



## Identifying the Requirements and Functions of Ambidextrous Management of Sports Volunteers

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### ABSTRACT

Volunteers are valuable resources for sports organizations. Most of the sports organizations need to identify and employ the volunteers simultaneously in order to continue their activities. The present study made an effort to identify the requirements and functions of ambidextrous management of sports volunteers. Considering this aim, the meta-synthesis research method was used to carry out the study. More specifically, based on the process of the meta-synthesis research method, at the first stage, 312 papers were identified by searching the relevant databases. At the second phase, 55 papers were selected by screening the identified papers. Finally, the model of the study was developed by analyzing the selected papers. The model involved five ambidextrous requirement categories including the managerial, organizational, physical, strategic values, and motivational categories. Moreover, it comprised three ambidextrous function categories including empowering measures, opportunity-creating measures, and motivating measures categories. The sports managers can focus on the ambidextrous management requirements and the ambidextrous management functions including the empowering measures, opportunity-creating measures, and motivating measures in order to use the ambidextrous sports volunteer management system and to exploit these human resources to achieve the goals of their organizations.

## Introduction

Volunteering is considered to be one of the main characteristics of civil society all over the world. The importance of volunteers has been highlighted in the field of sports and they are regarded as necessary and unique human resources in this field (Stacy, Brianna, Newland, & Green., 2011). In fact, a large number of sports organizations cannot survive without their volunteers' support and

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depend heavily on volunteers (Costa, Chalip, Green, & Simes, 2006; Finkelstein, 2008). Consequently, sports organizations rely heavily on their volunteer resources since the volunteers constitute their valuable organizational resources. Nonetheless, volunteer resources are limited and are becoming increasingly scarce resources. Moreover, there has been an increase in the number of sports organizations which need volunteers. Therefore, the organizations compete for these scarce resources and carefully protect the current resources (Stacy et al., 2011). Considering the above-mentioned issues, the non-profit organizations have been forced to develop protocols on volunteer management due to the great dependence of the non-profit sector on volunteers (Whitley, Everhart, & Wright, 2006). (Leonard, Onyx, & Hayward-Brown, 2004) reported that effective volunteer management brings considerable benefits (Carvalho & Sampaio, 2017; Chelladurai & Madella, 2006). The inability to properly manage volunteers' activities will result in unfavorable outcomes and the loss of volunteers (Leonard et al., 2004). Volunteers are similar to the other employees. That is, they constitute a human resource that must be managed. Furthermore, they have to go through the stages of recruiting, selecting, training, monitoring, evaluating, reporting and quitting (Stacy et al., 2011). The International Labor Organization (2011) stated that volunteer work is highly effective when it is properly managed. Accordingly, several volunteer management models have been developed in order to guide and evaluate volunteer programs (Carvalho & Sampaio, 2017). For instance, in the ISOTURE model (which was developed by Boyce in 1971 for volunteer management purposes) each letter is an abbreviation and represents a separate stage of the volunteer management process. More specifically, "I" is the abbreviation of "Identification" and highlights the need for finding the potential volunteers who want to participate in programs. Moreover, "S" is the abbreviation of "Selection" and refers to the process of volunteer selection. Furthermore, "O" is the abbreviation of "orientation" and indicates the leaders' ability to influence the expectations of the organization, other employees, and programs. In addition, "T" is the abbreviation of "Training" and highlights the need to assist the volunteer managers to adopt certain attitudes and to develop the necessary skills in order to improve their performance. Additionally, "U" is the abbreviation of "Utilization" and highlights the fact that there is a need to assign the volunteers a role in order to facilitate their participation in the relevant tasks. Moreover, "R" is the abbreviation of "Recognition" and refers to the acknowledgment of the volunteers' efforts by using external or internal means. Finally, "E" is the abbreviation of "Evaluation" and underscores the need to provide the volunteers with informal or formal feedback (Eun Jung & Cuskelly, 2017). Similarly, Grossman and Furano (2015) identified three factors in the success of the volunteer programs. According to them, the first factor was screening the potential volunteers to ensure their proper entry into the organization and their placement in it. The second factor was providing the volunteers with information on the orientation of the organization and training them to facilitate the development of their necessary skills and perspectives. Finally, the third factor was asking the paid employees to manage the volunteers and to provide them with constant support to ensure that the volunteers' time was not wasted (Kim & Cuskelly, 2017). Research has indicated that the success of a volunteer program depends on finding the right volunteers, placing them in the right positions, and retaining them by means of effective management (Suzanna, Mariah, & Rama, & 2021). In other words, the benefits that volunteers may bring to nonprofit organizations are likely to be realized by investing in volunteer management capacity. Considering these issues, it can be stated that volunteer management faces two challenges: 1) attracting volunteers in a very competitive market; and 2) retaining volunteers. Therefore, managers should develop a clear understanding of the inherent complexity of the processes of recruitment, training, placement, evaluation and retention of volunteers (Jeffrey, Brudney Lucas, & Meijs, 2014). Adopting a new approach to volunteer management which expands its scope beyond recruitment seems to be both appropriate and beneficial. In the present time, the long-term development and success of the organizations depend on their ability to take advantage of their current competencies and to examine and discover new competencies (Eisner, Grimm, Maynard, & Washburn, 2009). Regarding this issue, the concept of ambidexterity has recently entered the literature on human resource management. (March, 1991) defined ambidexterity as the juxtaposition of the two concepts of exploration and exploitation. The ambidextrous organizations involve the organizations which confirm that their employees are the most important resource for their success in exploration and exploitation activities. Considering the great competition in business

environments, the organizations need to renew their human resources by exploiting existing talents and exploring new talents (Tahmasobi, Mir zamani, & Boromand, 2017). The ambidexterity of an organization depends on the ambidexterity of its human resource management (Kitapci & Vural, 2014). The ambidexterity of human resource management is considered to be a special type of high-performance work systems. It facilitates simultaneous exploration and exploitation to achieve efficiency and to improve flexibility (Soleimani kalahroudi, Seyednaghavi, amiri, & alvani, 2022). Moreover, the ambidexterity of human resource management refers to the human resources managers' ability to explore and exploit the human resources at the same time. These managers should maintain a kind of balance between different departments based on their human resource management functions. This issue stems from the fact that increased emphasis on one department prevents the managers from paying attention to the other departments and adversely affects the survival of the organization (Tahmasobi et al., 2017). Therefore, the managers must develop a specific framework and a plan to exploit these important resources. In addition, the lack of an ambidextrous human-resource-management framework leads to the confusion of organizations regarding the realization of ambidexterity. Therefore, these organizations can respond to their relevant challenges by identifying and specifying the framework of human resource management which deals with the exploration and exploitation of human resources (March, 1991). (Guttel, Garaus, Konlechner, Lackner, & Müller, 2011) focused on the operation of ambidextrous organizations. They expounded on a number of human resources management measures including: making decisions about the employees, using the knowledge systematically, and recruiting new employees and argued that these measures constituted the basic measures that ensured the competence of the human resources. These measures constitute the right path to exploitation and exploration at the organization level (Guttel et al., 2011). (Tahmasobi et al., 2017)) examined the ambidextrous management of human resources in light of three categories of measures including: (1) Empowering measures (recruitment, training, and development); (2) Motivating measures (performance management, service compensation); and (3) Opportunity-creating measures (employee participation and involvement, job design, and teamwork). Organizations can increase the benefits of investment in human resources by sharpening their focus on the activities such as recruitment, selection, and training that improve their employees' skills. The motivating human resource measures typically include: developmental performance management, formal performance evaluation mechanisms, competitive service compensation, incentives and rewards based on group performance or individual performance, extended benefits, merit-based promotions, career path development, and job security. Finally, the opportunity-creating human-resource-management measures enable the employees to use their skills and motivate them to achieve organizational goals. In general, flexible job design, work groups, regular decision making and communication, and information-sharing efforts provide the employees with the above-mentioned opportunities. Research has indicated that the human resources systems which develop the employees' ability, motivation and promotion opportunities lead to favorable performance results. Nonetheless, the volunteers and managers of organizations acknowledge that poor management practices have an adverse effect on the volunteers' retention and satisfaction (Guttel et al., 2011). As mentioned previously, the capacity of most of the sports organizations to provide their programs and services is mainly a function of the size and ability of their volunteer workforce. This capacity can reach its maximum efficiency with the help of good and effective management. Volunteer management methods have an effect on attracting and keeping volunteers in sports. The results of the study which was conducted by Hager and Brodney showed that 20% of volunteers quit their jobs due to the weakness in volunteer management methods (Wicker, 2017). Therefore, there is a need to develop a proper understanding of volunteering and volunteer management in order to have a thorough understanding of the effective cooperation with volunteers in sports (Doll, Valhondo, & Martínez, 2019). In order to achieve organizational goals and maximum efficiency, the managers must be able to identify and attract volunteers with different capabilities and skills. Moreover, they need to provide them with opportunities to develop their skills and to display their talents. Finally, they should maintain their existing volunteers and continuously recruit new volunteers in order to apply the concept of ambidextrous management to the management of sports volunteers. It can be argued that, if academics focus their attention to the scrutiny of effective volunteer management, they can build a knowledge base which can empower the managers to effectively recruit, train, supervise,

and retain the volunteers. (Wicker, 2017) stated that volunteering and management of volunteers in sports organizations and sports events can be considered to be one of the most important research topics in sports management. Extensive research has been conducted on the volunteers' motivations, characteristics, demographic characteristics, social networks, and resources over the past decades. Therefore, there is a need to conduct experimental research studies of volunteer management methods to determine the functions of the management of sports volunteers based on ambidextrous management, the ways of managing the volunteers on the basis of the ambidextrous management approach, and the factors that affect the implementation of effective management strategies. The development of the ambidextrous human-resource-management framework can help the sports managers to identify talented volunteers, to empower them by taking appropriate measures, and to maintain them. Moreover, it can inform the organizations about their unbalanced growth and the failure or success traps. Consequently, it can be regarded as a guideline for the managers in the present competitive environment. Therefore, in the present study, the researchers made an effort to identify the requirements and functions of ambidextrous volunteer management.

## **Methodology**

This study was a qualitative research study and was conducted using the meta-synthesis research method. This method was used to identify the requirements and functions of ambidextrous

management of sports volunteers by integrating several studies in order to create comprehensive and interpretive findings. It provides the researchers with a systematic approach to research and enables them to explore new and basic topics and metaphors by combining different research studies. This method expands the current knowledge and provides a comprehensive and holographic view of the issues. The researchers should conduct a comprehensive review of the related studies and integrate their findings with each other in order to use the meta-synthesis research method in an effective way. (Noblit, & Hare, & 11., 1998) stated that meta-synthesis involves three main phases including: selecting studies, integrating the findings of the studies with each other, and presenting the integrated findings. Likewise, noted that meta-synthesis comprises seven stages including: raising the research question, reviewing the texts in a systematic way, searching and selecting suitable papers, extracting paper information, analyzing and integrating qualitative findings with each other, controlling the quality, and presenting the integrated findings. In this study, the researchers used Likewise, (Sandelowski, Voils, & J., 2006) method in order to examine the research studies in the field of sports volunteer management and ambidextrous management. The researchers raised the question of the study and developed its protocol by determining the areas of interest, conducting preliminary searches in these areas, specifying the scope of the investigation, determining the objectives of the study, and establishing the inclusion and exclusion criteria of the examined documents. Table 1 provides this protocol:

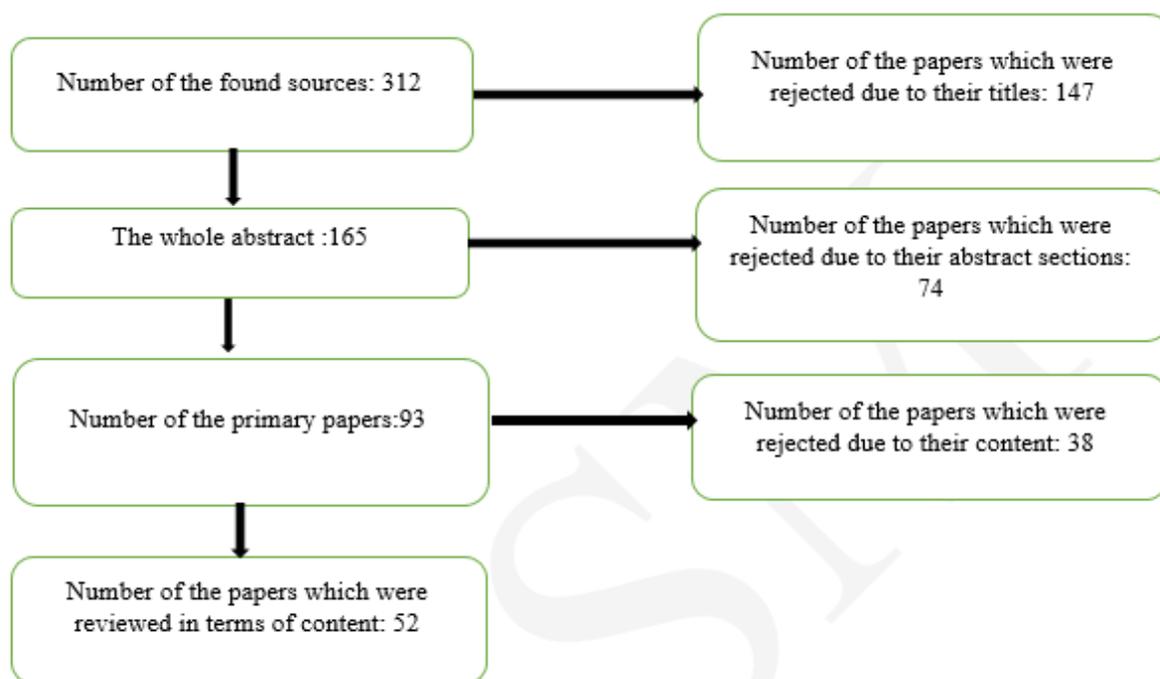
**Table 1.** The Research Protocol

| Title  | Description   |
|--|---|
| <b>Background of the reviewed topic, A summary of the available literature</b> | <p><b>Volunteer:</b> A volunteer is a person who dedicates a part of his/her time, expertise and skills to certain organizations or special groups and helps them without any material gain (Costa et al., 2006)</p> <p><b>Volunteer human resource management:</b> Volunteer management refers to the organizational activities which intend to expedite efficient human resource management, excellent communication, outstanding public relations, and leadership, and make an effort to highlight the characteristics of its volunteer program (Eisner et al., 2009)</p> <p><b>Ambidexterity:</b> Ambidexterity is defined as the juxtaposition of the two words including exploration and exploitation (Knepper, Maria, Agostino, &amp; Levine, 2015)</p> <p><b>Ambidextrous human resource management:</b> Ambidextrous human resource management refers to the human resource managers ability' to explore and to exploit human resources at the same time (Tahmasobi et al., 2017)</p>  |
| <b>Research Questions</b>  | <p>What are the requirements of ambidextrous human resource management?</p> <p>What are the functions of ambidextrous human resource management?</p>  |
| <b>Methodology</b>   | <p><b>Research Population:</b> The research population of the present study involved all of the valid research studies which have been published in the available electronic databases in the field of the research topic.</p> <p><b>Search Keywords:</b> volunteering, volunteer management, ambidextrous management, management functions, ambidexterity requirements.</p> <p><b>Research Time Frame:</b> December 2021 to September 2022.</p> <p><b>Inclusion Criteria for the Documents:</b> Being published during the time period of 2000 until 2021, being presented in English and Farsi, and involving the search keywords in the title and abstract sections.</p> <p><b>Exclusion criteria for the Documents:</b> not involving information which is related to the research questions, and not providing a clear and appropriate final analysis.</p> <p><b>Data Analysis:</b> In this study, PRISMA Flow Diagram (2009) was used to screen and to select the documents. Moreover, the three-step coding method of grounded theory was used to select and to extract the open codes, categories, and themes.</p> <p><b>Evaluation of Research Credibility:</b> In the present study CAPS was used to evaluate the credibility of the selected documents. Moreover Kappa reliability analysis was used to evaluate the coding process.</p> |

The researchers searched the valid electronic databases including Research gate Elsevier, Emerald, Google Scholar, Plos One, Science direct, and Springer to identify the relevant documents. Moreover, they examined all of the valid papers, theses, and reports which have been published in the field of sports volunteer management and ambidextrous management. The researchers do not need to use advanced and complicated search strategies in the meta-synthesis qualitative research studies. More specifically, they collect the documents and the evidence by using keywords, key index terms, and related subject headings. Table 1 provides the keywords of the present study.

### Identifying and Extracting the Studies

The researchers reject a number of papers in each review at this stage. The rejected papers are not examined in the meta-synthesis process. Figure 2 summarizes the review process of the present study.



**Figure 1.** The Review Process

After examining the appropriateness of the papers based on the established criteria, the researchers must evaluate the quality of their methodology. In the evaluation process of the present study, the researchers selected 52 papers out of 312 papers for performing the data analysis. These papers were selected from 35 journals. The Sport Management Review journal was the most frequently used journal since 6 of the final papers were selected from its papers. Moreover, the researchers selected 5 papers from of Human Resource Management in Sport, 4 papers from of Sport Management, 3 papers from of Nonprofit and Voluntary Sector Quarterly, 2 papers from each of Human Resource Management, Research in Sport Management and Motor Behavior, Sport Management Studies journals. In addition, the researchers selected 1 papers from each of Research on Educational Sport, Organizational Behavior Management in Sport Studies, Examining Volunteer Management Needs, Human Service Organizations Management, Leadership & Governance, Event Management, Sport Management, European Sport Management Quarterly, Personnel Review, Voluntary Sector Review, Public Management & Social Policy, Urban Policy and Research, Human Resources, Volunteer Administration, Creative Commons Attribution International License, Production Economics, Hospital Topics, Destination Marketing & Management, Nonprofit Management and Leadership, Perceptual & Motor Skills: Exercise & Sport, BMC Health Services Research, Engineering Digital Transformation, Society for Third-Sector Research, Review for the sociology of sport, Sport Policy and Politics, Int Rev Public Nonprofit Mark, SAGE Open journals. Finally, the researchers selected 2 papers from of International Conference on Information Management, Innovation Management and Industrial and International ISCRAM Conference –Gothenburg.

In this study, 51% of the selected papers were published after 2015. Moreover, 37% of them were published during the 2010-2015 time period. Lastly, 13% papers were published before 2010.

### **Data Analysis**

The meta-synthesis research method intends to offer a new and integrated interpretation of the findings. It is used to clarify the concepts, patterns and results, to refine the human knowledge, and to expedite the emergence of operational models and accepted theories. In the process of the analysis, the researcher searches for the themes that have appeared among the existing studies in the meta-synthesis. This kind of search is called thematic analysis. After identifying the themes, the researcher provides a classification of them and makes an effort to use the other similar classifications to explain

each of the relevant themes in a satisfactory way. These themes form a basis for providing explanations, developing models, formulating theories and suggesting working hypotheses (Strauss, 1998). In the present study, first, the researchers developed the codes of the study using all of the factors which were identified in the selected studies. Then, they examined these codes in terms of content and classified the similar codes into categories in order to develop the categories of the present study.

#### Examining the Credibility of the Study

The researchers adopted the following procedures in order to establish the credibility of the study in the meta-synthesis research method:

1. The researchers tried to move through the stages of the study by providing clear explanations for their available options in each of the relevant stages;
2. The researchers used both electronic and manual search methods to find the relevant articles;
3. The researchers used the credibility examination methods which were used in the original qualitative research studies.

In this study, the researchers examined the credibility of the selected studies using three instruments. More specifically, they used the Critical Appraisal Skills Program (CASP) questionnaire to examine the credibility of the selected documents. This questionnaire enables the researchers to use 10 evaluation criteria for examining the credibility of the relevant documents. Each of the selected papers obtained a score in the range of 1 to 5 based on each of the 10 evaluation criteria. The researchers used the papers whose total score was equal to 25 or more than 25 and excluded the remaining ones from the analysis process.

Moreover, the researchers used Kappa coefficient in order to evaluate the coding process and to examine the reliability of the developed model. This coefficient is based on the coding repetition and determines the coding conformity or similarity. In this study, the first researcher (i.e. the first coder) provided the second researcher (i.e. the second coder) with 10 percent of the data and examined the inter-coder reliability in the coding process of the present study. The Kappa coefficient was calculated using the  $\text{kappa} = \text{Pi} = (\text{PAo} - \text{PAE}) / (1 - \text{PAE})$  formula. It was equal to 0.7 in the present study. The Kappa coefficient values greater than 0.6 are considered to be acceptable values. Moreover, the values greater than 0.8 are regarded as ideal values (Ghodjani, 2015).

## Results

Table 2 provides information on five dimensions of ambidextrous management of volunteers including: managerial, organizational, physical, strategic values, and motivational dimensions. The managerial dimension focuses on the strategic factors, management approach, and management styles. Moreover, the organizational dimension deals with structure-building efforts, creativity, innovation, and hierarchy-flattening efforts. Furthermore, the physical dimension is related to the volunteer units and resource-provision efforts. In addition, the strategic values dimension expounds on the volunteer managers' qualifications and volunteers' qualifications. Finally, the motivational dimension is associated with the material concept and the emotional concept.

**Table 2.** Requirements of Ambidextrous Manage

| Category   | Theme             | Open Codes  | Papers  |
|------------|-------------------|---|---|
| Managerial | Strategic Factors | Determining the reasons for selecting the volunteers  | (Wicker, 2017)<br>(Windon, Stollar, & Radhakrishna, 2021) |
|            |                   | Determining the reason for involving volunteers in the organization                               |   |
|            |                   | Identifying the reasons behind the need for volunteers and the sections which need the volunteers |   |
|            |                   | Determining the reasons behind the volunteers' attendance   |   |

|                       |   |  |
|-----------------------|---|--|
|                       | Developing managerial thinking skills in the field of volunteering  | (Wicker, 2017)<br>(Windon et al., 2021)                          |
|                       | Developing a specific plan and adopting a coherent approach to volunteer management   | (Cuskelly, Fredline, Kim, Barry, & Kappelides, 2021)             |
|                       | Accepting volunteer management positions  | (Hamidi, Taslimi, & Andam, 2015)                                 |
|                       | Strategic planning in the field of volunteering   | (Windon et al., 2021)  |
|                       | Developing national programs for recruiting volunteers  | (Jeffrey et al., 2014)   |
|                       | Issuing a statement which specifies the scope of volunteers' participation  | (Kim & Cuskelly, 2017)   |
|                       | Offering a shared vision of the benefits of voluntary participation   | (Warner, Brianna, Newland, & Green, 2011)                        |
|                       | Developing a perspective on volunteer management (exploring and identifying the volunteer resources; supporting and retaining volunteers) | (Taylor, Darcy, Hoye, & Cuskelly, 2006)<br>(Hamidi et al., 2015) |
|                       | Systematic volunteer management   |  |
|                       | The necessity of using a goal-oriented system for managing volunteers   | (Kim & Cuskelly, 2017)   |
|                       | Focusing on long-term and short-term goals and key plan components for managing volunteers  | (Carvalho & Sampaio, 2017)                                       |
|                       | Being aligned with the goals  | (Jeffrey, Brudney Lucas, & Meijs, 2009)                          |
|                       | Providing information on the process of volunteer management and developing a model of volunteer management                               |  |
|                       | Necessity of managing volunteers and training the managers  | (Taylor et al., 2006)  |
|                       | Offering courses for training the volunteer managers  | (Carvalho & Sampaio, 2017)                                       |
|                       | Professional development of volunteer managers  | (Einolf, 2018)   |
|                       | Providing the volunteer managers with training  | (Sibylle, 2015)  |
|                       | Having a qualified volunteer coordinator  | (Knepper et al., 2015)   |
|                       | Employing volunteer managers who receive salaries   |  |
|                       | Using a formal framework of volunteer management  | (Guttel et al., 2011)  |
|                       | Using a program-oriented approach   | (Aisbett & Hoye, 2015)   |
|                       | Using a membership-based approach   | (Falasca & Christopher, 2012)                                    |
|                       | Using modern methods of volunteer management  |  |
| <b>Organizational</b> | Structure-Building Efforts  |  |
|                       | Building a coherent organizational structure  | (Cuthill & Warburton, 2005)                                      |
|                       | Having a certain organizational structure for managing volunteers   | (Moore & Rehnberg, 2013)   |
|                       | Emphasizing the necessity of organizational structure   | (Bartram, Cavanagh, & Hoye, 2017)                                |
| <b>Organizational</b> | Creativity and Innovation   |  |
|                       | Encouraging creativity and innovation   | (Taylor et al., 2006)  |
|                       | Welcoming creative ideas  | (Knepper et al., 2015)   |
|                       | Appreciating the creative people' ideas   | (Wicker, 2017)   |

| Supporting creativity                           |                                    |  |
|---|------------------------------------|--|
| Searching for creative and innovative solutions |                                    |  |
| Physical  | Hierarchy-Flattening Efforts       | <p>Flexibility in volunteer management</p> <p>Dispensing with the formalities regarding the management of volunteers (Finkelstein, 2008)</p> <p>Avoiding formal and strict approaches to volunteer recruitment (Whitley et al., 2006)</p> <p>Not increasing the levels of bureaucracy in voluntary work (Wicker, 2017)</p>   |
|   | Resource-Provision Efforts         | <p>(Stacy et al., 2011)</p> <p>Providing facilities for volunteer activities and organizations (Chelladurai &amp; Madella, 2006)</p> <p>Determining the allocation of facilities (Eisner et al., 2009)</p> <p>Allocating sufficient time and resources for volunteer management (Jeffrey et al., 2014)</p> <p>(Andam, Hamidi, &amp; Taslimi, 2012)</p>   |
| Physical  | Establishing Volunteer Units       | <p>Building regional volunteer centers (Carvalho &amp; Sampaio, 2017)</p> <p>Determining the operational environment for managing volunteers (Eunjung &amp; Cuskelly, 2017)</p> <p>Building a specific department for recruiting and managing the volunteers (Bartram et al., 2017)</p> <p>Establishing volunteer organizations (Sean, Kaifeng, Carmen, &amp; Intindola, 2015)</p> <p>Establishing volunteer committees</p>  |
|   | Volunteer Managers' Qualifications | <p>Reliability of management based on the volunteers' opinions</p> <p>Positive views and attitudes towards volunteering</p> <p>Understanding the principles of volunteer management</p> <p>Meeting the minimum requirements for managing volunteers (Cuskelly et al., 2021)</p> <p>Volunteer managers' technical skills (Cuskellya, Fredlinea, Kimb, Barrya, &amp; Kappelides, 2020)</p> <p>Leadership skills (Zheng, Deng, &amp; Li., 2009)</p> <p>Innovative management</p> <p>Conflict management skills</p> <p>Volunteer managers' communication skills</p> <p>Volunteer managers' perceptual skills</p> |
| Motivational                                    | Volunteers' Qualifications         | <p>Volunteers' unique characteristics (Zheng et al., 2009)</p> <p>Volunteers' different skills (Carvalho &amp; Sampaio, 2017)</p> <p>Recruiting volunteers with technical knowledge in different fields (Suzanna et al., 2021)</p> <p>Highlighting the social and competitive advantages of recruiting volunteers with different skills (Chelladurai &amp; Madella, 2006)</p>  |
|   | Emotional concept                  | <p>Appreciating the volunteers' efforts (Costa et al., 2006)</p> <p>Recognizing the volunteers (Chelladurai &amp; Madella, 2006)</p>   |

|                  |   |  |
|------------------|---|--|
|                  | Sending appreciation messages to volunteers                                 | (Leonard et al., 2004)                                 |
|                  | Communicating and maintaining communication                                 | (Jeffrey et al., 2014)                                 |
|                  | Inviting volunteers to various events                                       | (Heelye & Eric, 2020)                                  |
|                  | Mentioning volunteers in various events                                     | (Lee, Kim, & Koo, 2016)                                |
|                  | Giving rewards to volunteers  | (Heelye & Eric, 2020)                                  |
| Material concept | Providing the volunteers with facilities such as accommodation, meals, etc. | (Abualkhaira, Emmett, Lodreeb, Lauren, & Davisa, 2019) |
|                  | Reimbursing the volunteers' expenses  | (Leonard et al., 2004)                                 |

Table 3 shows the functions of ambidextrous sports volunteer management. These functions were classified into three categories including empowering measures (planning, recruiting, selecting, familiarizing, and training), opportunity-creating measures (recognizing), and motivating measures (monitoring, evaluating, and retaining).

**Table 3.** Functions of Ambidextrous Volunteer Management

| Cat<br>ego<br>ry                   | Theme   | Open Codes   | Papers   | Ambidexte<br>rity   |
|------------------------------------|---|--|--|---------------------|
| Planning                           | Carrying out a needs assessment and determining the volunteers' positions | Determining the number of the required volunteers                              | (Stacy et al., 2011)                             | Empowering measures |
|                                    |   | Specifying the required skills and expertise                                   | (Taylor et al., 2006)                            |                     |
|                                    |   | Determining the types of required volunteers                                   | (Salmani, Seyedin, Ardalan, & Farajkhoda5, 2019) |                     |
|                                    |   | Determining the required demographic characteristics                           | (Doll et al., 2019)                              |                     |
|                                    | Coordination  | Identifying and determining the volunteers' positions and fields of employment | (Haghdadi, Shahmansouri, & Khosravizadeh, 2017)  |                     |
|                                    |   | Taking advantage of the volunteers' help in an effective and efficient way     | (Salmani et al., 2019)                           |                     |
|                                    |   | Recruiting pre-identified volunteers   | (Doll et al., 2019)                              |                     |
|                                    | Determining roles and providing job descriptions                          | Determining group leaders for different groups of volunteers                   | (Winda et al., 2021)                             |                     |
|                                    |   | Forming healthy work groups which involve volunteers and paid employees        | (Cuskelly et al., 2021)                          |                     |
|                                    |   | Determining the roles and the conditions which facilitate their performance    | (Knepper et al., 2015)                           |                     |
| Determining the volunteers' duties |   | (Doll et al., 2019)  |  |                     |
| Establishing rules and regulations | Creating favorable conditions for all types of volunteers                 | (Hallmann, 2015)   |  |                     |
|                                    | Delegating tasks with specific objectives to volunteers                   | (Cuskelly et al., 2021)  |  |                     |
|                                    | Asking volunteers to engage in specific activities                        |  |  |                     |
|                                    | Asking volunteers to engage in significant activities                     |  |  |                     |
|                                    | Providing the volunteers with tasks with coherent and clear instructions  |  |  |                     |
|                                    | Asking volunteers to engage in meaningful activities                      |  |  |                     |
|                                    | Issuing guidelines on the volunteers' responsibilities and rights         | (Cuskelly, Taylor, Hoye, & Darcy, 2006)  |  |                     |
|                                    | Establishing simple rules and regulations                                 | (Hallmann, 2015)   |  |                     |
|                                    | Emphasizing the importance of rules                                       |  |  |                     |
|                                    | Establishing order with the help of legislation                           |  |  |                     |

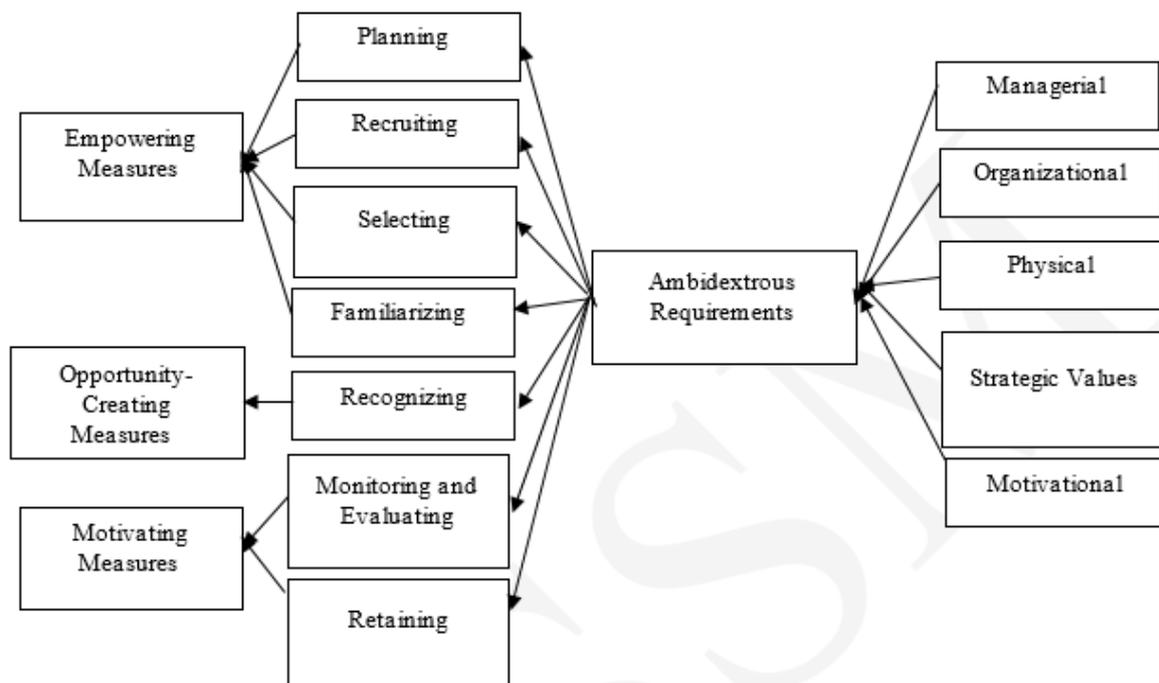
|             |   |   |
|-------------|---|---|
|             |   | (Sean, Carmen, & Karen, & Boyd, 2013)   |
| Recruitment | Establishing a marketing and advertising committee        | Using advertisements to attract volunteers<br>Publishing recruitment notice and calling for volunteers to register for the organization<br>Goal-oriented activity of the marketing committee  |
|             | Word-of-mouth recruitment                                 | Asking volunteers to recruit their eligible friends<br>Asking volunteers to recruit their family members<br>Asking volunteers to recruit their relatives<br>Asking volunteers to recruit their colleagues   |
|             | Media recruitment   | Recruiting volunteers with the help of professional and social groups which are active in the field of volunteering<br>Using multiple media to recruit volunteers<br>Getting help from celebrities to recruit volunteers<br>Using social media to recruit volunteers<br>Disseminating information about the events using cyberspace   |
|             | Organizational recruitment                                | Accepting volunteers from other organizations<br>Using volunteer centers to recruit the volunteers in an effective way  |
| Selecting   | Determining entry requirements and eligibility conditions | Determining the criteria for selecting the volunteers<br>Applying the entry criteria<br>Choosing the best volunteers for the relevant positions<br>Paying attention to the volunteers' expertise for delegating responsibility to them  |
|             | Profile   | Paying attention to the fact that the volunteers' education and expertise should be relevant to their positions<br>Determining a specific age for some volunteer positions<br>Paying attention to the fact that the volunteers' experience should be relevant to their positions<br>Recruiting young, middle-aged and retired volunteers<br>Recruiting volunteers who have different skills<br>Recruiting talented and skilled volunteers               |
|             | Controlling the volunteers' condition and screening them  | Carrying out psychological evaluations of volunteers<br>Giving health certificates to volunteers<br>Performing medical examinations<br>Examining the volunteers' records and background<br>Examining the volunteers' criminal record<br>Conducting interviews to obtain information on the volunteers' skills<br>Conducting examinations and determining the volunteers' scores<br>Using questionnaires to obtain information on the volunteers' skills |
|             | Organizing  | Selecting the best volunteers for the required positions<br>Allocating more volunteers to challenging positions<br>Optimal allocation of the registered people to the relevant positions  |
|             |   |   |

|   |   |   |  |  |
|---|---|---|--|--|
|   | Ensuring the volunteers' congruence with their positions  | (Sean et al., 2013)   |  |  |
|   | Assigning the volunteers tasks based on their expectations and motivations                                      | (Kappelides & Spoor., 2018)   |  |  |
|   | Matching the volunteers' interests and abilities with their duties and roles                                    | (Ahn, 2018)   |  |  |
|   | Matching the volunteers' profiles with their positions  | (Carvalho & Sampaio, 2017)  |  |  |
|   | Classifying the volunteers into the primary category and the secondary category                                 |   |  |  |
|   | Distinguishing the old volunteers from the new volunteers in the field of volunteering                          |   |  |  |
|   | Distinguishing the experienced volunteers from the inexperienced volunteers for providing them with training    |   |  |  |
|   | Showing preference for the experienced and skilled volunteers with relevant education over the other volunteers |   |  |  |
| Familiarizing and Training                              | Making acquaintance   | Providing the volunteers with a procedure manual  |  |  |
|   |   | Sharing information on the goals and mission of the organization with the volunteers                                      | (Kappelides & Spoor., 2018)                        |  |
|   |   | Inviting volunteers to participate in an information session to obtain information on the relevant affairs                | (Andam et al., 2017)                               |  |
|   |   | Inviting volunteers to participate in an introductory meeting to obtain information on the mission and internal processes | (Rud Stedman & Morgan, 2002)                       |  |
|   |   | Providing the volunteers with information on the rules and policies of the relevant organization                          | (Pilevar Moakher, Hamidi, Honari, & Khabiri, 2019) |  |
|   |   | Providing the volunteers with information on their duties and activities  | (Matthies & 2005)                                  |  |
|   |   | Arranging introductory meetings   |  |  |
|   | Empowerment   | Helping the volunteers to gain an understanding of their activities and training them based on this kind of understanding | (Carvalho & Sampaio, 2017)                         |  |
|   |   | Preparing the volunteers for carrying out their duties  | (Cuskelly et al., 2020)                            |  |
|   |   | Training the volunteers to carry out their duties   | (Eisner et al., 2009)                              |  |
|   |   | Maximizing the people's potential to carry out their duties   | (Bartram et al., 2017)                             |  |
|   | Various educational methods   | Providing the volunteers with a better understanding of their roles by training them                                      |  |  |
|   |   | Holding educational seminars  | (Eunjung & Cuskelly, 2017)                         |  |
|   |   | Holding educational workshops   | (Cuskelly et al., 2020)                            |  |
| Holding conferences for training volunteers             |   |   |  |  |
| Providing the volunteers with distance education        |   | (Jeffrey et al., 2014)  |  |  |
|   | Providing the volunteers with in-person and online in-service courses   | (Kim & Cuskelly, 2017)  |  |  |
| Various educational media                               | Providing the volunteers with educational materials in printed form   | (Cuskelly et al., 2020)   |  |  |
|   | Publishing newsletters and producing publications   | (Jeffrey et al., 2014)  |  |  |
|   | Training the volunteers with the help of webinars, blogs, etc.  | (Kim & Cuskelly, 2017)  |  |  |
|   | Training the volunteers with the help of PowerPoint files   | (Knepper et al., 2015)  |  |  |
|   | Training the volunteers by using movies   |   |  |  |
|   | Training the volunteers by using CDs  | (Alfes et al., 2016)  |  |  |
| Recognizing   | Recognizing volunteers as the members of the organization   | Issuing identity cards to volunteers  |  |  |
|   |   | Mentioning volunteers in various occasions  |  |  |
|   |   | Mentioning volunteers in the press  |  |  |
|   |   | Formalizing the volunteers' activities  | (Costa et al., 2006)                               |  |
|   |   | Recognizing the volunteers' ceremonies as formal ceremonies   | (Leonard et al., 2004)                             |  |
|   |   | Valuing the volunteers for their efforts  | (Jeffrey et al., 2014)                             |  |
|   |   | Recognizing volunteers as the members of the organization and communicating with them                                     | (Doll et al., 2019)                                |  |
|   |   | Giving optional titles to the volunteers  |  |  |
| Holding celebrations on the International Volunteer Day |   |   |  |  |
| Providing the volunteers with volunteering certificates |   |   |  |  |
|   |   |   | Opportunity-Creating Measures                      |  |

|                                |  |  |   |
|--------------------------------|--|--|---|
|                                | Asking the volunteers to participate in various programs<br>Determining the volunteer day  | (Costa et al., 2006)   |   |
| Delegating authority           | Allowing the volunteers to perform their tasks independently<br>Delegating decision-making to volunteers   | (Leonard et al., 2004)<br>(Jeffrey et al., 2014)   |   |
| Consultation and participation | Conducting surveys of the volunteers' opinions in order to improve management<br>Taking advantage of the volunteers' experiences and opinions<br>Providing the volunteers with the opportunity to participate in decision-making   | (Suzanna et al., 2021)<br>(Jeffrey et al., 2014)<br>(Knepper et al., 2015)<br>(Cuskelly et al., 2006)  |   |
| Creating opportunities         | Creating suitable opportunities to take advantage of the volunteers' experiences<br>Creating great opportunities to use the volunteers' skills<br>Providing the volunteers with useful tasks<br>Changing the volunteers' duties and roles<br>Substituting the eligible volunteers for the volunteers who hold prominent positions<br>Rotating positions to improve volunteers' performance   | (Doll et al., 2019)<br>(Bartram et al., 2017)<br>(Aisbett & & Hoye, 2015)  |   |
| Monitoring and Evaluating      | Controlling the volunteers' performance in a formal way and an informal way<br>Ensuring the volunteers' good performance<br>Asking the paid staff and the other volunteers to supervise the volunteers in an informal way<br>Evaluating the volunteers' performance<br>Achieving goals (performance evaluation guide)<br>Developing a system for managing the performance of human-resources (volunteers)<br>Retraining the volunteers<br>Changing the volunteers' positions<br>Monitoring the volunteers' performances anew | (Stacy et al., 2011)<br>(Finkelstein, 2008)<br>(Machin & & Paine, 2008)<br>(Eunjung & & Cuskelly, 2017)<br>(Suzanna et al., 2021)  |   |
|                                | Evaluation procedures and criteria<br>Adopting standard procedures for evaluating volunteer programs<br>Paying attention to the assessment standards<br>Evaluating the volunteers' performances based on the relevant indices<br>Carrying out periodic and constant evaluations of volunteers' performances  | (Knepper et al., 2015)<br>(Taylor et al., 2006)<br>(Wicker, 2017)  |   |
|                                | Providing feedback and preparing reports<br>Providing volunteers with feedback<br>Preparing a written report of the volunteers' performance<br>Preparing a report of the results of performance monitoring and evaluation<br>Asking the volunteer groups to prepare work reports   | (Wicker, 2017)<br>(Winton et al., 2021)<br>(Kim & & Cuskelly, 2017)<br>(Whitley et al., 2006)  |   |
|                                | Terminating cooperation<br>Providing instructions for terminating cooperation<br>Terminating cooperation with the disorganized volunteers  | (Carvalho & & Sampaio, 2017)<br>(Jeffrey et al., 2009)   |   |
|                                | Retaining  | Asking the paid employees to support the volunteers<br>Offering insurance for volunteers<br>Creating a supportive environment for volunteers<br>Recognizing the volunteers as the members of the organization<br>Addressing the raised issues<br>Developing a system to answer the questions and to deal with the problems<br>Adopting formal procedures for dealing with the volunteers' complaints<br>Providing the volunteers with facilities | (Einolf, 2018)<br>(Knepper et al., 2015)<br>(Cuthill & & Warburton, 2005)<br>(Aisbett & & Hoye, 2015) |

|  |  |                                |                     |
|--|--|--------------------------------|---------------------|
| Psychological safety and security  | Paying attention to the safety standards and regulations in the workplace            | (Einolf, 2018)                 | Motivating measures |
|  | Ensuring safety and security in the workplace  | (Falasca & Christopher, 2012)  |                     |
|  | Prompting the paid employees to recognize volunteers as members of the organization  | (Moore & Rehnborg, 2013)       |                     |
|  | Reducing workload  |                                |                     |
| Appreciation and reward  | Appreciating the volunteers' efforts   |                                |                     |
|  | Giving rewards to volunteers for their good performances                             |                                |                     |
|  | Reimbursing the volunteers' expenses   | (Kitapci & Vural, 2014)        |                     |
|  | Congratulating the volunteers  | (Bartram et al., 2017)         |                     |
|  | Thanking the volunteers at speeches, organizational events, or on the blogs          | (Sean et al., 2015)            |                     |
|  | Giving gifts to the volunteers   | (Zheng et al., 2009)           |                     |
|  | Offering rewards to volunteers   | (Heelye & Eric, 2020)          |                     |
|  | Providing the volunteers with oral or written appreciation notes                     | (Abualkhaira et al., 2019)     |                     |
|  | Ensuring that the volunteers receive the relevant benefits                           |                                |                     |
| Providing the volunteers with the discount cards which can be used in the restaurants and stores |  |                                |                     |
| Paying allowances to volunteers to prompt them to attend workshops                               |  |                                |                     |
| Motivations and satisfaction   | Paying attention to the volunteers' motivations                                      | (Heelye & Eric, 2020)          |                     |
|  | Making an attempt to satisfy the volunteers' needs and to identify their motivations | (Pilevar Moakher et al., 2019) |                     |
|  | Satisfying the volunteers  | (Salmani et al., 2019)         |                     |
|  | Providing the volunteers with a valuable experience                                  |                                |                     |
|  | Ensuring the volunteers' satisfaction  | (Clerck et al., 2019)          |                     |
| Database   | Creating a website and developing a database system                                  |                                |                     |
|  | Keeping the volunteers' records (such as the application form)                       | (Abualkhaira et al., 2019)     |                     |
|  | Preparing and maintaining the documents which are related to volunteer activities    | (Lee et al., 2016)             |                     |
|  | Documenting the volunteers' participation  | (Alfes et al., 2016)           |                     |
| Applying ethical principles  | Collecting data on the volunteers' participation                                     | (Sean et al., 2013)            |                     |
|  | Treating the volunteers professionally   | (Kappelides & Spoor., 2018)    |                     |
|  | Treating the volunteers well in the organization                                     | (Andam et al., 2017)           |                     |
|  | Treating the volunteers fairly   | (Rud Stedman & Morgan, 2002)   |                     |
|  | Paying attention to the ethics and ethical decision-making regarding the volunteers  | (Knepper et al., 2015)         |                     |
|  | Behaving properly towards the volunteers   |                                |                     |

Model 1 shows the ambidextrous requirements of the ambidextrous sports volunteer management. These requirements are classified into five categories including the managerial, organizational, physical, strategic values, and motivational categories. Moreover, the ambidextrous management functions are classified into three categories including empowering measures, motivating measures, and opportunity-creating measures.



**Model 2.** Ambidextrous volunteer management model

## Discussion and Conclusion

As mentioned previously, ambidextrous human resource management is one of the management topics that have recently been introduced to the field of human resource management. Few studies have focused on ambidextrous human resource management in Iran and in the other countries. Considering this issue, the present study used the meta-synthesis research method in order to determine the requirements of the ambidextrous management of sports volunteers and to specify the functions of the ambidextrous management of sports volunteers. The results of the study showed that the ambidextrous management of volunteers depends on the fulfillment of specific requirements. Based on the findings, the requirements of ambidextrous management of sports volunteers were classified into five categories including: managerial, organizational, physical, strategic values, and motivational categories. The findings of the study regarding the managerial requirements indicated that the strategic factors which were related to volunteers and the managers' approaches to volunteer management facilitated the management of sports volunteers. (Alkerdawy, 2016) stated that, in the field of human resource management, ambidexterity refers to the human resource managers' ability to explore and exploit human resources simultaneously. As he explained, the organizations have realized that they need to renew their human resources by exploiting the existing resources and exploring new human resources in order to be able to compete in business environments (Membini, Moradi, & Ebrahimpour, 2016). Therefore, the managers of sports volunteers should make an effort to identify the talented volunteers, and to use their talents in an effective way. The volunteer management department must have a coherent structure at the organizational level. Moreover, considering the volunteers' characteristics, the organizational hierarchy can be flattened if the flattening process does not adversely affect the management of the affairs. Moreover, there is a need to focus on creativity and innovation and to welcome creative ideas and solutions for achieving the goals and managing the affairs of the organization. These measures can facilitate the ambidextrous management of the relevant organizations. (Membini et al., 2016) and (Clerck et al., 2019) stated that dynamism and flexibility in the organization were effective organizational factors in ambidexterity. Based on the findings regarding the physical requirements, creating volunteer units and providing the volunteers with valuable resources influenced volunteer management. Volunteers increase the costs of the organizations. Nonetheless, they provide their organizations with large capital. Therefore, organizations need resources and facilities in order to manage their volunteers. (Soleimani kalahroudi

et al., 2022) argued that the physical factor was one of the effective factors in the ambidextrous human resource management. The findings of the study indicated that the strategic values requirements had two dimensions including volunteer managers' qualifications and volunteers' qualifications. Ambidexterity refers to the identification of talents and the exploitation of the relevant talents. Therefore, the volunteer managers must have certain ambidextrous characteristics and qualifications. Furthermore, there is a need to identify and attract the qualified volunteers and to adopt appropriate management methods in order to exploit these valuable resources and to achieve the goals of the organization. (Talkhestani, Mahmoodzadeh, Mousakhani, & Alvani, 2018) stated that the individual, social, and professional qualifications of human resources were the main factors in ambidexterity. Based on the findings, the motivational requirements depended on two factors including the emotional factor and the material factor. It is possible to take advantage of these factors based on the relevant conditions. (Soleimani kalahroudi et al., 2022) stated that the motivational factor was one of the major factors in the ambidextrous human resource management. (Suzanna et al., 2021) that the requirements of ambidextrous management involved changing the organizational structure, changing the managers' opinions, focusing on creativity and innovation, providing facilities, creating new units, and taking advantage of the experts' opinions and all of the capacities.

The identified functions of ambidextrous management involved planning, recruiting, selecting, familiarizing and training, recognizing and appreciating, monitoring, evaluating, and retaining. These findings were in line with the findings of the studies by (Andam et al., 2017); (Matthies & 2005); and (Rud Stedman & & Morgan, 2002). The sports managers' careful planning is vital to volunteer management in the volunteering department. Moreover, different methods can be used for recruiting the volunteers at the recruitment stage. It is possible to recruit talented and skilled volunteers based on the relevant criteria. Furthermore, the volunteers should be provided with familiarization and training courses using different training materials and methods. If sports managers implement a strategic plan to manage the volunteers, they can use appropriate recruiting methods. Furthermore, the managers have to identify and screen talented volunteers with different skills at the selection stage and should train these valuable human resources in an effective way. All of these measures can result in the empowerment of the volunteer management program and may enable the organizations to exploit these scarce resources efficiently in order to achieve their goals. In addition, there is a need to focus on the volunteers' recognition issues during their cooperation with the organization. These issues include recognizing the volunteers as the members of the organization, delegating authority to the volunteers, consulting with volunteers, and providing the volunteers with participation opportunities. The focus on these issues can provide the volunteers with great opportunities to engage in their activities. Moreover, it may satisfy the volunteers and prompt them to cooperate with the organization in an effective way. Nonetheless, it is necessary to monitor and evaluate the volunteers' performances constantly in order to achieve the goals of the organization. Finally, there is a need to use different solutions such as appreciating the volunteers for their efforts, applying the ethical principles, and creating opportunities to retain the volunteers and to exploit them in an effective way. Monitoring and evaluating the volunteers' performances, providing the volunteers with feedback and taking measures to retain the volunteers will provide the volunteers with an understanding of the importance of their efforts and will motivate them to engage in their activities in a satisfactory way. (Sean et al., 2015) identified the dimensions of ambidextrous human resource management, components of ambidextrous human resource planning, ambidextrous recruitment, ambidextrous training, ambidextrous reimbursement, ambidextrous performance evaluation, ambidextrous business relations, and ambidextrous retention. (Tahmasobi et al., 2017) a study entitled "Developing a Framework of Ambidextrous Human Resource Management". In this study, they put the recruitment, training, and development components into the empowering measures category. Moreover, they put the service compensation and performance evaluation components into the motivating measures category. Finally, they put team building, participation, and opportunity creation components into the opportunity-creating measures category.

Considering the above-mentioned issues, it can be stated that the managers who are active in the field of sports including the managers of sports volunteers should pay attention to the vital role of volunteer resources in the field of sports. Moreover, they have to develop an understanding of the requirements of ambidextrous management in order to use the ambidextrous human resource

management system in an effective way. These measures can enable the managers to identify the talented volunteers and to manage them by implementing appropriate management programs. Furthermore, the managers should determine the measures which result in the volunteers' empowerment. In addition, they need to take opportunity-creating and motivational measures in order to motivate the volunteers to cooperate with their organizations in a satisfactory way and to achieve the goals of their organizations.

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