



**UNIVERSITY OF PELOPONNESE  
FACULTY OF HUMAN MOVEMENT AND  
QUALITY OF LIFE SCIENCES  
DEPARTMENT OF SPORTS  
ORGANIZATION AND MANAGEMENT**

A Master's Thesis

entitled

AN EXPLORATIVE STUDY ON HUMAN LEGACY AT BEIJING OLYMPICS

By

Mary ANG Ser Hui (Matriculation Number: 6062201702026)

for the MASTER Dissertation submitted to the professional body for the partial fulfilment of obligations for the awarding of a post-graduate title in the Post-graduate Programme, “Olympic Studies, Olympic Education, Organization and Management of Olympic Events” of the University of the Peloponnese.”

Approved by the Advisory Committee:

Prof. KOSTAS GEORGIADIS, Supervising Professor

Prof. ANTONIOS TRAVLOS, Professor 1

Prof. ATHANASIOS KRIEMADIS, Professor 2

27 August 2019 (Final Draft)  
5 April 2020 (Final Submission)

**Copyright Notice Page**

Copyright 2019, © Mary ANG Ser Hui

All rights reserved.

The copying, storage and forwarding of the present work, either complete or in part, for commercial profit, is forbidden. The copying, storage and forwarding for non-profit making, educational or research purposes is allowed under the condition that the source of this information must be mentioned, and the present stipulations be adhered to. Requests concerning the use of this work for profit-making purposes must be addressed to the author.

The views and conclusions expressed in the present work are those of the writer and should not be interpreted as representing the official views of the Department of Sports'

Organization and Management of the University of the Peloponnese.

### **Acknowledgements**

In thanking those who gave me the support to complete this master thesis, special thanks must go to my parents for instilling a value of lifelong learning as well as to Mr Canagasabai Kunalan, a respectable sports leader and widely regarded as one of Singapore's greatest ever athletes; Associate Professor Teo-Koh Sock Miang, National Institute of Education (NIE), and Professor Jean-Loup Chappelet, University of Lausanne (UNIL), for their acknowledgements of my application to pursue the Master's degree in Olympic Studies at the University of Peloponnese, Greece. My main supervisor, Professor Konstantinos Georgiadis, and co-supervisors, Professor Travlos and Professor Kriemadis for providing the support and advice, as well as the kind assistance of Ms Vanda Voudouri. Last but not the least, my comrades from China who I will always be indebted to.

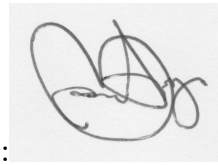
**Declaration**

I declare that this thesis is my own unaided work. It is being submitted for the master's degree in "Olympic Studies, Olympic Education, Organization and Management of Olympic Events".

It has not been submitted for any degree or examination in any other University.

Nam of candidate: Mary Ang Ser Hui

Signature:

A handwritten signature in black ink, appearing to be 'Mary Ang Ser Hui', enclosed in a light gray rectangular box.

Date: 27 August 2019 (Final Draft) & 5 April 2020 (Final Submission)

## TABLE OF CONTENTS

<b>COPYRIGHT NOTICE PAGE .....</b>	<b>II</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>III</b>
<b>DECLARATION .....</b>	<b>IV</b>
<b>LIST OF ABBREVIATIONS .....</b>	<b>VIII</b>
<b>ABSTRACT.....</b>	<b>1</b>
<b>CHAPTER 1: INTRODUCTION.....</b>	<b>2</b>
1.1 RESEARCH BACKGROUND .....	2
1.2 RESEARCH PURPOSE AND RESEARCH QUESTIONS .....	3
1.3 RESEARCH SIGNIFICANCE AND ORIGINALITY .....	3
1.4 THESIS STRUCTURE .....	4
<b>CHAPTER 2: LITERATURE REVIEW: LEGACY.....</b>	<b>6</b>
2.1 INTRODUCTION AND PURPOSE.....	6
2.2 DEFINING LEGACY IN OLYMPIC CONTEXT .....	6
2.3 MEASUREMENT AND CONCEPTUALISATION OF OLYMPIC LEGACIES.....	9
2.4 RECENT DEVELOPMENTS OF OLYMPIC LEGACIES .....	12
2.4.1 <i>Actions by the IOC</i> .....	12
2.4.2 <i>Academic contributions by researchers</i> .....	13
2.5 SUMMARY .....	14
<b>CHAPTER 3: LITERATURE REVIEW: HUMAN LEGACY .....</b>	<b>15</b>
3.1 INTRODUCTION AND PURPOSE.....	15
3.2 HUMAN AND SOCIAL CAPITAL .....	15
3.3 EMPLOYABILITY .....	17
3.3.1 <i>Employability in mega (major) events industry</i> .....	18
3.4 JOINING THE DOTS: HUMAN LEGACY @ BEIJING OLYMPICS .....	20
3.5 SUMMARY .....	25
<b>CHAPTER 4: LITERATURE REVIEW: CHINA - A BRIEF JOURNEY .....</b>	<b>26</b>
4.1 INTRODUCTION AND PURPOSE.....	26
4.2 A CENTURY OF HUMILIATION .....	26
4.3 ERA OF MAO AND DENG.....	29
4.4 MOVING FORWARD WITH XI .....	33
4.5 SUMMARY .....	35
<b>CHAPTER 5: LITERATURE REVIEW: CHINA AND THE OLYMPICS.....</b>	<b>36</b>
5.1 INTRODUCTION AND PURPOSE.....	36
5.2 THE SURGE OF INTEREST IN OLYMPICS .....	36

5.3 THE THREE “OLYMPIC” QUESTIONS.....	37
5.4 MOTIVATIONS OF HOSTING BEIJING OLYMPICS .....	40
5.5 SUMMARY .....	41
<b>CHAPTER 6: LITERATURE REVIEW: METHODOLOGY .....</b>	<b>42</b>
6.1 INTRODUCTION AND PURPOSE.....	42
6.2 RESEARCH PHILOSOPHY AND RESEARCH PARADIGM .....	42
6.3 RESEARCH DESIGN .....	44
6.3.1 <i>Qualitative approach</i> .....	44
6.4 RESEARCH METHOD .....	45
6.4.1 <i>Desk research</i> .....	45
6.4.2 <i>Field research</i> .....	45
6.5 ETHICAL CONSIDERATIONS .....	47
6.6 DATA COLLECTION AND DATA ANALYSIS .....	48
6.7 METHODOLOGICAL REFLECTIONS.....	50
6.7.1 <i>Limitations</i> .....	50
6.7.2 <i>Learned experiences</i> .....	50
6.8 SUMMARY .....	51
<b>CHAPTER 7: FINDINGS .....</b>	<b>52</b>
7.1 INTRODUCTION AND PURPOSE.....	52
7.2 SECTION ONE: QUESTIONNAIRES FROM INDIVIDUAL RESPONDENTS .....	52
7.2.1 <i>Demographics of Respondents</i> .....	52
7.2.2 <i>Motivations of being a volunteer</i> .....	53
7.2.3 <i>Perceived State of Employability</i> .....	54
7.3 SECTION TWO: PERSONAL COMMUNICATION, HUMAN RESOURCE DEPARTMENT @BEIJING2022 .....	56
7.4 SECTION THREE: INTERVIEWS WITH INDIVIDUAL RESPONDENTS.....	57
7.4.1 <i>Word Cloud</i> .....	58
7.4.2 <i>Theme One: Volunteering</i> .....	58
7.4.3 <i>Theme Two: Continued Learning</i> .....	61
7.4.4 <i>Theme Three: Future</i> .....	64
7.4.5 <i>Theme Four: Skills versus Networks</i> .....	65
7.5 SUMMARY .....	66
<b>CHAPTER 8: DISCUSSION .....</b>	<b>67</b>
8.1 INTRODUCTION AND PURPOSE.....	67
8.2 PERCEIVED EMPLOYABILITY .....	67
8.3 OPPORTUNITIES .....	69
8.4 FUTURE RESEARCH RECOMMENDATION .....	70
8.5 CONCLUSIONS .....	71
<b>REFERENCES.....</b>	<b>73</b>
<b>APPENDICES .....</b>	<b>86</b>
APPENDIX A: CERTIFICATE FOR RESEARCH .....	86
APPENDIX B: INFORMATION SHEET I: HUMAN RESOURCE DEPARTMENT (ENGLISH) .....	87
APPENDIX C: INFORMATION SHEET II: STAFF/ VOLUNTEERS BEIJING OLYMPICS (ENGLISH).....	88
APPENDIX D: CONSENT FORM (ENGLISH).....	89
APPENDIX E: INTERVIEW QUESTIONS: HUMAN RESOURCE DEPARTMENT (ENGLISH) .....	90
APPENDIX F: QUESTIONNAIRE: LOCAL STAFF/ VOLUNTEER AT BEIJING 2008 (ENGLISH).....	91
APPENDIX G: QUESTIONNAIRE LOCAL STAFF AT BEIJING 2022 (ENGLISH).....	93
APPENDIX H: INFORMATION SHEET I: HUMAN RESOURCE DEPARTMENT (CHINESE) .....	95
APPENDIX I: CONSENT FORM (CHINESE).....	96
APPENDIX J: INTERVIEW QUESTIONS: HUMAN RESOURCE DEPARTMENT (CHINESE) .....	97

APPENDIX K: QUESTIONNAIRE: LOCAL STAFF/ VOLUNTEER AT BEIJING 2008 (CHINESE) .....	98
APPENDIX L: QUESTIONNAIRE: LOCAL STAFF AT BEIJING 2022 (CHINESE) .....	100
APPENDIX M: SAMPLE OF SEMI-STRUCTURED INTERVIEW .....	102

**List of Abbreviations**

BODA	Beijing Olympic Centre Development Association
BMCC	Beijing's Municipal Construction Committee
CCP	Chinese Communist Party
GDP	Gross Domestic Product
HEI	Higher Education Institution
KMT	Kuomintang
OCOG	Organization Committee of Olympic Games
PRC	People's Republic of China
IOC	International Olympic Committee
UN	United Nations
UNESCO	United Nations Education, Scientific, and Cultural Organizations
WOCOG	Winter Organization Committee of Olympic Games



### **Abstract**

This study proposes the introduction of a nation-wide policy framework at Higher Education Institution (HEI) and at the workplace that aims to integrate non-formal, informal and formal learnings and to promote life-long learning. The research takes on a heuristic approach to provide insights to the human legacy, in terms of employability at Beijing Olympics. The interpretive research paradigm supports the exploration in depth of each respondent's (being a Chinese) personal experiences and thoughts about their personal gains (human and social capital) at Beijing Olympics. A total of 11 semi-structured questionnaires, 7 phone interviews and 1 personal response from staff at BWOCOG 2022 were collected and analysed using thematic analysis. Specifically, the paper presents a diagrammatic overview of employability using the demand and supply side of labour; the supply of labour depends on the “competency cube” where each human resource is affected by the three (3) types of learning that can primarily occur at HEI or workplace, while the demand depends on the domestic and international market outlook. This paper offers practical approaches for potential host nations to enhance and sustain human legacy, and valuable insights for individuals, who are keen to embark on a career in the mega-sports event industry.

*Keywords:* olympics, human legacy, employability

## **Chapter 1: Introduction**

### **1.1 Research Background**

As the Games increased in scale over time, especially from the 1960s onwards (mainly to TV coverage) and the introduction of “The Olympic Program” (TOP) in mid-1980s, legacy became a more important aspect to the hosting the Games to justify for the mobilization of large resources (Cashman, 2002; Preuss, 2002). However, it is clearly impossible to standardize legacies across host cities as legacies are unique and vary enormously (Cashman, 1998). For example, some legacies can be positive (tourism) but also negative (environment) depending on who is making the assessment (Preuss, 2007).

Notably, by the end of 2022, the China will be the only nation, in a short span of 15 years to organise two editions of the Olympic Games in the same city, Beijing, though one edition is the Winter Games. Through the Beijing 2008 and 2022 official reports, the Chinese government emphasizes the importance of job creations and talent legacy for hosting the Olympic Games. On the same note, (Mangan & Jinxia, 2013; Preuss, 2019) have also shared that the value-addedness for its people through the increased employment opportunities and the promise of human development is often stressed upon by host nations. Preuss further emphasizes that legacy results only from changes in a host city’s structures and proposes human development (“people”) as one of the six structural changes. Under this dimension, he identifies three areas that will enhance employability, namely, learning new skills (human capital); attaining new knowledge (human capital); and establishing new contacts (social capital).

After synthesising the literature on the various topics, I decided to take on a heuristic approach rather than definitive research to explore how human legacy (people), in terms of employability, are perceived by stakeholders at Beijing Olympics, and how the Chinese state can leverage on the mega-sports event to enhance employability.

## 1.2 Research Purpose and Research Questions

This purpose of this research project is to provide insights to the human legacy, in terms of employability at Beijing Olympics. In order to achieve this, I adopt an interpretive research paradigm as it allows me to explore in depth each respondent's (being a Chinese) personal experiences and thoughts about their personal gains (human and social capital) at Beijing Olympics, as well as the responses from the inputs from the Human Resource Department. Additionally, I propose how this knowledge may be used by potential host nations to enhance the human legacy in terms of employability and for individuals, who are keen to embark on a career in the mega-sports event industry.

The research study takes a heuristic approach and is guided by the following questions:

- *Research Question 1: How well do we understand the Olympic Legacy?*
- *Research Question 2: What is employability of the 21st century and how does it relate to the hosting of Olympic Games?*
- *Research Question 3: How well do we understand the awakened giant – China?*
- *Research Question 4: Describe the affinity between China and the Olympics.*
- *Research Question 5: How staff, volunteers and the Organizing Committee (host city) perceive employability and how to enhance employability through the hosting of mega-sports events?*

## 1.3 Research Significance and Originality

The data emerging from the field research through semi-structured questionnaires and interviews participated by volunteers and staffs at both Beijing Olympics is original. I anticipate this research would be helpful to highlight the shift in career paradigms with regards to mega-sports industry, and also inform host cities about the ways to sustain human development in terms of employability through structural changes at the macro-level.

Moreover, the study can also provide insights to individuals who are keen to embark on a career in the mega-event sports industry.

#### **1.4 Thesis Structure**

In order to address the five (5) research questions, this thesis is organized into eight (8) chapters. Chapter 1 is the introduction for this thesis. Firstly, it introduces the research background of this study. It then sets out the research aim and research questions. The research significance and originality of this research will also be addressed. Chapter 2 gives an account on the evolution of “legacy”, the “L” word, both in the academic field and in practical sense. It highlights the incidental use of legacy in justifications of the enormous hosting costs. Although it is still a distant dream to reach a consensual definition of legacy in the Olympic context, recent developments have moved from pure defining and conceptualizing to a calling for more transdisciplinary approach where researchers and practitioners can work alongside to unearth more knowledge. Chapter 3 draws on several theories and phenomenon of the events & tourism industry, and relate them to employability issues in the mega-sport events industry.

Chapter 4 provides a truncated look into the rapid rise of the awakened giant - China. Not too long ago, China was in a devastating state after having lost the First Opium War in early 1840s followed by many internal and external wars degrading the nation further. However, China transformed from the world’s poorest country into the globe’s second’s largest economy today. This miraculous journey is a mandatory history lesson and serves as a useful reminder to all researchers who attempt to make sense of any aspect about the Chinese state. Following, Chapter 5 explains the three (3) important Olympics-related questions the Chinese raised in the early 20<sup>th</sup> century; first, “When is China going to participate in the Olympic Games?”; second, “When is China going to win a Gold medal in the Olympic Games?”; and third, “When is China going to host the Olympic Games?”. The resolutions

are instrumental as they built the cornerstones of the Chinese's foray into the five-ringed world and explained its affinity with the Olympics. With these understandings, the final research question is formulated to explore the human development with regards to employability after people's involvement at the Olympic Games.

The methodology used in this research paper is explained and justified in Chapter 6. It starts with a review of ontological and epistemological positions which then inform the methods used for data collection: content analysis and interviews. Throughout this chapter, the methods utilised are justified, together with the steps taken to ensure that the research is reliable and valid adhering to all ethical guidelines. Chapter 7 summarizes the main research findings from the data collection.

Chapter 8, brings together the field data and draws on theories to explore the central research interest on Human legacy in terms of employability for hosting Beijing Olympics. In addition, it will highlight and recommend future research directions.

Table 1. *Structure of the Thesis*

No.	Chapter	Key Content
1	Introduction	Background and rationale, research questions, aims and objective
2	Literature Review: The "L" Word	Research Question 1: "How well do we understand the Olympic Legacy"
3	Literature Review: Human Legacy	Research Question 2: What is employability of the 21st century and how does it relate to the hosting of mega-sports events?
4	Literature Review: China - A Brief Journey	Research Question 3: How well do we understand the awakened giant - China"
5	Literature Review: China and Olympic	Research Question 4: "Describe the affinity between China and the Olympics"
Research Question 5: How Olympic staff, volunteers and the Organizing Committee (host city) perceive employability and how to enhance employability through the hosting of mega-sports events?		
6	Literature Review: Methodology	Justified the methods used and the data collection process
7	Findings	Results of data collected from questionnaires and interviews
8	Discussion	Discussion of the data analysis; conclusion; practical and academic applications; areas for future research

## Chapter 2: Literature Review: Legacy

### 2.1 Introduction and Purpose

As the Games increased in scale over time, especially from the 1960s onwards (mainly to TV coverage) and the introduction of “The Olympic Program” (TOP) in mid-1980s, legacy became a more important aspect to the hosting the Games to justify for the mobilization of large resources (Cashman, 2002; Preuss, 2002). However, it is clearly impossible to standardize legacies across host cities as legacies are unique and vary enormously (Cashman, 1998). This chapter serves to unravel the evolution of “Legacy” in the Olympic context and bring to lights the recent efforts by researchers and the IOC providing answers to the Research Question 2 - **“How well do we understand the Olympic Legacy?”**.

### 2.2 Defining Legacy in Olympic Context

It is an extremely challenging mission to answer the question “what is legacy” in the Olympic context. A causal online search for the definition of legacy (noun) states, “an amount of money or property left to someone in a will”. However, this definition is flawed in the Olympic context. Firstly, the legacy of an Olympic games, such as improved tourism image can be described as a “public good” thus, in economic sense, provide without profits. Secondly, legacies are not always created intentionally, for example, the costly “white elephants” and terrorist attacks (externalities) are definitely not planned by the host city. Therefore, the universally-accepted etymological definition of “legacy” does not fit into the Olympics context (Preuss, 2007).

Despite the efforts spent over several weeks in reviewing research papers, peer-reviewed articles, book chapters, official reports found on academic websites, google scholar, I found negligible consensus in the various definitions, terminologies or concepts of legacy in the Olympic context. My desktop research approach resembles the initial efforts of Thomson

and her colleagues, in which they conducted a systematic quantitative review of 305 articles from 2000 to 2016 on the state of sports event legacy research from 2000 to 2016 (Alana et al., 2019). During the conceptualizing stage, the lead researcher conducted an exploratory search using often interchangeably words with legacy (such as, impact, outcome, consequence, benefit, develop and transform) resulting in over thousand articles collected. Thus, in order to conduct a doable research, they defined the key concepts with three words - “sport”, “event” and “legacy, to sieve out a manageable sample. Prior to the study, (Thomson, Schlenker, & Schulenkorf, 2013) had already produced a comprehensive review of fourteen (14) legacy definitions from the literature found between 1991 to 2008.

Perhaps, the most commonly-used interchangeably word for “legacy” is “impact”. (J-L Chappelet, 2003) succinctly defines legacy as “*a long-term impact on the Olympic city and its nearby region and possible on the host country*” and switches his choice of word from “impact” to “legacy” in the later part of his article. (Chris Gratton & Preuss, 2008; Preuss, 2007) distinguish “impact” and “legacy” by acknowledging that “impact” is temporarily, short-lived whilst “legacy” lasts much longer. Gratton and Preuss further explain that an economic impact (short-term) will increase volunteer, tourist and operational activities (demand side) temporarily, while a legacy (long-term) of economic growth requires constant influx of autonomous money by a change in host city's structure (supply side). Although these research studies tend to distinguish impact and legacy based on the factor, time, it is also important to consider the switching and crowding-out effects in quantifying any economic legacy benefits (Preuss, 2005)

Another word, albeit less commonly-used interchangeably with legacy - “heritage” is worth a mention. Perhaps, the significant and intended association of “heritage” and Olympic Games could be traced back to its re-birth during Athens 1896. The declaration of the inaugural modern Olympic Games at Athens with the restoration of the grand Panathenian

Stadium (hard legacy) brought back the past-glamour (soft legacy) of the Athenians; thus, serving as a reminder to the world of its glamorous ancient heritage (Leopkey & Parent, 2012; MacAloon, 2008). The desire to bring back its past allure was replicated during Athens 2004, more than a 100 years later, as stated in one of the missions of the Athens 2004 Olympic Games, “To reposition and promote the culture and natural heritage of Greece to the eyes of the world” (International Olympic Committee, n.d.-a). “Heritage” as compared to “impact” seems more appropriate as the former generates more “resistance” to withstand the test of time. Notably, the shift of focus from preserving (imitating) the heritage of ancient Greek by building a sports infrastructure without practical use after the games, came when (Cashman, 1998) applauded the Stockholm games in 1912 for building a stadium of an ongoing purpose for hosting both sport and festival of all kinds that could be even converted into a skating rink during winter and reiterated the importance of building one’s own heritage (legacy) as a host city. (J-L Chappelet, 2003) states that since 1990s, sustainable development ideas have assimilated and formed an integral part of the Olympic Capital that was recognised by John McAloon. Adding to the interconnectedness in vocabulary is the seamless interchangeability between these two words when “legacy” in French is effectively translated as “heritage” in English (Leopkey & Parent, 2012)

The literature review of legacy till now, simply informs the author that the vague interpretations and loose usage of “legacy” will always create obstacles in any research unless a clear definition or explicit boundaries are drawn up at the very beginning. Obviously, this is not new discoveries as many scholars and even, the IOC have attempted but failed in defining an all-encompassing definition of the word, “legacy”, that could withstand the test of time and space. Moreover, the concentration of academic interests in a few selected journals further limits attention to the phenomenon beyond the sport and event disciplines, and the knowledge gain from only English articles means limited insights from



other cultures and contexts (Alana et al., 2019). Adding to this perplexity, the author argues it could be the appearance of the word not originating from the IOC but first found in the organizing documents of Atlanta 1996 (J-L Chappelet, 2003) or, perhaps, first found in the bid documents dated back to Melbourne 1956, “The Olympic Bid process as the Starting Point of the Legacy Development” (Leopkey & Parent, 2012). On hindsight, should the terminology be cast and stone by the IOC, it might not generate enough curiosities for scholars to join the contests of definition-seeking. Whatever the reason, with the growing magnitude of Olympic Games, it is in the interests of the IOC that legacy, a common denominator, be an added lexicon of assessable means to better justify for the utilization of large public resources (Cashman, 2002, 2006; Leopkey & Parent, 2012).

### **2.3 Measurement and Conceptualisation of Olympic Legacies**

Owing to the successful Lillehammer 1994 Winter Games, widely acclaimed as the “first green games” for setting the stage for sustainable development legacies, the IOC established the Commission on Sport and Environment and adopted environment, as the 3<sup>rd</sup> pillar to Olympism alongside Sport and Culture in 1996. In the same year, the governing body also added the 13<sup>th</sup> mission to Rule 2 of the Olympic Charter and propelled the importance of environmental issue, exactly 100 years after the birth of modern Olympic Games (International Olympic Committee, 1997). The IOC adopted Agenda 21, a non-binding action plan of the United Nations with regard to sustainable development in June 1999 during the IOC session in Seoul and subsequently, it was endorsed by the entire Olympic Movement at the 3<sup>rd</sup> World Conference on Sport and the Environment in Rio de Janeiro in October 1999 (International Olympic Committee, n.d.-b). However, there were mixed sentiments to the officialization of its environmental efforts; (Cantelon & Letters, 2000) argues that the IOC had little understanding on how to address the global issue yet the amended IOC policy statements suggest that the IOC had to lead the development of

environmental protection which was problematic while (Jean-Loup Chappelet, 2013) acknowledges the shaky start by the IOC and continues to give credit to the top-down approach in spreading environment concepts to both summer and winter editions resulting in an intangible Olympic legacy today. Casting the different opinions aside, it is a fact that the official amendment made in 1994 marked the usefulness of hosting Olympic Games to world developments.

As mentioned earlier, legacy was not initiated by the IOC but by OCOG and candidate cities when the term caught traction, for example, Atlanta 1996 adopted the concept of legacy and initiated it as an “Operation Legacy” to attract multinationals to the city and region (Engle, 1999); Sydney 2000 had one of its missions as “To maximise the legacy from the Games to the community” (SOCOG, 2001); Athens 2004 presented its bidding strategy with the theme “A legacy for Olympism” ((ATHOC, 2005). IOC was also quick to pick up the budding discourse and made its first attempt at seeking convergence within the academic field and organized an international symposium, titled, “The Legacy of the Olympic Games, 1984 to 2000” in 2002 where the ex-President, Dr Jacques Rogge, described the occasion “as a starting point for a sustainable and useful legacy of the Olympic Games” (International Olympic Committee, 2002; ). The leading Olympic sport governing body reacted fast and revised the Olympic Charter once again at the end of 2002 to officially, introduce, the first time, “legacy” under Rule 2, paragraph 13. (International Olympic Committee, 2003).

Perhaps, one the earliest attempts to discuss about legacies was by historian (Cashman, 1999) who argues that legacies are always taken as “positive” and “self-evident” which is problematic and shares his six categories of legacies: Economic; Built and physical environment; Information and education, Public life, politics and culture; Sport; Symbols, memory and history. Indeed, the international symposium sparked more contentious

discussions on the fundamentals of legacy although without a definitive consent (J. Chappelet, 2012; Preuss, 2007), and the chapter concluded, in a rightful manner, that legacy is unique for each host city (Cashman, 2002). Many prominent Olympic scholars continue on an explorative journey to unriddle the term, “legacy”, (Hiller, 2003) specifies four categories of Olympic impacts: Built environment; Economic development; Memories; Communities and (J-L Chappelet, 2003) proposes five types: Tourism and economy; Infrastructure; Sports facilities; Urban and natural environment; Socio-cultural and communication.

A year after hosting the international symposium, the IOC implemented the Olympic Games Global Impact (OGGI) study in an ambitious attempt to measure the impact of Olympic Games objectively and scientifically. The study requires an OCOG to collect data of 150 research indicators grouped into three spheres – economic, social and environmental at specific intervals and produce four reports over a period of eleven years (International Olympic Committee, 2006). It was definitely a good intention by the governing body, although (Chris Gratton & Preuss, 2008) conclude that OGGI is not a good measurement of legacy as the study ends 2 years after hosting the Games when it takes 15-20 years to measure true legacy. At the writing of this research paper, the author learned that OGGI study had ceased due to the irrelevance in causality (Tania Braga, Skype Communication - “On the Line with an Expert”, 13 June 2019). A sentiment similar to (Preuss, 2019) pg. 5 - “*To validate a legacy, one needs to consider causality; causality is present if structural change was initiated by the Olympic Games*”. Still, to assign a cause in any one sector to the Olympics is not an easy feat due to the interconnected web of relations. For example, (Preuss, 2007) states that some legacies can be positive (tourism) but negative (environment) depending on who is making the assessment. He further envisions the use of “Legacy Cube” (planned and unplanned; intangible and tangible; positive and negative) and “Legacy Matrix” (same city, same event; same city; different event; different city; same event; different city;

different event). However, both approaches are flawed. “Legacy Cube” requires the consideration of the re-distributions (opportunity cost) of resources and crowding-out effects as illustrated in (Preuss, 2005)’s further research into the movement of affected people. Furthermore, (Martin, 2008) ‘s findings also show that there was widespread frustration for foreign China business associates as they faced difficulties obtaining visas due to the tightened security measures during Beijing 2008. For “Legacy Matrix”, critics were fast to comment that the unique characteristics of each event and the different focus endeared by each host city will devalue any benchmarking efforts. Finally, Preuss proposed a bottom-up approach to measure the event changes based on the six (6) “event structures” - Infrastructure; Knowledge, skill-development and education; Image; Emotions; Networks; Culture. Following, (Chris Gratton & Preuss, 2008) apply the six (6) "event structures" on Commonwealth as a case study to improve the understanding of legacies

## **2.4 Recent Developments of Olympic Legacies**

**2.4.1 Actions by the IOC.** In July 2017, as a result of the heightened importance of legacy in the Olympic World, the IOC approved the formation of the Commission on Sustainability and Legacy (formerly known as Commission on Sport and Environment) (International Olympic Committee, 2017). This action was a needed response to deal with a slew of broken promises on legacies as OCOG is disband after the games, leaving no accountability thereafter. Few months later in December 2017, the IOC defined Olympic legacy as, “*Olympic legacy is the result of a vision. It encompasses all the tangible and intangible long-term benefits initiated or accelerated by the hosting of the Olympic Games/ sports events for people, cities/ territories and the Olympic Movement.*” and adopted the new IOC Legacy Strategic Approach. The acknowledgement of Olympic legacy as one of the new norms within Olympic Agenda 2020 further underlines the significance of factoring and integrating legacy right from the very start. With the formalization, Beijing, the first city to

host both the summer and winter Olympic Games, will deliver a legacy plan as per Olympic Agenda 2020/New Norm and the IOC Legacy Strategic Approach; and Milan-Cortina 2026 is the first host city that benefits from a full “legacy” consultancy with the IOC. These recent efforts clearly demonstrate a more mature developments of legacies in recent years and underscore the importance of legacy in practical sense.

**2.4.2 Academic contributions by researchers.** (Thomson et al., 2013) reveal five (5) key considerations after reviewing fourteen (14) key definitions of legacy from 1991 to 2008. The team also points out the complexity due to the differences in academic and industry practices. In her most recent efforts, after reviewing 305 peer-reviews articles on the state of sports events research from 2000 to 2016, Alana and her colleagues uncovers “unknown gaps” (Horne, 2007) in sport event legacies. They call for more research efforts in this area and suggest a transdisciplinary approach where researchers and practitioners work alongside to draw learnings from each other and for more government interventions at an early stage to secure the legacy outcomes (Alana et al., 2019). Using 185 bid and final reports of legacies from 1980 to 2012, (Leopkey & Parent, 2012) highlight the importance of shared responsibility between the delivery and sustainability of the games and encourage the exploration of institutionalization theory on the formalization of legacy. In response, the Olympic policy expert, (Jean-Loup Chappelet, 2019) proposes a new framework, “Olympic Diamond” that is used to measure public actions, to evaluate the delivery and sustainability of Olympic games. Prior to this recent study, (Jean-Loup Chappelet, 2013) already argues that a sound public hosting policy is an effective mean to foster a sustainable legacy that continues beyond a single event. (Preuss, 2015) reiterates that legacy results only from the changes in a host city’s structures and therefore, its location factors such as the improvement to the quality of life should be considered. Building on this framework, (Preuss, 2019) investigates his six (6) “event structures” and categorises two (2) of them under “space” while the other four (4)

under “people”. Human development in terms of skills, knowledge and contact is reflected as one of the categories under “people” which is also the interest of this research. Similarly, scholars have demonstrate convergence of thoughts to consider the institutional efforts while taking on a more holistic and multi-disciplinary stance.

## **2.5 Summary**

With the abundance academic writings and the availability of official documents on “Olympic legacy” (a preferred term by Cashman), the research interests took a paradigm shift from pre-2008 definition-seeking towards revisiting of the theoretical contributions and practical usage of legacies, delving into the structure of governance to maximize legacies and introducing an all-encompassing framework to evaluate legacies, usually by applying on previous games.

### **Chapter 3: Literature Review: Human Legacy**

#### **3.1 Introduction and Purpose**

By the end of 2022, the Chinese state will be the only nation, in a short span of 15 years, to organise two editions of the Olympic Games in the same city, Beijing, though one edition is the Winter Games. Through the Beijing 2008 and 2022 official reports, the Chinese government emphasizes the importance of improving employability through skills developments, job opportunities and talent legacy for hosting the Olympic Games. Similarly, (Mangan & Jinxia, 2013) have also shared that the value-addedness for its people through the increased employment opportunities and the promise of human development is often stressed upon by host nations. Given the evolving nature of the event industry and the new concept of employability in the 21<sup>st</sup> century, this chapter explores the human legacy in terms of employability of hosting Olympic Games, thereby answering Research Question 2 - **“What is employability of the 21st century and how does it relate to the hosting of mega-sports events?”**

#### **3.2 Human and Social Capital**

Broadly, human capital refers to the knowledge, skills, competences and other attributes embodied in individuals that are relevant to economic activities (Coleman, 1988; OECD, 1998; Woodhall, 1987). (Nicholson & Hoye, 2008) offers the notion of tangibility in his explanation where education and professional experience are considered tangibles and soft skills are intangibles. Although the most common application of human capital is pegged to education and training, (Becker, 1964) extends its usefulness to many other areas such as marriage and family relations. More recently, (Smith, 2010) shares that human capital is the fundamental for its processors to acquire competitive advantage so as to enhance employability and career development.

Broadly, (Bourdieu, 1986; OECD, 1998; Portes, 1998) recognize social capital as the ability of stakeholders to secure benefits by virtue of membership in some forms of social networks or structures based on trust. Perhaps, one of the earliest and extensive studies on social capital done in 1990s was by political scientist (Putnam, 2000) in which he defined social capital as a sociological concept of connections within and among social networks in order to obtain benefits, without making a direct link to the resources that are available to individuals. He demonstrated with empirical evidence that Americans' sense of community has withered as they become wealthier. However, critics debate that the social engagement was not eroding, in his words, instead it has evolved due to technological advancements – creating a virtual community. Putnam also argues that the potential harm of bonding social capitals are detrimental, while bridging social capital has the potential to forge connections across different networks.

In order to reconcile the understanding of social capital between sociologist and economist, the World Bank hosted a workshop in 1997, “Social Capital: Integrating the Economist's and Sociologist's Perspectives” to no avail. Economists often argue that capital involves making some forms of sacrifice in the present, for example, upgrading skills through schools and courses to produce gains in returns. However, people can establish strong relations without needing a “gain” equating to any economic value in the future so does not fall into the category of “capital” in economic sense (Arrow, 2000).

(Coleman, 1988) views physical capital as wholly tangible; human capital as less tangible, being embodied in skills and knowledge acquired by an individual; and social capital as even less tangible for it exists in relations among persons. In addition, he points out that social capital differentiates from other forms of capital as it has a public good aspect. He further examines the effect of social capital in the family and in the community in aiding the formation of human capital and found that high levels of parental investment, family social



capital, and community networks reduced the level of school drop -out rates. (Schuller, 2001) summarises human capital as the economic behaviour of individuals in accumulating their knowledge and skills to increase their productivity bringing economic returns, individually and therefore, collectively whereas social capital focuses on networks: the relations within and between, and the norms which govern these relationships. He further provides a framework for considering the relationships between human and social capital (Table 2).

Table 2. *Relationships between Human and Social Capital*

	Human Capital	Social Capital
Focus	Individual agent	Relationships
Measures	Duration of schooling Qualifications	Attitudes/ values/ memberships/ participation/ trust levels
Outcomes	Direct: income, productivity Indirect: health, civic activity	Social cohesion/ economic achievement/ more social capital
Model	Liner	Interactive/ circular

*Note:* Adopted from (Schuller, 2001)

### 3.3 Employability

Employability is the capability to move self-sufficiently within the labor market to realize potential through sustainable employment, or simply, employability is about being capable of getting and keeping fulfilling work (Hillage & Pollard, 1998). However, this definition has a flaw. It ignores the fact that employability is primarily determined by the labor market rather than the capabilities of individuals. There is much more to gaining a job when one talks about employability yet researchers and policy-makers have often used a ‘narrow’ concept of employability focusing upon ‘employability skills and attributes’; thus, resulting in purely advancing supply-side ‘employability’ policies. On the other hand, the broader view, “holistic framework”, focuses upon individuals’ employability in terms of their capability to move into new employment within the labour market (such as moving from unemployment into a sustainable job or moving from one job into another) incorporates a range of individual factors, personal circumstances and external factors (McQuaid, Green, &

Danson, 2005). Simply, employability not only depends on fulfilling the requirements of a specific job, but also on how one stands relative to others within a hierarchy of job seekers.

In the 21<sup>st</sup> century, employability has shifted away from the bureaucratic career structures of the past that offered stable career progression and significant numbers of white-collar workers, such as, technicians, engineers, managers and professionals, have also all discovered that the long tenure career bargain is dead (Cappelli, 1999; Collin & Young, 2000; Peiperl, Arthur, Goffee, & Morris, 2000). (Hartshorn & Sear, 2005) went on to prove that enterprising skills as a new employability skill set, showing the unpredictable and evolving labour market today. On another research field, (Gore, 2005) argues that the labour market equilibrium can be matched with policies; thus, implying employment sustainability and career progression can be achieved by having stakeholders more involved, for example, employers to have a stake in their employees' skills upgrading. One interesting insight from his research is that in most cases of demand-led schemes in the labour market (UK), the market resolved by meeting employers' short-term labour needs rather than improving employability.

**3.3.1 Employability in mega (major) events industry.** (Mair, 2009) acknowledges that while there is no strict classification of events, there are two commonly used characteristics to distinguish events: by size and by type. She further divides the two characteristics into four sub-groups each - sizes: mega, hallmark, major and local; and types: sport, MICE, music and entertainment, arts and cultural. (Allen, O'toole, Harris, & McDonnell, 2008) suggest that Olympic Games and World Fairs will fall under mega-events as they "affect whole economies and reverberate in the global media", while events such as Australia Open Tennis Championships, may on occasions involve more people than hallmark events; thus, they will fall under major-events. While there is dearth of human resources

research done on sports events, it makes sense to utilise and transfer the knowledge found in the other types of events to understand our interested field - sports events.

(Ladkin & Weber, 2010) research on professionals from four (4) Southeast Asia nations working in the convention and exhibition industry to support the “butterflying” concept identified by (McCabe & Savery, 2007) who explored Australians working in the same industry. Furthermore, they find that there while there was no minimum educational entry level, most had degree qualifications in the business sector; and professionals were not guided by a recognizable career patterns and had diverse skill sets. Such characteristics of career routes reinforced the new career forms where movement of employees on a regular basis to acquire skills and experience are essential to maintain employability (Arthur & Rousseau, 2001). Such pattern of career developments resonates with the characteristics of Generation Y that appreciates immediate gratification and does not see a long-term involvement with a single organization as described by (Jago & Mair, 2009). Additionally, the “pulsating effect” (as coined by (Toffler, 1984) at mega-sports event, such as, Olympic Games, where the strength of workforce fluctuates through the event lifecycle will determine the market equilibrium of the labor market and the career developments’ pathways of these professionals. On the hindsight, due to the advent of larger event organizations that absorb a range of events and the acknowledgement of the “specialized” internal labor market, there are now more regular employment opportunities and flexible employment options in the mega-sports event sector (Hanlon & Jago, 2009).

As discussed, the new concept of employability implies a radical departure from the traditional relationship between the employer and the employee; the old way was a paternalistic structure where the employer looked after the welfare of the workers for as long as they did what they were told (Eaton & Bailyn, 2000). As a result of this paradigm shift, there suggests practical measures higher education institutions (HEIs) may take to support

students in acquiring employability and for other human resources to stay relevance in the job market (Beaven, St George, & Wright, 2009). (Knight & Yorke, 2004) also advocate the embedding of employability into a curriculum such as having more examinable industry-relevant projects for undergraduates and the offer of more modular curriculum to avoid “one size fits all” curriculum in order to increase graduates’ employability. Therefore, the idea of a job security in one organization is no longer valid as employees need to develop skills and experiences which will be employable in the event of change. On the same tone, employers also realise that refusing to nourish their employees has an economic cost, so it benefits to enhance employees’ employability (by coaching, mentoring etc across a wide range of skills. Succinctly, (Cooper, 1997) suggests the way forward is to form a new psychological contract that matches the needs and obligation on both sides. Following the discussions on employability, human and social capital, it is clear that the constant acquisition of new skills and knowledge (human capital) and the value of one’s network (social capital) can be invested for expected returns (enhance employability) in the marketplace (job market). (Lin, 2002) reinforces this connectivity by underscoring the importance of using social connections and social relations in achieving one’s goals.

### **3.4 Joining the Dots: Human Legacy @ Beijing Olympics**

The event industry is dynamic and the uniqueness of each event appeals to a broad range of people; the naturalistic of the event industry has, inevitably, propelled its growth and turned it into one of the fastest growing industries (Getz, 1997). Growing in tandem is the numerous job opportunities and new job disciplines created, although not many job offers are permanent positions and, partly for this reason, the event industry relies on the good nature of their volunteer workforce (Mair, 2009).

Economic impact is predominately used by local authorities to promote and justify the bidding and hosting of a major sport event while the social and cultural impacts are less common as a motive (Bull & Lovell, 2007). On the same note, (Burgan & Mules, 1992) suggest to explore the economic concept of psychic income such as the feelings of excitement, pride and euphoria generated through events. It is only during the beginning of the 21<sup>st</sup> century that an emerging stream of literature focused on dimensions beyond the traditionally economic dimensions, such as the psychic income, social benefits of hosting events, developed (Getz, 2008; Gibson et al., 2014; Gursoy & Kendall, 2006). For example, (Misener & Mason, 2006) acknowledge the potential of sports event for generating social capital among host communities and (Ohmann, Jones, & Wilkes, 2006) find that the local residents' perception of hosting the Germany World Cup 2006 was largely positive too. One of the trumpeted benefits of the phenomenally expensive Olympic Games is the value-addedness for its people through the increased employment opportunities and the promise of human development.

From the Beijing 2008 Report Vol 3 (BOCOG, 2010), the Chinese Central Government and Beijing Municipality attached great importance in personnel placement after the Games as the Post-Games Personnel Placement Division of the BOCOG Human Resources was set up to manage over 8, 500 work staff, of which 1, 000 were employed and the rest were temporarily transferred personnel. While most of the temporarily transferred staff were to return to their work units, an internal job fair was organised in October 2008 for staff waiting to be placed and job opportunities with government agencies and private enterprises were negotiated on behalf to better facilities post-Games staff placement. Similar major sports events such as Guangzhou 16<sup>th</sup> Asian Games, the Singapore 2010 Youth Olympic Games and the Shenzhen Universiade 2011 had also selected staff from BOCOG. Furthermore, (Mangan & Jinxia, 2013) share that Beijing 2008 generated about 1.94 million

new jobs between 2002 and 2007 while BOCOG alone developed more than 30 departments with a total of over 4,000 staff and 10,000 specialists. To echo the importance of competence training, a Coordination Committee for Competence was set up in 2005 to provide programmes at four levels. In view of bridging the shortage of quality labour, individual sports management centres took the initiative to organise sports management courses and in 2006, Beijing Industry and Technology University signed a “Memorandum on Jointly Cultivating Postgraduate Students Specializing in Applied Computer Science”. As shared by (Taylor, Doherty, & McGraw, 2015), the winning formula to host a successful major sports event is to always have a sound human resources management policies in place to tackle the challenging “pulsating” life-cycle of the Olympic games in which BOCOG had demonstrated.

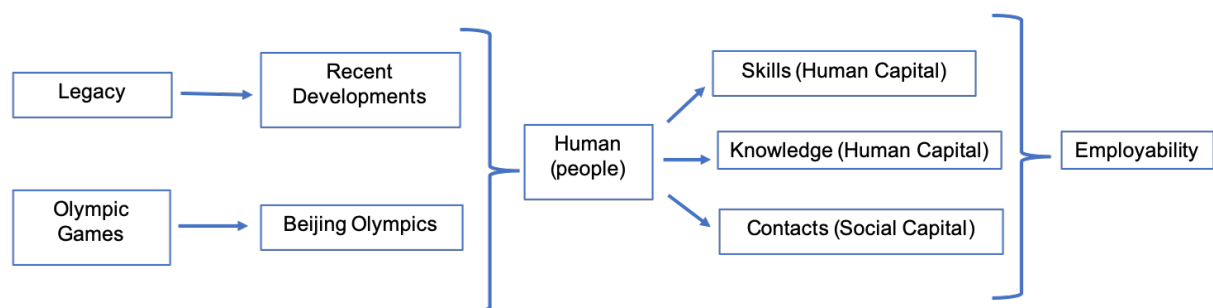
In addition, a total of 100, 000 Games-times volunteers who were selected and trained to provide quality service for Olympic Family members, media staff and other client groups at Olympic venues; 400, 000 City volunteers offered services such as consultation, first-aid and language service in the vicinity of Olympic venues and other key areas during Games time; more than one million social volunteers were tasked with maintaining of public order city operations, eco conservation, medical care and disability assistance; and over 1, 600 pre-games volunteers were also recruited. When most of the Chinese people were unacquainted with volunteer spirit before 2001, the volunteer figures at Beijing 2008 were an unimaginable achievement and popularized the volunteer spirit in the Chinese society (Luo & Huang, 2013). In February 2005, the Beijing Olympic Volunteer Coordination Work Group was officially established, and training of the volunteers began on August 2006 with the distribution of 100, 000 copies of the Manual for Beijing Olympic Volunteers. It was stated that each volunteer had to receive training of no less than 120 hours and pass tests before assuming their duties and some 549, 000 volunteers in the Co-host Cities received volunteer

training before the Games. In order to accommodate to volunteers' availability, the Volunteer Department designed video format and set up an on-line volunteer training system. In addition, training camps were organised for the 27, 000 core volunteers and foreign language courses were also offered for volunteers holding key positions or possessed professional skills (BOCOG, 2010).

Moving forward, the experienced Chinese state published the Beijing 2022 Legacy Report in early 2019 detailing the action plans and clear directions on how the Games will materialise the long-term aspirations while building on some of the legacies from Beijing 2008. The report elaborates the special goals and actions in seven themes: regional development, urban development, environment, climate, economy, society and sport. Some legacies are initiated (would not have happened in the short-run without hosting Beijing 2022) while some are considered accelerated (fast-tracked into realization). The Chinese government again places a strong focus on building its people in terms of creating and enhancing their employability - "cultivate and train a large number of sports event professionals", "foster innovation on event management and services" and "boost employment" by implementing key actions such as, "Implement the Beijing 2022 Human Resources Action Plan and Beijing 2022 Education", "Improve the selection and training of technical officials and event professionals" and "Grow the Chinese people experience and expertise in organizing events" etc. In addition, the report also elaborates the government's plan to extend the human legacies beyond Beijing Municipality to Hebei Province (General Planning Department, 2019).

So, how do we join the dots to set the final stage of this research? Evidently, the Chinese state speaks fervently of its pursuit of human legacy through hosting of the two (2) editions of Olympic Games in its official reports. The subtle interplay between the theories (on Olympic legacies; human and social capital; employability) and the practical mechanisms

of labour market forces is intriguing, though less explored, will offer many insights on human legacy. This academic interest echoes the likes of many prominent Olympic researchers who have called for more collaborative exploration by both researchers and practitioners, and complement with government interventions to effect the desirable outcomes. (Alana et al., 2019; Jean-Loup Chappelet, 2013, 2019; Leopkey & Parent, 2012; Thomson et al., 2013). Furthermore, (Preuss, 2019) also emphasizes that legacy results only from changes in a host city's structures and proposes human development ("people") as one of the six structural changes. Under this dimension, he identifies three areas that enhance employability, namely, learning new skills (human capital); attaining new knowledge (human capital); and establishing new contacts (social capital). With these knowledge in mind, the final research questions which is also the focus of this thesis is formulated - **"How staff, volunteers and the Organizing Committee of Beijing Olympics perceive employability, and how to enhance employability through hosting a mega-sports event?"**.



*Figure 1.* Diagrammatic Outline of the Thought-process

Prior to embarking on the research efforts that are the central focus of this research study, it is important to be aware of the socio-historical relations of China and its relations with the Olympic World. Henceforth, the following two (2) chapters are dedicated to the much needed exploration.



### **3.5 Summary**

The event industry is identified as one of the fastest growing industries giving rise to new job opportunities and career pathways. Although we do not know exactly what the job market will be like in the near future due to the evolving technology, we know for sure that the traditional career pathways that used to offer stable career progressions have become obsolete in the 21st century. In addition, staying employable in the job industry requires constant upgrading of knowledge (human capital), skills (human capital) and extending of networks (social capital) which are principal to the recent elaborations on human legacy (people). Henceforth, these comprehensions reveal an intriguing gap on employability through hosting of Olympic games giving rise to the final research question.

## Chapter 4: Literature Review: China - A Brief Journey

### 4.1 Introduction and Purpose

*“Let China sleep; when she wakes she will shake the World”*, Napoleon Bonaparte famously commented.

True enough, the rapid rising of China is shaking the world today. Not too long ago, in the midst 20<sup>th</sup> century, the World started to move from an obsessive stage of command and conquer to a stage of rapid industrialization and economic progress when China chose to retreat from the World’s stage and retain diplomatic ties only with a few countries. However, by the end of 20<sup>th</sup> century, the awakened giant, China, had impressively, made its presence felt. Although it is beyond the scope of this research to delve into the long history of China, it is useful to have an appreciation of its journey before any attempts to make sense where it is standing and where it will be heading. Therefore, the purpose of this chapter is to give a brief history of its journey focusing on the twilight years of the Qing dynasty through the period when the Chinese first heard of the modern Olympic Games, Paris 1900, as recorded by (Luo & Huang, 2013) to the modern China, we know of, today. Effectively, this chapter will help to answer Research Question 3, **“How well do we understand the awakened giant - China?”**.

### 4.2 A Century of Humiliation

Under the three great Manchurian emperors, Kangxi, Yongzheng and Qianlong who ruled China over a total of 140 years, the mid-Qing dynasty experienced unprecedented prosperity and political centralization in China’s imperial history unmatched by few in the early modern world (Hung, 2004). Unfortunately, the peaceful and prosperous progress was curtailed in 1842 with the Treaty of Nanking after the First Opium War. Prior to the 1830s, the Chinese only accepted one commodity, silver, for trading and opened only one port, Guangzhou (canton) to Western merchants; thus, the British and American merchants, who

were anxious to address what they perceived as a trade imbalance, were determined to import the one product that the Chinese were obsessed with and had no means to produce it themselves: opium. Tensions evolved during this period.

In retaliation of the seizure of opium by the Chinese officials, the British troops attacked China's southern coastal areas in 1840 starting the infamous, Opium War. China was weak and was no match for the British gunpowder and was defeated. The defeated China was forced to sign the Treaty of Nanking in 1842 that required China to pay an indemnity; give away the territory of Hong Kong; establish the concept of treaty ports where the British merchants were permitted to trade at five treaty ports (Jia, 2014). (Fay, 2000) believes that the overarching principle behind the war was a strategy by the West for Chinese to open up. True enough, the weakened Qing empire was unable to control its external trade and in the following years, other Western powers obtained the same concessions awarded to the British. In the midst of more external tensions, such as the Second Opium War involving Americans and French from 1856 to 1860, the declining state also had to deal with the largest civil war in the 19<sup>th</sup> century, Taiping Rebellion, from 1851 to 1864, led by the peasant communities who were initially influenced by western ideologies from Christianity beliefs that, untastefully, evolved into a dynamic new Chinese religion generating alarming interest and immense support across the country (Reilly, 2011). Although the Qing government managed to suppress the rebels, the upheaval altered the power structure of the empire and paved the way for more revolutionary movements (Hung, 2004; Wu, 1950). Even before the Manchu empire could restore its mighty armour, the First Sino-Japanese War (1894 - 1895) broke out due to complicated series of events in Korea. Once again, the defeated Qing government had to pay war indemnity and forced to sign the humiliating Treaty of Shimonoseki by ceding Taiwan and Penghu to Japan (Keene, 1998; MacMurray, 1921).

The Qing empire was, then, in a devastating state following the many lost battles internally and externally. In the wake of its defeat to a smaller country like Japan, many reformists, together with the young Guangxu Emperor, initiated the Hundred Days of Reform or “Wuxu Bianfa” in 1898 that put forward a slogan to start learning from the West. Although the reform was brought to a halt by Empress Dowager Cixi, the imperial attempt at restructuring Chinese state and its social system produced some successful national reforms, for example, created a modern education system with the establishment of Peking University (formerly known as Imperial University of Peking) and delegitimized the entire imperial order as a form of politics (Karl, 2002). Rethinking the 1898 Reform period). Unfortunately, the anti-Qing sentiments continued to grow strongly across the nation due to its inability to restrain foreign invasions and modernise China. Furthermore, the untimely deaths of Emperor Guangxu and Empress Dowager Cixi propelled the child emperor, Puyi, who was only 3 years old, to ascend the throne in 1908 (Rowe, 2010). The Manchu government sought help from a retired general, Yuan Shikai, to assist the young Puyi; however, it turned out to be a grave mistake as Yuan had an agenda. Yuan conspired with the revolutionaries and toppled the Manchu dynasty successfully in 1912 to become the first president of the Chinese Republic. Nonetheless, Yuan’s vicious handlings eventually brought his own army to turn against him and forced him to abdicate in 1915.

The fall of Qing dynasty marked the onset of another nation-wide unrest and the country was further disintegrated into literally hundreds of varying sizes, each controlled by a warlord and his private army. Now, the only hope to unite China was with the Kuomintang (KMT) or National People’s Party formed in 1912 by the respected Dr Sun Yat-sen whose aim was summarised by three principles: Nationalism; Democracy; Land reform. Unfortunately, Dr Sun passed away shortly in 1925 before more could be done and General Chiang Kai-shek, Sun’s follower, succeeded his role. At this juncture, another prominent

party, the Chinese Communist Party (CCP), was founded in 1921 in which Mao Zedong was a member. Both KMT and CCP served with different guiding principles and ideologies but collaborated to fend off the overzealous Japan from dominating more of China. When the Japanese were finally defeated in 1945, the KMT and the CCP became locked in the final struggle for power. At this turning point, the CCP became stronger and also earned the support of more Chinese with their successful land policies and well-disciplined armies. Eventually, CCP triumphed under Mao's leadership while Chiang and his followers of KMT fled to the Republic of China (Taiwan) in East Asia (Lowe, 2013).

### **4.3 Era of Mao and Deng**

After the communist victory over the KMT, Chairman Mao proclaimed the establishment of People's Republic of China (PRC) in 1949 and had a tough job ahead; he had to rebuild and rejuvenate the decimated China, that was also known as the "sick man of the east". Chairman Mao first followed the Soviet path and became with a radical land reform movement; shortly, he sensed the different challenges between Soviet and China and decided China should pave its own developments. Thus, the Party introduced the contentious program, Great Leap Forward (1958 – 1961), which was heavily criticised and even coined by scholars as the greatest mass murder in human history with at least 45 million premature deaths (Dikötter & Bauckham, 2012). Controversially, according to official accounts in early 1970s, the long-term impacts of the communist utopia show that both the agricultural and industrial production had increased substantially, and the program was arguably the most effective policy for China (Lowe, 2013).

Next, Mao introduced the debatable Chinese Cultural Revolution (1966 to 1976) that, again, brought death to the Chinese and persecution to millions (Lu, 2004). Again, official accounts show that China's Gross Domestic Product (GDP) and population size were US\$153.9b and 930.7m respectively by the end of 1977 as compared to US\$59.7b and

667.1m in 1960 (Figure 2 & 3). Notwithstanding the positive economic progress, (Deng & Treiman, 1997; Meng & Gregory, 2002) reveal that the interrupted education and society disturbance had created irrevocable damages that probably held up China's human development.

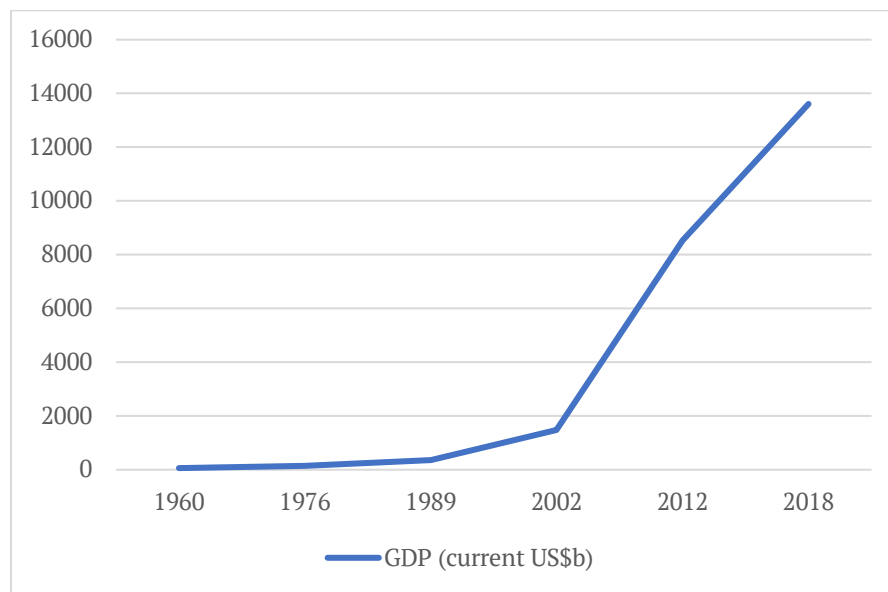


Figure 2. China's Gross Domestic Product (GDP), 1960 - 2018. (The World Bank, 2019a)

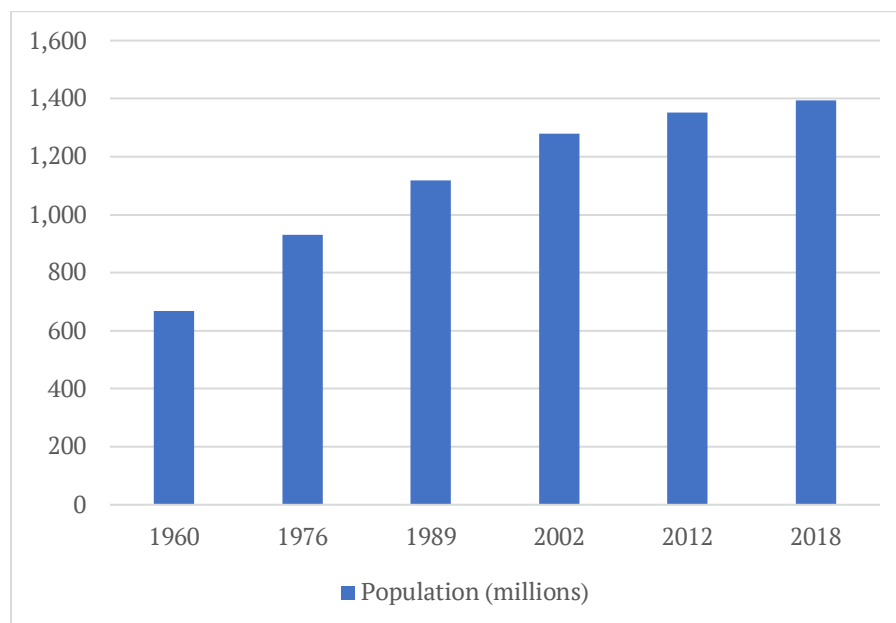


Figure 3. China's Population, 1960 - 2018. (The World Bank, 2019b)

Although Chairman Mao's era was not a smooth and peaceful period, his political dominance was never seriously threatened. In a twist of fate, Chairman Mao and Premier

Zhou in the later years of their leadership gave the green light to improve relations with the West. At this point of the literature review, it is important to mention the inseparable relationship between sports and politics of communist China as several landmark events took place. These will be further discussed in Chapter 4. After the death of Chairman Mao in 1976, a power struggle between Hua Guofeng, Deng Xiaoping and Jia Qing arose but just two years later, Deng emerged as the new leader of China. Chairman Deng had the crucial task to reshape China and refine the Party's strategy to make China sustainable. In the interest of this research paper, the mention of "new" China would be the period helmed by Deng. Chairman Deng rode on the democracy and modernization buzz and adopted an "open-door" policy implementing many radical market restructuring ideas to encourage entrepreneurships, and also adopted the Four Modernizations, namely, agriculture, industry, science and defence. He succeeded in breaking away from the past and built socialism with Chinese characteristics which not only impacted every Chinese but also on the rest of the world. (Ying-Mao & Marsh, 1993). (Naughton, 1993) concludes that although Chairman Deng's economic legacy proved to be very successfully in reforming the economic system, such as bringing the country out of isolation and initiated a period of explosive economic growth, his political legacy was engulfed in troubles and ambiguity. Near to the end of his maximum term, Deng ensured that the governance of China after him was spread among many leaders, and their policies would depend more on broad support and the consensus of elites, rather than individual predilection. According to (Overholt, 1996), it was a brilliant strategy as it brought together the much-needed concerted efforts to establish diplomatic relations with the West that would drive the modern China's economic policies.

The by-products of such a hastened national strategy resulted in loose market regulations and weak financial monitoring capabilities in the 1980s when the third and fourth generation of leaders, Jiang Zemin and Hu Jintao respectively took over. In addition, the

Party faced growing socioeconomic disparity and widespread corruption. Henceforth, Chairman Jiang, a proclaimed technocrat (Cheng & White, 1998), had to lead the restructuring of state-owned enterprises (SOEs) and the bureaucratic red-tapes giving priorities to the developments in science and education while strengthening international relations (Tien & Zhu, 2000). He also initiated island-wide anti-corruptions campaigns in mid-1990s in which he successfully satisfied protestors who blamed the Party of giving rise to corruption, and safeguarded resources that were assigned to the rural sides (Lowe, 2013). Under Chairman Jiang, China was already embedded in the network of international relations to the extent that ex-Chairman Deng's informal principle in dealing with foreign strategy marked as "taoguang yanghui" (keeping a low profile while trying to accomplish something) that he first mentioned in 1989 was revised by Chairman Jiang to "youshou zuowei" (get somethings done) in 1995 and later in 1998, when Chairman Jiang included, "budangtou" (not seeking to lead) also an idea originated from Deng. (Chen & Wang, 2011) explain that these Chinese terminologies (not effectively translated to English) were meant to address the domestic audience so might have caused confusion and suspicion to the West. On the hindsight, these provocative quotes led to an emerging consensus amongst Chinese for China to play a greater role and become more active in the international stage to better serve the nation's interest. As a result, the once-battled torn nation was already looking different by the end of his term in 2002. The capital of China, Beijing, won the bid to host the world's biggest multi-sports event, Beijing 2008, in 2001 and in the same year, China also became a member of the World Trade Organisation while the financial hub of China, Shanghai, won the rights to host World Expo 2010 in the following year.

As the baton passed from Chairman Jiang to Hu, Chairman Hu went further to adopt a "harmonious society/ world" idea in order to reshape the nation's policy and plan for a more active role for China to pave its own destiny, both internally and externally; he was putting a



full throttle for China to step out geographically and integrate with the world's developments (Zheng & Tok, 2007). Hu's achievements were also felt world-wide with a very grand staging of Beijing 2008, coined by ex-President of IOC as the "truly exceptional" (Pliny, 2008). Under Hu's era of pumping out enormous amount of growth at the expense of everything else, China's GDP was US\$6.10t surpassing, for the first time since Mao's era, Japan's GDP US\$5.7t (Figure 4) and also became the world's largest manufacturer and exporter in 2010 (World Trade Organization, 2011).

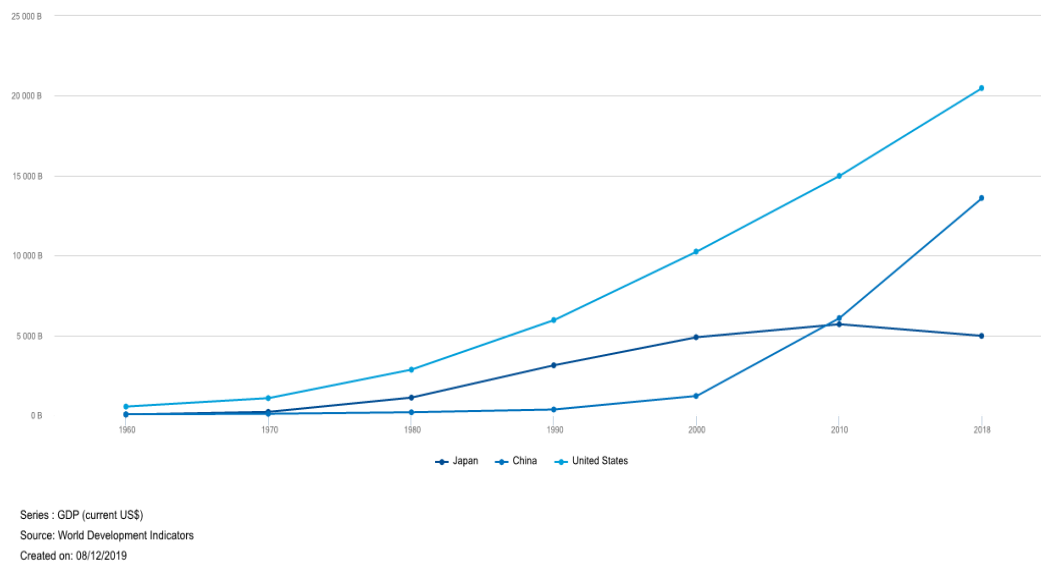


Figure 4. Gross Domestic Product (GDP), 1960 - 2018 , of China, Japan and United States.

#### 4.4 Moving Forward with Xi

In 2012, both ex-Chairmen Jiang and Hu had bequeathed to Chairman Xi a China with a huge economy, with several reforms already implemented and also, unfortunately, several complicated and pressing issues, such as, an economical model characterised by distortions, horrendous corruption, extreme social inequality, ageing population and a massive natural environment but at a breaking point due to pollution. Similar to the excitement to understand any national's developments, many scholars tried to analyse the way forward Chairmen Xi would adopt, in navigating the "awakened giant".

(Kerry, 2019) describes Chairman Xi as a “Party Man” after analysing his first speech as General Secretary of CPC on 2012. Undoubtedly, Chairman Xi’s central mission was to ensure his power was sustainable and that the Party’s power was solely to advance a greater cause – national rejuvenation. True enough, although China had imposed a two-term limit on the ultimate leadership post since 1990s, the Congress, the most powerful legislative body in China, removed this presidency limit in 2018 and effectively allowed, Chairman Xi to remain in power for life (BBC 2018). Chairman Xi’s heightened visibility at the global stage and is also actively fuelling the enthusiasm of the young Chinese domestically in creating a “New World” marked with Chinese characteristics. Certainly, Chairman Xi, has left a delible mark in leading China within a decade as he became the first Chinese leader to appear and deliver the speech at the World Economic Forum in Davos 2017 (Xinhua, 2017). He introduced the ambitious “One belt, One road” (OBOR) project to the world in 2014; extended the members of Shanghai Cooperation Organization (SCO) from five to eight in 2017; and in the interest of this research paper, he mooted the bid to host another Olympic Games (winter edition) in the same city, Beijing.

It is of no surprise that China remains a mystery to the West even with the many reforms since 1970s. As further shared by (Kerry, 2019) the Chinese leaders are really hard to interpret: the Chinese worshipful admiration of Mao; a closet-reformer Deng; the play-actor Jiang; the silent Hu; and the crisis leader Xi at the forefront of the awakened Dragon today, who is more visible than any of his predecessors, leave the West with more anxiety and curiosity than before. China has transformed from an introvert and risk-averse state to an optimistic one that even embraces risk abroad while taking the lead in pressing for wider changes to ensure a rightful seat for itself in the global landscape.

#### 4.5 Summary

The century of humiliation formed an integral part in the construction of Chinese nationalism and China has since risen from the ashes of war, famine and fragmentation to become a global force today. The national humiliation that takes many public forms: public histories, textbooks, museums, films, national holidays etc is not merely deployed to invoke xenophobic feelings but most importantly, it acts as a self-critical examination for the Chinese. The previous lessons from its predecessors are constantly reviewed and served as important reminders to the Chinese leaders, government and people to tread the exciting waters cautiously and responsibly. The most succinct description about the rising China through the guidance of its three most prominent leaders is by Singapore Prime Minister Lee at a dialogue session in Washington - “with Mao, China stood up; with Deng, China got wealthy; and with Xi, China will get strong” (Hsien Loong, 2017).

## **Chapter 5: Literature Review: China and the Olympics**

### **5.1 Introduction and Purpose**

The successful bid of hosting yet another Olympic Games in the same city within a sport span of 15 years shows the confidence given to the Chinese government and its people. However, history of this war-torn and deprived communist nation just a century ago (see Chapter 2) to a sporting powerhouse and generous host today has not been an easy journey. This chapter offers an insight to its truncated sports journey into the five-ringed world by answering the three self-raised “Olympics” questions follows by an exploration of its intentions for an affinity with the Olympics. Effectively, this chapter will answer Research Question 4 - **“Describe the affinity between China and the Olympics”**.

### **5.2 The Surge of Interest in Olympics**

(Brownell, 2008) shares two (2) reasons: one domestic and one international, on why modern China yearned to have a sport history. The domestic reason was all about “seeking roots” to establish links with China’s past in reaction against the excesses of the Cultural Revolution (1966 - 1976). Internationally, the Chinese government craved for a seat in the global community as it re-entered the global sport village in 1979 and had to show to the world that China is not one of the “people without sport history”. Additionally, the Chinese government resonated with the benefits of being successful at Olympic games and allocated funds that would otherwise be used for economic development since the mid-1970s. For example, the grand introduction of the “Olympic success first” project that channelled over 97% of the national sport budget into the Olympic sports, was one of the first to be launched in order to advance the elite success system (Tan & Houlihan, 2013) and the total sports budget in China almost doubled every five (5) years since 1976 (Tan & Green, 2008). Without considering China, the sports elite delivery system proved successful across the communist countries as they, collectively, captured 29 percent of the Olympics medals in

1952 and a significant 57 percent in 1976 (Rizak, 1989). (Krüger, 2015) shares that the non-violent nature of competitive sports was a much preferred platform to the horrific residuals of warfare in the 19<sup>th</sup> and 20<sup>th</sup> century. Therefore, the main drivers to achieve sporting success internationally was all about nationalism and gaining the soft power to navigate through world politics (Reiche, 2016). Besides, the “closed-door” China was in need of friends and allies when it opened its door in late 1970s. One classic example where sports was leveraged by contemporary China, could be traced to the “Ping-Pong diplomacy” where China successfully promoted its national identity and further, its much needed diplomatic ties while making friends with other countries (Rizak, 1989). On similar grounds, (Wei, Hong, & Zhouxiang, 2010) shares that the development of Chinese sports policy were the results of its political, economic and educational needs.

### 5.3 The Three “Olympic” Questions

As discussed in Chapter 2, China was in a devastating situation in the late 19th century due to incessant foreign invasions and due to its inability to guard its territory against external forces, China won itself an infamous nickname, “Sick man of the East”. Thus, the Chinese first learnt about Olympics, only through a delayed telegram, when Paris held the 2nd modern Olympic Games in 1900. Although the fragmented Qing empire was unacquainted with the Olympic movement at this moment, the Chinese reckoned the mega-sport event was a platform to revive its national pride. Shortly, in 1907, under the influence of Zhang Boling, a renowned educationist and sportsman, and patriots in the Chinese Young Men Christian Association (YMCA), they promoted a campaign linking Physical Education to national strength with three imperative questions:

- *“When is China going to participate in the Olympic Games?”*;
- *“When is China going to win a Gold medal in the Olympic Games?”*; and
- *“When is China going to host the Olympic Games?”*

((Brownell, 2008; Luo & Huang, 2013)

Due to these pioneering interests, China quickly organised its 1<sup>st</sup> Chinese National Games held during the “Nanyang Industry Exhibition” in 1910 during the Qing Dynasty in order to boost elite sports participation (Luo & Huang, 2013). During the colonial period, the West infiltrated the Confucian society with the introduction of modern sports (Chai & Chai, 1969) and missionary schools promoted the concepts embraced by the West, and emphasis was placed on calisthenics, military exercises and gymnastics (Freeman, 1977). Another western infiltration through sports was the active YMCA that established the China Amateur Athletics Federation (CAAF) in 1922 but was dissolved right after the 1<sup>st</sup> Chinese National Games. However, the CAAF was reorganised in 1924 as the Chinese wanted to take back sovereignty of the sports from foreigners especially after the anti-Christian movements. Equipped with domestic government support and the earnest interest of local sports leaders, the IOC accepted CAAF in 1931 and this official acknowledgement could imply the Chinese’s first foray into the international sports scene. Similar to the other communist countries, the activities of recreation, fitness, play, games, athletic training, sport and physical education in China were described as “physical culture” (Riordan, 1981; Shneidman, 1978).

With a razor-sharp focus, how and when were the self-raised questions answered? As chronicled by (Luo & Huang, 2013), China aborted the Olympic project due to the poor performances of Chinese delegation in the Far East Championship Games and the internal unrest but immediately reversed its intentions when the Manchukuo, a puppet state of the Empire of Japan in Northeast China, wanted to send a team to LA 1932 to gain international recognition. Thus, it could be seen that China fulfilled its first dream, largely mooted by political reasons, only 24 years later, when it sent its first and only athlete, Liu Chang Chun, to LA 1932 in Track and Field. Following its first exposure at the Games, the highly motivated Chinese government assembled a large delegation, including the first two Chinese

women athletes and a wushu demonstration team to showcase traditional Chinese sport culture during Berlin 1936. Following the end of World War II and the establishment of the PRC in 1949, the fledgling government drew up inspiring sporting goals and ambitions and scarce resources were allocated in preparation for the Chinese delegates to participate in Helsinki 1952 and Melbourne 1956. Nonetheless, China did not hesitate to withdraw from the IOC and eight other international sports federations to show its uncompromised attitude towards a “Two China” dispute in 1958. Thus, from the early era of Deng, it was evident that the new China learnt from its humiliating past and was ready to protect its sovereignty by standing firm on major principles. To an extent, China even joined The Games of the New Emerging Forces (GANEF) in support of Indonesia in 1960s; the selective embracement of foreign counterparts, such as, the United States, through ping-pong diplomacy (Hong & Zhouxiang, 2012) in 1970s and the refusal to congratulate and compete against Israeli athletes at the 1974 Asian Games medallists (Rizak, 1989). Moving at its own pace and guided by the Chinese principles, China re-joined the IOC only in 1979 but boycotted Moscow 1980 in protest against Soviet invasion of Afghanistan. Eventually, only after 76 years, the Chinese Olympic Shooter, Xu Haifeng, answered China’s 2<sup>nd</sup> question with a Gold medal during LA 1984. The urgency to answer the final question came only in 1990 when Deng asked his sports officials if they had decided to host an Olympic game that could inspire the Chinese nation. In the following year, China finally applied to host the Olympic Games 2000 although it was unsuccessful in its first attempt. China dropped the intention to bid for Olympic Games 2004 due to strategic reasons: The return of Hong Kong in 1997, the European and non-European hosting pattern and the participation of South African. Finally, it was only in 2001, more than 90 years, that Chinese answered its 3<sup>rd</sup> question with a successful bid for Olympic Games 2008 (Luo & Huang, 2013).

#### **5.4 Motivations of Hosting Beijing Olympics**

Apart from the economic gains for hosting mega-sports event as elaborated by many host cities, (Xu, 2006) states the high visibility of mega-sports events which will create the right opportunity for nations to broadcast its national pride, identities and culture. In this case, he was certain that China was more than eager to ride on the Olympic wave to create a “New China”. Another significant motivation for hosting the Olympics he explained was the promotion of amiable interactions between the East and West in the new age. However, China has a unique way of reconciling the East and West; China believes in learning from the West but always maintaining the Chinese characteristics. The approach is the varying reactions by the Chinese state to their international counterparts in three interrelated discourses - political, public and academic; the Chinese government is firm in principles concerning military, political and social sciences topics while allowing flexibility only in the economic and technical fields (Wang, 2007). The attitude of always learning from the West to solve Chinese problems, for the Chinese, by the Chinese, is also endorsed by (Girginov, 2008) who further argues that there was an ambitious agenda. The Chinese wanted the promotion of amiable relations of the modern World through China, by staging a westernized mega-sports event while strategically contesting against the western philosophy. The bountiful presence of Chinese cultural symbols such as jades, ambitious slogan, elaborated ceremonies further imply that the returns for staging Beijing 2008 were more than pure economic means but to spread a Chinese esprit de corps across the globe.

In a more straight-forward conclusion based on in-depth interviews with Chinese officials, (Zhou, Ap, & Bauer, 2012) identify three main motivations for the Chinese government; firstly, to present to the World the New China; secondly, to unite the Chinese; thirdly, to boost its national pride. Similarly, (Tomlinson, 2010), opinions that the motivations for hosting the Olympics Games was for the interest of the Communist Party to



demonstrate the modern China in the new era rather than using the opportunity to urbanize modern China. (Berkowitz, Gjermano, Gomez, & Schafer, 2007) also conclude that the opportune Beijing 2008 was a platform for parading the new China at the international stage. Other Chinese researchers, (Xu, 2006) and (Jinxia, 2010) examined China's efforts in bidding for the Olympic and also concluded that the strong desire was driven by the desire to demonstrate the modern China after the humiliating past and all the painstakingly reforms. Even without the arrival of any international sports event, the Chinese state was aware of the effectiveness of using mega sports event to its advantage. (Li & Hong, 2015) conclude that the Chinese state effectively leveraged on the powers of The National Games, since the inauguration in 1910, to promote national cohesion and build national identity.

### **5.5 Summary**

Even when China was struggling to survive the ordeal in early 1900s, the Chinese took a special interest in Sports and looked upon Sports as a means to unite the country and to establish diplomatic relations. Moreover, the answers to the three (3) self-raised Olympic-related questions were pivotal to its advancement into the five-ringed world; the pace and direction it took had always been about how best the Chinese could leverage on the mega-sports event, given the right time and at the right place.

## **Chapter 6: Literature Review: Methodology**

### **6.1 Introduction and Purpose**

Methodology is an outline of a research strategy which is adapted for a field of study and represents the methodological procedure used and identifies the specific methods employed. The literature review in the earlier chapters and the research questions have already helped to address the theoretical rationale, and the relationships with the choice of methods adapted. Thus, this chapter aims to elaborate these justifications were deemed suitable for this study.

### **6.2 Research Philosophy and Research Paradigm**

(Markula & Silk, 2011) suggest that a research paradigm provide a framework for how researchers see the world (ontology), and the judgments they make about knowledge and how it is gained (epistemology). Much earlier, (Kuhn, 1962) views paradigm as a centralized system that guides how the world should operate and how knowledge should be gained while (Guba & Lincoln, 1994)define research paradigm as the basic belief system that guides the investigator not only in choices of method but also in the ontological and epistemologically fundamental ways. On the same note, (Denzin & Lincoln, 2011; Guba, 1990) explain that the ontological and epistemological assumptions form the philosophical framework that guides a researcher's decisions. From the sharing of these experts. it is safe to infer that research paradigm is a basic set of philosophical beliefs that guides the researcher(s) through a research study.

Li (2016) puts together a table that articulates the four (4) major paradigms/ perspectives that he extracted from (Guba & Lincoln, 1994) (Table 3).

Table 3 *Basic Beliefs of Alternative Inquiry Paradigm*

<b>Item</b>	<b>Positivism</b>	<b>Post-positivism</b>	<b>Critical Theory et al.</b>	<b>Constructivism</b>
<b>Ontology</b>	Realism: existing “real” reality	Critical realism: existing “real” reality but imperfectly understandable	Historical realism: virtual reality shaped by certain values	Relativism: local and specific constructed realities
<b>Epistemology</b>	Dualist/ objectivist; findings true	Modified dualist/ objectivist; findings probably true	Transactional/ subjectivist; value-mediated findings	Transactional/ subjectivist; created findings
<b>Methodology</b>	Experimental/ manipulative; chiefly quantitative	Modified experimental/ manipulative; may include quantitative	Dialogic/ dialectical	Hermeneutical/ dialectical

*Source:* (Guba & Lincoln, 1994)

I chose the constructivism (relativism) as the research paradigm for this study. (Brustad, 1997; Lincoln, 1990) mention that research that adopt the constructivism (relativism) paradigm believes in the concept that ‘reality’ is specific to a particular context or environment; thus, knowledge has to be socially constructed. Also, the focus of the research concentrates on understanding and interpretation, rather than description and explanation. As elaborated in Chapter 5, the Chinese government took close to a century to answer the three Olympic questions and many more years to rise from a divided, poverty-plagued nation to one of the richest and strongest today. Therefore, it can be assumed that the historical, political and cultural pandemonium experienced by the Chinese people remain fresh in their memories when the big announcement of hosting a westernized sports affair was going to be held in mainland China. Such intense emotions may evoke many idiosyncratic thoughts that can provide rich data (insights). Also, as (Saunders, Lewis, & Thornhill, 2007) advise the most important determinant of the research philosophy adopted in a study lies on the research questions. Moreover, adopting an interpretive approach further allow me to explore in depth each respondent’s individual (being a Chinese) personal experiences and thoughts about their personal gains (apart from the human and social capital)

after their exposures at the first mega (major) multi-sports event held in China, as well as the responses from the inputs from the Human Resource Department.

### 6.3 Research Design

**6.3.1 Qualitative approach.** This research adopts a qualitative methodology within the constructivist paradigm to understand phenomenon through induction, rather than employing a quantitative approach to deduce phenomenon and to test fundamentals. The rationale behind this decision also includes the fact that there is little research pertaining to human legacy in the areas of employability of host nations. As shared by (Manson, 2002), there is no one legitimate way of doing qualitative research based on only one philosophical position and she does not think it is necessary to have a clear distinction between qualitative and quantitative methodology. Nonetheless, (Silverman, 2013) shares that the beauty of qualitative research lies in its rich data offering the opportunity to change focus as the ongoing analysis suggests. These changes in turn reflect the subtle interplay between theory (Olympic legacies; human and social capital; employability), concepts (mechanism of labour market forces) and data (how stakeholders perceive) which reinforces my earlier justifications for choosing constructivism as the research paradigm.

To ensure the delivery of a good quality research, I follow closely (Manson, 2002)'s five key points. First, I conduct a comprehensive literature review based on the main concepts (see chapters 2 to 5), follow by strong justifications of the research methodology (see chapter 6), thereafter perform a thorough data analysis (see chapter 7) and draw learnings (see chapter 8) with discussions and conclusions. Second, I provide an official information letter and consent before formally engaging the respondents. Both documents serve to inform the nature of the study and provide contacts details of my supervisors for any clarifications for research accountability and claim. In addition, respondents are reminded that their willingness to take part in the research is voluntarily and they can choose to

withdraw from the research at any point. Third, I am aware of the challenges to conduct survey (questionnaire and phone interview) in the Chinese society; thus, I also seek external help. As I am not a native Chinese speaker, I seek help from my Chinese friends in vetting and translating the questionnaires. In addition, I converse in Mandarin if require and use simple English to help respondents. These tactics facilitate data collection yet provide flexibility considering the constraint of resources. In addition, I do not hesitate to take pauses away from the research to clear my mind and reflect on participants' responses. Such recesses are essential for critical self-scrutiny and active reflexivity. Fifth, I use the NVivo software (version 12) to help synthesis the data to produce explanations or arguments, not just a mere description of the data.

## **6.4 Research Method**

**6.4.1 Desk research.** The first method of information gathering is to conduct desk research. I examine the available literature relevant to the research focus as seen in Chapter 2 to 5; for example, the literature review in Chapter 2 offers information on legacy in Olympic context, effectively provides answers to Research Question 1; Chapter 3 sheds lights to Research Question 2 by reconnoitring the fundamentals of human resources regarding employability at the mega-sports events; Chapter 4 explains the truncated Chinese journey providing details to Research Question 3; Chapter 5 discusses the Chinese associations with the Olympics that provides insights to Research Question 4.

**6.4.2 Field research.** In order to answer Research Question 5, I conduct a field research. The findings are documented in Chapter 7, and my discussions are shared in the following chapter. The field research requires gathering information from the three volunteers and staff of both Beijing 2008 and 2022, and the Organizing Committee. Through analysing and synthesizing their perceptions on employability through their involvement at Olympic Games, this field research hopes to provide useful information on the subtle

interplay between theory (legacy; human and social capital; employability) and concepts (mechanism of labour market forces), and further suggest ways to sustain human legacy through the hosting mega-sports events.

**6.4.2.1 *Semi-structured questionnaire.*** For questionnaires, I use short, direct questions (E. R. Babbie, 2011), with a small number of closed-ended questions (Davidson & Tolich, 2003) to avoid ambiguity and to find out the demographics of the respondents. Furthermore, I leverage on prompts, such as, “please elaborate” and open-ended questions, such as, “How have you benefitted from being a volunteer/ staff at Beijing 2008?” as these methods advance exploration through participants’ sharing. Thus, offering more insights to the related fields. In addition, I can better frame the interview questions after analysing their written replies. Moreover, as the choice of words is very critical and being a non-native Chinese speaker, I approach friends who are native Chinese speakers to help in vetting and translating the questionnaires.

**6.4.2.2. *Semi-structured phone interview.*** (C Gratton & Jones, 2004; Hannabuss, 1996) share that asking people direct questions, is the basis of the research interview while the one-on-one interview is one of the most common research methods used in sport and social studies research. (C Gratton & Jones, 2004) further share that interviews are usually classified into four (4) categories: the structured interview, the semi-structured interview, unstructured interview and the focus group discussion. Due to the resources avail and as justified earlier, the appropriate approach for this study is to conduct semi-structured interview. A semi-structured interview follows a standard set of questions that ensures the interview will be based around the research concerns. Additionally, it allows the flexibility for interviewer to follow up on participants’ experiences or thoughts or, for the interviewer to seek further clarifications. (Davidson & Tolich, 2003; C Gratton & Jones, 2004; Teddlie & Tashakkori, 2009). Furthermore, (Seidman, 2006) shares that semi-structured interviews will

guide the conversation but also allow for participations to share important details that are omitted in the interview questions. Therefore, it is through such qualitative methods where participants' voices are heard and their points of views recorded that will provide valuable answers for this research.

Moreover, I follow the techniques shared by (Bogdan & Biklen, 2007; Hannabuss, 1996) where I always introduce the purpose and structure of the interview, group similar questions together, establish rapport with the participant, start with easier questions to help the participant feel comfortable, use open-ended questions and words that are easy to understand. Most importantly, I ask more personal or threatening questions towards the end of the interview after building trust and rapport (C Gratton & Jones, 2004). (Bogdan & Biklen, 2007) suggest that the most important thing to do is to listen and (C Gratton & Jones, 2004) advise that interviews must be recorded in some way. I follow these advices religiously.

### **6.5 Ethical Considerations**

I adhere to the five basic ethical principles by (Davidson & Tolich, 2003) in planning and carrying out this research study. The first principle is to do no harm. I emailed the interview questionnaires to the University of Peloponnese (UoP) asking for approval to proceed with the research. It was agreed that there were no perceived risks to the participants, and I was granted the Certificate of Research. Second principle is with regards to voluntary participation. I attached consent forms to the questionnaires and respondents who agreed to the phone interview were again informed of the option to withdraw from the research at any point of time at the start of the interview. Third principle is on anonymity and confidentiality where I could only provide confidentiality, as I needed respondents to provide their mobile numbers and names. In response to some of the requests, each participant is given a pseudonym and I deleted names, contact numbers, positions and any other personal details in

the transcripts to ensure confidentiality. All data are access to my project supervisors and me only. Fourth principle is to avoid deceit. All participants were informed with clear explanations about the intentions of the research and my role as a researcher. The last principle is to analyze and report data faithfully. During the interviews, I asked additional questions to ensure I fully understood what the participant was saying. During the analysis process, I checked for consistency and resonance to ensure the themes and findings would resonate with other research studies and literature in this field. Thereafter, I report the data as accurately and honestly as possible.

### **6.6 Data Collection and Data Analysis**

There are two parts to the data collection, namely, questionnaires and phone interviews. The data collection journey commenced on 23 March 2019 when I first sent the out the questionnaires to friends, ex-colleagues and acquaintances from China, Beijing Olympic City Development Association (BODA) and Beijing Winter Olympic Games Organizing Committee (BWOGOC 2022). The research sampling adopts the purposive sampling method where a sample chosen is based on “the knowledge of a population, its elements, and the purpose of the study” (E. Babbie, 2004) and by mass mailing personal associates, the study also embraces nonprobability sampling technique, snowballing sampling, where one respondent could encourage another to take part in the research. With these efforts, I received a total of 11 completed questionnaires from staff and volunteers of Beijing 2008 and Beijing 2022 between 26 March 2019 to 25 May 2019 while the completed questionnaire from personnel at Human Resource Department, BWOCOG was received only on 1 June 2019. The second data collection was built on the initial touch base when respondents answered the questionnaires. The respondents were asked in the questionnaires if they were willing to assist the research further by having a phone interview. Upon receiving the questionnaires, I also studied their replies in order to develop relevant interview questions



to gain more insights and to seek clarifications. I also had to contact respondents in order to schedule the phone interviews.

The second part of the data collection began on 30 March 2019 with the first phone interview via WeChat. Before the start of each interview, I ensured a working audio-recording device was available and chose a conducive environment (quiet with good internet reception). With these thoughtful arrangements, none of the phone interviews was disrupted and seven (7) interviews were conducted and recorded between 30 March 2019 to 2 June 2019. The interviews took up approximately two (2) hours of recording with the shortest at about, fourteen (14) minutes and longest at about, twenty-two (22) minutes. The data collection journey is recorded in Table 4. As the participants are all Chinese native speakers, there were pockets of interviews that had to be translated from Chinese to English. In order to capture all responses, the interviews were transcribed verbatim via google voice translation and double-checked to avoid errors. I used NVivo software (version 12) to analyse all the transcriptions through inductive coding. I chose to use thematic analysis and adopted the six-phase guide by (Braun & Clarke, 2006).

Table 4. *Data Collection Journey*

No.	Initials	Questionnaire received	Phone Interview	Interview conducted	Duration	Involvement at Beijing Olympics
1	Lily	26 March	Yes	30 March 2019	13 mins 9s	Beijing 2008 Staff
2	Longman	28 March	Yes	31 March 2019	21 mins 41s	Beijing 2008 Volunteer
3	Tom	2 April	Yes	7 April 2019	18 mins 29s	Beijing 2008 Volunteer
4	Wei	4 April	No	NA	NA	Beijing 2022 Staff
5	Zhao	16 April	Yes	19 May 2019	14 mins 21s	Beijing 2022 Staff
6	Ding	3 April	No	NA	NA	Beijing 2008 Volunteer
7	Willy	26 April		20 May 2019	13 mins 39s	Beijing 2022 Staff
8	Fang	28 April	No	NA	NA	Beijing 2022 Staff

9	Echo	29 April	Yes	18 May 2019	18 mins 34s	Beijing 2022 Staff
10	Zhou	4 May	No	NA	NA	Beijing 2008 Volunteer & Beijing 2022 Staff
11	Yao	25 May	Yes	2 June 2019	14 mins 56s	Beijing 2008 Volunteer
1	HR Dept	1 June	No	NA	NA	NA

## 6.7 Methodological Reflections

**6.7.1 Limitations.** As a bi-lingual Singaporean Chinese I was able to build rapport and trust with the respondents and making them feel at ease especially since many were initially hesitant to conduct the interview in English due to their lack of fluency. From the audio recording, it could be heard that the respondents shared their experiences and thoughts openly and the interviews were smooth and ended amicably. However, as a novice interviewer, I lacked the experience and might become dominant during the interview and lead the respondent in unwanted directions or even affect their answers to mention responses that were not their own opinions. In addition, although efforts were put in to bring both interviewers and interviewees to the same language status, there are still nuances in some terms and concepts that are not easily understood in another language. Such limitations could affect the quality of the data and result in misinterpretation. Another limitation to the research is that I was not able to obtain an interview with any personnel from the Human Resource Department at Beijing 2022 though an official response was solicited through the questionnaire.

**6.7.2 Learned experiences.** The chosen research paradigm and research method turned out to be very good choices because firstly, there were so little theories available concerning this specific topic; thus, it was difficult to integrate and compare the data with existing theories and this called for a research that is more exploratory. Secondly, as motivations and career developments are personal parameters, qualitative studies through

phone interviews with open-ended questions provide rich data as respondents added their personal experiences and knowledge. In addition, the responses from the three dimensions of stakeholders: volunteers and staffs of Beijing 2008 and 2022, and the employer (Human Resource Department) allow synthesizing of information in the labour market where the demand and supply mechanism function in a practical way. Although some respondents show concerns for the anonymity of their identities, I feel most are forthcoming in sharing their opinions especially, those who are no longer working in related agencies.

### **6.8 Summary**

Although there is no one single method to carry out a research study, it is important for a methodology chapter to document the rationale behind the research design and data analysis (Silverman, 2013; Spencer, Ritchie, & O'Connor, 2003) argue that the documentation process requires transparency. Throughout this chapter, I aim to justify every decision I made; give an honest account of the conduct of the research; provide full descriptions of what was done, discuss the strengths and weaknesses; and am open about what helped and held me back. Thus, this methodology chapter has served the purpose.

## Chapter 7: Findings

### 7.1 Introduction and Purpose

This chapter presents the importance findings of this research. As showed in Chapter Five: Methodology; three sets of questionnaires and semi-structured phone interviewers were designed to collect data from staff and/ or volunteers from Beijing 2008, Beijing 2022 and Human Resource at Beijing 2022 in order to answer the research questions on Human Legacy: Employability. The findings are presented in three sections. The first section presents the demographics of respondents and the findings from the questionnaires completed by individuals; the second section presents findings of Personal Communication from the Human Resource Department at Beijing 2022; the third section presents findings from the seven (7) semi-structured phone interviews.

### 7.2 Section One: Questionnaires from Individual Respondents

Between 26 March 2019 to 1 June 2019, a total of thirteen (13) completed questionnaires were received with one questionnaire discarded due to questionable answers and one (1) was from the Human Resource Department that is presented separately in the second section. Henceforth, this section will only present insights of the eleven (11) completed questionnaires. The data are collated and analysed using descriptive statistical analysis as follows.

#### 7.2.1 Demographics of Respondents

Table 5. *Age (Beijing 2008)*

Age	Below 30	31 to 38	39 to 54	55 to 73	Above 74
Total = 5	-	4	-	1	-

Table 6. *Involvement (Beijing 2008)*

Involvement	Volunteer at Beijing 2008	Staff at Beijing 2008
Total = 5	4	1

Table 7. *Academic Qualifications (Beijing 2008)*

Highest Qualification (in 2008)	Diploma or Lower	Advanced Diploma or Professional Certification	Bachelor's Degree	Master's Degree or higher
Total = 5	1	-	3	1

Table 8. *Age (Beijing 2022)*

Age	Below 30	31 to 38	39 to 54	55 to 73	Above 74
Total = 6	2	3	1	-	-

Table 9. *Involvement (Beijing 2022)*

Involvement of Respondents	Volunteer at Beijing 2008	Staff at Beijing 2008	None
Total = 6	1*	3	3

Note: \*Echo was a volunteer at Beijing 2008 and currently, a staff at Beijing 2022.

Table 10. *Academic Qualifications (Beijing 2022)*

Highest Qualification (in 2019)	Diploma or Lower	Advanced Diploma or Professional Certification	Bachelor's Degree	Master's Degree or higher
Total = 6	-	-	-	6

The respondents include staff and volunteers at Beijing 2008 and only staff at Beijing 2022; of the 5 respondents of Beijing 2008, 1 of them who is currently between 55 to 73 years old was also a paid staff at Beijing 2008; of the 6 respondents at Beijing 2008, 1 of them who is currently a staff at Beijing 2022 was also a volunteer at Beijing 2008. Notably, the academic qualifications of all the respondents at Beijing 2022 have at least a master's degree.

### 7.2.2 Motivations of being a volunteer

Table 11. *Motivations of being a volunteer*

Longman	Get to know more about running a huge event.
Ding	The experience I can get, the job I will do and the benefit I get.
Lily	To get more rich experience and meet different friends from all over the world.
Tom	I thought it was the biggest honour in my lifetime. I love the Olympic Games, and I love my country. I thought as volunteer, it was the best opportunity for me to do something for my country, at that moment.
Yao	First, it was the first time that China held the Olympic Games. Second, accelerate national pride.
Fang	Did not volunteer due to language barrier*

Willy	Opportunities the volunteer position could deliver that enable me to gain a deeper understanding of the society and people's behaviours.
Randy	Olympic Volunteer as communicator of Olympic Spirit; practitioner of volunteering; communicator of culture exchange.
Echo	(1) To benefit others (2) To enrich personal experience (3) To improve skills and capabilities
Zhao	Experience more and making contribution.
Zhou	A meaningful mega sports event.

The responses show there is a wide range of reasons for being a volunteer, broadly categorised as personal gains such as acquire new skills (*“to improve skills and capabilities”*); extend networks (*“... to meet different friends from all over the world”*); national pride (*“accelerate national pride”*) and altruism (*“to benefit others”*). It is necessary to highlight that Fang shared that she did not volunteer at Beijing 2008 due to language barrier.

### 7.2.3 Perceived State of Employability

Table 12. *Were the people you met during Beijing 2008 helpful in any way for getting a job after your experience in Beijing 2008? Please elaborate.*

Longman	In fact, not only the people, but the organizing committee, to help staff members and volunteers to get a new job. Particularly in those sports related jobs.
Ding	Yes I think so, as a volunteer of Beijing 2008, you naturally stand out as a positive person willing to get involved in social activities and caring about other people.
Lily	Not yet. But maybe in the future.
Tom	Maybe not. At that time, I was a sophomore majored in marketing. So the people that I met during Beijing 2008 might not help me.
Yao	No.

Table 13. *Were the skills you gained during Beijing 2008 helpful in any way for getting a job after your experience in Beijing 2008? Please elaborate.*

Longman	Yes, but not for me as I was going to be retired at the time. But many people from BOCOG were easier to get a new job as they were well trained in the big and complicated event.
Ding	It was a great experience to practise English and get to know different culture.
Lily	Yes. It made me more confident and broaden my view.
Tom	Absolutely. It was the first and biggest event I had taken part in. During the Games, I met many people from all around the world and got the confidence by talking and helping them. And I learned how to work as a team, how to be a great team leader and how to encourage my teammates.
Yao	Yes. The skills, including critical thinking, cooperating and planning, give me confidence.

Table 14. *Field of study and Job Fit*

	Why do you think you are offered a job at Beijing 2022?	Does your current job match your academic qualifications in terms of the field of study?
Fang	Possess communication and coordinating skills that are essential skills for the position.	No
Willy	My experience on project management might be helpful.	Yes
Randy	For my knowledge, ideas and research results.	No
Echo	Previous working experience in National Winter Sports Federation.	Yes
Zhao	Match the qualification this position requires.	Yes
Zhou	Volunteer experience at Beijing 2008 and passion to build a career with the Olympic Games	No

Table 15. *Is there anything you feel that needs to be improved upon to enhance your employability after your experience at Beijing 2022?*

Fang	Improve my English language
Willy	Data analysis skills, financial skills, programming skills, communication skills.
Randy	Professional English and evolving expertise.
Echo	Mostly management capability
Zhao	Communication skills; adaptability
Zhou	Crisis Management skills

The responses in Table 12 show contrasting views by participants regarding the helpfulness of the networks they established during the volunteering experience at Beijing 2008. The responses in Table 13 illustrate that participants felt that the skills they gained at Beijing 2008 were helpful in gaining employment. Table 14 depicts that participants who did not have the relevant academic qualifications were offered a job at Beijing 2022, due to other skills that were essential for the position. Notably, 1 respondent who did not possess the relevant academic qualifications attributed her successful job application due to her volunteer experience at Beijing 2008. Although respondents displayed varying concerns with regards to the skills that they need to improve to enhance their employability, they view communication skills, in particular, English skills, as the most needed improvement, as illustrate in Table 15.

### 7.3 Section Two: Personal Communication, Human Resource Department

#### @Beijing2022

Q1a. Can you please elaborate on the recruitment strategy of local staff at Beijing 2022?

For recruiting local staff, the basic principle is open, fair, competition, basis of merits, standard: all applicants need to comply with the laws and regulations of PRC and support the leadership of Chinese Communist Party; willing to contribute to the success of Beijing 2022; possess a bachelor degree or above; and the corresponding education level and work ability.

Q2b. The ranking of traits (in order of significance) of a potential staff:

- 1) Field of study
- 2) Volunteer experience
- 3) Work experience
- 4) School project
- 5) Others

Q2c. In general, are soft skills are hard skills more important? Why?

I think hard skills are more important. Because hard skills are the basic qualities to complete the work.

Q3b. What are the measures in place to develop staff competencies?

By developing targeted job skills training for specific positions and focusing on improving the ability of employees to solve problems.

Q4a. What are the effective ways to reduce attrition rate?

To provide an attractive salary to keep the staff motivated; to inspire the staff also at the spiritual level by enhancing the sense of honour education (emphasizing the importance of participating for Beijing 2022 and the importance in personal career experience); and provide a comfortable working environment for the staff, including hardware and software working conditions.



Q5. Is there anything you like to share that highlights means to increase staffs' employability?

- Reinforcing the training program

Q6. In your own opinions, what is human legacy and how can Beijing 2022 extend this legacy beyond 2022?

- Human legacy is the talents, ideas and values. Particularly, it will leave the host city with a rich talent legacy.

The responses from Q1a to Q6 were completed by a staff from the Human Resource Department at Beijing 2022. Notably, Q1a shows that all staff at Beijing 2022 must have at least a basic degree. Q2 reveals that HR ranks the field of study of highest consideration in considering a potential staff while the lowest consideration is school project. HR also views that hard skills are more important than soft skills as hard skills are the fundamentals to complete tasks. Q3b and Q4a show that HR focus on developing staffs' problem-solving skills and implement several effective ways to reduce attrition rate. The training program at Beijing 2022 is reinforced to increase staffs' employability. The rich pool of talents, ideas and values will be the human legacy of Beijing 2022.

#### **7.4 Section Three: Interviews with Individual Respondents**

The qualitative data in this section of the findings are from the interview transcripts using audio google. The respondents had previously answered the semi-structured questions in Part One of the research and agreed to the phone interview via WeChat. Apart from the semi-structured interview questions that I prepared beforehand (Appendix M), I also used the opportunity to clarify their answers in their questionnaires. A total of seven (7) respondents participated in the interview. I used Nvivo software (version 12) and followed six-steps guide to "*Thematic Analysis*" by (Braun & Clarke, 2006) to generate three (4) overarching themes, namely, Volunteering; Continued Learning; Future; and Skills versus Networks.



*able to contribute to society in your own means.”*

Although the intrinsic motivation was significant, volunteer opportunities during Beijing 2008 were selectively allocated to Universities and only junior undergraduates were likely to sign up. Also, respondents attributed their discontinued volunteer activities due to their hectic work or school life:

*“When I was about to graduate from my University when we received a request from the organizing committee of Beijing 2008”; “I was about to graduate and busy with thesis so I can’t do long term volunteering work; ...usually it is sophomore or junior that they have more spare time then they can contribute more to the 2008 games.”*

Echo

*“And at that time, I was a student in my University”; “I am now an English teacher. I am focus on my English teaching now.” Lily*

*“They divide some programs to our university and the handball team come to our school.”; “I only do volunteer in my school, I am so busy in work and I don’t have special time.” Tom*

*“I was busy doing different kinds of project in China so I do not have any time to do volunteer work”; “Because I was very busy on my GPA.” Willy*

*“The Olympics Games committee recruit the team liaison officer from our University.”; “I think it is very difficult for me to be a volunteer again because I am working very hard every day. However, if there is an opportunity where I do not need to work every day, I will join as a volunteer again.” Yao*

In addition, respondents were not able to sustain the networks they established at Beijing 2008 due to the pass of time and physical proximity as recorded in the following sub-theme: **Challenges.**

*“But for the foreign technical officials that we met in 2008 and that not quite really*

*keep in touch, it is too far.*” Lily

*“...we were in contact for the next three to four years after Beijing 2008 through emails etc but slowly we stopped communicating with one another.”* Yao

Following, the **benefits** of volunteering, such as, opportunities to communicate in English, broaden their horizons and even increase chances of getting a job are documented.

*“I think so yes... because I write in my resume as a volunteer for 2008 games and I believe the National Federation of Winter sports also valued my winter experience.”*

Echo

*“I can communicate in English and I learnt a lot about different cultural communications and also as a volunteer in the world handball team. ”; “Yes, I think it is quite helpful because I need to answer some cultural communication...”* Lily

*“I don’t know how to say... (in Chinese) “etiquette”. They tell us how to talk with foreigners, how to talk with audience and how to manage our job, as a volunteer.”*

Tom

*“Such exposures definitely helped me realize the importance of looking from different perspectives. Therefore, when I started work, I was able to transfer such knowledge I gained during my volunteer experience to my work and it helped me carry out my administrative work more smoothly.”* Yao

Except Echo, who was a pre-games’ volunteer, *“Not really. Because coz this is a very short-term volunteering opportunity... there is rarely any improvement of my capability”*

It was also observed that the OCOG conducted **trainings** for the games’ time volunteers as shared by respondents:

*“Before the Olympic Games about half a year, we got so many lessons, classes and told me what Olympic Games are, and what is Handball...”* Tom

*“There were some football-related courses and basic knowledge about volunteer services (in Chinese)” Yao*

*“The courses were organized by the committee, about two days’ course. It includes some communication skills, language and etiquette skills.” Zhao*

*Except for Echo, “We did not have any training before that. We see some instructions for the English testing. That is all that.... It is not trainings but just instructions.”*

The findings from the first theme show that the respondents are highly motivated to contribute to the success of a mega-sports event held in their motherland and have also benefited from the volunteering experiences through various forms of trainings. However, respondents are not able to sustain the benefits due to the different priorities.

**7.4.3 Theme Two: Continued Learning.** This theme describes the types of enrichment courses provide by OCOG and the reasons for the pursuit of knowledge, skills and networks were further categorised under two (2) sub-themes: Trainings by OCOG and On-site Learnings. The findings for the first sub-theme, **Trainings by OCOG**, are summarised as follows.

*Echo mentioned, “HR functional areas always organize some lectures...on a regular basis like we have, a course named, “Shuang Zhou Yi Ke” (a lesson biweekly) which means every 2 weeks we have lectures normally given by some famous lecturers nation-wide”; however, “we do not have any certificates for these lectures but it enrich our vision and improve our capabilities..”.*

*Furthermore, Echo shared that the courses are “open to all the paid staff and short term paid staff. It is open to everyone of the Organizing Committee. And for some staff at the director level, the HR also provide some English lesson for these directors to improve their language skills and for other staff without a postgraduate certificate, the HR also cooperate with Tsinghua University to organize sports management*

*courses. But it is not only open to the Organizing Committee but also to the Chinese Olympic Committee and the National Federations - the Winter and Summer Sports, but you need to pass the examinations then you will be enrolled as a normal graduate."* I asked further if the courses she mentioned allow the employers to study part-time, she commented *"Yes. These courses will only take place during weekends so it will not affect the normal daily work."*

Longman, a veteran staff at Beijing 2008, added that, *"I think there must be more strict training course in details and these training course are not from the local Organization Committee because all people from the local Organization Committee is new comer so these teachers must be from the IOC, from the International Olympic Committee because they have all the experiences from before, from the previous"*.

He also shared that the documents from Sydney 2000 were good learning compared to Athens 2004. *"But I think there is many documents from the previous event, that was helpful..... For the Beijing event, we got the documents from Sydney that means from 2000 Olympics that much better than the ones from Athens 2004, but many documents were missing at the time. So many documents we learnt was from Sydney."*

Another respondent, Zhao, remarked on the new skills she learnt as a result of attending the courses provided by BWOGOC, *"For examples some ski skills. I learned how to ski and something.... and I learn how to do CPR, translation skills, maybe and how to arrange a meeting room and some people management skills, that's all."* When I asked if the courses are helpful in fulfilling her duties now, she replied, *"Yes. Right now, yes. The language skill is very useful and maybe someday I will use CPR."* (CPR - Cardiopulmonary Resuscitation)

Notably, Longman commented, *"Every people working inside they must be well trained during the work not well-trained by training course but well-trained by the*

*practical work, itself.”*

Apart from attending the scheduled workshops by employers, employees also find many learning opportunities at work that will enhance their employability. These findings are reported in the following sub-theme: **On-site Learnings**.

*“For this question, I think during my routine work, I have a connection with the all the 7 IFs and the IOC and I can learn a lot from them. In terms of their efficiency, their accuracy, also the network between the IFs, inside the sports federation can extend my network. And also, I can also learn from my colleagues from other functional areas because they are also elite persons in that areas ..... also good opportunity for me to develop my network in that area.”* Echo

*“...the people I meet will also teach me the skills... I will be interested in and the people I meet will also teach me the skills I cannot get from the courses I take. I think they are a treasure to me.”* reinforced by Zhao.

While some felt that they have the access to expand their networks and skills through a broader department sharing opportunity, such as, *“Tokyo Organizing Committee and probably, there will be some exchange of the staff afterwards.”* Zhao; some felt they deprived of such opportunities, *“I only participated in my part of the games I only contact with the IF... they should offer more chance to communicate with other departments”* Willy.

Willy further added his personal interests in learning more specialised skills, *“I think providing transportation and accommodation and other kinds of necessity do not call for special skills.”* and went on to touch on his concerns to look for a new job after Beijing 2022, *“I tried to pick some textbook and courses from the internet so after work I will go home pick up some skills, I think are important for example, financial skills and problem-solving skills. I think it's very important for me to change a job*

*after this game, so I need to prepare myself. The company is very busy now, so I need to prepare for myself.”*

These responses show that employers continue to provide workshops and courses although these efforts might not necessarily lead to formal certifications for their employees. In addition, employers appreciate the acquisition of the new skills, they also feel the importance of having more practical experience. Moreover, employers are constantly seeking opportunities at work and during their free time, to build on their human (skills and knowledge) and social (networks) capitals, as well.

**7.4.4 Theme Three: Future.** This theme gives insights from the respondents' perspectives with regards to the future of the sports industry and their employability after the games. A number of respondents are clueless of their career prospects and hope current employers can do more to help them secure a job after the games.

*“I think more training is very important to enhance the volunteers' employability in 2022 because (in Chinese) 2022 is a winter game so it is very different from the summer games so if there are specialized trainings provided for the volunteers can help the volunteers even more.”* Yao

*“Maybe sports. Before I come to this organization committee, I never thought that I will work for sports profession for example snow. I never thought of that but after a year's work, I really like it, the environment, the people in this profession so maybe in sports.”; “I thought the job fair for the people I asked like me who needs to find a new job after that..”* Zhao

Willy said, *“It depends. I think after 2022 I need to find another job and I would like to see what kind of opportunities..”* When asked how BWOCOG can do to enhance or create opportunities for him to stay in the sports industry, he shared, *“...use more state-of-the-art technology such as artificial intelligence and other kinds of*



*technologies offer more chances to learn those technology and how this technology serve the games.... introduce us to some companies some other institutions to help us find another job that would be very helpful”*

*“So maybe you can’t work in Olympics but you can get some jobs from other companies. Because you know in China, we have so many companies or communities is owned to our country. Our country will make something, will make people to work and the company will like to employ some people have the experience, like me” Tom*

However, Echo who is a seconded staff expressed confidence in the sports industry,

*“China will also continue to organize a few mega events in the future like, SportAccord Convention in Beijing; Chengdu successfully bid for 2025 World Games. In the future we also have a lot of Asian Games and some continental events so different Organizing Committees also need the staff with the Olympic experience.”*

Generally, respondents are keen to stay in the sports industry given the opportunities but they are not uncertain of the prospects and are sceptical of their current competencies. Most share similar thoughts that the current organization can help to connect them with potential employers.

**7.4.5 Theme Four: Skills versus Networks.** On their perceptions on securing employment with skills versus networks, respondents have differing views as some feel that both are equally important compared to some who feel that skills (human capital) are essential, while others view peoples’ networks (social capital) more importantly.

*“I think the skills and processes from the volunteer experience is more important. (in Chinese)..... That is why I feel skills I gained were more important than the people's network during Beijing 2008.” Yao*

*“I think the people I meet right now will help me find a new job because the people in the organizing committee comes from different positions and I get to know which one I'm interested in...” Zhao*

Willy began by sharing both capitals are equally important, *“Personally, I feel both of these two are important to me for employability..”*, and went on to distinguish the importance of human and social capital in relation to one’s designation: *“But I think if you want to find a new job maybe skills, professional skills are far more important.... But if I want to do some business or I want to move up to a high-rank officer in sales then I would think that network is very important...”*

*“I think is the skill. If you have the skills, you have the ability, you can find a job not the people. Because you need the ability to do your job not the person who bring you in.” Tom*

*“Both. First, because for the first thing, the network can help you know the job opportunities in the different organizations. Second, your capabilities can fit that position, then you can get the job there.” Echo*

*“I think skill, not people’s network. But there is very important point for me to enter this Organization Committee has a little to do with people’s network.” Longman*

## **7.5 Summary**

The responses gathered from the eleven (11) participants reveal that there is a wide range of motivations for volunteering at Beijing 2008 and their engagement at Beijing Olympic, either as a staff or volunteer, have indeed contribute to human legacy (people) in terms of economic sense such as, increasing human capital: skills and knowledge and social capital: networks (Preuss, 2019). Furthermore, the word - “experience” is the most commonly mentioned word during the phone interview. Through the response of a human resource personnel at BWOGOC, it also confirms that the organization values relevant skills as key

traits of potential employers and continues to provide training to its staff to increase their competencies. In addition, the sought-after human legacy by practitioner refers to the pool of talents, values and ideas of its people after the games end in 2022.

## Chapter 8: Discussion

### 8.1 Introduction and Purpose

This purpose of this chapter is to gather insights to Research Question 5: *“How staff, volunteers and the Organizing Committee (host city) perceive employability and how to enhance employability through the hosting of mega-sports events?”*. It is achieved by dividing the discussions into three (3) parts: the first part elucidates the relations between the key findings and the literature, thereby shedding lights to the perception of employability; the second part delves into opportunities for developing employability; and the final section proposes future research efforts.

### 8.2 Perceived Employability

Foremost, the results from **Motivations**, one of the sub-themes of Theme One: **Volunteering**, are aligned with the conclusive results where Beijing 2008 was a golden opportunity to showcase the New China to the world and the overwhelming participation of individuals was due to intrinsic motivations such as national pride (Berkowitz et al., 2007; Jinxia, 2010; Tomlinson, 2010; Xu, 2006; Zhou et al., 2012). Furthermore, these results reinforced the arguments put forward by Economists on the nuances of the term, “capital”, as mentioned in Chapter 3 where people can establish connections yet adamant about benefiting from these “investments”. In addition, respondents are more likely in search of a once-in-a-lifetime “experience” and a chance to “connect” due to the magnitude of the Olympic Games and the prolonged disengagements of China with the world.

Notably, the findings on Theme Four (4): **Skills versus Networks**, highlight some contradictions to (Putnam, 2000)’s findings where he reveals ambitious job seekers who rely

on “who they know (social capital)” through obsessive interest in networking in order to get their jobs, rather than on “what they know (human capital)”. On their perceptions on securing employment with skills versus networks, respondents have differing views as some feel that both are equally important compared to some who feel that skills (human capital) are essential, while others view peoples’ networks (social capital) more importantly. Although these benefits are accrued to individuals, they can be beneficial or not too beneficial to the wider community, as well. For example, Longman, who is a key decision-maker in employing his team of sports-specific staff, revealed that the various Competition Managers had a pool of their “own skilful people” and in his course of duty at Beijing 2008, he had only recruited only “*one (1) person outside of handball*”. While the group of sports-specialists are skilful and connected by their sports, they might have created an enclosed circle (“bonding” social capital) that can impede innovations and developments of their sports. On the other hand, the refinement and continued exposure to a field can further sharpen expertise and members can possess competitive advantages; thus, enhancing and sustaining their employability.

Following, the results of another sub-theme of Theme One, **Benefits**, demonstrate the consistency with the research study conducted on college students’ volunteers during Nanjing 2014 (Ju, Fan, Fei, & Meng, 2016) where sports events are proven to positively affect college students’ volunteers, in terms of professionalism. For example, both studies show that students’ volunteers have more intense and clearer job expectancy, serve as a guide for graduates to adapt to society and help students find employment guidance. Additionally, in tandem with the increasing awareness of the economic importance of events; the results also indicate the increasing recognition of sports-event management as a profession. (Goldblatt, 2002) outlines the following three (3) main characteristics for the event industry to be accepted as a profession: first, unique body of knowledge; second, certification; and third,

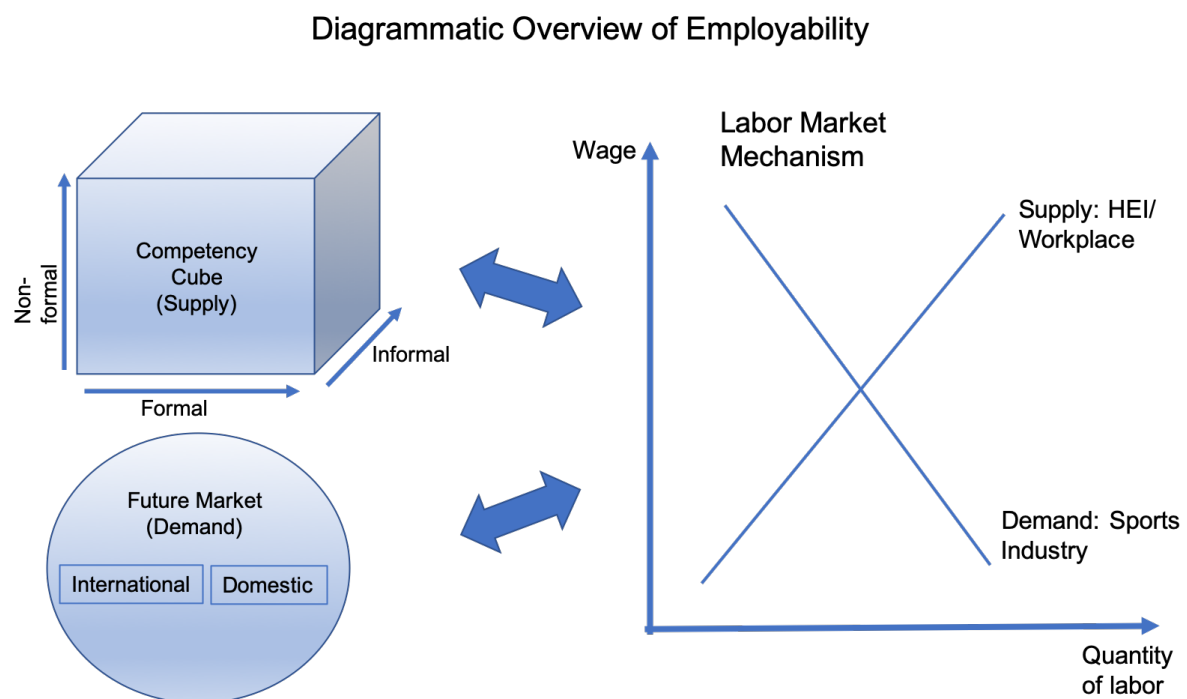
accepted code of conduct or ethics. Respondents have revealed the emerging of sports-specific skills within the sports industry while the Human Resource Department considers employees to possess the relevant field of study. Perhaps, we can agree, at this point of time, with (Getz, 2007) that sports event management can be considered as a quasi-profession.

The other findings, for example, **Trainings, Continued Learnings** and the literature review have both shown that engagements at a mega-sports event, such as, the Beijing 2008 and 2022 have indeed contributed to human legacy (people) in terms of economic sense such as, increasing human capital: skills and knowledge, and social capital: networks (Preuss, 2019). From their responses, these desirable outcomes yield from the three (3) types (formal, informal, non-formal) of learning; although there is a lack of agreement in the literature regarding the definitions of the three learnings, (Malcolm, Hodkinson, & Colley, 2003) that there are concerted efforts to integrate informal and formal learning. For example, regular cross departmental sharing and bonding sessions within the Organization can promote sharing and learning. Lastly, the findings from the theme, **Future**, indicate that there is a strong interest for existing staff to continue in the sports industry; however, some are uncertain of the prospects of the sports industry so more could be done by the Organizing Committee to inform the staff and to build bridges to connect the demand and the supply of labour.

### **8.3 Opportunities**

Most importantly, through this explorative study, I discover that the results are timely, informative, and produce enlightening insights into a topic that has impacted lives everywhere - Employability, where I represent the relations with a diagrammatic overview. Employability is the workings of the labour market mechanism; the demand side: Future Market; and the supply side: Competency Cube. While individuals can be extrinsically or intrinsically motivated to enhance their employability (human and social capital), employers

also find it beneficial to enhance employees' employability (by coaching, mentoring etc across a wide range of skills. The amount and type of "investments" will, in turn, determine the dimension of the "competency cube" of each human resource (education institution or the workplace). These assumptions take reference from (Parker & Arthur, 2000) where they highlight that the development of a person's human capital is dependable on a number of core competencies, and also the transferability of expertise as expanded by (Gunz, Evans, & Jalland, 2000). On the demand side, the future of the sports industry will be critical and opportunely, the expansion of sports-industry in China and the mega-sports events hosting at the international scene are all on the upwards trend. Therefore, there are bountiful of opportunities to enhance employability; in practical sense, each human resource has to adopt a life-long learning attitude to constantly "enlarge" its competency cube.



*Figure 6.* Diagrammatic Overview of Employability

#### 8.4 Future Research Recommendation

At the end of this explorative study on human legacy, I like to propose one future research recommendation for Beijing Olympics: The introduction of a nation-wide policy

framework at High Education Institution (HEI) and at workplace; first, to integrate non-formal, informal and formal learnings; and second, promote life-long learning.

All respondents mentioned that they enjoy volunteering and are motivated to volunteer either to gain experience or for the love of their country. The study also reveals that they were fortunate to be volunteers at Beijing 2008 as opportunities were given to selected Universities and they had the time to volunteer as they were not the graduating batch. Unfortunately, they also shared that they could not continue the volunteering spirit after their school years due to the different priorities. Alongside, the study also recognizes the changes in career patterns and the emergence of new skills in the 21<sup>st</sup> century.

For HEI, earlier literature have identified new career patterns and skills that have and will emerge which could be beyond what HEI could predict. Thus, re-looking at the existing education curriculum and providing practical industry experiences through mandatory volunteering program can value-add. For organizations, the policy could be a win-win situation for employers as they continue to invest in their staff through upgrading of skills and expansion of networks across departments and industries. In relation to China, a robust and encompassing sports-related training and education curriculum is necessary to meet the expanding sports industry meets. Therefore, the promotion of all forms of learnings: formal, informal and non-formal (Maarschalk, 1988) has to be an integral component of organizational development frameworks and education curriculum and such structural changes will impact human legacy beyond Beijing 2022. I strongly recommend the study to leverage on the insights from the “butterfly model of careers” (Borg, Bright, & Pryor, 2006) and the recent legacy publications by (Jean-Loup Chappelet, 2019; Preuss, 2019).

## **8.5 Conclusions**

This chapter has provided many insights to the human legacy in terms of employability at Beijing Olympics. One of the key findings demonstrates that motivations of

volunteers resonate with outcomes of several research studies that viewed Beijing 2008 as an orchestrated international fanfare to introduce the new China to the world, and its people reciprocated the opportune with the honour to contribute. Inevitably, these volunteer stints gave rise to benefits as participants improved their competencies in various areas through trainings provided by the Organizing Committee and the opportunities to expand their networks. However, respondents have varying perceptions on how these benefits could be leveraged to boost their employability; while the diverse views contrast to Putnam's findings where networks are tirelessly sought about by job-seekers, it also brings to light the detrimental effects of "bonding social capital". Once again, the results resonate with the objectives in the (BOCOG, 2010) that engagements brought about human legacy (people) in terms of economic sense such as, increasing human capital: skills and knowledge, and social capital: networks (Preuss, 2019).

Following, I illustrate employability using the demand and supply side of labour with a diagrammatic overview; the supply of labour depends on the "competency cube" where each human resource is affected by the three (3) types of learning that can primarily occur at HEI or workplace while the demand depends on the domestic and international market outlook. Thereafter, the market mechanism of the demand and supply will determine the employability at the market price and quantity. From this study, I propose the introduction of a nation-wide policy framework at High Education Institutions (HEI) and at workplaces that aims to integrate non-formal, informal and formal learnings, and to promote life-long learning.



### References

- Alana, T., Cuskelly, G., Toohey, K., Kennelly, M., Burton, P., & Fredline, L. (2019). Sport event legacy: A systematic quantitative review of literature. *Sport Management Review*, 22(3), 295–321.
- Allen, J., O'toole, W., Harris, R., & McDonnell, I. (2008). *Festival and special event management*. John Wiley & Sons Incorporated.
- Arrow, K. J. (2000). Observations on social capital. *Social Capital: A Multifaceted Perspective*, 6, 3–5.
- Arthur, M. B., & Rousseau, D. M. (2001). *The boundaryless career: A new employment principle for a new organizational era*. Oxford University Press on Demand.
- ATHOC. (2005). *Official Report of the XXVIII Olympiad*. Athens. Retrieved from <https://www.olympic.org/athens-2004>
- Babbie, E. (2004). *The practice of social research 10th ed.* Belmont, California.
- Babbie, E. R. (2011). *Introduction to social research*. Wadsworth Cengage learning.
- Beaven, Z., St George, S., & Wright, R. (2009). Employability in the cultural events sector: The role of specialist degree programmes. *People & Work in Events & Conventions*, 29–39.
- Becker, G. S. (1964). 1993. Human capital. *A Theoretical and Empirical Analysis with Special References to Education*.
- Berkowitz, P., Gjermano, G., Gomez, L., & Schafer, G. (2007). Brand China: using the 2008 Olympic Games to enhance China's image. *Place Branding and Public Diplomacy*, 3(2), 164–178.
- BOCOG. (2010). *Official Report of the Beijing 2008 Olympic Games. Volume III*. Beijing. Retrieved from <https://stillmed.olympic.org/Documents/Reports/Official Past Games Reports/Summer/ENG/2008-RO-S-Beijing-vol3.pdf>

- Bogdan, R. C., & Biklen, S. K. (2007). *Research for education: An introduction to theories and methods*. Boston, MA: Allen and Bacon.
- Borg, T., Bright, J., & Pryor, R. (2006). The butterfly model of careers: Illustrating how planning and chance can be integrated in the careers of secondary school students. *Australian Journal of Career Development, 15*(3), 54–59.
- Bourdieu, P. (1986). The forms of capital.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101.
- Brownell, S. (2008). *Beijing's games: what the Olympics mean to China*. Rowman & Littlefield.
- Brustad, R. (1997). A critical-postmodern perspective on knowledge development in human movement. *Critical Postmodernism in Human Movement, Physical Education, and Sport, 87–98*.
- Bull, C., & Lovell, J. (2007). The impact of hosting major sporting events on local residents: An analysis of the views and perceptions of Canterbury residents in relation to the Tour de France 2007. *Journal of Sport & Tourism, 12*(3–4), 229–248.
- Burgan, B., & Mules, T. (1992). Economic impact of sporting events. *Annals of Tourism Research, 19*(4), 700–710.
- Cantelon, H., & Letters, M. (2000). The making of the IOC environmental policy as the third dimension of the Olympic movement. *International Review for the Sociology of Sport, 35*(3), 294–308.
- Cappelli, P. (1999). Career jobs are dead. *California Management Review, 42*(1), 146–167.
- Cashman, R. (1998). Olympic legacy in an Olympic city: monuments, museums and memory. In *Fourth International Symposium for Olympic Research; Global and Cultural Critique: Problematizing the Olympic Games* (pp. 107–114). Citeseer.

- Cashman, R. (1999). Legacy. *Staging the Olympics: The Event and Its Impact*, 183–194.
- Cashman, R. (2002). Impact of the Games on Olympic host cities. In *University Lecture on the Olympics* (pp. 1–16). Barcelona: Centre d'Estudis Olímpics (UAB). Retrieved from <http://www.dormivigilia.com/wp-content/uploads/2010/01/cashman.pdf>
- Cashman, R. (2006). *The bitter-sweet awakening: The legacy of the Sydney 2000 Olympic Games*. Pan Macmillan.
- Chai, C., & Chai, W. (1969). *The changing society of China* (Vol. 4938). Signet.
- Chappelet, J-L. (2003). The legacy of the Olympic winter games: An overview. In *The legacy of the Olympic Games: 1984-2000: International Symposium, Lausanne, 14th, 15th and 16th November 2002* (pp. 54–66). International Olympic Committee.
- Chappelet, J. (2012). *MEGA SPORTING EVENT LEGACIES : A MULTIFACETED CONCEPT*. University of Lausanne, Switzerland.
- Chappelet, Jean-Loup. (2013). Olympic environmental concerns as a legacy of the Winter Games. In *Olympic Legacies: Intended and Unintended* (pp. 33–51). Routledge.
- Chappelet, Jean-Loup. (2019). Beyond Legacy: Assessing Olympic Games Performance. *Journal of Global Sport Management*, 1–21.
- Chen, D., & Wang, J. (2011). Lying low no more? China's new thinking on the Tao Guang Yang Hui strategy. *China: An International Journal*, 9(02), 195–216.
- Cheng, L., & White, L. (1998). The Fifteenth Central Committee of the Chinese Communist Party: full-fledged technocratic leadership with partial control by Jiang Zemin. *Asian Survey*, 38(3), 231–264.
- Coleman, J. S. (1988). Social capital in the creation of human capital. *American Journal of Sociology*, 94, S95–S120.
- Collin, A., & Young, R. A. (2000). *The future of career*. Cambridge University Press.
- Cooper, B. (1997). EMPLOYABILITY VERSUS EMPLOYMENT THE INDIVIDUAL

AND ORGANISATIONAL CHALLENGE. *MF01/PC09 Plus Postage*. \* *Adult Education; Continuing Education; \* Educational Policy; Foreign Countries; \* International Education; \* Lifelong*, 177.

Davidson, C., & Tolich, M. (2003). *Social science research. Many paths to understanding*. Auckland: Pearson Education.

Deng, Z., & Treiman, D. J. (1997). The impact of the cultural revolution on trends in educational attainment in the People's Republic of China. *American Journal of Sociology*, 103(2), 391–428.

Denzin, N. K., & Lincoln, Y. S. (2011). *The Sage handbook of qualitative research*. Sage.

Dikötter, F., & Bauckham, D. (2012). *Mao's great famine*. WF Howes.

Eaton, S. C., & Bailyn, L. (2000). Career as life path: tracing work and life strategies of biotech professionals. *Career Frontiers: New Conceptions of Working Lives*, 177–198.

Engle, S. M. (1999). The Olympic Legacy in Atlanta. *UNSWLJ*, 22, 902.

Fay, P. W. (2000). *The Opium War, 1840-1842: barbarians in the Celestial Empire in the early part of the nineteenth century and the war by which they forced her gates ajar*. Univ of North Carolina Press.

Freeman, W. H. (1977). *Physical Education in a Changing Society*.

General Planning Department. (2019). *The Legacy Plan of the Olympic and Paralympic Winter Games Beijing 2022*. Beijing. Retrieved from <https://stillmed.olympic.org/media/DocumentLibrary/OlympicOrg/News/2019/02/Beijing2022-Legacy-Plan.pdf>

Getz, D. (1997). Trends and issues in sport event tourism. *Tourism Recreation Research*, 22(2), 61–62.

Getz, D. (2007). *Event Studies: Theory, Research and Policy for Planned Events*. Routledge.

Getz, D. (2008). Event tourism: Definition, evolution, and research. *Tourism Management*,

29(3), 403–428.

Gibson, H. J., Walker, M., Thapa, B., Kaplanidou, K., Geldenhuys, S., & Coetzee, W. (2014).

Psychic income and social capital among host nation residents: A pre–post analysis of the 2010 FIFA World Cup in South Africa. *Tourism Management*, 44, 113–122.

Girginov, V. (2008). Creative tensions: ‘Join in London’ meets ‘dancing Beijing’—The cultural

power of the Olympics. *The International Journal of the History of Sport*, 25(7), 893–914.

Goldblatt, J. J. (2002). *Special events: twenty-first century global event management*. Wiley.

Gore, T. (2005). Extending employability or solving employers’ recruitment problems?

Demand-led approaches as an instrument of labour market policy. *Urban Studies*, 42(2), 341–353.

Gratton, C., & Jones, I. (2004). Analyzing data II: Qualitative data analysis. *Research*

*Methods for Sport Studies*, 217–227.

Gratton, Chris, & Preuss, H. (2008). Maximizing Olympic impacts by building up legacies.

*The International Journal of the History of Sport*, 25(14), 1922–1938.

Guba, E. G. (1990). The paradigm dialog. In *Alternative Paradigms Conference, Mar, 1989*,

*Indiana U, School of Education, San Francisco, CA, US*. Sage Publications, Inc.

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research.

*Handbook of Qualitative Research*, 2(163–194), 105.

Gunz, H., Evans, M., & Jalland, M. (2000). Career boundaries in a ‘boundaryless’ world.

*Career Frontiers: New Conceptions of Working Lives*, 24–53.

Gursoy, D., & Kendall, K. W. (2006). Hosting mega events: Modeling locals’ support.

*Annals of Tourism Research*, 33(3), 603–623.

Hanlon, C., & Jago, L. (2009). Managing pulsating major sporting event organizations.

*People and Work in Events and Conventions-A Research Perspective*, 93–107.

- Hannabuss, S. (1996). Research interviews. *New Library World*, 97(5), 22–30.
- Hartshorn, C., & Sear, L. (2005). Employability and enterprise: evidence from the North East. *Urban Studies*, 42(2), 271–283.
- Hillage, J., & Pollard, E. (1998). Employability: developing a framework for policy analysis.
- Hiller, H. (2003). Toward a science of Olympic outcomes: The urban legacy. In *International Symposium, The Legacy of the Olympic Games 1984-2000* (pp. 102–109). Lausanne.
- Hong, F., & Zhouxiang, L. (2012). Beijing's two bids for the Olympics: the political games. *The International Journal of the History of Sport*, 29(1), 145–156.
- Horne, J. (2007). The Four 'Knowns' of Sports Mega-Events. *Leisure Studies*, 26(1), 81–96.  
Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/02614360500504628>
- Hsien Loong, L. (2017). PM Lee Hsien Loong's Speech and Dialogue at the Council on Foreign Relations. Retrieved August 15, 2019, from <https://www.pmo.gov.sg/Newsroom/pm-lee-hsien-loongs-speech-and-dialogue-council-foreign-relations>
- Hung, H. (2004). Early modernities and contentious politics in mid-Qing China, c. 1740–1839. *International Sociology*, 19(4), 478–503.
- International Olympic Committee. (n.d.-a). Athens 2004. Retrieved November 27, 2017, from <https://www.olympic.org/athens-2004>
- International Olympic Committee. (n.d.-b). *Olympic Movement's Agenda 21*. Lausanne.  
Retrieved from <https://stillmed.olympic.org/media/DocumentLibrary/OlympicOrg/Documents/Olympism-in-Action/Environment/Olympic-Movement-s-Agenda-21.pdf>
- International Olympic Committee. (1997). *The Olympic Charter*. Lausanne.
- International Olympic Committee. (2002). *The Legacy of the Olympic Games: 1984 - 2000: International Symposium, Lausanne*. Lausanne. Retrieved from

[https://library.olympic.org/Default/doc/SYRACUSE/68159/the-legacy-of-the-olympic-games-1984-2000-international-symposium-lausanne-14th-15th-and-16th-novemb?\\_lg=en-GB](https://library.olympic.org/Default/doc/SYRACUSE/68159/the-legacy-of-the-olympic-games-1984-2000-international-symposium-lausanne-14th-15th-and-16th-novemb?_lg=en-GB)

International Olympic Committee. (2003). *The Olympic Charter*. Lausanne.

International Olympic Committee. (2006). *What is the Olympic Games Global Impact Study?* Lausanne.

International Olympic Committee. (2017). *IOC Sustainability Strategy*. Lausanne. Retrieved from [https://www.olympic.org/~/\\_/media/Document Library/OlympicOrg/Factsheets-Reference-Documents/Sustainability/IOC-Sustainability-Strategy-Long-version-v12.pdf?la=en](https://www.olympic.org/~/_/media/Document%20Library/OlympicOrg/Factsheets-Reference-Documents/Sustainability/IOC-Sustainability-Strategy-Long-version-v12.pdf?la=en)

Jago, L., & Mair, J. (2009). Career theory and major event employment. *People and Work in Events and Conventions: A Research Perspective*, 65–74.

Jia, R. (2014). The legacies of forced freedom: China's treaty ports. *Review of Economics and Statistics*, 96(4), 596–608.

Jinxia, D. (2010). The Beijing games, national identity and modernization in China. *The International Journal of the History of Sport*, 27(16–18), 2798–2820.

Ju, Y. U., Fan, S. U. N., Fei, H. U., & Meng, W. (2016). Influence of Professionalism in Major Sport Event of College Students Volunteer——Based on Sport Event Volunteer of the Youth Olympic Games in Nanjing Sport Institute. *Journal of Nanjing Sport Institute (Natural Science)*, (5), 15.

Karl, R. E. (2002). *Staging the world: Chinese nationalism at the turn of the twentieth century*. Duke University Press.

Keene, D. (1998). 10 The Sino-Japanese War of 1894-95 and its cultural effects in Japan. *Meiji Japan: The Emergence of the Meiji State*, 1, 247.

Kerry, B. (2019). *The World According to Xi: Everything You Need to Know About the New*

*China*. I.B. Tauris.

Knight, P., & Yorke, M. (2004). *Learning, curriculum and employability in higher education*. Psychology Press.

Krüger, M. (2015). Global perspectives on sports and movement cultures: From past to present—Modern sports between nationalism, internationalism, and cultural imperialism. *The International Journal of the History of Sport*, 32(4), 518–534.

Kuhn, T. S. (1962). The structure of scientific revolutions. *Chicago and London*.

Ladkin, A., & Weber, K. (2010). Career aspects of convention and exhibition professionals in Asia. *International Journal of Contemporary Hospitality Management*, 22(6), 871–886.

Leopkey, B., & Parent, M. M. (2012). Olympic Games legacy: From general benefits to sustainable long-term legacy. *The International Journal of the History of Sport*, 29(6), 924–943.

Li, L. (2016). *The National Games and National Identity in the Republic of China, 1910-1948 (Doctoral dissertation)*. University of Western Australia.

Li, L., & Hong, F. (2015). The National Games and National Identity in the Republic of China, 1910–1948. *The International Journal of the History of Sport*, 32(3), 440–454.

Lin, N. (2002). *Social capital: A theory of social structure and action* (Vol. 19). Cambridge university press.

Lincoln, Y. S. (1990). The making of a constructivist: A remembrance of transformations past.

Lowe, N. (2013). *Mastering modern world history*. Macmillan International Higher Education.

Lu, X. (2004). *Rhetoric of the Chinese cultural revolution: The impact on Chinese thought, culture, and communication*. Univ of South Carolina Press.

Luo, S., & Huang, F. (2013). China's Olympic dream and the legacies of the Beijing



- Olympics. *The International Journal of the History of Sport*, 30(4), 443–452.
- Maarschalk, J. (1988). Scientific literacy and informal science teaching. *Journal of Research in Science Teaching*, 25(2), 135–146.
- MacAloon, J. J. (2008). ‘Legacy’ as managerial/magical discourse in contemporary Olympic affairs. *The International Journal of the History of Sport*, 25(14), 2060–2071.
- MacMurray, J. V. A. (1921). comp. and ed., *Treaties and Agreements with and concerning China*. New York: Oxford University Press.
- Mair, J. (2009). The events industry: the employment context. *People and Work in Events and Conventions: A Research Perspective*, 3–16.
- Malcolm, J., Hodkinson, P., & Colley, H. (2003). The interrelationships between informal and formal learning. *Journal of Workplace Learning*, 15(7/8), 313–318.
- Mangan, J. A., & Jinxia, D. (2013). *Beijing 2008: Preparing for Glory: Chinese Challenge in the ‘Chinese Century’*. Routledge.
- Manson, J. (2002). *Qualitative Research*. Sage Publication, London. Marra, CA, Marra, F., Cox, VC, Palepu, A. and Fitzgerald, JM (2004). *Factors Influencing Quality of Life in Patients with Active Tuberculosis*. *Health Qual Life Outcomes*, 2, 58–68.
- Markula, P., & Silk, M. L. (2011). *Qualitative research for physical culture*. Springer.
- Martin, M. F. (2008). China’s economy and the Beijing Olympics. LIBRARY OF CONGRESS WASHINGTON DC CONGRESSIONAL RESEARCH SERVICE.
- McCabe, V. S., & Savery, L. K. (2007). “Butterflying” a new career pattern for Australia? Empirical evidence. *Journal of Management Development*, 26(2), 103–116.
- McQuaid, R. W., Green, A., & Danson, M. (2005). Introducing employability. *Urban Studies*, 42(2), 191–195.
- Meng, X., & Gregory, R. G. (2002). The impact of interrupted education on subsequent educational attainment: A cost of the Chinese Cultural Revolution. *Economic*

*Development and Cultural Change*, 50(4), 935–959.

Misener, L., & Mason, D. S. (2006). Creating community networks: Can sporting events offer meaningful sources of social capital? *Managing Leisure*, 11(1), 39–56.

Naughton, B. (1993). Deng Xiaoping: the economist. *The China Quarterly*, 135, 491–514.

Nicholson, M., & Hoye, R. (2008). *Sport and social capital*. Routledge.

OECD. (1998). *Human Capital Investment: An International Comparison*. Paris.

Ohmann, S., Jones, I., & Wilkes, K. (2006). The perceived social impacts of the 2006 Football World Cup on Munich residents. *Journal of Sport & Tourism*, 11(2), 129–152.

Overholt, W. H. (1996). China after Deng. *Foreign Affairs*, 63–78.

Parker, P., & Arthur, M. B. (2000). Careers, organizing, and community. *Career Frontiers: New Conceptions of Working Lives*, 99–121.

Peiperl, M., Arthur, M. B., Goffee, R., & Morris, T. (2000). *Career frontiers: New conceptions of working lives*. Oxford university press.

Pliny, H. (2008). Rogge: Beijing Olympics “truly exceptional.” Retrieved August 15, 2019, from [http://www.gov.cn/english/2008-08/24/content\\_1078388.htm](http://www.gov.cn/english/2008-08/24/content_1078388.htm)

Portes, A. (1998). Social capital: Its origins and applications in modern sociology. *Annual Review of Sociology*, 24(1), 1–24.

Preuss, H. (2002). Economic Dimension of the Olympic Games. In *University Lecture on the Olympics*. Barcelona: Centre d’Estudis Olímpics (UAB).

Preuss, H. (2005). The economic impact of visitors at major multi-sport events. *European Sport Management Quarterly*, 5(3), 281–301.

Preuss, H. (2007). Signaling growth: China’s major benefit from staging the Olympics in Beijing 2008. *Harvard Asia Pacific Review*, 9(1), 45–49.

Preuss, H. (2015). A framework for identifying the legacies of a mega sport event. *Leisure Studies*, 34(6), 643–664.

- Preuss, H. (2019). Event legacy framework and measurement. *International Journal of Sport Policy and Politics*, 11(1), 103–118.
- Putnam, R. D. (2000). Bowling alone: America's declining social capital. In *Culture and politics* (pp. 223–234). Springer.
- Reiche, D. (2016). *Success and failure of countries at the Olympic Games*. Routledge.
- Reilly, T. H. (2011). *The Taiping Heavenly Kingdom: Rebellion and the Blasphemy of Empire*. University of Washington Press.
- Riordan, J. (1981). *Sport Under Communism: The USSR, Czechoslovakia, the GDR, China, Cuba*. McGill-Queen's Press-MQUP.
- Rizak, G. (1989). Sport in the People's Republic of China'. *Sport in Asia and Africa: A Comparative Handbook*, 101–119.
- Rowe, W. T. (2010). *China's last empire: The great Qing* (Vol. 6). Harvard University Press.
- Saunders, M., Lewis, P., & Thornhill, A. (2007). Research methods. *Business Students*.
- Schuller, T. (2001). The complementary roles of human and social capital. *Canadian Journal of Policy Research*, 2(1), 18–24.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. Teachers college press.
- Shneidman, N. N. (1978). The Soviet Road to Olympus. Theory and Practice of Soviet Physical Culture and Sport. Occasional Papers/19.
- Silverman, D. (2013). *Doing qualitative research: A practical handbook*. SAGE publications limited.
- Smith, V. (2010). Enhancing employability: Human, cultural, and social capital in an era of turbulent unpredictability. *Human Relations*, 63(2), 279–300.
- SOCOG. (2001). *Official Report of the XXVII Olympiad*. Sydney. Retrieved from <https://digital.la84.org/digital/collection/p17103coll8/id/40889/rec/80>

- Spencer, L., Ritchie, J., & O'Connor, W. (2003). Analysis: practices, principles and processes. *Qualitative Research Practice: A Guide for Social Science Students and Researchers*, 199, 218.
- Tan, T.-C., & Green, M. (2008). Analysing China's drive for Olympic success in 2008. *The International Journal of the History of Sport*, 25(3), 314–338.
- Tan, T.-C., & Houlihan, B. (2013). Chinese Olympic sport policy: Managing the impact of globalisation. *International Review for the Sociology of Sport*, 48(2), 131–152.
- Taylor, T., Doherty, A., & McGraw, P. (2015). *Managing people in sport organizations: A strategic human resource management perspective*. Routledge.
- Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Sage.
- The World Bank. (2019a). GDP (current US\$). Retrieved August 15, 2019, from <https://data.worldbank.org/indicator/NY.GDP.MKTP.CD?end=2018&locations=CN&start=1960>
- The World Bank. (2019b). Population. Retrieved August 15, 2019, from <https://data.worldbank.org/indicator/SP.POP.TOTL?locations=CN>
- Thomson, A., Schlenker, K., & Schulenkorf, N. (2013). Conceptualizing sport event legacy. *Event Management*, 17(2), 111–122.
- Tien, H., & Zhu, Y. (2000). *China under Jiang Zemin*. Lynne Rienner Publishers.
- Toffler, A. (1984). *Future shock* (Vol. 553). Bantam.
- Tomlinson, R. (2010). Whose accolades? An alternative perspective on motivations for hosting the Olympics. In *Urban forum* (Vol. 21, pp. 139–152). Springer.
- Wang, H. (2007). "Linking up with the international track" What's in a slogan? *The China Quarterly*, 189, 1–23.
- Wei, F., Hong, F., & Zhouxiang, L. (2010). Chinese state sports policy: Pre-and post-Beijing

2008. *The International Journal of the History of Sport*, 27(14–15), 2380–2402.
- Woodhall, M. (1987). Human capital concepts. In *Economics of education* (pp. 21–24). Elsevier.
- World Trade Organization. (2011). *World Trade Report 2011*. Geneva. Retrieved from [https://www.wto.org/english/res\\_e/booksp\\_e/anrep\\_e/wtr11-1\\_e.pdf](https://www.wto.org/english/res_e/booksp_e/anrep_e/wtr11-1_e.pdf)
- Wu, J. T. K. (1950). The Impact of the Taiping Rebellion upon the Manchu Fiscal System. *The Pacific Historical Review*, 265–275.
- Xinhua. (2017). Xi Jinping's keynote speech at the World Economic Forum. Retrieved July 15, 2019, from [http://www.china.org.cn/node\\_7247529/content\\_40569136.htm](http://www.china.org.cn/node_7247529/content_40569136.htm)
- Xu, X. (2006). Modernizing China in the Olympic spotlight: China's national identity and the 2008 Beijing Olympiad. *The Sociological Review*, 54, 90–107. Retrieved from <http://doi.wiley.com/10.1111/j.1467-954X.2006.00655.x>
- Ying-Mao, M., & Marsh, S. H. (1993). *China in the Era of Deng Xiaoping: A Decade of reform*. Armonk: ME Sharpe, Inc.
- Zheng, Y., & Tok, S. K. (2007). Harmonious society and harmonious world: China's policy discourse under Hu Jintao. *Briefing Series*, 26, 1–12.
- Zhou, Y., Ap, J., & Bauer, T. (2012). Government motivations for hosting the Beijing 2008 Olympic Games. *Journal of Tourism and Cultural Change*, 10(2), 185–201.

## Appendices

### Appendix A: Certificate for Research



HELLENIC REPUBLIC  
UNIVERSITY OF PELOPONNESE  
FACULTY OF HUMAN MOVEMENT  
AND QUALITY OF LIFE SCIENCES  
DEPARTMENT OF SPORTS ORGANIZATION  
AND MANAGEMENT  
Secretariat of master's degree programme  
Tel.: 2106878952  
Fax : 2106878840  
E-mail: master@ioa.org.gr



INTERNATIONAL OLYMPIC ACADEMY

Athens 21/03/2019  
Ref. N.: 43

It is certified that Ms Ser Hui Mary ANG, with registration number 6062201702026 is a full time student of the Master's Degree Programme "Olympic Studies, Olympic Education, Organization and Management of Olympic Events" since 18th September 2017.

The Master's Degree Programme is a three semester program that runs in Ancient Olympia and in Sparta, Greece. The attendance of the courses of the first and the second semester is mandatory and for the completion of the programme the submission of Master's degree Thesis is required.

The Postgraduate Student Ser Hui Mary ANG has completed all the modules of the first and second semester and she has to deposit the thesis. She is currently writing the Master's Thesis under the topic " An explorative study on the field of human legacy of Beijing 2008, and the opportunities and limitations of extending this legacy beyond Beijing 2022 through a qualitative study.". The supervisors of the thesis are: Full Professor Dr Konstantinos GEORGIADIS (GRE), Full Professor Mr Antonios TRAVLOS (GRE) and Full Professor Mr Athanasios KRIEMADIS (GRE).

Ms ANG's thesis aim is to examine the human legacy in terms of employability and social capital after hosting Beijing 2008 and the opportunities and limitations of extending this legacy beyond Beijing 2022. A number of interviews will have to be conducted within the framework of this thesis which is expected to contribute significantly to the research on the Legacy of the Youth Olympic Games in general.

We are kindly requesting your assistance so that Ms ANG can conduct her research, which is a prerequisite for completing her thesis.

Prof. Konstantinos Georgiadis  
Director of the Master's degree Programme

**Appendix B: Information Sheet I: Human Resource Department (English)****INFORMATION SHEET****HELLENIC REPUBLIC  
UNIVERSITY OF PELOPONNESE  
FACULTY OF HUMAN MOVEMENT AND QUALITY OF LIFE SCIENCES  
MASTER'S DEGREE PROGRAMME  
"OLYMPIC STUDIES, OLYMPIC EDUCATION, ORGANIZATION AND MANAGEMENT  
OF OLYMPIC EVENTS"**

Dear Mr Yan Cheng,

My name is 洪賜慧 Ang Ser Hui Mary. I am a graduate student with the Department of Sports Organization and Management, Faculty of Human Movement and Quality of Life Sciences, University of Peloponnese and I am doing research on Human Legacy as a requirement of the master's degree Programme "Olympic Studies, Olympic Education, Organization and Management of Olympic Events".

My research project entitles "*An explorative study on the field of human legacy of Beijing 2008, and the opportunities and limitations of extending this legacy beyond Beijing 2022 through a qualitative study*" and you are invited to be part of this research. This information sheet is to provide you with all the necessary details so that you can make an informed decision on whether you are willing to participate in this study. The aim of this research project is to examine the human legacy in terms of employability and social capital after involvement at Beijing 2008. Your involvement in this research would include a ~15 minutes audio recorded individual interview via WeChat. You will be asked questions about recruitment, selection, training and retaining policies of local staff at Beijing 2022. These interviews will be completed at a convenient time. I will maintain the confidentiality of any information gathered and your identity will be kept anonymous as names will not be used in the thesis. Instead, code names will be used to identify the participants. You will be able to view the interview transcripts. The data will be kept on my personal password-protected hard disk and will be stored for a period of no more than 2 years before being destroyed. This interview offers no risk to yourself. Your participation in this research is voluntary. Therefore, you are able to withdraw from the project, including any material you have provided, at any time without consequence.

Thank you for taking the time to consider my request and if you do agree to be a participant in this study, please complete and sign the consent form provided with this information sheet. Should you have any questions or concerns about your participation, you can contact me on the details provided below. If you wish to contact my thesis supervisor at any time, please contact Prof Konstantinos Georgiadis, Honorary Dean of International Olympic Academy, at [kgeorgia@uop.gr](mailto:kgeorgia@uop.gr)

Yours sincerely,

洪賜慧

[maryang@perdanauniversity.edu.my](mailto:maryang@perdanauniversity.edu.my) / +65 97956097

**Appendix C: Information Sheet II: Staff/ Volunteers Beijing Olympics (English)****INFORMATION SHEET**

**HELLENIC REPUBLIC  
UNIVERSITY OF PELOPONNESE  
FACULTY OF HUMAN MOVEMENT AND QUALITY OF LIFE SCIENCES  
MASTER'S DEGREE PROGRAMME  
"OLYMPIC STUDIES, OLYMPIC EDUCATION, ORGANIZATION AND MANAGEMENT  
OF OLYMPIC EVENTS"**

22 March 2019

Dear Sir/Madam,

My name is 洪賜慧 Ang Ser Hui Mary. I am a graduate student with the Department of Sports Organization and Management, Faculty of Human Movement and Quality of Life Sciences, University of Peloponnese and I am doing research on Human Legacy as a requirement of the master's degree Programme "Olympic Studies, Olympic Education, Organization and Management of Olympic Events".

My research project entitles "*An explorative study on the field of human legacy of Beijing 2008, and the opportunities and limitations of extending this legacy beyond Beijing 2022 through a qualitative study*" and you are invited to be part of this research. This information sheet is to provide you with all the necessary details so that you can make an informed decision on whether you are willing to participate in this study. The aim of this research project is to examine the human legacy in terms of employability and social capital after involvement at Beijing 2008. Your involvement in this research would include completing the questionnaire and/ or a ~15 minutes audio recorded individual interview via WeChat. You will be asked questions about your understanding volunteer experiences at Beijing 2008 or otherwise, your motivations of being a volunteer and your views on the state of employability after involvement in an Olympic Games. These interviews will be completed at a convenient time. I will maintain the confidentiality of any information gathered and your identity will be kept anonymous as names will not be used in the thesis. Instead, code names will be used to identify the participants. You will be able to view the interview transcripts. The data will be kept on my personal password-protected hard disk and will be stored for a period of no more than 2 years before being destroyed. This interview offers no risk to yourself. Your participation in this research is voluntary. Therefore, you are able to withdraw from the project, including any material you have provided, at any time without consequence.

Thank you for taking the time to consider my request and if you do agree to be a participant in this study, please complete and sign the consent form provided with this information sheet. Should you have any questions or concerns about your participation, you can contact me on the details provided below. If you wish to contact my thesis supervisor at any time, please contact Prof Konstantinos Georgiadis, Honorary Dean of International Olympic Academy, at [kgeorgia@uop.gr](mailto:kgeorgia@uop.gr)

Yours sincerely,

洪賜慧

maryang@perdanauniversity.edu.my/ +65 97956097



**Appendix D: Consent Form (English)****CONSENT FORM**

**HELLENIC REPUBLIC  
UNIVERSITY OF PELOPONNESE  
FACULTY OF HUMAN MOVEMENT AND QUALITY OF LIFE SCIENCES  
MASTER'S DEGREE PROGRAMME**

**“OLYMPIC STUDIES, OLYMPIC EDUCATION, ORGANIZATION AND  
MANAGEMENT OF OLYMPIC EVENTS”**

**An explorative study on the field of human legacy of Beijing 2008, and the opportunities and limitations of extending this legacy beyond Beijing 2022 through a qualitative study.**

**Declaration of consent of participation**

I have read and understood the purpose and requirements of the study and on this basis, I agree to participate in this research. I understand that any data gathered will remain anonymous and confidential. I understand that I may withdraw at any time, without consequence – including the withdrawal of any information I have provided. I understand the information on this form is for contacting purposes only and will not be disclosed to other parties or used in the study.

By signing below, I agree to participate in this research project.

**NAME:** \_\_\_\_\_

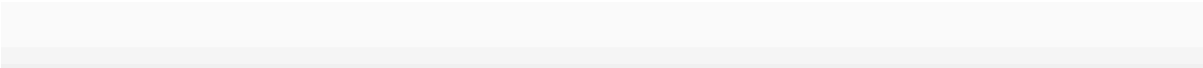
**SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**PHONE:** \_\_\_\_\_

*Thank you for your contribution to this study.*

**Appendix E: Interview Questions: Human Resource Department (English)****INTERVIEW QUESTIONS**

1. RECRUITMENT
    - a. Can you please elaborate on the recruitment strategy of local staff at Beijing 2022?
    - b. Can you please share the recruitment procedures?
    - c. Where are the recruitment advertisements publicised?
  2. SELECTION & SCREENING
    - a. Could you please elaborate the interview process?
    - b. From the list below, please rank the traits (in order of significance) you look for in a potential candidate. Please share more details why the order is as such.
      - i. Field of study
      - ii. Work experience
      - iii. Volunteer experience
      - iv. School Project
      - v. Others (please specify)
    - c. In general, are soft skills or hard skills more important? Why?
  3. TRAINING
    - a. How are staff inducted into the workplace?
    - b. What are the measures in place to develop staff competencies?
  4. RETAINING
    - a. What are the effective ways to reduce attrition rate?
    - b. How do you keep staff motivated?
  5. Is there anything you like to share that highlights means to increase staff's employability?
  6. In your own opinions, what is human legacy and how can Beijing 2022 extend this legacy beyond 2022?
- 

**Appendix F: Questionnaire: Local Staff/ Volunteer at Beijing 2008 (English)****QUESTIONNAIRE FOR LOCAL VOLUNTEER/ STAFF AT BEIJING 2008****1. Personal Particulars**

a. What is your age?

Please Tick				
Below 30	31 to 38	39 to 54	55 to 73	Above 74

b. Were you a volunteer or staff at Beijing 2008?

Please Tick			
Volunteer		Staff	

c. What was your Highest Educational Qualification (in 2008)?

Highest Qualifications	Please Tick
Diploma or Lower	
Advanced Diploma or Professional Certification	
Bachelor's Degree	
Master's Degree or higher	
Others (please specify):	

d. Please list down the most recent 3 jobs that you held before your current job

	Position held	Period
Current Job		
Job 1 (most recent)		
Job 2		
Job 3		

**2. Experience of Volunteering**

a. Please list down the most recent 3 volunteer experiences you had

	Position held	Period
Volunteer 1 (most recent)		
Volunteer 2		
Volunteer 3		

b. Please provide information on your volunteer/ staff position and the period at Beijing 2008

--

c. How have you benefitted from being a volunteer/ staff at Beijing 2008?

--

d. What will motivate you to sign up as a volunteer?

--

**3. State of Employability**

- a. Were the people you met during Beijing 2008 helpful in any way for getting a job after your experience in Beijing 2008? Please elaborate

--

- b. Were the skills you gained during Beijing 2008 helpful in any way for getting a job? Please elaborate

--

4. Is there anything you feel that needs to be improved upon to enhance your employability after your experience in Beijing 2008?

--

5. Are you willing to be interviewed via WeChat to share your experiences further?

	<b>Please Tick</b>
<b>Yes</b>	
<b>No</b>	

Thank you for your contribution to the study!

**Appendix G: Questionnaire Local Staff at Beijing 2022 (English)****QUESTIONNAIRE FOR LOCAL STAFF AT BEIJING 2022****1. Personal Particulars**

a. What is your age?

Please Tick				
Below 30	31 to 38	39 to 54	55 to 73	Above 74

b. Were you a volunteer or staff at Beijing 2008?

Please Tick					
Volunteer		Staff		None	

c. What is your Highest Educational Qualification?

Highest Qualifications	Please Tick
Diploma or Lower	
Advanced Diploma or Professional Certification	
Bachelor's Degree	
Master's Degree or higher	
Others (please specify):	

d. Does your current job match your academic qualifications in terms of the field of study?

Please Tick			
Yes		No	

e. Please list down the most recent 3 jobs that you held before Beijing 2022

	Position held	Period
Current Job		
Job 1 (most recent)		
Job 2		
Job 3		

**2. Experience of Volunteering**

a. Please list down the most recent 3 volunteer experiences you had

	Position held	Period
Volunteer 1 (most recent)		
Volunteer 2		
Volunteer 3		

b. If you were a volunteer/ staff at Beijing 2008, please provide information on your volunteer/ staff position and the period. Please share your reasons if you did not sign up as a volunteer during Beijing 2008

--

c. How have you benefitted from being a volunteer/ staff at Beijing 2008?  
(Leave blank if not applicable)

--

- d. What will motivate you to sign up as a volunteer?

--

**3. State of Employability**

- a. Were the people you met during Beijing 2008 helpful in any way for getting a job at Beijing 2022? Please elaborate (Leave blank if not applicable)

--

- b. Were the skills you gained during Beijing 2008 helpful in any way for getting a job at Beijing 2022? Please elaborate (Leave blank if not applicable)

--

- c. Why do you think you are offered a job at Beijing 2022?

--

4. Is there anything you feel that needs to be improved upon to enhance your employability after your experience at Beijing 2022?

--

5. Are you willing to be interviewed via WeChat to share your experiences further?

	<b>Please Tick</b>
<b>Yes</b>	
<b>No</b>	

Thank you for your contribution to the study!

**Appendix H: Information Sheet I: Human Resource Department (Chinese)**

说明函

HELLENIC REPUBLIC

UNIVERSITY OF PELOPONNESE

人体运动系和生命质量科学

硕士学位课程

“奥林匹克研究，奥林匹克教育，奥林匹克项目组织和管理”

尊敬的 Yan Cheng 先生

我是洪赐慧，是一名硕士研究生。就读于 University of Peloponnese，**体育组织和管理部，人体运动系和生命质量科学**。我正在做关于“人类遗产”(Human Legacy) 的研究，这是硕士学位课程“奥林匹克研究，奥林匹克教育，奥林匹克项目组织和管理”的必修项目。

我研究项目的题目是：以定性方法对北京 2008 奥运会人类遗产，以及在 2022 奥运会后传承这些遗产的机遇和局限性的探索研究。

特此诚邀您参与本研究。本函告知研究项目详情，旨在让您了解清楚并作出是否参与本项目研究活动的决定。本项目研究目的，拟审视在参与北京 2008 奥运会后，就业竞争力和社会资本方面的人类遗产。您参与本研究的活动有：通过微信进行 15 分钟录音的个人采访。提问内容主要有：北京 2022 冬奥会对本地人员的招聘、选拔、培训、留用方面的政策。采访将在您方便的时间进行。所有采访获得的信息将保密，姓名不会出现在论文中，参与者身份将以匿名的代号标识。您可以看到采访文本。信息保管在加密硬盘中，并在两年内销毁。采访是安全的，参与研究活动完全自愿，您可以在任何时候无条件退出，包括撤回您提供的任何材料。

感谢您花时间考虑我的请求，如果您愿意参与本研究，请填写本函所附同意书。如果您对参与活动有任何疑问或关心事宜，请按以下提供的联络方式联系我。也可以在任何时候，联系我的论文指导老师，Konstantinos Georgiadis 教授，国际奥林匹克学院名誉院长，电邮地址：kgeorgia@uop.gr

您诚挚的

洪赐慧

maryang@perdanauniversity.edu.my/ +65 97956097

**Appendix I: Consent Form (Chinese)**

确认同意函

HELLENIC REPUBLIC  
UNIVERSITY OF PELOPONNESE

人体运动系和生命质量科学

硕士学位课程

“奥林匹克研究，奥林匹克教育，奥林匹克项目组织和管理”

以定性方法对北京 2008 奥运会人类遗产，以及在 2022 奥运会后传承这些遗产的机遇和局限性的探索研究。

**确认同意参与研究活动**

我已经了解清楚本研究的目的是需求。我同意参与本研究。我知道采访所得的所有信息均处于匿名保密状态。我清楚可以在任何时候无条件退出，包括撤回我提供的任何信息。我明白本函所填内容仅作联系之用，不会透露给第三方或用于研究论文。

签字表明我同意参与本研究活动。

姓名: \_\_\_\_\_

签名: \_\_\_\_\_

日期: \_\_\_\_\_

电话: \_\_\_\_\_

感谢你的合作



**Appendix J: Interview Questions: Human Resource Department (Chinese)****采访内容**

## 一、招聘

1. 请详细介绍北京 2022 奥运会招聘本地员工的策略。
2. 请介绍招聘程序。
3. 都哪里或在哪些媒体刊登招聘广告？

## 二、筛选

1. 请详细介绍面试过程。
2. 请将下列因素，按您确定人选时所考虑的重要性排序，重要的排前面。
  - 1) 专业；
  - 2) 工作经验；
  - 3) 志愿者经验；
  - 4) 学校项目；
  - 5) 其它(请说明)。
3. 总体来说，软技能(情商、个性、社交、沟通、习惯、友好、待人接物、乐观态度等)和硬技能(技能、技术、技巧等)，哪个更重要？为什么？

## 三、培训

1. 如何让员工适应其工作岗位？
2. 有什么现成方法提高员工能力？

## 四、留住人才。

1. 减少人才流失率的有效方法？
2. 如何保持团队工作积极性？

五、是否有您愿意分享的，提高团队岗位工作能力重点方法？

六、依您的观点，北京 2022 奥运会将有哪人类遗产，如何能够将这些遗产在 2022 奥运会后继续传承下去？

感谢你的合作

## Appendix K: Questionnaire: Local Staff/ Volunteer at Beijing 2008 (Chinese)

## 北京2008年夏奥会当地志愿者/工作人员问卷调查

## 1. 个人资料

a. 目前您的年龄是?

请打勾				
30岁以下	31至38	39至54	55至73	74岁以上

b. 您是否曾经是北京2008年夏奥会的志愿者或工作人员?

请打勾			
志愿者		工作人员	

c. 您当时获得的最高教育等级资质是?(截止2008年)

最高教育等级资质	请打勾
文凭或以下	
高级文凭或职业资格证书	
学士学位	
硕士学位或以上	
其他(请注明):	

d. 请列出您在现在工作之前从事的最近期的三份工作:

	职位	时间
现有工作		
工作1(最近期的)		
工作2		
工作3		

## 2. 志愿经验

a. 请列出您参与的最近期的三份志愿者经验:

	职位	时间
志愿者1(最近期的)		
志愿者2		
志愿者3		

b. 请提供您担任北京2008年夏奥会志愿者/工作人员的职位和时间信息

--

c. 作为一名北京2008年夏奥会的志愿者/工作人员, 您从工作中有何获益?

--

d. 什么原因能激励您注册成为一名志愿者？

### 3. 就业状况

a. 您在北京2008年夏奥会期间遇到的人是否对您找工作有任何帮助？  
请详细说明

b. 您在北京2008年夏奥会期间学到的工作技能是否有助于您找工作？请详细说明

4. 您感觉是否在哪些地方(北京2008年夏奥后) 需要提高以加强自身的就业能力吗?

5. 您是否愿意通过微信接受采访并进一步分享您的经历吗?

	请打勾
是	
否	

感谢您对本调查的贡献!

## Appendix L: Questionnaire: Local Staff at Beijing 2022 (Chinese)

## 2022年北京冬季奥运会当地工作人员问卷调查

## 1. 个人资料

- a. 目前您的年龄是?

请打勾				
30 岁以下	31 - 38	39 - 54	55 - 73	74 岁以上

- b. 请问您是否曾是 2008 年北京夏季奥运会的工作人员或志愿者?

请打勾				
志愿者		工作人员		都不是

- c. 您获得的最高教育水平资质是?

最高教育资质	请打勾
初中或更低	
高级中学或职业认证	
学士学位	
硕士或以上	
其他 (请注明) :	

- d. 您目前从事的工作是否与您所接受的教育背景相吻合?

请打勾	
是	否

- e. 请列出您在 2022 年北京冬奥会前从事的三份工作 (按时间顺序) :

	职位	时间
目前的工作		
工作 1 (最近的)		
工作 2		
工作 3		

## 2. 志愿者经历

- a. 请列出您最近的 3 份志愿者经历 :

	职位	时间
志愿者 1 (最近的)		
志愿者 2		
志愿者 3		

- b. 如果您曾是 2008 年北京夏季奥运会的志愿者/工作人员, 请提供您的志愿者/员工职位和时间的信息。如果您在 2008 年北京夏季奥运会期间没有注册成为志愿者, 请分享您的理由 :

--

- c. 您从 2008 年北京夏季奥运会志愿者/工作中有何得益和收获?
- 
- (如果不适用, 请留空)

--

d. 是什么原因激励您注册成为一名志愿者？

### 3. 就业状况

a. 2008年北京夏季奥运会期间遇到的人是否有帮助您在2022年北京冬季奥运会中找到工作？请详细说明（如果不适用，请留空）

b. 2008年北京夏季奥运会期间学到的技能是否有助于您在2022年北京冬季奥运会中找到工作？请详细说明（如果不适用，请留空）

c. 您认为是什么原因使您在2022年北京冬季奥运会中找到工作？

4. 您觉得您有什么地方需要加强以提高您的就业能力吗？

5. 您是否愿意通过微信接受采访并进一步分享您的经历？（如选择愿意，请留下微信号）

	请打勾
愿意	
不愿意	

感谢您对本调查的贡献！

## Appendix M: Sample of semi-structured Interview

### Sample of semi-structured interview

- Can you please share your volunteer role at B2008?
  - How did you find out about this volunteer opportunity?
  
- Prior to your volunteer duty at B2008, did the Organizing Committee arrange for you to attend courses or any trainings?
  - If yes, can you tell me more about the courses? Were they beneficial in preparing for your volunteer duty?
  
- What was your field of study in University? What was your profession after Beijing 2008?
  
- You benefited by improving your communication skills, can you please share more about your improvement – you are more confident to speak to strangers or it was an opportunity to converse in English?
  
- Do you still keep in touch with friends you made at B2008? Foreign friends?
  
- From the questionnaire, you mentioned that you are a volunteer providing financial aid to students since 2012, can you please describe your volunteer role?
  - What are your motivations for being a volunteer?
  - How did you learn about this volunteer opportunity?
  - Did you have any training/ courses by the organization?
  
- In your questionnaire, you mentioned that you would like to improve your employability in “social experience”
  - Why is it important?
  - How do you intend to improve this?
  
- Will you volunteer at Beijing 2022?
  - Why or why not?
  
- In your opinion, which is more important to enhance your employability – the skills you possess or people’s network?
  
- Can you please give some suggestions as to what BOCOG 2022 can do to enhance staff/ volunteer employability after the closure of the Games in 2022?