, as well as investigate organisational capacity and identify where capacity building strategies are specifically required for successful elite sport development. The importance of this research into the relationship between elite sport development processes and the capacity of sport organisations and the stakeholders within them (input) to deliver relevant programs (throughput) during the elite athlete pathway links to a nation’s ability to support their athletes to achieve elite and world sporting success (output).

## **6.5 Study Limitations and Future Research**

## *Phase 1*

This thesis presented a significant and interesting understanding for key stakeholders involved in the delivery of sport development programs, however it has some limitations that lead to possible areas of future research. Collecting data from the selected sample was useful for harnessing details about the stakeholders (and their roles at different stages) involved in the elite development pathway for surfing. This was essential as the focus of Phase 1 was to examine the ARTN from an organisational perspective. However insightful the data were, it is important to recognise that participants or in this case surfers also play a role in the development pathway. Elite surfers' views on how they experience their own developmental journey would provide valuable and intimate insights that would complement this thesis' findings for sport policy makers, sport organisations and sponsors to better understand the sport development needs of surfers. However, access to elite surfers at the time of the study (and indeed most of the time) was not possible due to their travel and competition commitments. Furthermore, opinions from elite surfers who, due to various circumstances, were unable to transition from amateur to the professional phase of athlete development would also be a valuable source for elite sport development stakeholders. That information would reveal where the pathway system sometimes breaks down, thereby giving stakeholders involved an opportunity to remedy the situation by developing strategies to address those problems. Therefore, it is recommended that future research include surfers' opinions about the current elite surfer pathway and the support they receive compared to the support they believe they require which would further contribute to more efficient practices in surfer development.

Results from both phases of the thesis indicated that third party organisations' (TPOs) (in the form of sponsorship) involvement in the athlete development pathway is prevalent during the sport development processes of surfing. The findings suggest that this commercialisation of the sport may be relevant to other sports that attract private enterprise interest. However, these generalisations should be treated prudently because various sporting pathways, policies and interorganisational relationships need to be investigated on a sport-by-sport basis to provide a true interpretation of elite sport development, particularly a sport that is considered in the early stages of converging onto the traditional sport arena (i.e., participating at the Olympic Games for the first time). Therefore, there is a need to further investigate newer models of commercialised sport development systems from a theoretical standpoint that are practical (Newland & Kellett, 2012; Woolf et al., 2016).

Furthermore, the current results emphasised the emergence of social media during the

sport development processes of surfing. The findings also highlighted the importance that social media has with regards to elite and potentially elite surfers' ability to financially sustain elite competition both domestically and internationally. Athlete branding through a social media presence should be strategically planned in order to connect with a broad range of commercial stakeholders (Geurin, 2017). Building on this study, further research should investigate the growing significance and influence of social media, particularly throughout all the processes of the ARTN framework. Additionally, researchers could further explore the availability of support networks that may assist athletes in efficient management and effectiveness of their social media presence. The results of this research could alleviate athletes' distraction of social media management as well as improve their social media presence, thereby boosting their potential for sponsorship from commercial partners. Further, as unstructured sports are part of the disruption of traditional sports (typically appealing to younger audiences) and given the heightened role and significance of social media in these sports, this adds credence to future research that examines the use of social media for promotion and branding of lifestyle sports participants.

### *Phase 2*

While this study contributes significantly and further advances the knowledge base of capacity dimensions of community sports clubs, there are limitations to this research which provide direction for future research. Discussion of results is based on responses from only one individual from each participating club. Future research should include several different perspectives from other members of the clubs across various levels of involvement who could provide a broader perception of findings. Further, interviewing members of the club who are pursuing or are currently on the elite surfer development pathway would provide a more insightful examination of what support is required from a participatory standpoint. Also, as Clutterbuck and Doherty (2019) suggested, there could be an opportunity to gauge clubs' each organisation dimensional capacity utilising quantitative measures, particularly in financial aspects and other key performance indicators instead of relying solely on the participants' perceptions and assessments of strengths and challenges.

This study presents an examination of multidimensional capacity in the context of several community sport organisations that vary in size, length of establishment and geographical locations. It became evident from the results that answers gathered from the representatives of board riding clubs varied greatly in relation to their capacity to achieve organisational goals. This may be due to Australia having a relatively large geographical area with a smaller population than most developed countries. It was obvious that participating

clubs located in larger and more metropolitan areas (for example, Eastern suburbs of Sydney) as opposed to smaller regional districts (for example, regional Victoria) appeared to be more exposed to, and therefore have more knowledge about elite surfer pathways, have more established systems and processes in place (planning and process capacities), have more volunteers who offered their time (human resource capacity), and generated more promising junior club members. This may be seen as a limitation because previous research has stressed that within the many influences on sports talent development, socio-spatial factors often play an integral role (see Woolcock & Burke, 2013). For future research, it may be prudent to integrate empirical spatial analysis studies with the current research's framework/s in order to establish more generalisable results.

Finally, the new and innovative framework developed from Phase 2 of this thesis adds understanding to existing knowledge of elite sport development and the capacity building of the stakeholders or organisations involved with that process. Based on the issues found related to the strengths and challenges faced in the context of surfing, for future research, the newly developed framework could be tested in different contexts, or on a lifestyle sport-by-sport basis. Such testing may reveal gaps in the way sport organisations deliver sport development and help other emerging sports to recognise in more depth how to build a sustainable sport system by identifying effective organisational capacity building practices, advance their current pathways and processes, and optimise the use of government funding in sport. The new framework will allow sport development researchers to assess organisational capacity and identify where capacity building strategies are specifically required for successful elite sport development.

## Chapter Seven: Conclusion

This thesis examined the stakeholders and their roles in the sport development pathway of surfing. It was discovered that board riding clubs are the predominant stakeholders in the pathway, particularly at the foundation levels of athlete development. Then the thesis examined the capacity of the clubs to achieve their organisational goals, including their involvement in the development of surfers. In doing so, it addressed the need to investigate athlete development on a sport specific basis while considering the context in which the sport operates. The thesis has provided a new and innovative model (see Figure 3.1, p. 40). The *sport development/organisational capacity model* that allows for studying sport development from a managerial standpoint to assess key stakeholders' (inputs) capacities to deliver elite athlete programs (throughput) that contribute to a country's sporting success (output). The new framework allows for the identification of deficiencies in the elite athlete pathway, thereby instigating specific capacity building strategies that will address those deficiencies (Millar & Doherty, 2016).

The thesis concluded that the level of capacity to competently deliver elite surfer development is reliant upon a sport's context in which it operates, the various ways stakeholders are involved in elite surfer development, the resulting elite surfer pathways, and the organisational capacities of key stakeholders. Surfing, which has previously been considered a lifestyle sport and observations have reiterated that questions over its legitimacy as a 'serious' sport are still being asked (Gilchrist & Wheaton, 2017), has been recently integrated into the mainstream arena of the Olympic Games. It appears that surfing, indeed the elite development of surfers requires more collaboration between key stakeholders if surfing's legitimacy as an Olympic sport is to be established.



## References

- Aboumatar, H. J., Weaver, S. J., Rees, D., Rosen, M. A., Sawyer, M. D., & Pronovost, P. J. (2017). Towards high-reliability organising in healthcare: A strategy for building organisational capacity. *BMJ Quality & Safety*, *26*(8), 663-670. <https://doi.org/10.1136/bmjqs-2016-006240>
- Adler, E. (1997). Seizing the middle ground: Constructivism in world politics. *European Journal of International Relations*, *3*(3), 319-363. <https://doi.org/10.1177/1354066197003003003>
- Allison, M. (2001). *Sports clubs in Scotland*. Edinburgh, UK: Sport Scotland.
- Aliyu, A. A., Bello, M. U., Kasim, R., & Martin, D. (2014). Positivist and non-positivist paradigm in social science research: Conflicting paradigms or perfect partners? *Journal of Management and Sustainability*, *4*(3) <https://doi.org/10.5539/jms.v4n3p79>
- Al-Tabbaa, O., Gadd, K., & Ankrah, S. (2013). Excellence models in the non-profit context: Strategies for continuous improvement. *The International Journal of Quality & Reliability Management*, *30*(5), 590-612. <https://doi.org/10.1108/02656711311315521>
- Ambrosini, V., & Bowman, C. (2009). What are dynamic capabilities and are they a useful construct in strategic management? *International Journal of Management Reviews*, *11*(1), 29-49. <https://doi.org/10.1111/j.1468-2370.2008.00251.x>
- Andersson, F. O., Faulk, L., & Stewart, A. J. (2016). Toward more targeted capacity building: Diagnosing capacity needs across organizational life stages. *Voluntas* (Manchester, England), *27*(6), 2860-2888. <https://doi.org/10.1007/s11266-015-9634-7>
- Association of Tennis Professionals (2020). *ATP Tour*. Retrieved September 26, 2020, from <https://www.atptour.com/en/corporate/about>
- Auld, C., Misener, K., Hoyer, R., Cuskelly, G., & Kappelides, P. (2019). *Sport volunteering*. Taylor and Francis. <https://doi.org/10.4324/9780429292323>
- Aliyu, A. A., Bello, M. U., Kasim, R., & Martin, D. (2014). Positivist and non-positivist

- paradigm in social science research: Conflicting paradigms or perfect partners?  
*Journal of Management and Sustainability*, 4(3) <https://doi.org/10.5539/jms.v4n3p79>
- Amabile, T. M. (2019). Understanding retirement requires getting inside people's stories: A call for more qualitative research. *Work, Aging and Retirement*, 5(3), 207-211.  
<https://doi.org/10.1093/workar/waz007>
- Annells, M. (1996). Hermeneutic phenomenology: Philosophical perspectives and current use in nursing research. *Journal of Advanced Nursing*, 23(4), 705-713.  
<https://doi.org/10.1111/j.1365-2648.1996.tb00041.x>
- Association of Tennis Professionals (2020). *ATP Tour*. Retrieved January 19, 2020 from <https://www.atptour.com/en/corporate/about>
- Auld, C., Misener, K., Hoye, R., Cuskelly, G., & Kappelides, P. (2019). *Sport volunteering*. Taylor and Francis. <https://doi.org/10.4324/9780429292323>
- Australian Federal Government (2020) *Volunteers in Sport*. Retrieved January 19, 2020 from <https://www.clearinghouseforsport.gov.au/kb/volunteers-in-sport>.
- Australian Federal Government (2021) *Participation Grants and Funding for Sport and Recreation*. Retrieved April 15, 2021 from <https://www.clearinghouseforsport.gov.au/kb/participation-grants-and-funding>
- Balyi, I., Way, R., & Higgs, C. (2013). *Long-term athlete development*. Human Kinetics.
- Balduck, A., Van Rossem, A., & Buelens, M. (2010). Identifying competencies of volunteer board members of community sports clubs. *Nonprofit and Voluntary Sector Quarterly*, 39(2), 213-235. <https://doi.org/10.1177/0899764009334306>
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544-559.  
<https://doi.org/10.46743/2160-3715/2008.1573>
- Beaumont, C., Maynard, I. W., & Butt, J. (2015). Effective ways to develop and maintain robust sport-confidence: Strategies advocated by sport psychology consultants.

*Journal of Applied Sport Psychology*, 27(3), 301-318.

<https://doi.org/10.1080/10413200.2014.996302>

Berg, B. K., Fuller, R. D., & Hutchinson, M. (2018). "But a champion comes out much, much later": A sport development case study of the 1968 U.S. Olympic team. *Sport Management Review*, 21(4), 430-442. <https://doi.org/10.1016/j.smr.2017.10.002>

Bess, G. (1998). A first stage organization life cycle study of six emerging nonprofit organizations in Los Angeles. *Administration in Social Work*, 22(4), 35-52.

[https://doi.org/10.1300/J147v22n04\\_03](https://doi.org/10.1300/J147v22n04_03)

Bjørndal, C. T., & Ronglan, L. T. (2020). Athlete development in Norwegian Handball. In J. Baker, S. Cobley S. and J. Schorer (Eds.), *Talent identification and development in sport: International perspectives* (pp. 101-114). Routledge.

<https://doi.org/10.4324/9781003049111>

Bliznevskiy, A. U., Porteous, B., Kvåle, H. J., Bliznevskaya, V. S., Nemeč, M., Ermakov, S. S., & Kudryavtsev, M. D. (2016). Comparative analysis of new sport types – potential candidates for inclusion in the winter Olympic Games. *Journal of Physical Education and Sport*, 16(4), 1334-1339. <https://doi.org/10.7752/jpes.2016.04211>

Booth, D. (2001). From bikinis to boardshorts: "wahines" and the paradoxes of surfing culture. *Journal of Sport History*, 28(1), 3-22.

Bolderston, A. (2012). Conducting a research interview. *Journal of Medical Imaging and Radiation Sciences*, 43(1), 66-76. <https://doi.org/10.1016/j.jmir.2011.12.002>

Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development*. Sage.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>

Bree, R. & Gallagher, G. (2016) Using Microsoft Excel to code and thematically analyse

- qualitative data: a simple, cost-effective approach. *All Ireland Journal of Teaching and Learning in Higher Education* 8(2), 2811-2819.
- Breivik, G. (2010). Philosophy of sport in the Nordic Countries. *Journal of the Philosophy of Sport*, 37(2), 194-214. <https://doi.org/10.1080/00948705.2010.9714776>
- Breuer, C., & Haase, A. (2007). Sports clubs in Germany. In C. Breuer (Ed.), *Sports Development Report, 2005/2006. Analysis of the situation of sports clubs in Germany* (pp. 313-330). Cologne: Sports publisher Strauss.
- Breuer, C., Hoekman, R., Nagel, S., & van der Werff, H. (2015). *Sport clubs in Europe*. Springer.
- Breuer, C., & Nowy, T. (2015). *A comparative perspective on European football: Organizational capacity of European football clubs*. Cologne: German Sport University Cologne.
- Breuer, C., Wicker, P., & von Hanau, T. (2012). Consequences of the decrease in volunteers among German sports clubs: Is there a substitute for voluntary work? *International Journal of Sport Policy and Politics*, 4(2), 173-186.  
<https://doi.org/10.1080/19406940.2012.656681>
- Brooks, M., & Brooks, J. (1999). The courage to be constructivist. *Educational Leadership*, 57(3), 18-24.
- Brouwers, J., Sotiriadou, P., & De Bosscher, V. (2015a). An examination of the stakeholders and elite athlete development pathways in tennis. *European Sport Management Quarterly*, 15(4), 454-477. <https://doi.org/10.1080/16184742.2015.1067239>
- Brouwers, J., Sotiriadou, P., & De Bosscher, V. (2015b). Sport-specific policies and factors that influence international success: The case of tennis. *Sport Management Review*. 18(3), 343-358.  
<https://doi.org/10.1016/j.smr.2014.10.003>

- Burgham, M., & Downward, P. (2005). Why volunteer, time to volunteer? A case study from swimming. *Managing Leisure*, 10(2), 79-93. <https://doi.org/10.1080/13606710500146100>
- Cairns, B., Harris, M., & Young, P. (2005). Building the capacity of the voluntary non-profit sector: Challenges of theory and practice. *International Journal of Public Administration*, 28(9-10), 869-885. <https://doi.org/10.1081/PAD-200067377>
- Cameron, K. S., & Whetten, D. A. (1983). Models of the organizational life cycle: Applications to higher education. *The Review of Higher Education*, 6(4), 269-299. <https://doi.org/10.1353/rhe.1983.0009>
- Casey, M. M., Payne, W. R., & Eime, R. M. (2012). Organisational readiness and capacity building strategies of sporting organisations to promote health. *Sport Management Review*, 15(1), 109-124. <https://doi.org/10.1016/j.smr.2011.01.001>
- Chalip, L., & Green, B. C. (1998). Establishing and maintaining a modified youth sport program: Lessons from hotelling's location game. *Sociology of Sport Journal*, 15(4), 326-342. <https://doi.org/10.1123/ssj.15.4.326>
- Chappelet, J. (2011). Towards better Olympic accountability. *Sport in Society*, 14(3), 319-331. <https://doi.org/10.1080/17430437.2011.557268>
- Chappelet, J. (2016). From Olympic administration to Olympic governance. *Sport in Society*, 19(6), 739-751. <https://doi.org/10.1080/17430437.2015.1108648>
- Charmaz, K., 1939. (2014). *Constructing grounded theory* (2nd ed.). SAGE Publications Ltd.
- Chavez, C. (2015). Conceptualizing from the inside: Advantages, complications, and demands on insider positionality. *Qualitative Report*, <https://doi.org/10.46743/2160-3715/2008.1589>
- Clutterbuck, R., & Doherty, A. (2019). Organizational capacity for domestic sport for development. *Journal of Sport for Development*, 7(12), 16-32.
- Côté, J. (1999). The influence of the family in the development of talent in sport. *The Sport*

*Psychologist*, 13(4), 395-417. <https://doi.org/10.1123/tsp.13.4.395>

Coutinho, P., Mesquita, I., Davids, K., Fonseca, A. M., & Côté, J. (2016). How structured and unstructured sport activities aid the development of expertise in volleyball players. *Psychology of Sport and Exercise*, 25, 51-59.

<https://doi.org/10.1016/j.psychsport.2016.04.004>

Creswell, J. W. (2005). *Qualitative inquiry and research design: Choosing among five approaches*. Sage.

Creswell, J. W., & Plano Clark, V. L. (2017). *Designing and conducting mixed methods research* (Third ed.). SAGE.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (Fourth ed.). SAGE.

Crosset, T., & Beal, B. (1997). The use of “subculture” and “subworld” in ethnographic works on sport: A discussion of definitional distinctions. *Sociology of Sport Journal*, 14(1), 73-85. <https://doi.org/10.1123/ssj.14.1.73>

Cuskelly, G., & O'Brien, W. (2013). Changing roles: Applying continuity theory to understanding the transition from playing to volunteering in community sport. *European Sport Management Quarterly*, 13(1), 54-75.

<https://doi.org/10.1080/16184742.2012.744767>

Darcy, S., & Dowse, L. (2013). In search of a level playing field - the constraints and benefits of sport participation for people with intellectual disability. *Andersson* (3), 393-407.

<https://doi.org/10.1080/09687599.2012.714258>

De Bosscher, V., De Knop, P., & Van Bottenburg, M. (2009). An analysis of homogeneity and heterogeneity of elite sports systems in six nations. *International Journal of Sports Marketing and Sponsorship*, 10(2), 111-131. <https://doi.org/10.1108/ijms-10-02-2009-b003>

- De Bosscher, V., De Knop, P., van Bottenburg, M., Shibli, S., & Bingham, J. (2009). Explaining international sporting success: An international comparison of elite sport systems and policies in six countries. *Sport Management Review*, 12(3), 113-136. <https://doi.org/10.1016/j.smr.2009.01.001>
- DeCuir-Gunby, J. T., Marshall, P. L., & McCulloch, A. W. (2011). Developing and using a codebook for the analysis of interview data: An example from a professional development research project. *Field Methods*, 23(2), 136-155. <https://doi.org/10.1177/1525822X10388468>
- Delios, A. (2017). The death and rebirth (?) of international business research. *Journal of Management Studies*, 54(3), 391-397. <https://doi.org/10.1111/joms.12222>
- de Nooij, M., & van den Berg, M. (2018). The bidding paradox: Why politicians favor hosting mega sports events despite the bleak economic prospects. *Journal of Sport and Social Issues*, 42(1), 68-92. <https://doi.org/10.1177/0193723517748552>
- Denzin, N. K., & Lincoln, Y. S. (1994). *Handbook of qualitative research* (First ed.). Sage.
- Denzin, N. K., & Lincoln, Y. S. (2018). *The sage handbook of qualitative research* (Fifth ed.). Sage.
- Ding, Y. (2019). "Parents, me & X-sports": Mapping the BMX culture in contemporary China. *Journal of Sport and Social Issues*, 43(5), 353-367. <https://doi.org/10.1177/0193723519832463>
- Doherty, A., & Cuskelly, G. (2020). Organizational capacity and performance of community sport clubs. *Journal of Sport Management*, 34(3), 240-259. <https://doi.org/10.1123/jsm.2019-0098>
- Doherty, A., Misener, K., & Cuskelly, G. (2014). Toward a multidimensional framework of capacity in community sport clubs. *Non-profit and Voluntary Sector Quarterly*, 43(2\_suppl), 124S-142S. <https://doi.org/10.1177/0899764013509892>

- Donnelly, P., & Kidd, B. (2003). Realizing the expectations: Youth, character, and community in Canadian sport. *The sport we want: Essays on current issues in community sport*, 34, 25-44.
- Dijkstra, H. P., Pollock, N., Chakraverty, R., & Alonso, J. M. (2014). Managing the health of the elite athlete: A new integrated performance health management and coaching model. *British Journal of Sports Medicine*, 48(7), 523-531.  
<https://doi.org/10.1136/bjsports-2013-093222>
- Ding, Y. (2019). "Parents, me & X-sports": Mapping the BMX culture in contemporary China. *Journal of Sport and Social Issues*, 43(5), 353-367.  
<https://doi.org/10.1177/0193723519832463>
- Duffy, T. M., & Jonassen, D. H., 1947. (1992). *Constructivism and the technology of instruction: A conversation*. Lawrence Erlbaum Associates Publishers.
- Dwyer, S. C., & Buckle, J. L. (2018). Reflection/Commentary on a past article: "the space between: On being an insider-outsider in qualitative research". *International Journal of Qualitative Methods*, 17(1) <https://doi.org/10.1177/1609406918788176>
- Dyreson, M. (2012). World harmony or an athletic 'clash of civilizations'? the Beijing Olympic spectacle, BMX bicycles and the American contours of globalisation. *International Journal of the History of Sport*, 29(9), 1231-1242. <https://doi.org/10.1080/09523367.2012.692249>
- Eady, J. (1993). *Practical sports development*. Harlow, Essex: Longman.
- Edwards, A., & Skinner, J. (2009). *Qualitative research in sport management*. Butterworth-Heinemann. <https://doi.org/10.4324/9780080942629>
- Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative content analysis: A focus on trustworthiness. *SAGE Open*, 4(1), 215824401452263. <https://doi.org/10.1177/2158244014522633>
- Evers, C. (2016). Researching action sport with a GoPro™ camera: An embodied and emotional mobile video tale of the sea, masculinity and men-who-surf. In I.



- Wellard (Ed.) *Researching Embodied Sport : Exploring Movement Cultures*, (1st ed., pp. 145-162). Routledge. <https://doi.org/10.4324/9781315761121-12>
- Evers, C., & Doering, A. (2019). Lifestyle sports in east Asia. *Journal of Sport and Social Issues*, 43(5), 343-352. <https://doi.org/10.1177/0193723519868206>
- Ferkins, L., Shilbury, D., & O'Boyle, I. (2018). Leadership in governance: Exploring collective board leadership in sport governance systems. *Sport Management Review*, 21(3), 221-231. <https://doi.org/10.1016/j.smr.2017.07.007>
- Fernandez, S., & Rainey, H. G. (2006). Managing successful organizational change in the public sector. *Public Administration Review*, 66(2), 168-176. <https://doi.org/10.1111/j.1540-6210.2006.00570.x>
- Figg, C., Wenrick, M., Youker, C., Heilman, J., & Schneider, C. (2009). Implications and benefits of a long-term peer debriefing experience on teacher researchers. *Brock Education: A Journal of Educational Research and Practice*, 19(1), 20-35. <https://doi.org/10.26522/brocked.v19i1.118>
- Filo, K., Cuskelly, G., & Wicker, P. (2015). Resource utilisation and power relations of community sport clubs in the aftermath of natural disasters. *Sport Management Review*, 18(4), 555-569. <https://doi.org/10.1016/j.smr.2015.01.002>
- Fleming, J. (2018). Recognizing and resolving the challenges of being an insider researcher in work-integrated learning. *International Journal of Work-Integrated Learning*, 19(3), 311-320.
- Fosnot, C. T. (2005). *Constructivism: Theory, perspectives, and practice* (2nd ed.). Teachers College Press.
- Ford, N., & Brown, D. (2006). *Surfing and social theory: Experience, embodiment and narrative of the dream glide*. Routledge. <https://doi.org/10.4324/9780203415023>
- Ford, P., De Ste Croix, M., Lloyd, R., Meyers, R., Moosavi, M., Oliver, J., Till, K., & Williams, C. (2011). The long-term athlete development model: Physiological

- evidence and application. *Journal of Sports Sciences*, 29(4), 389-402.  
<https://doi.org/10.1080/02640414.2010.536849>
- Gerke, A., Dickson, G., Desbordes, M., & Gates, S. (2017). The role of interorganizational citizenship behaviors in the innovation process. *Journal of Business Research*, 73, 55-64. <https://doi.org/10.1016/j.jbusres.2016.12.005>
- Geurin, A. N. (2017). Elite female athletes' perceptions of new media use relating to their careers: A qualitative analysis. *Journal of Sport Management*, 31(4), 345-359.  
<https://doi.org/10.1123/jsm.2016-0157>
- Geurin-Eagleman, A. N., & Burch, L. M. (2016). Communicating via photographs: A gendered analysis of Olympic athletes' visual self-presentation on Instagram. *Sport Management Review*, 19(2), 133-145. <https://doi.org/10.1016/j.smr.2015.03.002>
- Gilchrist, P., & Wheaton, B. (2017). The social benefits of informal and lifestyle sports: A research agenda. *International Journal of Sport Policy and Politics*, 9(1), 1-10.  
<https://doi.org/10.1080/19406940.2017.1293132>
- Giulianotti, R., Hognestad, H., & Spaaij, R. (2016). Sport for development and peace: Power, politics, and patronage. *Journal of Global Sport Management*, 1(3-4), 129-141.  
<https://doi.org/10.1080/24704067.2016.1231926>
- Gowthorp, L., Toohey, K., & Skinner, J. (2017). Government involvement in high performance sport: An Australian national sporting organisation perspective. *International Journal of Sport Policy and Politics*, 9(1), 153-171.  
<https://doi.org/10.1080/19406940.2016.1220404>
- Graneheim, U. H., & Lundman, B. (2004). Qualitative content analysis in nursing research: Concepts, procedures and measures to achieve trustworthiness. *Nurse Education Today*, 24(2), 105-112. <https://doi.org/10.1016/j.nedt.2003.10.001>
- Green, B. C. (2005). Building sport programs to optimize athlete recruitment, retention, and transition: Toward a normative theory of sport development. *Journal of Sport*

- Management*, 19(3), 233-253. <https://doi.org/10.1123/jsm.19.3.233>
- Green, M., & Collins, S. (2008). Policy, politics and path dependency: Sport development in Australia and Finland. *Sport Management Review*, 11(3), 225-251.  
[https://doi.org/10.1016/S1441-3523\(08\)70111-6](https://doi.org/10.1016/S1441-3523(08)70111-6)
- Greene, M. (2014). On the inside looking in: Methodological insights and challenges in conducting qualitative insider research. *Qualitative Report*, 19(29), 1-13.  
<https://doi.org/10.46743/2160-3715/2014.1106>
- Green, M., Houlihan, B., & Taylor & Francis. (2005). *Elite sport development: Policy learning and political priorities*. Routledge. <https://doi.org/10.4324/9780203022245>
- Green, M., & Houlihan, B. (2006). Governmentality, modernization, and the "disciplining" of national sporting organizations: Athletics in Australia and the United Kingdom. *Sociology of Sport Journal*, 23(1), 47-71. <https://doi.org/10.1123/ssj.23.1.47>
- Greyson, I., Kelly, S., Peyrebrune, M., & Furniss, B. (2010). Interpreting and implementing the long term athlete development model: English swimming coaches' views on the (swimming) LTAD in practice: A commentary. *International Journal of Sports Science & Coaching*, 5(3), 403-406. <https://doi.org/10.1260/1747-9541.5.3.403>
- Griffiths, M., & Armour, K. (2014). Volunteer sports coaches as community assets? A realist review of the research evidence. *International Journal of Sport Policy and Politics*, 6(3), 307-326. <https://doi.org/10.1080/19406940.2013.824496>
- Guest, G., MacQueen, K. M., & Namey, E. E. (2012). *Applied thematic analysis*. Sage Publications. <https://doi.org/10.4135/9781483384436>
- Guba, E. G., Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In Denzin, N. K., Lincoln, Y. S. (Eds.), *Handbook of qualitative research* (pp. 105–117). Sage
- Gulbin, J. P., Croser, M. J., Morley, E. J., & Weissensteiner, J. R. (2014). A closer look at the FTEM framework. response to "more of the same? comment on 'an integrated framework for the optimisation of sport and athlete development: A practitioner

approach". *Journal of Sports Sciences*, 32(8), 796-800.

<https://doi.org/10.1080/02640414.2013.855806>

Hall, M. H., Andrukow, A., Barr, C., Brock, K., de Wit, M., Embuldeniya, D., . . . Malinsky, E. (2003). The capacity to serve: A qualitative study of the challenges facing Canada's nonprofit and voluntary organizations. *Toronto: Canadian Centre for Philanthropy*.

Hallmann, K., & Dickson, G. (2017). Non-profit sport club members: What makes them volunteer? *Voluntary Sector Review*, 8(2), 187-204.

<https://doi.org/10.1332/204080517X14975367943041>

Hallmann, K., Downward, P., & Dickson, G. (2018). Factors influencing time allocation of sport event volunteers. *International Journal of Event and Festival Management*, 9(3), 316-331. <https://doi.org/10.1108/IJEFM-01-2018-0004>

Hallmann, K., & Petry, K. (2013). *Comparative sport development: Systems, participation and public policy*. Springer.

Hambrick, M. E., Svensson, P. G., & Kang, S. (2019). Using social network analysis to investigate interorganizational relationships and capacity building within a sport for development coalition. *Sport Management Review*, 22(5), 708-723.

<https://doi.org/10.1016/j.smr.2018.12.002>

Hanlon, C., Millar, P., Doherty, A., & Craike, M. (2019). Building capacity of community sport clubs to increase female participation. *Leisure Sciences*, 1-20.

<https://doi.org/10.1080/01490400.2019.1686445>

Harman, A., & Doherty, A. (2019). Psychological contract in the volunteer youth sport coach environment: The community sport club perspective. *Managing Sport and Leisure*, 24(5), 321-338. <https://doi.org/10.1080/23750472.2019.1645615>

Harwood, C. G., Knight, C. J., Thrower, S. N., & Berrow, S. R. (2019). Advancing the study

- of parental involvement to optimise the psychosocial development and experiences of young athletes. *Psychology of Sport and Exercise*, 42, 66-73.  
<https://doi.org/10.1016/j.psychsport.2019.01.007>
- Honea, J. C. (2013). Beyond the alternative vs. mainstream dichotomy: Olympic BMX and the future of action sports. *Journal of Popular Culture*, 46(6), 1253-1275.  
<https://doi.org/10.1111/jpcu.12087>
- Hornig, M., Aust, F., & Güllich, A. (2016). Practice and play in the development of German top-level professional football players. *European Journal of Sport Science*, 16(1), 96-105. <https://doi.org/10.1080/17461391.2014.982204>
- Hotelling, H. (1929). Stability in competition. *Economic Journal*, 39, 41-57.
- Hou, Y., Moynihan, D. P., & Ingraham, P. W. (2003). Capacity, management, and performance: Exploring the links. *The American Review of Public Administration*, 33(3), 295-315. <https://doi.org/10.1177/0275074003251651>
- Howe, J. (2003). *Drawing lines: A report from the extreme world*. State University of New York Press, Albany. 353-369
- Hoye, R. (2020). *Sport volunteering* (1st ed.). Routledge, Taylor & Francis Group.  
<https://doi.org/10.4324/9780429292323>
- Hoye, R., Cuskelly, G., Taylor, T., & Darcy, S. (2008). Volunteer motives and retention in community sport: A study of Australian rugby clubs. *Australian Journal on Volunteering*, 13(2), 40-48.
- Hoye, R., Nicholson, M., Nicholson, M., Hoye, R., & Houlihan, B. (2011). *Participation in sport: International Policy Perspective*. Routledge.  
<https://doi.org/10.4324/9780203870495>
- Imperial, M. T., Johnston, E., Pruett-Jones, M., Leong, K., & Thomsen, J. (2016). Sustaining the useful life of network governance: Life cycles and developmental challenges. *Frontiers in Ecology and the Environment*, 14(3), 135-144.

<https://doi.org/10.1002/fee.1249>

International Organising Committee (2016). *IOC approves five new sports for Olympic Games Tokyo 2020*. Retrieved May 20, 2019, from

<https://www.olympic.org/news/ioc-approves-five-new-sports-for-olympic-games-tokyo-2020>

Irwin, J. (1973). Surfing: The natural history of an urban scene. *Urban Life and Culture*, 2(2), 131-160.

<https://doi.org/10.1177/089124167300200201>

Ivašković, I. (2019). The stakeholder-strategy relationship in non-profit basketball clubs.

*Economic Research*, 32(1), 1457-1475.

<https://doi.org/10.1080/1331677X.2019.1638283>

Janesick, V.J. (2015). Peer Debriefing. In G. Ritzer (Ed.), *The Blackwell Encyclopedia of Sociology*. Blackwell Publishing.

Józwiak, P. (2021). Legal problems of financing sports clubs by local governments in Poland as a reason for interdisciplinary and legal-comparative research. *Journal of Physical Education and Sport*, 21, 1098-1105.

<https://doi.org/10.7752/jpes.2021.s2138>

Johansen, P. F., & Green, K. (2019). 'it's alpha omega for succeeding and thriving': Parents, children and sporting cultivation in Norway. *Sport, Education and Society*, 24(4),

427-440. <https://doi.org/10.1080/13573322.2017.1401991>

Kaplan, R. S. (2001). Strategic performance measurement and management in non-profit organizations. *Non-profit Management and Leadership*, 11(3), 353-370.

<https://doi.org/10.1002/nml.11308>

Kappelides, P., Cuskelly, G., & Hoye, R. (2019). The influence of volunteer recruitment practices and expectations on the development of volunteers' psychological

contracts. *Voluntas*, 30(1), 259-271. <https://doi.org/10.1007/s11266-018-9986-x>

Kellett, P., & Russell, R. (2009). A comparison between mainstream and action sport

- industries in Australia: A case study of the skateboarding cluster. *Sport Management Review*, 12(2), 66-78. <https://doi.org/10.1016/j.smr.2008.12.003>
- King, K., & Church, A. (2015). Questioning policy, youth participation and lifestyle sports. *Leisure Studies*, 34(3), 282-302. <https://doi.org/10.1080/02614367.2014.893005>
- King, K., & Church, A. (2017). Lifestyle sports delivery and sustainability: Clubs, communities and user-managers. *International Journal of Sport Policy and Politics*, 9(1), 107-119. <https://doi.org/10.1080/19406940.2017.1289236>
- Kitchin, P. J., & Crossin, A. (2018). Understanding which dimensions of organisational capacity support the vertical integration of disability football clubs. *Managing Sport and Leisure*, 23(1-2), 28-47. <https://doi.org/10.1080/23750472.2018.1481764>
- Knight, C. J., Dorsch, T. E., Osai, K. V., Haderlie, K. L., & Sellars, P. A. (2016). Influences on parental involvement in youth sport. *Sport, Exercise, and Performance Psychology*, 5(2), 161. <https://doi.org/10.1037/spy0000053>
- Kumar, H., Manoli, A. E., Hodgkinson, I. R., & Downward, P. (2018). Sport participation: From policy, through facilities, to users' health, well-being, and social capital. *Sport Management Review*, 21(5), 549-562. <https://doi.org/10.1016/j.smr.2018.01.002>
- Lebel, K., & Danylchuk, K. (2014). Facing off on twitter: A generation Y interpretation of professional athlete profile pictures. *International Journal of Sport Communication*, 7(3), 317-336. <https://doi.org/10.1123/IJSC.2014-0004>
- Leung, L. (2015). Validity, reliability, and generalizability in qualitative research. *Journal of Family Medicine and Primary Care*, 4(3), 324-327. <https://doi.org/10.4103/2249-4863.161306>
- Liebenau, L. (2010). *Sport development pathways for amateur golfers: The case study of Queensland*. (Unpublished honour's thesis). Bond University, Australia.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.
- Lincoln, Y. S., Guba, E. G., & ProQuest Ebooks. (2013). *The constructivist credo*. Left Coast

Press, Inc. <https://doi.org/10.4324/9781315418810>

Lloyd, R. S., Oliver, J. L., Faigenbaum, A. D., Howard, R., De Ste Croix, Mark B A, Williams, C. A., Best, T. M., Alvar, B. A., Micheli, L. J., Thomas, D. P., Hatfield, D. L., Cronin, J. B., & Myer, G. D. (2015). Long-term athletic development- part 1: A pathway for all youth. *Journal of Strength and Conditioning Research*, 29(5), 1439-1450. <https://doi.org/10.1519/JSC.0000000000000756>

MacIntosh, E., Kinoshita, K., & Sotiriadou, P. (2020). The effects of the 2018 Commonwealth Games service environment on athlete satisfaction and performance: A transformative service research approach. *Journal of Sport Management*, 34(4), 316-328. <https://doi.org/10.1123/jsm.2019-0186>

MacIntosh, E., & Spence, K. (2012). An exploration of stakeholder values: In search of common ground within an international sport and development initiative. *Sport Management Review*, 15(4), 404-415. <https://doi.org/10.1016/j.smr.2012.03.002>

MacNamara, A., & Collins, D. (2014). More of the same? comment on "an integrated framework for the optimisation of sport and athlete development: A practitioner approach". *Journal of Sports Sciences*, 32(8), 793-795. <https://doi.org/10.1080/02640414.2013.855805>

Maguire, J., & Maguire, J. A. (1999). *Global sport: Identities, societies, civilizations*. Polity Press.

Maharaj, N. (2016). Using field notes to facilitate critical reflection. *Reflective Practice*, 17(2), 114-124. <https://doi.org/10.1080/14623943.2015.1134472>

May, C. (2021). *Volunteers in Sport*. Clearing House for Sport. Retrieved October 1, 2021 from <https://www.clearinghouseforsport.gov.au/kb/volunteers-in-sport>

Merriam, S. B. (1998). *Qualitative research and case study applications in education* (2nd ed.). Jossey-Bass Publishers.



- Midol, N. (1993). Cultural dissents and technical innovations in the 'whiz'sports. *International Review for the Sociology of Sport*, 28(1), 23-32.  
<https://doi.org/10.1177/101269029302800102>
- Midol, N., & Broyer, G. (1995). Toward an anthropological analysis of new sport cultures - the case of whiz sports in France. *Sociology of Sport Journal*, 12(2), 204-212.  
<https://doi.org/10.1123/ssj.12.2.204>
- Millar, P., & Doherty, A. (2016). Capacity building in non-profit sport organizations: Development of a process model. *Sport Management Review*, 19(4), 365-377.  
<https://doi.org/10.1016/j.smr.2016.01.002>
- Millar, P., & Doherty, A. (2018). You can't just start and expect it to work": An investigation of strategic capacity building in community sport organizations. *Journal of Sport Management*, 32(4), 348–361. <https://doi:10.1123/jsm.2017-0233>
- Miragaia, D., Brito, M., & Ferreira, J. (2016). The role of stakeholders in the efficiency of non-profit sports clubs. *Non-profit Management and Leadership*, 27(1), 113-134.  
<https://doi.org/10.1002/nml.21210>
- Misener, K. E. (2009). *Dimensions of Organizational Capacity in Nonprofit Community Sport* (Doctoral dissertation, School of Graduate and Postdoctoral Studies, University of Western Ontario).
- Misener, K., & Doherty, A. (2009). A case study of organizational capacity in nonprofit community sport. *Journal of Sport Management*, 23(4), 457-482.  
<https://doi.org/10.1123/jsm.23.4.457>
- Misener, K., & Doherty, A. (2013). Understanding capacity through the processes and outcomes of interorganizational relationships in nonprofit community sport organizations. *Sport Management Review*, 16(2), 135-147.  
<https://doi.org/10.1016/j.smr.2012.07.003>
- Mkansi, M., & Acheampong, E. A. (2012). Research philosophy debates and classifications:

- Students' dilemma. *Electronic Journal of Business Research Methods*, 10(2), 132-140.
- Morino, M., & Jonas, G. (2001). Effective capacity building in nonprofit organizations. *Philanthropy Partners*.
- Moustakas, L. (2020). Big games in small places: the African Youth Games and organisational capacity in Botswana sport federations. *European Sport Management Quarterly*, 1-21.  
<https://doi.org/10.1080/16184742.2020.1849341>
- Musso, F., Richelieu, A., & Francioni, B. (2016). Making small sports clubs manageable and economically sustainable - a study on clay target shooting in Italy. *Managing Sport and Leisure*, 21(5), 283-299. <https://doi.org/10.1080/23750472.2016.1273791>
- Nagel, S., Seippel, Ø., Breuer, C., Feiler, S., Elmoose-Østerlund, K., Llopis-Goig, R., Nichols, G., Perényi, S., Piątkowska, M., & Scheerder, J. (2020). Volunteer satisfaction in sports clubs: A multilevel analysis in 10 European countries. *International Review for the Sociology of Sport*, 55(8), 1074-1093.  
<https://doi.org/10.1177/1012690219880419>
- Newland, B., & Kellett, P. (2012). Exploring new models of elite sport delivery: The case of triathlon in the USA and Australia. *Managing Leisure*, 17(2-3), 170-181.  
<http://doi:10.1080/13606719.2012.674393>
- Nichols, G., Wicker, P., Cuskelly, G., & Breuer, C. (2015). Measuring the formalization of community sports clubs: Findings from the UK, Germany and Australia. *International Journal of Sport Policy and Politics*, 7(2), 283-300.  
<https://doi.org/10.1080/19406940.2015.1006661>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16(1), 160940691773384. <https://doi.org/10.1177/1609406917733847>
- Oakland, J., & Tanner, S. (2007). Successful change management. *Total Quality Management & Business Excellence*, 18(1-2), 1-19.

<https://doi.org/10.1080/14783360601042890>

- Ooms, L., Van Kruijsbergen, M., Collard, D., Leemrijse, C., & Veenhof, C. (2019). Sporting programs aimed at inactive population groups in The Netherlands: Factors influencing their long-term sustainability in the organized sports setting. *BMC Sports Science, Medicine & Rehabilitation, 11*(1), 33-33. <http://doi:10.1186/s13102-019-0137-5>
- Østerlund, K. (2013). Managing voluntary sport organizations to facilitate volunteer recruitment. *European Sport Management Quarterly, 13*(2), 143-165. <https://doi.org/10.1080/16184742.2012.731074>
- Papadimitriou, D. (2002). Amateur structures and their effect on performance: The case of Greek voluntary sports clubs. *Managing Leisure, 7*(4), 205-219. <https://doi.org/10.1080/1360671021000056570>
- Parahoo, K. (2014). *Nursing research: principles, process and issues*. Macmillan International Higher Education.
- Parris, D. L., Troilo, M. L., Bouchet, A., & Peachey, J. W. (2014). Action sports athletes as entrepreneurs: Female professional wakeboarders, sponsorship, and branding. *Sport Management Review, 17*(4), 530-545.
- Patton, M. Q. (2002). Two decades of developments in qualitative inquiry: A personal, experiential perspective. *Qualitative Social Work : QSW : Research and Practice, 1*(3), 261-283. <https://doi.org/10.1177/1473325002001003636>
- Paynter, S., & Berner, M. (2014). Organizational capacity of nonprofit social service agencies. *Journal of Health and Human Services Administration, 37*(1), 111-145.
- Pearse, N. (2019). *An illustration of deductive analysis in qualitative research*. Paper presented at the 264-VII. <https://doi.org/10.34190/RM.19.006>
- Percy, W. H., Kostere, K., & Kostere, S. (2015). Generic qualitative research in psychology. *Qualitative Report, 20*(2), 76-85. <https://doi.org/10.46743/2160-3715/2015.2097>
- Phillips, E., Davids, K., Renshaw, I., & Portus, M. (2010). Expert performance in sport and

- the dynamics of talent development. *Sports Medicine (Auckland)*, 40(4), 271-283.  
<https://doi.org/10.2165/11319430-000000000-00000>
- Queensland Government (2019). *What's allowed on Gold Coast beaches?* Retrieved March 14, 2019 from <https://www.goldcoast.qld.gov.au/thegoldcoast/whats-allowed-on-gold-coast-beaches-23369.html>
- Queensland Government (2020). *Sport and development for clubs*. Retrieved January 3, 2020 from <https://www.qld.gov.au/recreation/sports/club-support>.
- Rehman, A. A., & Alharthi, K. (2016). An introduction to research paradigms. *Creswell* (8), 51-59.
- Richardson-Tench, M., Nicholson, P., Taylor, B., & Kermode, S. (2018). *Research in nursing, midwifery and allied health: evidence for best practice*. Cengage AU.
- Rinehart, R. E. (1998). *Players all: Performances in contemporary sport*. Indiana University Press.
- Ringuet-Riot, C., Cuskelly, G., Auld, C., & Zakus, D. H. (2014). Volunteer roles, involvement and commitment in voluntary sport organizations: Evidence of core and peripheral volunteers. *Sport in Society*, 17(1), 116–133.  
<https://doi.org/10.1080/17430437.2013.828902>
- Robertson, J., Eime, R., & Westerbeek, H. (2019). Community sports clubs: are they only about playing sport, or do they have broader health promotion and social responsibilities? *Annals of Leisure Research*, 22(2), 215-232.  
<https://doi.org/10.1080/11745398.2018.1430598>
- Rocha, C. M. (2017). Rio 2016 Olympic Games and diplomatic legacies. *International Journal of Sport Policy and Politics*, 9(2), 277-294.  
<https://doi.org/10.1080/19406940.2017.1287762>
- Rolfe, G. (2006). Validity, trustworthiness and rigour: quality and the idea of qualitative research. *Journal of Advanced Nursing*, 53(3), 304-310.

<https://doi.org/10.1111/j.1365-2648.2006.03727.x>

Rowe, N. (2012). Review of the research evidence on young people and sport. *Sport England Research*. Sport England.

Ryan, F., Coughlan, M., & Cronin, P. (2007). Step-by-step guide to critiquing research. part 2: Qualitative research. *British Journal of Nursing (Mark Allen Publishing)*, 16(12), 738-744. <https://doi.org/10.12968/bjon.2007.16.12.23726>

Schofield, J. W. (1993). Increasing the generalizability of qualitative research. In M. Hammersley (Ed.), *Social research: Philosophy, politics and practice* (p. 200–225). Sage Publications

Shah, S. K., & Corley, K. G. (2006). Building better theory by bridging the Quantitative–Qualitative divide. *Journal of Management Studies*, 43(8), 1821-1835. <https://doi.org/10.1111/j.1467-6486.2006.00662.x>

Sharpe, E. K. (2006). Resources at the grassroots of recreation: Organizational capacity and quality of experience in a community sport organization. *Leisure Sciences*, 28(4), 385-401. <http://doi:10.1080/01490400600745894>

Sherry, E., Schulenkorf, N., Seal, E., Nicholson, M., & Hoye, R. (2017). Sport-for-development: Inclusive, reflexive, and meaningful research in low- and middle-income settings. *Sport Management Review*, 20(1), 69-80. <https://doi.org/10.1016/j.smr.2016.10.010>

Shilbury, D., 1958, & Kellett, P., 1971. (2011). *Sport management in Australia: An organisational overview* (4th ed.). Allen & Unwin.

Shilbury, D., Sotiriadou, P., & Green, C. B. (2008). Sport development. systems, policies and pathways: An introduction to the special issue. *Sport Management Review*, 11(3), 217-223. [https://doi.org/10.1016/S1441-3523\(08\)70110-4](https://doi.org/10.1016/S1441-3523(08)70110-4)

Schulz, J., & Auld, C. (2006). Perceptions of role ambiguity by chairpersons and executive

- directors in Queensland sporting organisations. *Sport Management Review*, 9(2), 183-201. [https://doi.org/10.1016/S1441-3523\(06\)70025-0](https://doi.org/10.1016/S1441-3523(06)70025-0)
- Simoni, J. M., Beima-Sofie, K., Amico, K. R., Hosek, S. G., Johnson, M. O., & Mensch, B. S. (2019). Debrief reports to expedite the impact of qualitative research: Do they accurately capture data from in-depth interviews? *AIDS and Behavior*, 23(8), 2185-2189. <https://doi.org/10.1007/s10461-018-02387-3>
- Smith, B. (2017). *Narrative inquiry and autoethnography*. In M. L. Silk, D. L. Andrews & H. Thorpe (Eds.), *Routledge Handbook of Physical Cultural Studies* (1st ed., pp. 505-514). Routledge. <https://doi.org/10.4324/9781315745664-51>
- Smith, A. C. T., Skinner, J., & Edwards, A. (2020). *Qualitative research in sport management*. Taylor and Francis. <https://doi.org/10.4324/9780367854249>
- Sotiriadou, K. (. (2009). The Australian sport system and its stakeholders: Development of cooperative relationships. *Sport in Society*, 12(7), 842-860. <https://doi.org/10.1080/17430430903053067>
- Sotiriadou, P., Brouwers, J., De Bosscher, V., & Cuskelly, G. (2017). The role of interorganizational relationships on elite athlete development processes. *Journal of Sport Management*, 31(1), 61-79. <https://doi.org/10.1123/jsm.2016-0101>
- Sotiriadou, P., & De Bosscher, V. (2017). Creating high performing non-profit sport organisations. In T. Bradbury & I. Boyle *Understanding Sport Management: International Perspectives*, (pp. 75-94). <https://doi.org/10.4324/9781315657554>
- Sotiriadou, K., Shilbury, D., & Quick, S. (2008). The attraction, retention/transition, and nurturing process of sport development: Some Australian evidence. *Journal of Sport Management*, 22(3), 247-272. <https://doi.org/10.1123/jsm.22.3.247>
- Sotiriadou, K., & Shilbury, D. (2010). Using grounded theory in sport management research. *International Journal of Sport Management and Marketing*, 8(3-4), 181-202.
- Sotiriadou, P., Thrush, A., & Hill, B. (2020). An examination of the changes on facilitators

- and constraints during lifelong participation in surfing. *European Sport Management Quarterly*, 1-21. <https://doi.org/10.1080/16184742.2020.1825508>
- Sotiriadou, P., & Wicker, P. (2013). Community sports clubs' responses to institutional and resource dependence pressures for government grants. *Annals of Leisure Research*, 16(4), 297-314. <https://doi.org/10.1080/11745398.2013.853338>
- Sotiriadou, P., Wicker, P., & Quick, S. (2014). Attracting and retaining club members in times of changing societies: The case of cycling in Australia. *Managing Leisure*, 19(5), 345-358. <https://doi.org/10.1080/13606719.2014.885718>
- Spillett, M. A. (2003). Peer debriefing: who, what, when, why, how. *Academic Exchange Quarterly*, 7(3), 36-41.
- Sport Australia (2021). *Club Development*. Retrieved October 3, 2021 from <https://www.sportaus.gov.au/club-development>
- Sport New Zealand (2018). *Sport NZ releases new participation survey*. Retrieved September 23, 2019 from <https://sportnz.org.nz/about/news-and-media/media-centre/sport-nz-releases-new-participation-survey/>.
- Sport and Recreation Alliance (2013). *Sports Club Survey 2013*. Retrieved May 2, 2019 from <https://www.sportandrecreation.org.uk/policy/research-publications/sports-club-survey-2013>.
- Stefani, R. (2016). Olympic sports of the future. *The Sport Journal*, 17(3), 1-10.
- Stranger, M. (1999). The aesthetics of risk: A study of surfing. *International Review for the Sociology of Sport*, 34(3), 265-276. <https://doi.org/10.1177/101269099034003003>
- Stranger, M. (2010). Surface and substructure: Beneath surfing's commodified surface. *Sport in Society*, 13(7-8), 1117-1134. <https://doi.org/10.1080/17430431003780054>
- Strauss, A. L. (1987). *Qualitative analysis for social scientists*. Cambridge University Press.
- Su, Y., Baker, B. J., Doyle, J. P., & Kunkel, T. (2020). The rise of an athlete brand: Factors influencing the social media following of athletes. *Sport Marketing Quarterly*, 29(1),

33-46. <https://doi.org/10.32731/SMQ.291.302020.03>

Super, S., Verkooijen, K., & Koelen, M. (2018). The role of community sports coaches in creating optimal social conditions for life skill development and transferability - a salutogenic perspective. *Sport, Education and Society*, 23(2), 173-185.

<https://doi.org/10.1080/13573322.2016.1145109>

Svensson, P. G., & Hambrick, M. E. (2016). “Pick and choose our battles”– understanding organizational capacity in a sport for development and peace organization. *Sport Management Review*, 19(2), 120-132. <https://doi.org/10.1016/j.smr.2015.02.003>

Svensson, P. G., Hancock, M. G., & Hums, M. A. (2017). Elements of capacity in youth development nonprofits: An exploratory study of urban sport for development and peace organizations. *Voluntas (Manchester, England)*, 28(5), 2053-2080. <https://doi.org/10.1007/s11266-017-9876-7>

Swierzy, P., Wicker, P., & Breuer, C. (2018). The impact of organizational capacity on voluntary engagement in sports clubs: A multi-level analysis. *Sport Management Review*, 21(3), 307-320. <https://doi.org/10.1016/j.smr.2017.08.001>

Thiel, A., & Mayer, J. (2009). Characteristics of voluntary sports clubs management: A sociological perspective. *European Sport Management Quarterly*, 9(1), 81-98. <https://doi.org/10.1080/16184740802461744>

Thomas, M. K., Ge, X., & Greene, B. A. (2011). Fostering 21st century skill development by engaging students in authentic game design projects in a high school computer programming class. *Journal of Educational Computing Research*, 44(4), 391-408. <https://doi.org/10.2190/EC.44.4.b>

Thorpe, H. (2016). Action sports for youth development: Critical insights for the SDP community. *International Journal of Sport Policy and Politics*, 8(1), 91-116. <https://doi.org/10.1080/19406940.2014.925952>

Thorpe, H. (2017). Action sports, social media, and new technologies: Towards a research



agenda. *Communication and Sport*, 5(5), 554-578.

<https://doi.org/10.1177/2167479516638125>

Thorpe, H., & Wheaton, B. (2011). 'generation X games', action sports and the Olympic movement: Understanding the cultural politics of incorporation. *Sociology (Oxford)*, 45(5), 830-847. <https://doi.org/10.1177/0038038511413427>

Tobin, G. A., & Begley, C. M. (2004). Methodological rigour within a qualitative framework. *Journal of Advanced Nursing*, 48(4), 388-396. <https://doi.org/10.1111/j.1365-2648.2004.03207.x>

Toma, M., Blamey, A., Mahal, D., Gray, N. M., Allison, L., Thakore, S., & Bowie, P. (2020). Multi-method evaluation of a national clinical fellowship programme to build leadership capacity for quality improvement. *BMJ Open Quality*, 9(4) <https://doi.org/10.1136/bmjoq-2020-000978>

Trussell, D. E. (2016). Young people's perspectives of parent volunteerism in community youth sport. *Sport Management Review*, 19(3), 332-342. <https://doi.org/10.1016/j.smr.2015.09.001>

Truyens, J., De Bosscher, V., & Sotiriadou, P. (2016). An analysis of countries' organizational resources, capacities, and resource configurations in athletics. *Journal of Sport Management*, 30(5), 566-585. <https://doi.org/10.1123/jsm.2015-0368>

Truyens, J., De Bosscher, V., Sotiriadou, P., Heyndels, B., & Westerbeek, H. (2016). A method to evaluate countries' organisational capacity: A four country comparison in athletics. *Sport Management Review*, 19(3), 279-292. <https://doi.org/10.1016/j.smr.2015.05.002>

Tucker, R., & Collins, M. (2012). What makes champions? A review of the relative contribution of genes and training to sporting success. *British Journal of Sports Medicine*, 46(8), 555-561. <https://doi.org/10.1136/bjsports-2011-090548>

Turner, D., Carnicelli, S., & ProQuest Ebooks. (2017). In Turner D., Carnicelli S. (Eds.),

- Lifestyle sports and public policy* (1st ed.). Routledge, Taylor & Francis Group.  
<https://doi.org/10.4324/9781315624402>
- Vinzant, D. H., & Vinzant, J. C. (1996). Strategy and organizational capacity: Finding a fit. *Public Productivity & Management Review*, 20(2), 139-157.  
<https://doi.org/10.2307/3380482>
- Wagner, U., Persson, H. T. R., & Overbye, M. (2017). Sponsor networks and business relations orchestrated by team sports clubs. *Sport, Business and Management*, 7(4), 426-443. <https://doi.org/10.1108/SBM-07-2016-0030>
- Wegner, C. E., Jones, G. J., & Jordan, J. S. (2019). Voluntary sensemaking: the identity formation process of volunteers in sport organizations. *European Sport Management Quarterly*, 19(5), 625-644. <https://doi.org/10.1080/16184742.2019.1566930>
- Welty Peachey, J., Musser, A., Shin, N. R., & Cohen, A. (2018). Interrogating the motivations of sport for development and peace practitioners. *International Review for the Sociology of Sport*, 53(7), 767-787.  
<https://doi.org/10.1177/1012690216686856>
- Wheaton, B. (2000). "just do it": Consumption, commitment, and identity in the windsurfing subculture. *Sociology of Sport Journal*, 17(3), 254-274.  
<https://doi.org/10.1123/ssj.17.3.254>
- Wheaton, B. (2004). *Understanding lifestyle sport: Consumption, identity and difference*. Routledge. <https://doi.org/10.4324/9780203646069>
- Wheaton, B. (2010). Introducing the consumption and representation of lifestyle sports. *Sport in Society* 13(7), 1057-1081. <https://doi.org/10.1080/17430431003779965>
- Wheaton, B. (2013). *The cultural politics of lifestyle sports*. Routledge.  
<https://doi.org/10.4324/9780203888179>
- Wheaton, B. (2017). Surfing through the life-course: silver surfers' negotiation of ageing. *Annals of Leisure Research*, 20(1), 96-116.

<https://doi.org/10.1080/11745398.2016.1167610>

- Wheaton, B., & Thorpe, H. (2018). Action sports, the Olympic games, and the opportunities and challenges for gender equity: The cases of surfing and skateboarding. *Journal of Sport and Social Issues*, 42(5), 315-342. <https://doi.org/10.1177/0193723518781230>
- Wicker, P. (2017). Volunteerism and volunteer management in sport. *Sport Management Review*, 20(4), 325-337. <https://doi.org/10.1016/j.smr.2017.01.001>
- Wicker, P., & Breuer, C. (2011). Scarcity of resources in German non-profit sport clubs. *Sport Management Review*, 14, 188-201. <http://doi.org/10.1016/j.smr.2010.09.001>
- Wicker, P., & Breuer, C. (2013). Understanding the importance of organizational resources to explain organizational problems: Evidence from nonprofit sport clubs in Germany. *International Journal of Voluntary and Nonprofit Organizations*, 24(2), 461-484. <http://doi.org/10.1007/s11266-012-9272-2>
- Wicker, P., & Hallmann, K. (2013). A multi-level framework for investigating the engagement of sport volunteers. *European Sport Management Quarterly*, 13(1), 110-139. <https://doi.org/10.1080/16184742.2012.744768>
- Wise, N., & Benson, A. M. (2017). *International sports volunteering*. Taylor and Francis. <https://doi.org/10.4324/9781315511818>
- Women's Tennis Association (2020). *WTA Tour*. Retrieved September 26, 2020, from <https://www.wtatennis.com/about>
- Woolcock, G., & Burke, M. (2013). Measuring spatial variations in sports talent development: The approach, methods and measures of 'talent tracker'. *Australian Geographer*, 44(1), 23-39. <https://doi.org/10.1080/00049182.2013.765346>
- Woolf, J., Berg, B. K., Newland, B. L., & Green, B. C. (2016). So you want to be a fighter? institutional work and sport development processes at an elite mixed martial arts gym. *Journal of Sport Management*, 30(4), 438-452. <https://doi.org/10.1123/jsm.2014-0301>

## Appendix 1 – Ethical Clearance (HSL 2017/876)



From: RIMS Griffith <[rims@griffith.edu.au](mailto:rims@griffith.edu.au)>  
Sent: 20 November 2017 11:57  
To: Andrew Thrush <[a.thrush@griffith.edu.au](mailto:a.thrush@griffith.edu.au)>; Brad Hill <[brad.hill@griffith.edu.au](mailto:brad.hill@griffith.edu.au)>; Popi Sotriadou <[p.sotriadou@griffith.edu.au](mailto:p.sotriadou@griffith.edu.au)>  
Cc: [research-ethics@griffith.edu.au](mailto:research-ethics@griffith.edu.au) <[research-ethics@griffith.edu.au](mailto:research-ethics@griffith.edu.au)>  
Subject: Full Research Ethics Clearance 2017/876

GRIFFITH UNIVERSITY HUMAN RESEARCH ETHICS REVIEW

Dear Mr Andrew Thrush

I write further to the additional information provided in relation to the provisional approval granted to your application for ethical clearance for your project "An Investigation of Organisational Capacity in Australian Surfing" (GU Ref No. 2017/876).

This is to confirm that this response has addressed the comments and concerns of the HREC.

The ethics reviewers resolved to grant your application a clearance status of "Fully Approved".

Consequently, you are authorised to immediately commence this research on this basis.

Regards

Gynelle Murray  
Ethics Systems and Support Officer  
Office for Research, Griffith University  
Nathan campus (N54 0.10)  
phone: 07 373 52069  
email: [gynelle.murray@griffith.edu.au](mailto:gynelle.murray@griffith.edu.au)

## Appendix 2: Consent Form, Information Sheet and Recruitment Text “An Investigation of Organisational Capacity in Australian Surfing”

### CONSENT FORM

*Chief Investigator:* Dr Brad Hill

Ph: 07 5552 8134

[brad.hill@griffith.edu.au](mailto:brad.hill@griffith.edu.au)

*Chief Investigator:* Assoc. Prof. Popi Sotiriadou

Ph: 07 5552 9241

[p.sotiriadou@griffith.edu.au](mailto:p.sotiriadou@griffith.edu.au)

*Student Researcher:* Mr Andrew Thrush

Ph: 0403 387 736

[a.thrush@griffith.edu.au](mailto:a.thrush@griffith.edu.au)

By signing below, I confirm that I have read and understood the information package and in particular have noted that:

- I understand that my involvement in this research will include an in-depth, semi-structured interview that lasts around 60 minutes;
- I understand this interview will be audio recorded;
- I understand that only the research team will have access to this recording;
- I understand that the audio recording will be erased following transcription;
- I have had any questions answered to my satisfaction;
- I understand the risks involved;
- I understand that there will be no direct benefit to me from my participation in this research;
- I understand that my participation in this research is voluntary;
- I understand that if I have any additional questions, I can contact the research team;
- I understand that I am free to withdraw at any time, without comment or penalty;
- I understand that I can contact the Manager, Research Ethics, at Griffith University Human Research Ethics Committee on 373 54375 (or [research-ethics@griffith.edu.au](mailto:research-ethics@griffith.edu.au)) if I have any concerns about the ethical conduct of the project; and
- I agree to participate in the project.

Name	
Signature	
Date	

GU Human Research Ethics reference number: HSL/2017/876/HREC

“An Investigation of Organisational Capacity in Australian Surfing”

## INFORMATION SHEET

*Chief*

*Investigator:* Dr Brad Hill

Ph: 07 5552 8134

[brad.hill@griffith.edu.au](mailto:brad.hill@griffith.edu.au)

*Chief*

*Investigator:* Assoc Prof Popi Sotiriadou

Ph: 07 5552 9241

[p.sotiriadou@griffith.edu.au](mailto:p.sotiriadou@griffith.edu.au)

*Student*

*Researcher:* Mr Andrew Thrush

Ph: 0403 387 736

[a.thrush@griffith.edu.au](mailto:a.thrush@griffith.edu.au)

Dear participant,

You are invited to participate in an interview lasting for approximately 60 minutes, to be conducted by researchers from Griffith University. This research forms a component of the student researcher's Doctor of Philosophy (Sport Management) program.

The purpose of this investigation is to explore the capacity building strategies of lifestyle sport organisations responsible for the delivery of their elite athlete programs that contribute to high performance sport objectives and pathways in order to better understand the benefits, costs and effectiveness for developing Olympic and World class athletes.

The conduct of this research involves the collection, access and / or use of your identified personal information. The information collected is confidential and will not be disclosed to third parties without your consent, except to meet government, legal or other regulatory authority requirements. The interview will be recorded and transcribed after you sign the consent form of participation. All the recordings will be destroyed after transcription. Any identifying materials will be kept in a secure location; to which only research team members have access.

A de-identified copy of this data may be used for other research purposes. However, your anonymity will at all times be safeguarded. For further information consult the University's Privacy Plan at <http://www.griffith.edu.au/about-griffith/plans-publications/griffith-university-privacy-plan> or telephone: 07 3735 5585.

There are no risks to you arising from participating in this research. Please remember that your participation in this research is voluntary. You can withdraw at any time without any comment or penalty.

An appropriate and timely result summary of this research can be obtained if you leave your email address at the end of the interview to indicate your interest in it. If you have any questions regarding this research, please feel free to contact the researchers using the contact details provided above.

Griffith University conducts research in accordance with the National Statement on Ethical Conduct in Human Research. If potential participants have any concerns or complaints about the ethical conduct of the research project they should contact the Manager, Research Ethics on 373 54375 or [research-ethics@griffith.edu.au](mailto:research-ethics@griffith.edu.au).

A signed consent form will indicate your consent to participate in this research.

Thank you very much for your time and support!

# Recruitment Text

Dear xxx

On behalf of the research team from the Department of Tourism, Sport and Hotel Management, Griffith University, I invite you to participate in our study which forms a component of my Doctor of Philosophy (Sport Management) program. The study is titled “An Investigation of Organisational Capacity in Australian Surfing”. Theory suggests that the human resources, finances, infrastructure, partnerships, and planning impact the extent to which non-profit sporting organisations such as yours are able to achieve their goals. We are interested in understanding the nature of these capacity dimensions within your organisation and their relative influence on goal achievement in terms of the delivery of elite athlete programs that contribute to high performance sport objectives and pathways.

Participation in the study will include a 60 minute (approximately) in-depth, semi-structured face-to-face interview. The location of the interview will be of your choosing. The purpose of the interview is to hear your perspective on the various aspects of capacity within your organisation. The interviews will be recorded and transcribed after verbal consent is obtained. Participants’ anonymity will be safeguarded at all times and all information collected is confidential and will not be disclosed to third parties without their consent.

There are no risks arising from participating in this study and participation is voluntary. Participants can withdraw at any time without comment.

I have enclosed an information sheet that sets out the details of what will be required of you as a participant of the study, as well as contact phone numbers for enquiries regarding Griffith University’s Privacy Plan and complaints regarding unethical behaviour. Otherwise, if you require further information, you can contact any member of the research team (see contact details below).

Thank you and I look forward to hearing from you soon.

Regards

Andrew Thrush

Researchers: Dr Brad Hill, Ph: 07 5552 8134, [brad.hill@griffith.edu.au](mailto:brad.hill@griffith.edu.au) (Chief Investigator)  
Assoc. Prof. Popi Sotiriadou, Ph: 07 5552 9241, [p.sotiriadou@griffith.edu.au](mailto:p.sotiriadou@griffith.edu.au)  
Mr Andrew Thrush, Ph: 0403 387 736, [a.thrush@griffith.edu.au](mailto:a.thrush@griffith.edu.au) (Student)

## Appendix 3: Sample Interview Guides

### Interview Guide Phase 1

*Introduction:* The questions for this interview will focus on your opinion and observations, so feel free to talk freely and openly about your experiences and any issues, remembering that your identity remains totally anonymous and your comments are confidential. I am interested in your individual perspective to better understand the people or stakeholders involved in the development of an elite surfer. I want to find out who is involved, at which stage, and in what way. The first part of the interview relates to general details about the club.

- How long has the club been running?
  - How many members do you have?
  - What is the make-up of your committee?
- 
- How is an individual attracted to surfing?
  - Who is involved at grassroots level (Attraction)? How?
    - What role do they play?
  - After grassroots, if someone shows talent potential (Retention), who is involved and in what way?
    - What support does he/she receive?
  - Who is involved and in what way, if a surfer has achieved good results in competition and wants to progress further (Transition/nurturing)?
    - What support does he/she receive?
  - What is the role, if any, of these stakeholders (if not mentioned previously) in elite surfer development?
    - Surfing Australia
    - State Surfing Associations
    - Clubs
    - Coaches
    - Parents
    - Schools
    - Sponsors
    - Other stakeholders
  - What strategies or programs do these stakeholders provide for surfer development?
    - Do these stakeholders provide any other types of support?
  - Who is involved at talent identification level? How?
  - Who is involved at talent development level? How?
  - Who is involved at the elite level? How?
  - What does the elite surfer pathway look like to you?

*Wrap up:*

- Is there anything you would like to add about stakeholders and pathways in elite surfer development?

Further probing after each question, if required.



## **Interview Guide**

### **Phase 2**

*Introduction:* The questions for this interview will focus on your opinion and observations, so feel free to talk freely and openly about your experiences and any issues, remembering that your identity remains totally anonymous and your comments are confidential. I am interested in your individual perspective to better understand the capacity of your club.

#### **Human Resources Capacity:**

Provide an explanation for this dimension: The ability to develop and use people in the organisation as well as what they bring to the organisation in terms of knowledge, motives, attitudes, etc.

- Describe the human resources, or people in the organisation (Is there enough? Who does what?)
  - Who contributes and what do they do?
- What challenges do you face with regards to people (human resources) assisting in running the club?
- Tell me about the strengths of the people involved in the organisation (leadership, competencies).
  - In general, as an overall group of people running the club.
  - Specific strengths of specific people.
- Tell me about the areas that could be improved in terms of people involved in the organisation (#, skills, attitude, contributions)
- What difference do the people who are involved make to the organisation?

Further probing if required.

#### **Financial Capacity:**

Provide an explanation for this dimension: the ability to develop and use financial capital (i.e., the revenues, expenses, assets, and liabilities of the organisation).

- Where does the club get its funding from?
- From your perspective, tell me about the finances of the organisation (sources, management).
- Tell me about the issues affecting the organisation's finances (stability, HR, strengths, achievements, constraints, weaknesses).
- Do you feel that the organisation is "financially stable" - what do you think this means to the organisation?
- What difference do finances make to the organisation?
  - Would the club still operate if finances were low or nil?

Further probing if required.

#### **Relationship and network capacity:**

Provide an explanation for this dimension: the ability to draw on relationships with members, funders, partners, government, media, businesses/sponsors, volunteers and public.

- Explain the relationships, networks (and partners) between the organisation and any

- partners.
- Does the club have relationships with other organisations that assist the operation?
    - Who are they? What's the nature/function?
  - In your opinion, what factors influence the organisation's partnerships or ability to have them?
  - What do you think are the expectations or outcomes of any partnerships for the partner?
    - Are they equal? Issues of power?
  - What difference do relationships, networks and partnerships make to the organisation? (do they have a purpose, what is it?)

Further probing if required.

**Infrastructure and process capacity:**

Provide an explanation for this dimension: the ability to use or rely on infrastructure, processes and culture (e.g., communication, manuals, policies, procedures, IT, organisational culture, access to facilities).

- What tangible and intangible forms or organisational resources does the club have for day-to-day operations?
- Tell me about the day-to-day operation of the organisation (who does what, when, decision-making, etc.).
  - How does work get done for club activities?
  - Communication in the organisation?
- Are there any manuals, policies, etc? How are they used?
- What are the strengths of the organisation's operations?
- In your opinion, what could be improved on in terms of infrastructure/operations?
- What difference does infrastructure or operations make to the organisation?
- What does 'access to facilities' mean to your club?

Further probing if required.

**Planning and development capacity:**

Provide an explanation for this dimension: the ability to develop and draw on organisational strategic plans, program plans and designs (fundraising and volunteer management), policies, proposals.

- Does the club conduct strategic planning sessions (how often, planned/unplanned, etc.).
- In your opinion, what does the organisation need to plan for?
- What challenges exist for the organisation in terms of planning?
- What difference does planning and development make to the club?

Further probing if required.

**Further questions asked that gathered information on the capacity to deliver an elite pathway at each ARTN level.**

- When attracting members to the club, what challenges do you face with regards to the skills of your committee?

- If you have a junior who is showing promise to become an elite surfer, what planning do you have in place to assist him or her?
- How is the club situated in terms of financial capacity to assist junior development?
- Does the club provide any financial support for surfers at the elite level?
- What relationships does the club have in place that can assist an elite member of your club?
- What formal procedures does the club have in place for assisting potential elite surfers?
- Does the club have any formal plans in place for the development of elite surfers?

*Wrap up:*

- Is there anything else you would like to add regarding the capacity to operate your club successfully?
- Is there anything else you would like to add regarding the capacity for your club to effectively assist in the development of elite surfers?