

**Exploring Emotional Intelligence
Themes and Processes Within a
Football Youth Academy Setting:
Towards an Applied Perspective and
an Integration of Appraisal
Mechanisms**

Carmel Triggs

**A thesis submitted in partial fulfilment of the requirements of Liverpool
John Moores University for the degree of Doctor of Philosophy**

February 2006

Abstract

The present thesis explores how themes and processes associated with Emotional Intelligence (E.I.) and other allied concepts function within the day-to-day lives of football scholars. More specifically, two perspectives of E.I. are addressed within this thesis (Mayer and Salovey, 1997; Bar-On, 1997). Mayer and Salovey (1997) defined E.I. as, "An array of socio-cognitive capabilities, competencies and skills that enable an individual to understand emotion and emotional knowledge, and the ability to regulate emotion in oneself and others." The early phase of the thesis provides a critical commentary alongside the E.I. and sport psychology literatures are also identified, with specific reference to

Acknowledgements

Dr. David Gilbourne: Thankyou for your support and guidance throughout this research process. It has been both an invaluable and unforgettable experience.

Dr. Dave Richardson: Thankyou for adopting an open door philosophy! (1997: p16)

Dr. Martin Eubank: Thankyou for your support and contributions.

Dr. Martin Littlewood: Thankyou for your support.

Football Academies: Thankyou for allowing me access to elite performers within your care.

Football Players/Scholars: It was a privilege to spend time with you all.

Mum and Dad: Thankyou for your patience and encouragement.

Nan: Thankyou for your support. (1997) suggested the results of the EQ-I should be used in association with other information. In that context, the quantitative data

Helen: Thankyou for always being there for me. A true friend.

Toby and Mary: Thankyou for your support.

Phase one (a), comprised of a focus group methodology that enabled the researcher to further explore the concept of E.I. and associated motivational/emotion based literature within sport psychology. The focus groups (n=3) took place in academy settings and were attended by the scholars (n=20). Discussion on football specific scenarios was prompted by a series of issue-based slides that related to the cultural demands of a football academy. In a conceptual sense the prompt system was based on a sequence that assessed thoughts-feelings, response and time phased change; a process linked to the cognitive appraisal mechanism. Deductive analysis procedures initially explored the potential alignment of focus group narratives with psychometric profiles. This process served to indicate E.I. subcomponent scores (Bar-On, 1997) with focus group narratives. Further content analysis cycles linked narratives to wider E.I. theory (Mayer and Salovey, 1997) and other motivational themes (i.e., coping mechanisms).

In phase two, the researcher engaged longitudinal ethnographic methods to explore the multifaceted narrative associated with lived experiences in a football academy. This provided a rich data source and enabled associations to be made between person-situational encounters, E.I. themes and processes and broader sport psychology literature. Deductive analysis processes followed on sequentially after the author constructed a conceptual narrative based on the ethnographic data. A conceptual integrated understanding of E.I. and other relevant concepts emerged from the above protocol and offered insight to how such knowledge and understanding may have the potential to inform applied activity within sport psychology.

Abstract

The present thesis explores how themes and processes associated with Emotional Intelligence (E.I.) and other aligned concepts, might function within the day-to-day lives of football scholars. More specifically, two perspectives of E.I. are addressed within this thesis (Mayer and Salovey, 1997; Bar-On, 1997). Mayer and Salovey (1997; p10) defined E.I. as, "...the ability to perceive accurately, appraise and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth." In contrast, Bar-On (1997; p16) defined E.I. as, "An array of noncognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures." The early phase of the thesis provides a critical commentary alongside conceptual clarification of the above E.I. perspectives. Intuitive associations between the E.I. and sport psychology literature are also identified, with specific reference to appraisal (Lazarus, 1999a; 1999b; 2000a; 2000b).

Within phase one (a), football scholars (n=90) across a range of age groups (16-19yrs) at academies in England (n=5), completed the Bar-On (1997) Emotional Quotient Inventory (EQ-i). The EQ-i scores were analysed using a general linear model, which revealed that the age of the player or the academy they attended did not affect total EQ-i scores. However, there was evidence to suggest differences in subcomponent scores for E.I. between clubs. Bar-On (1997) suggested the results of the EQ-i should be used in association with other information. In that context, the quantitative data obtained represented an important adjunct to the subsequent qualitative data and enabled the researcher to ascertain the viability of the EQ-i within a youth football setting.

Phase one (b), comprised of a focus group methodology that enabled the researcher to further explore the concept of E.I. and associated motivational/emotion based literature within sport psychology. The focus groups (n=3) took place in academy settings and were attended by the scholars (n=20). Discussion on football specific scenarios was prompted by a series of issue-based slides that related to the cultural demands of a football academy. In a conceptual sense the prompt system was based on a sequence that stressed thoughts-feelings, response and time phased change; a process linked to the cognitive appraisal mechanism. Deductive analysis procedures initially explored the potential alignment of focus group narrative with psychometric profiles. This process served to associate E.I. subcomponent scores (Bar-On, 1997) with focus group narrative. Further content analysis cycles linked narrative to wider E.I. theory (Mayer and Salovey, 1997) and other motivational themes (i.e., coping mechanisms).

In phase two, the researcher engaged longitudinal ethnographic methods to explore the multifaceted narrative associated with lived experiences in a football academy. This provided a rich data source and enabled associations to be made between person-situational encounters, E.I. themes and processes and broader sport psychology literature. Deductive analysis processes followed on sequentially after the author constructed a confessional narrative based on the ethnographic data. A conceptually integrated understanding of E.I. and other relevant concepts emerged from the above protocol and offered insight in to how such knowledge and understanding may have the potential to inform applied activity within sport psychology.

Table of Contents

Chapter One	
<i>Introduction and Literature Review</i>	8
1.1 Introduction	9
1.1.1 Football Academies	9
1.1.2 Emotional Intelligence	10
1.1.3. Research Journey: Aim and Objectives	11
1.2 Introduction to Literature Review	13
1.3 The Mayer and Salovey Perspective of E.I.	13
1.4 The Bar-On Perspective of E.I.	16
1.5 Introduction to Associated Sport Psychology Based Literature	18
1.6 Revisiting the Mayer and Salovey Perspective of E.I.	25
1.7 Consolidating a Conceptual Framework; Notions of Progression	32
1.8 Revisiting the Bar-On Perspective of E.I.	34
1.9 The Mayer and Salovey and Bar-On Perspectives of E.I.	38
1.10 Measurement Issues and E.I.	39
1.11 Thoughts on Alternative Methodologies	43
Chapter Two	
<i>Phase One (a)</i>	47
2.1 Introduction	48
2.2 Methodology	50
2.2.1 Participants	50
2.2.2 Measurement Tool	50
2.2.2.1 EQ-i Psychometric	50
2.2.2.2 EQ-i; Reliability and Validity	51
2.2.3 Research Design	51
2.2.3.1 Familiarisation and Consent	51
2.2.3.2 Distribution and Completion	52
2.2.4 Data Reduction	53
2.2.5 Statistical Analysis	53
2.3 Results	53
2.3.1 Intrapersonal	54
2.3.2 Interpersonal	55
2.3.3 Mood	55
2.4 Summary	57
Chapter Three	
<i>Phase One (b)</i>	59
3.1 Introduction	60
3.2 Methodology	64
3.2.1 Participants and Recruitment	64
3.2.2 Data Collection	65
3.2.3 Focus Group Format	66
3.2.3.1 Scenarios	67
3.2.3.2 Thoughts and Feelings	71
3.2.3.3 Response	72
3.2.3.4 Time Phased Change	73
3.2.4 Conducting the Focus Groups	73

3.2.5 Data Analysis	75
3.2.6 Trustworthiness Criteria and Legitimation	81
3.2.6.1 Credibility	81
3.2.6.2 Transferability	82
3.2.6.3 Dependability	82
3.2.6.4 Conceivability	82
3.3 Results 1a: Pen Profiles	83
3.3.1 Pen Profiles; Club 1	83
3.3.2 Pen Profiles; Club 2	91
3.3.3 Pen Profiles; Club 3	99
3.3.4 Brief Summary of Pen Profiles and alignment of Narrative	106
3.4 Results 1b: Pen Profiles - Narrative and E.I. Scores	107
3.4.1 Player B Club 2	108
3.4.2 Player A Club 1	110
3.4.3 Player D Club 1	112
3.4.4 Player C Club 2	113
3.4.5 Player F Club 2	113
3.5 Results 2a: Content Analysis	115
3.6 Results 2b: Extrapolation of Narrative and Further Analysis	137
3.6.1 Slide One - Referees' Decisions - Thoughts and Feelings	137
3.6.2 Slide One - Referees' Decisions – Response	140
3.6.3 Slide One - Referees' Decisions - Time Phased Change	141
3.6.4 Slide Two - Football Managers and Team Selection – Thoughts and Feelings	142
3.6.5 Slide Two - Football Managers and Team Selection – Response	145
3.6.6 Slide Two - Football Managers and Team Selection – Time Phased Change	147
3.6.7 Slide Three - Football Banter - Thoughts and Feelings	148
3.6.8 Slide Three - Football Banter – Response	149
3.6.9 Slide Three - Football Banter - Time Phased Change	150
3.6.10 Slide Four - Retention and Release - Thoughts and Feelings	151
3.6.11 Slide Four - Retention and Release – Response	153
3.6.12 Slide Four - Retention and Release - Time Phased Change	154
3.6.13 Slides Five and Six - Academies as Challenging Places	155
3.7 Summary	166
3.7.1 Slide One - Referees' Decisions	167
3.7.2 Slide Two - Football Managers and Team Selection	168
3.7.3 Slide Three - Football Banter	169
3.7.4 Slide Four - Retention and Release	170
3.7.5 Slides Five and Six - Academies as Challenging Places	171
Chapter Four	
<i>Phase Two</i>	174
4.1 Introduction and Rationale for Phase Two	175
4.1.1 Ethnography	175
4.1.2 Gaining Entry	176
4.1.3 Fitting In	177
4.1.4 Data Collection Techniques and the Ethnographic Record	178
4.1.5 Issues of Representation and Legitimacy	180

4.2 Methodology	183
4.2.1 Participants	183
4.2.2 Ethnographic Insider	183
4.2.3 Data Collection	184
4.2.4 Data Representation	186
4.2.5 Data Analysis	187
4.3 Results: Author Involved Case Study Narrative	188
4.4 Exploration and Discussion of Case Study Narrative	236
4.4.1 Robbie's Case Study Narrative (Bar-On perspective)	236
4.4.2 Peter's Case Study Narrative (Bar-On perspective)	242
4.4.3 Case Study Narrative: A Mayer <i>et al.</i> Perspective	249

Chapter Five

<i>General Discussion</i>	258
5.1 Summary and Discussion	259
5.1.1 A Psychometric Context	260
5.1.2 Theoretical Context	260
5.1.3 Applied Context	266
5.2 Future Recommendations	270

Chapter Six

<i>References</i>	272
6.1 References	273

List of Figures

Figure 1.1	A typical academy curriculum	10
Figure 1.2	Experiential E.I. and Strategic E.I.	16
Figure 1.3	Appraisal and regulation of stress and emotion within sport.	20
Figure 2.1	Intrapersonal scores for each age group within each club.	54
Figure 2.2	Interpersonal scores for each age group within each club.	55
Figure 2.3	Mood scores for each age group within each club.	56
Figure 3.1	Referees decisions	68
Figure 3.2	Football managers and team selection	68
Figure 3.3	Football banter	69
Figure 3.4	Retention and release	70
Figure 3.5	Academies as challenging places (player/person)	71
Figure 3.6	Data analysis sub-processes.	77
Figure 3.7	Pen profile for player A club 1	84
Figure 3.8	Pen profile for player B club 1	85
Figure 3.9	Pen profile for player C club 1	86
Figure 3.10	Pen profile for player D club 1	87
Figure 3.11	Pen profile for player E club 1	88
Figure 3.12	Pen profile for player F club 1	89
Figure 3.13	Pen profile for player G club 1	90
Figure 3.14	Pen profile for player A club 2	92
Figure 3.15	Pen profile for player B club 2	93
Figure 3.16	Pen profile for player C club 2	94
Figure 3.17	Pen profile for player D club 2	95

Figure 3.18	Pen profile for player E club 2	96
Figure 3.19	Pen profile for player F club 2	97
Figure 3.20	Pen profile for player G club 2	98
Figure 3.21	Pen profile for player A club 3	100
Figure 3.22	Pen profile for player B club 3	101
Figure 3.23	Pen profile for player C club 3	102
Figure 3.24	Pen profile for player D club 3	103
Figure 3.25	Pen profile for player E club 3	104
Figure 3.26	Pen profile for player F club 3	105
Figure 4.1	Aligning different components of E.I.	250
Figure 4.2	Illustration of E.I. concepts in action: Emotional orientation	251
Figure 4.3	Robbie's case study narrative: Proposed E.I. based intervention strategy	253
Figure 4.4	Towards specific (competency based) interventions: Integration of McGrath, Bar-On and Mayer and colleagues' concepts as a framework for action.	256

List of Tables

Table 1.1	General map of thesis	12
Table 1.2	Components of E.I.	17
Table 3.1	Interpretive guidelines for Bar-On EQ-i scores	76
Table 4.1	Paradigmatic location of the research throughout the research journey.	263

Chapter One

Introduction and Literature Review

1.1 Introduction

The aim of the present thesis is to explore Emotional Intelligence (E.I.) themes and processes within a football youth academy setting. Associated conceptual perspectives (such as appraisal) are also considered as the discussion embraces an applied perspective. Before the objectives associated with this overarching research aim are presented a brief insight into football academies is provided. Secondly, a rationale for the inclusion and exploration of E.I. within the current research project is presented and this is followed by a route map of the thesis. This also includes and aligns the objectives of the research project with the different phases of the thesis.

1.1.1 Football Academies

The primary objective of a football club is success on the football pitch (to win games). In order to fulfil this objective football clubs require talented players. The search and desire for talented players can be evidenced through a club's investment in the development of young talent (Franks *et al.*, 1999). Football clubs within England specifically Premier League clubs (although other league clubs as well) have and are responsible for football academies (FA Technical Department, 1997). These academies aspire to develop young players for the respective club's first team or generate income through the eventual sale of the young players. An academy environment is perceived to be one in which young talent is nurtured and players are provided with (what should be for them), the best opportunity to fulfil their potential. At the age of 16 academies offer players they deem to have the potential to become a professional footballer with a full time scholarship. Consequently these young players are referred to as football

scholars and/or football players. The holistic approach adopted to the development process within academy football can be unveiled with reference to a typical academy curriculum (see figure 1.1).

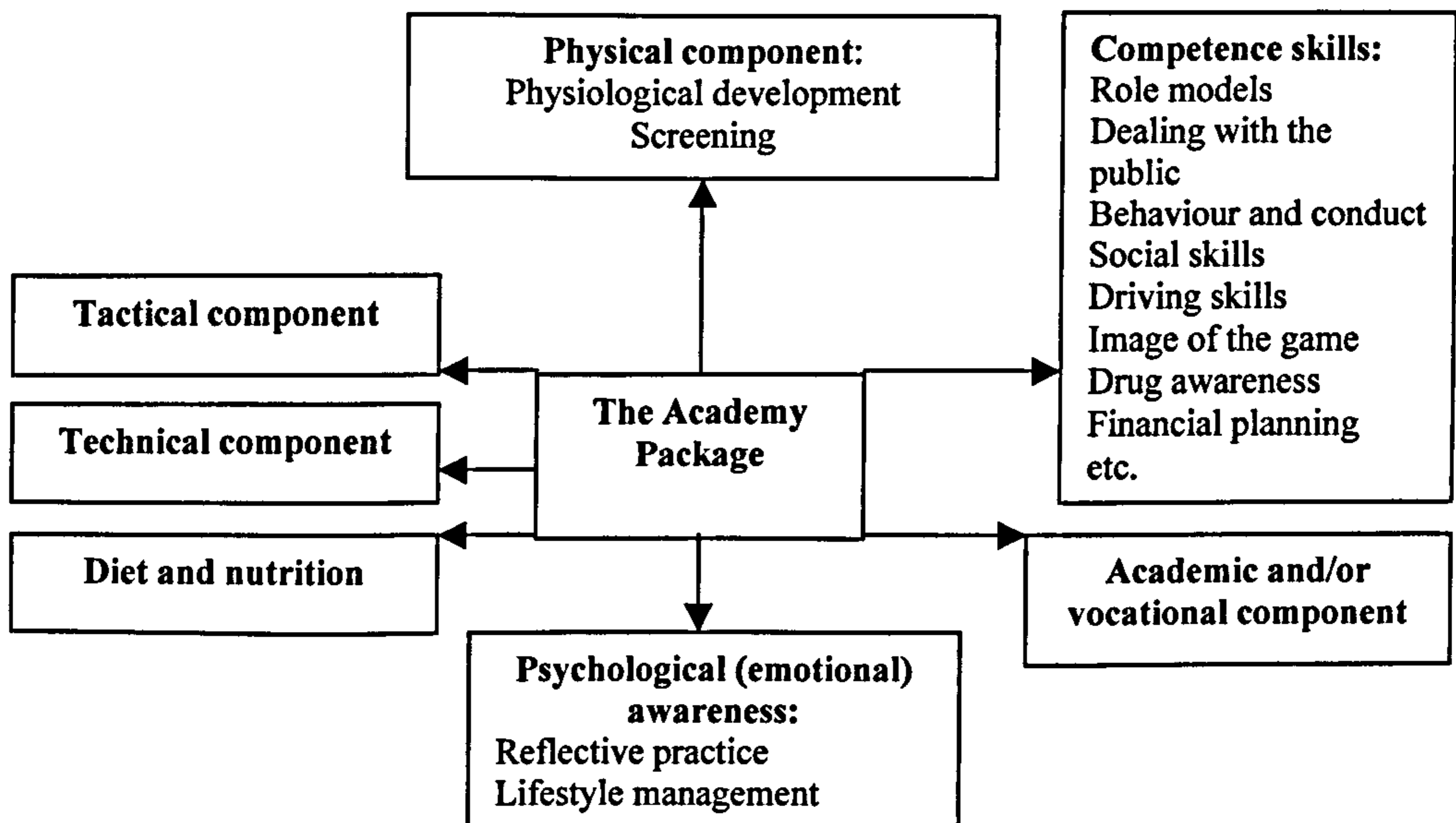


Figure 1.1 A typical academy curriculum

(Adapted from Stratton *et al.*, 2004; p208)

In a generic sense figure 1.1 reveals the inherent components of an academy package that many young players are exposed to.

1.1.2 Emotional Intelligence

Arguably Emotional Intelligence (E.I.) presents itself as an intriguing concept. It can be associated with cognition (Mayer and Salovey, 1997), behaviour (Bar-On, 1997) and consequently general wellbeing (Lazarus, 2000a; 2000b). It is possibly the pervasive nature of emotion which fuels the appeal of E.I. and serves to reinforce the notion that success may be associated with an individual who

possesses a high level of E.I. (Goleman, 1995; 1998). Emotion and sport are inseparable, yet the concept of E.I. remains largely unexplored within a sporting context (Zizzi *et al.*, 2003). Botterill and Brown (2002; p38) suggested that, “The highly charged realm of sport is an excellent place to study the phenomenon of emotion and perspective.” The exploration of E.I. within a football context is a central feature of this research project.

1.1.3 Research Journey: Aim and Objectives

As initially mentioned the aim of the present thesis is to explore Emotional Intelligence (E.I.) themes and processes within a football youth academy setting, moving towards an applied perspective and an integration of associated appraisal mechanisms. In order to achieve this research aim the following objectives have been addressed:

1. To ascertain the viability of the Bar-On (1997) measurement tool (EQ-i) for E.I. within youth football (phase one – part a).
2. To explore how narrative derived from deductively driven culturally specific focus groups may align with psychometric profiles (phase one – part a and part b).
3. To consider in deductive terms how E.I. and associated conceptual material may feature in the focus group narrative (phase one – part b).

4. To explore through longitudinal ethnographic methods, association between person-situational encounters and E.I. themes and processes in a football setting (phase two).
5. To propose a conceptually integrated understanding of E.I. and other relevant concepts (phase two).
6. To reflect deductively on how E.I. and other associated concepts may be related to applied activity within sport psychology (phase two).

This research project comprises of two phases, which are aligned with the above objectives. The varied methodology employed by the researcher within these phases enables a simplistic map of the thesis to be formed with regard to the paradigmatic location of the research journey undertaken (see table 1.1). A comprehensive and analytical view of the paradigmatic location of the research is undertaken during the latter stages of the thesis (see executive summary).

Table 1.1 General map of thesis

Phase	Objectives	Method	Paradigm
One (a)	1 and 2	Psychometric	Positivist
One (b)	2 and 3	Focus groups	Post-Positivist
Two	4, 5 and 6	Ethnography	Constructivist

1.2 Introduction to Literature Review

This literature review will first of all introduce the concept of Emotional Intelligence (E.I.). In the first instance an overview of two prominent models within the E.I. literature is provided. This conceptualisation of E.I. enables the themes and processes associated with E.I. to be intuitively aligned with existing sport psychology literature. This is followed by a more extended and critical review of the E.I. literature.

1.3 The Mayer and Salovey Perspective of E.I.

Emotional Intelligence (E.I.) is an intriguing concept that has been widely discussed in both the popular press and academic journals. A prominent presence within the popular press has been paralleled by the generation of empirical research.

E.I. was identified by Salovey and Mayer (1990) and later defined as:

“...the ability to perceive accurately, appraise and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth.”

(Mayer and Salovey; 1997; p10)

The definition suggests that Salovey and Mayer (1990; Mayer and Salovey, 1997) conceptualise E.I. as a cognitive ability that involves the processing of

emotion. Within the above definition four components of E.I. can be identified and are as follows:

1. Appraisal and expression of emotions
2. Use of emotions to facilitate thought
3. Understanding of emotions
4. Regulation of emotions

(Mayer and Salovey; 1997; p10)

The above components of E.I. reveal that cognition and emotion are central to E.I. Appraisal and regulation are both cited within the components of E.I. and are also prominent areas of research within the sport psychology literature. For example, a number of literature sources suggest that the appraisal process generates emotion and that regulation is concerned with the management of such feelings (i.e. Dugdale *et al.*, 2002; Aveyedo and Ekkekakis, 2001; Anshel *et al.*, 2001a; Anshel and Delaney, 2001). The regulation of emotion may, therefore, act to modify emotions after they have been experienced. Consequently, emotional regulation within E.I. is explained in the present thesis with reference to the degree of awareness or consciousness involved. There are thought to be three levels of consciousness:

1. Non or unconscious
2. Low-level consciousness
3. Higher consciousness (Mayer and Salovey, 1995)

For all three levels of awareness or consciousness, emotionally intelligent functioning is possible. The following definitions can be associated with consciousness levels:

Emotional orientation occurring at the non-conscious level refers to people who are able to unconsciously regulate their emotions thus; “...some forms of non-conscious emotion regulation may well reflect emotional intelligence.”

(Mayer and Salovey, 1995; p200)

Emotional involvement occurring at the low conscious level corresponds with openness to emotions and an increased element of control. Consequently, the low conscious individual is expected to have an impact on situations, skilfully framing them in order to experience desired emotions (Mayer and Salovey, 1995).

Emotional expertise is aligned with high level of consciousness demonstrated via expert knowledge about emotions and methods of regulation (Mayer and Salovey, 1995).

Mayer *et al.* (2002) further sub-divide the four components of E.I. This is illustrated in figure 1.2.

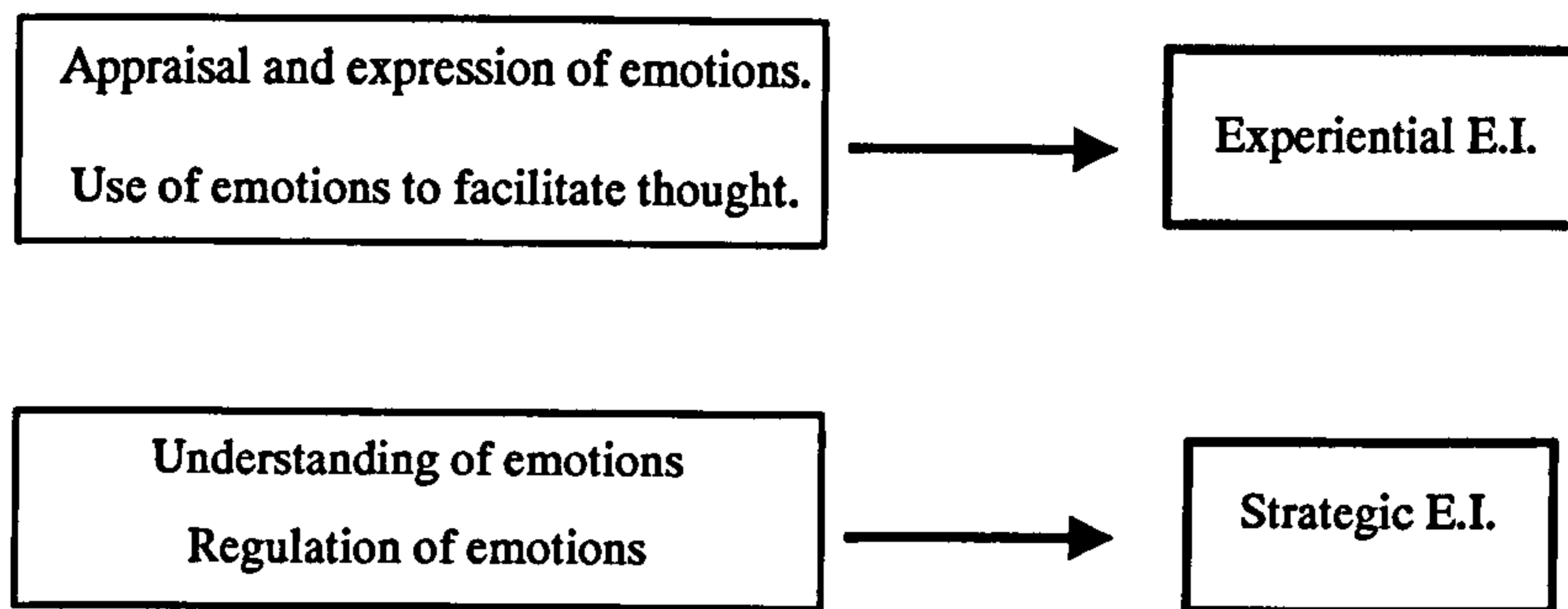


Figure 1.2 Experiential E.I. and Strategic E.I. (Mayer *et al.*, 2002)

Experiential E.I. is aligned with a foundational level of emotional processing whereas Strategic E.I. corresponds to a higher level of processing (Mayer *et al.*, 2002). This divide can be explained through reference to Experiential E.I., which concerns the individual's ability to experience emotion productively whereas, Strategic E.I. relates more to an individual's capacity to engage in strategic emotional change. For example, an individual may bring about emotional change as a result of interpreting and acting upon the information they possess about emotions (awareness) and the management of them. In this regard Experiential E.I. could be perceived as the building blocks for Strategic E.I. (a perspective developed later in the thesis).

1.4 The Bar-On Perspective of E.I.

A second conceptual view of E.I. is provided by Bar-On (1997; p16), who defined E.I. as,

“An array of noncognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures.”

Bar-On (2002) therefore focuses on E.I. as comprising of a set of competencies that determine an individual's ability to cope (see Table 1.2).

Table 1.2 Components of E.I. (Adapted from Bar-On, 1997)

Intrapersonal	Interpersonal	Stress Management	Adaptability	General Mood
Emotional Self-Awareness (ES)	Empathy (EM)	Stress Tolerance (ST)	Problem Solving (PS)	Happiness (HA)
Assertiveness (AS)	Social Responsibility (RE)	Impulse Control (IC)	Reality Testing (RT)	
Self-Regard (SR)	Interpersonal Relationship (IR)		Flexibility (FL)	Optimism (OP)
Self-Actualisation (SA)				
Independence (IN)				

Table 1.2 reveals that a diverse range of emotional (intrapersonal) and social (interpersonal) skills are proposed to be associated with E.I. (Bar-On, 1997). Bar-On (2000) noted how earlier definitions of social intelligence (Gardner, 1983) influenced conceptualisations of E.I. and, based upon this observation, he presently refers to the construct as 'Emotional Social Intelligence' rather than E.I. (Bar-On, 2005).

The two perspectives of E.I. that have been highlighted here are both recognised as major conceptual contributions to the E.I. literature (Speilberger, 2004; cited in Bar-On, 2005). Nevertheless there appears to be little harmony between these two influential frameworks. Mayer *et al.* (2004; p197) contested, with reference to alternative conceptualisation of E.I. (including Bar-On's) that, "These conceptualisations... have little or nothing specifically to do with emotion or

intelligence and consequently, fail to map on to the term emotional intelligence.” To explain, Salovey and Mayer (1990; Mayer and Salovey, 1997) conceptualised E.I. as a cognitive ability whereas Bar-On (1997; p16) defined E.I. as an “...array of non-cognitive competencies and skills.” Matthews *et al.* (2002) point to the multiple theories of E.I. displaying minimal contact with each other and identify the risk that this lack of synthesis might lead to researchers talking at cross-purposes. Matthews *et al.* further suggest that increased coherency within E.I. theory might help to facilitate the development of applied thinking in this field (a perspective that is explored in some detail within the final phases of this thesis).

1.5 Introduction to Associated Sport Psychology Based Literature

To perform successfully at an elite level within sport is extremely demanding (Jones, 1996). Elite sports performers are presented with a variety of stressors, which are an inherent feature of a competitive sports environment. It is desirable for an athlete to be able to manage the stressors, so enabling he/she to excel and deliver performances in line with their potential. The sport psychology literature continues to explore how sports performers effectively manage stressors within a competitive environment. For example, a study by Gould *et al.* (1993a) used in-depth qualitative interviews to understand the coping strategies of the U.S. Olympic wrestling team in dealing with stress during the 1988 Seoul Olympics. A range of coping strategies including thought control, task focus, behavioural-based strategies and emotional control were highlighted. Clearly research within this area makes a valuable contribution to applied sport psychology and the

material may also convey the potential to integrate with elements of E.I. literature.

Any method, successfully or unsuccessfully implemented by an athlete in an attempt to deal with adversity and stress is termed coping (Hardy *et al.*, 1996). Within the sport psychology literature contemporary models of coping consistently reveal that appraisal and coping are central to an individual's efforts to manage stressors (or resulting emotion). Coping is regarded as a complex, dynamic and interactional process (Lazarus and Folkman, 1984) illustrative of an individual's cognitive, affective, and behavioural efforts to manage internal and/or external demands (Crocker *et al.*, 1998; Lazarus, 1999). Within sport psychology the work and transactional processes defined by Lazarus and Folkman (1984) pervade many conceptual efforts to understand coping *per se* and so their thinking is embedded in much of the coping literature (Anshel, 1996; Crocker and Isaak, 1997; Dale, 2000; Anshel *et al.*, 2001b). More specifically, the transactional process concerns the interaction between an individual's situational appraisal and their coping responses (Lazarus and Folkman, 1984). Figure 1.3 illustrates this process and represents the continuous cognitive process undertaken by sports performers that influences the impact that perceived demands and possible levels of anxiety and emotion have on performance. To understand this mechanism in greater depth, elements of the sport-based literature are now presented *alongside* the E.I. themes outlined earlier.

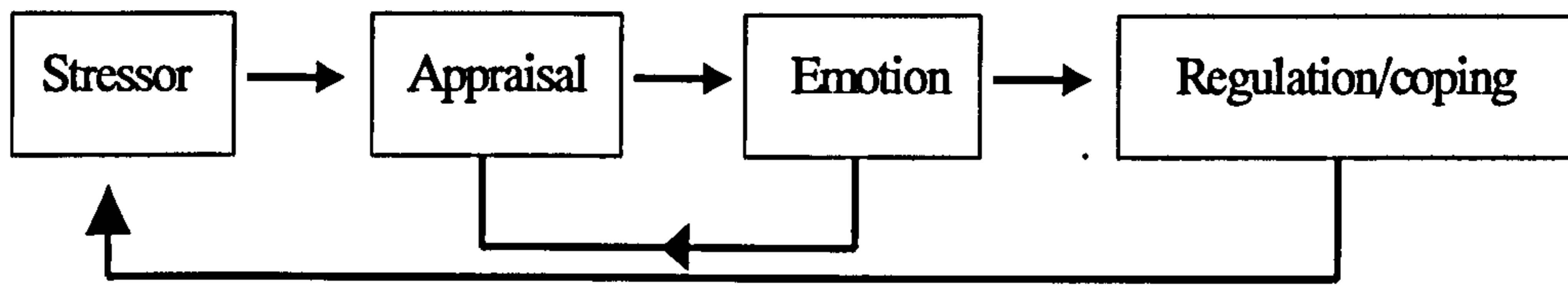


Figure 1.3. Appraisal and regulation of stress and emotion within sport

Lazarus (1975; 1982; 1999a; 1999b; 2000a; 2000b) claimed that cognitive appraisal plays a central role in understanding emotions and proposed it to be a mechanism through which we might understand an athlete's emotional experience; "...what mediates emotions psychologically is an evaluation, referred to as an appraisal" (Lazarus, 2000a; p230). In this context emotional management (or the ability to cope) is thought to depend upon the nature of an athlete's appraisal (see figure 1.3). Lazarus (2000a) argued that appraisal is at the heart of his approach to understanding emotion and sports performance and he made a clear distinction between what is referred to as *primary* and *secondary* appraisal (Lazarus, 1999a). More specifically, primary appraisal relates to how an individual evaluates the personal significance of a situation, which is dependant upon their *values, personal beliefs, situational intentions* and *goal commitments*. An individual's *goal commitment* is perceived to be pivotal in terms of primary appraisal as it represents what is at stake for the individual (Lazarus, 1999a). *Secondary* appraisal, in contrast, is presented as a cognitive evaluative process that the individuals engage in. At the core of this process is the interaction sustained by the person – environment relationship and from this exercise people are thought to assess what they can do about the situation at hand. Secondary appraisal, therefore, is an evaluative cognitive process that

informs coping. Vallerand (1987) also proposed an intuitive-reflective appraisal model. In this model intuitive appraisal, similarly to primary appraisal, involves minimal cognition, however, reflective appraisal (secondary appraisal) involves deliberate cognitive processing of internal and external information. Botterill and Brown (2002; p44) stated, "...secondary appraisal occurs at a conscious level, serving to modify, change or reinforce the primary appraisal." Figure 1.3 illustrates the appraisal-reappraisal process (Lazarus and Folkman, 1984) and demonstrates the way that appraisal can influence emotion (Lazarus, 2000a; 2000b). As appraisal is thought to have a direct and mediating effect on emotion, it is clearly implicated in successful sports performances and is *also* a core component of E.I. Lazarus (2000a; 2000b) positions appraisal as being crucial to the elicitation and regulation of emotion and to his way of thinking, it is the interaction between primary and secondary appraisal that informs and produces coping responses. Lazarus (1982) highlights the subjective nature of appraisal and emotion as a reason for their investigation being resisted by the research community. That said, the complexity of emotion and appraisal has been consistently rehearsed through the writing of Lazarus (1999a; 1999b; 2000a; 2000b) and Hanin (2000). Their focus highlights a particular interest in the content of emotion (antecedents, subjective experience and outcome), which are highly relevant to understanding appraisal and consequently the links between emotion and sports performance.

Lazarus (2000a; p235) stated, "Coping is second in importance to appraisal. It has to do with how we manage or regulate our emotions." Appraisal and coping are therefore proposed to be interdependent and both are also components of E.I.

(as defined within the Mayer *et al.* framework). Stress and coping theory identifies appraisal and coping as critical mediators of stress relations and outcomes (Folkman *et al.*, 1986). Figure 1.2 proposes that appraisal and regulation inform the Experiential and Strategic aspects of E.I. For example, Mayer *et al.* (2002) revealed that Experiential E.I. comprises of appraisal, expression of emotion and use of emotions to facilitate thought. This appears to mirror the appraisal and reappraisal process outlined by Lazarus and Folkman (1984), particularly as the use of emotions to facilitate thought is viewed as adaptation rather than change. Alternatively Strategic E.I. concerns regulation i.e., the ability to influence emotion. In this framework the understanding of emotion impacts upon regulation and forms the bridge between Experiential and Strategic E.I. Once regulation of emotion occurs this symbolises an appraisal informed coping response and this process repeats itself, i.e., appraisal informs regulation and regulation informs appraisal of the presenting stressor. The associations outlined here imply a degree of conceptual overlap and maybe also suggest route ways through which individual differences in the nature and functional adaptability of appraisal processes might be understood.

The regulation of emotion and/or the ability to cope is arguably an integral feature of competitive sports performances. Research on how athletes cope has revealed that athletes deploy a variety of different strategies (Orlick and Partington, 1988; Gould *et al.*, 1993a; Gould *et al.*, 1999). One aim of research on coping has been to discover if the coping strategies that athletes employ can be attributed to their success, hence the comparison of coping strategy deployment within specific athletic groups (medallists and non-medallists).

Interestingly research has intended to discover that successful athletes are characterised by the possession of certain coping strategies within their repertoire, although Gould *et al.* (1993a) discovered that medallists and non-medallists of the US Olympic wrestling team *both* implemented *similar* coping strategies, however, non-medallists suggested that their coping strategies were not automatic. In contrast to medallists, the non-medallists also indicated a need to consciously engage in coping strategies. With reference to the E.I. literature the medallists appeared able to implement their coping strategies at the lowest level of consciousness (emotional orientation). In this respect automaticity of coping has been established (independently) as both a feature of E.I. and successful sport performances (Gould *et al.*, 1993a; Gould *et al.*, 1999).

Inevitably the efficacy of coping might be related to the degree to which an athlete is effective or ineffective in their capacity to manage stressors. It would seem to be important therefore, for coping research to ascertain whether sports performers' attempts to manage competitive stressors are effective or not. Coping effectiveness can be (and has in the past) been aligned with different coping responses (Lazarus and Folkman, 1984). Folkman (1992) argued, via the goodness of fit approach, (the fit between individual appraisal and resulting potential coping responses), that problem focused coping (i.e. reappraising or positive self talk) would be effective if the individual perceives a stressful encounter to be controllable. Alternatively, emotion focused coping (i.e. breathing exercises) would be the most effective for stressful encounters appraised as uncontrollable. In a recent study, Nicholls *et al.* (2005) explored coping effectiveness in golf and noted that an increased number of emotion-

focused strategies were aligned with effective coping, whereas problem focused strategies were associated with ineffective coping. It could be tempting to regard a specific category of coping as more effective in comparison to others, yet Dugdale *et al.* (2002) expressed caution towards the application of macrolevel taxonomies in this way. These sentiments are acknowledged and seem to have been heeded by Nicholls *et al.* (2005) who cited Dugdale *et al.* (2002) when suggesting that coping strategies might change depending on the situation and the context. Furthermore Nicholls and colleagues' reference to effective coping proposed the combined use of several different coping strategies (cognitive behavioural and emotional). The complexity of coping has been demonstrated in prior research within sport psychology (i.e. Gould *et al.*, 1993a; Eklund, *et al.*, 1993; Anshel *et al.*, 2001a; 2001b; Hanton and Jones 1999a; 1999b). The phenomenological methodology employed by Nicholls and colleagues enabled them to provide contextualized narrative of lived experiences and how this related to coping in golf. The use of this in-depth qualitative methodology (similar to that used by Nicholls *et al.*) has previously (and interestingly) been advocated by Lazarus (1995, 1999a, 2000b).

This integrated discussion has sought to highlight relevant areas within the sport psychology literature that can be intuitively associated with the aforementioned and subsequent E.I. literature and has acted as something of a conceptual departure from the exploration of E.I. themes and processes. In returning more specifically to the E.I. literature and before measurement issues concerning E.I. are explored, an analytical and critical view of the underlying theoretical conceptualisations of E.I. is presented.

1.6 Revisiting the Mayer and Salovey Perspective of E.I.

To begin this exercise a return to the Salovey and Mayer (1990) model of E.I. is necessary. The cognitive emphasis of this model enabled intuitive relationships between the E.I. and sport psychology literature to be highlighted within the earlier section. The model is commonly referred to as the ability model of E.I. More specifically, in order to be considered emotionally intelligent, people must demonstrate skill within four areas; appraisal and expression of emotions, use of emotions to facilitate thought, understanding of emotions and regulation of emotions (Daus and Ashkanasy, 2005). Mayer *et al.* (2004) reveal that this division of abilities (sometimes referred to as skills) is for convenience and that the four areas are conceptually related with regard to the *processing* of emotional information. All four areas are thought to be inherent within an individual's personality. The *degree* to which the ability is integrated within personality is illustrated through the *order* of the four areas (Mayer *et al.*, 2004). The first two areas (1. appraisal and expression of emotions, 2. use of emotions to facilitate thought) are referred to as discrete areas of information processing and are positioned, in a contrasting sense, to the fourth area (regulation of emotions), which concerns an individual's plans and goals. These areas fit into the concepts defined earlier as Experiential E.I. and Strategic E.I. (see figure 1.2). The division by Salovey and Mayer (1990; Mayer and Salovey; 1995, 1997) of the four identified areas of E.I. is a consistent feature of their research modelling. Earlier in their work a distinction between emotional construction and emotional regulation was made (Mayer and Salovey, 1995), which again can be aligned with the more generic themes of Experiential E.I. and Strategic E.I. These interrelationships are now addressed further.

Mayer and Salovey's (1995) division of emotional construction (formation and modification of emotion *before* it is felt) and emotional regulation (modification of emotion *after* it is felt) enabled them to introduce a framework based upon aforementioned levels of awareness or consciousness (nonconscious, low consciousness/awareness, high consciousness/awareness). This framework will now be explored with the division between emotional construction and emotional regulation at each level being maintained and identified.

The nonconscious construction of emotion concerns what are regarded as automatic-type appraisals of the environment that emerge from early socialisation and reinforcement history (Mayer and Salovey, 1995). Use of the term adaptive rather than intelligent is advocated as more appropriate by Mayer and Salovey (1995), as intentional emotional processing is unlikely to be initiated by an individual functioning at the nonconscious level.

The construction of emotion at the lower conscious level is informed via social and cultural learning. Generally it seems likely that individuals will extend beyond these experiences and come to appreciate an array of emotional states and complex cognitions, as they grow older. In association with this general line of thinking Mayer and Salovey refer to the work of Oakley (1991) to offer an explanation for how cognitively saturated emotions (i.e., emotions that heavily involve cognitive activity, e.g., guilt or shame) inform and increase the likelihood of ethical behaviour. Oakley (1991, cited in Mayer and Salovey, 1995) stresses the importance of cognitively saturated emotions, claiming ethical

behaviour is not possible without them. Exposure to a range of experiences within particular environments, cultures and being amongst different personnel (which is likely to occur as people become older) informs the acquisition of emotional knowledge. Therefore it is at this low level of consciousness or awareness that a learning process begins with regard to the construction of emotion. Mayer and Salovey (1995; p201) commented, "...there can be little doubt that the array of experienced emotions builds in complexity with age."

The final level regarding the construction of emotion is the high conscious or awareness level. Mayer and Salovey (1995) infer a relationship exists between the high level and low level of consciousness or awareness (i.e. a developmental perspective). This relationship is not made explicit within the literature but given the emphasis placed upon a learning process and the acquisition of emotional knowledge, such a developmental perspective is (at least) comprehensible. When Mayer and Salovey (1995) recall their earlier description of low conscious construction of emotion (at the onset of their section on the high conscious construction of emotion) they allude to the point that the high conscious stage is relative to the previous low level and so includes the development and increased cognitive nature of emotion (at the low level). They offer a functional differentiation, however, by proposing that a higher level of conscious emotional construction entails "...intentional, extended attempts to understand, define, and (possibly) enhance emotion." (Mayer and Salovey, 1995; p202).

To move this conceptual debate forward the threefold framework of nonconscious, low conscious/awareness, high conscious/awareness is now

aligned and explained in relation to emotional regulation. The nonconscious regulation of emotion can be attributed to biological theories and developmental processes. This may explain why nonconscious regulation may be an area about which researchers, from a psychological perspective, appear not to be overly concerned. Mayer and Salovey (1995) acknowledge the biological contribution to emotion but also stress that E.I. is in evidence at the nonconscious level. This is based upon nonconscious access to relevant over learned information and the operation of *instinctive* defense mechanisms (adaptive and/or maladaptive, Vaillant *et al.*, 1986). For example, from an adaptive perspective, such mechanisms may, therefore, once have been conscious strategies (and adaptive) that become unconscious through learning and successful development. Alternatively, defenses that are unconscious (and maladaptive) can become conscious via intervention and worked upon (perhaps in a therapeutic sense) in order to eradicate them. Such intervention might involve heightening the individual's awareness of their maladaptive defenses, which then potentially provides them with the opportunity to evaluate impact and consider change. The point of conscious strategies becoming unconscious via repetition relates to the work of Gould *et al.* (1993a), which was highlighted previously in the review. Within Gould and colleagues' study it was the medallists who were able to implement coping strategies automatically and manage situations in a manner that could be conceptually described as nonconscious in context.

Emotional regulation at the low conscious or awareness level is thought to direct attention towards or away from an emotional experience (Mayer and Salovey, 1995). For example, a football player who has not performed well and is on the

verge of losing their place in the team may divert their attention either towards this issue or away from it. If the player directs their attention away from potential non-selection, this could be problematic as initial *attention* to the problem and *awareness* of emerging emotions are cited as pre-requisites for further mental processing (Mayer and Salovey, 1995). The continuation of mental processing can however, lead to an adaptive or maladaptive emotional response. Concerns over the former response are reinforced in the work of Mayer *et al.* (1991) who cite an individual's active engagement in processes that avoid or suppress emotional pain as a strong indicator of depression. In summary, inattention to emotion is thought to impede conscious processing whereas the higher conscious regulation of emotion concerns active reflection, attending to and monitoring of emotion. The relationship between the low and high conscious levels (highlighted previously in the review with regard to emotional construction) reappears again in terms of emotional regulation. Conceptually this is not surprising as Mayer and Salovey (1995) do acknowledge the distinction between construction and regulation as being 'fuzzy.'

Emotional regulation at a high level of consciousness or awareness occurs at a reflective level and is described as "...more temporally extended, more memorable, and more plastic than direct regulation" (Mayer and Salovey, 1995; p203). A great deal of intrigue surrounds this high level of consciousness. This may be due to the reflective nature of the process and therefore the scope for exploration it offers both practitioners and researchers who endeavour to understand an individual's emotional experience. It is at this point (high consciousness) that interchangeable use of terminology i.e., mood or emotion

becomes apparent in the literature but this does not appear to be an issue of concern (in this literature base at least). Mayer and Salovey (1995) claim that research focusing upon regulation at the higher level of consciousness concerns regulation of mood rather than emotion. The interchangeable or selective use of different terms (i.e. mood and emotion) does not generate any confidence in the view that the two terms differ in any major conceptual way. Similarly within the sport psychology literature Vallerand and Blanchard (2000) reveal that the terms mood and emotion are often used interchangeably. Definitional problems have been cited concerning mood and emotion (Hanin, 2000) but it is not the purpose of this review to deliberate upon these definitional issues. It does seem that the differential use of terms could be a source of confusion for readers and therefore within the current thesis the term emotion rather than mood will be utilised (unless explicit reference is made to mood within an E.I. context, for example, Bar-On (1997) cites mood as a component of E.I.). This appears to conform to the seemingly increased use of the term emotion within the sport psychology literature and is deemed appropriate in referring to a concept labelled as E.I. In a similar example the terms reflective and meta-experience are often used interchangeably. A distinction between meta experiences concerning the evaluation and regulation of mood is expanded upon and explored by Mayer and Salovey (1995). They note that the meta evaluation dimensions of mood include; clarity, attention, ambivalence, acceptance, typicality and influence. For meta regulation of mood, research has focused upon three dimensions, namely; mood repair, mood maintenance and mood dampening. In terms of applying E.I. theory to meta experiences, it seems logical that adaptive experiences would

provide evidence of an individual's capacity to demonstrate an enhanced understanding of their emotions.

A developmental perspective on E.I. can be deduced from the threefold framework presented by Mayer and Salovey (1995). The three corresponding themes, namely, orientation, involvement and expertise comprise of an acknowledgement of the learning of emotion (orientation), openness to emotion (involvement) and expert knowledge about feelings and regulation (expertise). These are regarded as qualities individuals have relative to the level of awareness or consciousness they operate at. It could be said that individual's operating at a higher level of consciousness or awareness can be labelled as possessing a high level of E.I. (emotional expertise). In contrast, individuals who operate at the non-conscious level could be regarded as demonstrating low E.I. (emotional orientation). This proposed classification system, that links an individual's level of E.I. with their level of consciousness, stems from the developmental perspective proposed by Mayer and Salovey (1995). If high levels of E.I. are to be aligned with emotional expertise and low levels of E.I. are associated with emotional orientation then emotional involvement could consequently be regarded as a mid level of E.I. The proposed framework that locates a low level of consciousness or awareness to a mid level of E.I. is not ideal in a semantic sense. It would be more symmetrical for the term used to refer to the level of E.I. to be the same as the term used for consciousness or awareness, which is the case for the high level of consciousness (emotional expertise) i.e., a high level of E.I. A low level of consciousness associated with a mid level of E.I. may lead to confusion for the reader. One alternative would be to use the corresponding

themes (orientation, involvement, expertise) in association with the broad classification levels of E.I. rather than levels of consciousness. This would act to limit any potential confusion. Within the literature Mayer and Salovey refer (sparingly) to the low level of consciousness or awareness as the mid level. The following quotation by Mayer and Salovey (1995; p, 202), referring back to the level of consciousness they had previously labelled within the text (and subtitle) as the low level, illustrates this point “Earlier, we noted that mid-level conscious construction of emotions can occur as people reframe their situations ...”

1.7 Consolidating a Conceptual Framework; Notions of Progression

Given E.I. is identified as operational at all three levels (orientation, involvement and expertise) the context of the situation and thus the environment that the individual is in may predispose or encourage them to operate at a non, low or high level of awareness or consciousness at any moment in time. However, the extent of this flexible response is dictated by what might be termed as their ‘conscious ceiling’ (be it orientation, involvement or expertise). Aside from this, Mayer and Salovey (1995) also acknowledge a critical individual knowledge base upon which construction and regulation of emotion are informed.

Mayer *et al.* (2004) infer that E.I. is relatively stable but they support the idea that emotional knowledge can be acquired. When all of Mayer and colleagues’ conceptual components are considered it appears that the level of consciousness (non, low or high) is the foundation point around which emotional activity is engaged. For example, if an individual is operating (mostly) at a high level of consciousness and has attained ‘emotional expertise,’ then operating at this

reflective level would appear to increase their capacity to inwardly digest and evaluate emotional knowledge. In contrast, an individual operating (mostly) at a non-conscious level, 'emotional orientation,' is unlikely to acquire emotional knowledge to the same extent.

Mayer *et al.* (2004) also state that their perception of E.I. entails an appreciation and understanding of the term intelligence. Within the literature Mayer *et al.* highlight the criteria for a traditional intelligence and explain from their perspective how E.I. fulfils this criteria. For E.I. to fulfil this criteria firstly there must be correct answers to the E.I. tests. Secondly, patterns similar to other known intelligences should be displayed and finally, E.I. should develop with age. It is the potential for development of E.I. and/or the acquisition of emotional knowledge that is of interest within this research project. The notion that E.I. develops with age seems logical given an increase in emotional knowledge is expected to be absorbed over the encounters of a life span, yet this intuitive position has not received unequivocal support. The developmental trend in E.I. was examined by Bar-On (1997) who revealed significant differences (acknowledged as relatively small in magnitude) between older and younger groups (North American normative sample, n=3,831). The older groups obtained higher scores on the Emotional Quotient Inventory (detail on the EQ-i is provided later in the review). Mayer and colleagues' (1999) examined developmental trends in E.I. between adolescent and college students, similarly to Bar-On (1997) they concluded that the older group i.e., the college students scored higher on the Mayer, Salovey, Caruso E.I. Test (detail on the MSCEIT is provided later in the review). In contrast to these studies exploration of E.I.

development across college years by Gohm and Clore (2002) via the implementation of the MSCEIT did not reveal an increase in E.I. with age. However, their age range was regarded as limited (Mayer *et al.* 2004). It is important to note that it is difficult to compare studies in terms of a difference or a consensus in findings when different measurement tools i.e., the EQ-i and the MSCEIT have been utilised.

1.8 Revisiting the Bar-On Perspective of E.I.

The present discussion now turns to the Bar-On model of E.I. and will expand aspects of the earlier discussion. The detail provided with regards to the Salovey and Mayer (1990, Mayer and Salovey, 1995) conceptualisation of E.I. encourages the following review to become increasingly analytical and critical in tone.

As previously cited within the earlier introduction, Bar-On (1997; p16) defines the concept of E.I. as, “An array of non cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures.” The use of the term ‘noncognitive’ within this definition does not align with the earlier sentiments of Salovey and Mayer (1990, Mayer and Salovey 1995) who refer explicitly to cognition i.e., the understanding of emotion and the reflective regulation of emotion, are core elements within their conceptualisation of E.I. This cognitive emphasis is reinforced by Mayer *et al.* (2004; p197) via their proposal that E.I. operates on ‘...hot cognitions dealing with matters of personal, emotional importance to the individual.’ In contrast, use of the term ‘non cognitive’ by Bar-On appears to be open to interpretation.

One possible explanation may be the association and historical reference to Wechsler (cited in Bar-On, 2005) who was concerned with social intelligence and referred to the influence of *non-intellective* factors on intelligent behaviour. It could be that Bar-On's (1997) use of 'non cognitive' is intended to allude to or be aligned with non-intellective. Nevertheless, and in a broader context, Bar-On's (1997) conceptualisation of E.I. is different to that of Salovey and Mayer (1990, Mayer and Salovey 1995). More recently Bar-On (2005) refers to the earlier work of Salovey and Mayer (1990) and the way in which originally Salovey and Mayer viewed E.I. in association with social intelligence. Based upon this and the intrapersonal (self/emotional) and interpersonal (others/social) nature of intelligence (Gardner, 1983) Bar-On (2005) claims it is more accurate for E.I. to be termed Emotional-Social Intelligence (E.S.I.). Bar-On (2005; p3) reveals that "...emotional-social intelligence is a cross section of interrelated emotional and social competencies, skills and facilitators, that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands." The emphasis within this definition still appears to be placed upon specific competencies (in contrast to cognition). That point aside, the latter part of the definition does acknowledge understanding of 'ourselves' and 'others', and this would seem to relate to the cognitive (evaluative) nature of E.I. (Salovey and Mayer, 1990; Mayer and Salovey, 1995).

In order to avoid confusion the alteration in terminology from E.I. to E.S.I. (Bar-On, 2000, 2005) will not be conformed to. The concept that is being discussed within this research project will continuously be referred to as E.I.

There are five major components within the Bar-On (1997) model of E.I. that comprise of fifteen subcomponents (see table 1.2). The five major components form the basis of Bar-On's (1997) model and are as follows; Intrapersonal, Interpersonal, Stress Management, Adaptability and Mood. The intrapersonal (self/emotion) and interpersonal (others/social) components concern awareness. Stress management concerns the constructive management and regulation of emotion. Adaptability concerns the management of change and finally mood concerns motivation (Bar-On, 2005). Identification of these five major subcomponents enables further discourse on the Bar-On and Salovey and Mayer approaches to E.I. Both Intrapersonal (self/emotion) and Interpersonal (others/social) are aspects of intelligence that are integrated within both approaches. Awareness of self and others, in terms of understanding emotion is key within *both* conceptualisations of E.I. Bar-On (1997) identified stress management as one of the major subcomponents of E.I. and regulation of emotion was also cited earlier in the present review by Mayer and Salovey (1997) as a component of E.I. Mayer and Salovey's (1997) acknowledgement of the regulation of emotion is accompanied by detail concerning the level of consciousness/awareness. Although not in the same context, Bar-On (1997) also regards awareness as a feature of E.I. in association with the intrapersonal and interpersonal nature of intelligence. A major subcomponent of E.I. is labelled by Bar-On (1997) as adaptability and described as change management (Bar-On, 2005). Given the description of adaptability refers to change, intuitively it would appear that adaptability corresponds in a sense with what was earlier referred to within the review as Strategic E.I. (Mayer *et al.* 2002). Strategic E.I. (see figure 1.2) involves a higher level of processing that concerns strategic emotional

change and as stated previously is a perspective that will be developed later in the thesis.

The fifth and final subcomponent of E.I. presented by Bar-On (1997) is mood. Mayer and Salovey (1995) refer to mood at the higher level of consciousness (emotional expertise) as they claim research at this level of consciousness has concerned mood rather than emotion. The dimensions of mood referred to by Mayer and Salovey (1995) in association with meta experience were cited earlier in this review. Bar-On (1995) labels mood as a component of E.I. and associates mood with self-motivation. Motivation and emotion have previously been coupled and explored by researchers (e.g. Weiner, 1985). Izard (1993) proposes that emotions represent a motivational system. Within sport psychology it is deemed advantageous to explore which emotions inform specific motives because this could enable predictions of sporting behaviour (Vallerand and Blanchard, 2000). Lazarus (1991; 2000a) discusses how cognition, *motivation* and emotion interrelate. Arguably from a Bar-On (1997) perspective of E.I. (i.e. reference to self motivation) the work of Lazarus is of relevance. Lazarus (1991; 2000a) proposed that cognition and emotion are perceived as reciprocal, emotion is deemed as a response to meaning but also informs future meaning and emotion (Lazarus, 1991; 2000a). This means that emotion is both an antecedent and an outcome. Emotion always concerns and is generated by the person-environment relationships involving harm or benefit i.e., termed relational (Lazarus, 2000a). Someone's underlying motivation enables us to understand what makes an encounter (person-environment) relevant, a source of harm or benefit and therefore emotional in one way or another. Lazarus (2000a; 2000b) refers to

motivation as a dispositional variable in the form of goals that an individual has. In terms of explaining motivation from a person-environment perspective, the goals that an individual has inform the meaning of the encounter between self and the environment in an agitating context, and this (in turn) has the potential to activate the individual's disposition to attain the goal. In other words, an individual has a goal and may perceive the environment to be conducive to them attaining their goal. Motivation in this sense is described in both transactional and dispositional terms (Lazarus, 2000a; 2000b). As personal motives have been identified by Lazarus (2000a) as integral to the theory of emotion, it seems plausible to suggest this should also be the case from an E.I. perspective. However, references to personal motives are not apparent within the E.I. literature.

1.9 The Mayer and Salovey and Bar-On Perspectives of E.I.

A dual interpretation of the Salovey and Mayer and Bar-On perspectives of E.I. can lead to thoughts concerning the divergence of the approaches but also the similarities. Identification of the same areas and the corresponding use of terminology within both perspectives enable similarities to be highlighted at what may be perceived to be a surface level. Divergence between the approaches can be articulated also with reference to alternative areas of focus. It has been revealed within the review that Salovey and Mayer focus upon the cognitive nature of emotion whereas Bar-On is concerned with specific competencies and adopts a behavioural approach to E.I. This is illustrated via their inclusion as two different conceptual models of E.I. within the Encyclopedia of Applied Psychology (Speilberger, 2004; cited in Bar-On, 2005). It is not uncommon for

alternative definitions of concepts to exist within the field of psychology and this has proved to be the case within the E.I. literature. Commenting on this divergence Gohm (2004; p223) proposed that, “The field may benefit from investigation of different definitions... lack of a consensual definition is not a catastrophe.”

1.10 Measurement Issues and E.I.

Within the E.I. literature differential conceptualisations of E.I. also reflect different measurement approaches. Earlier within the review two measurement tools that can be implemented to estimate an individual’s level of E.I. were cited i.e., the Emotional Quotient Inventory (EQ-i) and the Mayer, Salovey, Caruso, Emotional Intelligence Test (MSCEIT). The EQ-i derives from the theoretical perspective of Bar-On (1997). It is a self-report based measure that includes 133 statements in the form of short sentences. Respondents are required to indicate on a likert scale (1 to 5) whether or not the statements are a true reflection of them (e.g. 1. very seldom or not true of me and 5. very often true of me). It is not unusual for researchers to be critical of self-report based measures. A limitation of using self-report based measures is the fact that the individual is responsible for the evaluation of their own performance. Implementation of the EQ-i requires individuals to provide answers about themselves, which provides an estimate of their level of E.I. Gohm (2004) claims that individuals are not necessarily adept at evaluating their own performance and highlights a concern in relation to investigating E.I. as a self-perceived ability. Despite this concern Bar-On (2005) reveals that the EQ-i is the most used test of E.I. to date however the EQ-i was the first measure to be published. Detail on the EQ-i and relevant methodological

issues are referred to within phase one (a). The MSCEIT is an ability-based measure of E.I., which in contrast to self-perceived ability measures, researchers have stated a preference for to move the field of E.I. forward (Gohm, 2004; Matthews *et al.*, 2004, Daus and Ashkanasy, 2005). The MSCEIT provides a total E.I. score and scores for the four branches of E.I. (appraisal and expression of emotions, use of emotions to facilitate thought, understanding of emotions, regulation of emotions, Mayer and Salovey, 1997). The MSCEIT targets an individual's emotional knowledge and the scores that are provided reveal the knowledge that the individual has in relation to the four identified branches of E.I. This can be problematic, for example, an individual may know how to act in a specific situation but it does not mean that he/she will necessarily act in accordance with that knowledge. Gohm (2004) claimed evidence is required to reveal how high scores on the MSCEIT are reflected in behaviour. Conte (2005) revealed that there is concern regarding both self-report based (e.g. discriminant validity) and ability measures of E.I. (e.g. scoring). The different definitions proposed by Bar-On and Mayer and Salovey are reflected within the response formats to the tests and within the E.I. literature critical of E.I. measures. Conte (2005) suggested that there are few researchers within the field of E.I. who are specific about what they measure. It is maybe not surprising that questions have been asked within the literature concerning if measures of E.I. are in fact measuring the same construct (Matthews *et al.*, 2002). Studies on the comparability of E.I. measures (Mayer *et al.*, 2000 Brackett and Mayer, 2003) have discovered a minimal relationship between them. Specifically the MSCEIT and EQ-i were compared and indications were that the tests share approximately 4% of their variance. A correlation of 0.21 existed between the scales of the two

tests (Brackett and Mayer, 2003). This represents a divergence between the two perspectives and their measures of E.I. The differential nature of definitions and tests does not appear to detract from the quantitative measurement of E.I. Gowing (2001) notes that E.I. measures have been used in a developmental sense but comments on a trend leaning towards the implementation of using measures of E.I. for selection purposes. Conte (2005) expresses concern over the implementation of E.I. measures for selection purposes. Mayer *et al.* (2003; p104) insist, “...the applied use of E.I. tests must proceed with caution.”

A critical issue within the literature relates to changes that have been made to E.I. measures i.e., the Multi Factor Emotional Intelligence Scale (MEIS) to the MSCEIT and revisions have been made to the EQ-i. Landy (2005) reveals that both meta analysis and longitudinal designs become impossible when measurement instruments are changed and is critical of the E.I. measures. Specifically referring to them as ‘moving targets’. Daus and Ashkanasy (2005) do not consider this to be a valid point and refer to the four critical stages of construct development. The first stage is the proposal of a construct within the academic literature. The second stage entails attempts to measure the construct. The penultimate stage concerns the evaluation of the measures i.e., psychometric properties (reliability and validity). The evaluation and scrutiny of the measures results in the final stage of construct development, which involves revisions. Daus and Ashkanasy (2005) do not view the changes to E.I. measures (specifically the MEIS to the MSCEIT) as problematic. In contrast to Landy (2005), Daus and Ashkanasy (2005) chose to applaud the developmental process undertaken by Mayer and colleagues.

A concern within the literature regarding the use of E.I. measures for selection purposes has previously been acknowledged (Conte, 2005). The consequences for an individual who is involved in a measurement and selection process is highlighted by Fineman (2004; p720) “...people come to be captured in an emotional number that can bear but crude resemblance to the complexities of their own affective life, yet (this) can have marked consequences for how they are seen and managed” (parentheses added). Consequently Fineman (2004) regards the measurement of emotion as both problematic and restrictive. Emotion is dynamic and complex, comprising of a range of layers including, the brain, the body, our upbringing and culture (Sturdy, 2003). Despite the complexity of emotion a predominantly hegemonic approach has been adopted within the E.I. literature. Explanations for this potentially include adherence to the four critical stages of construct development (Daus and Ashkanasy, 2005). Psychometrics and the quantification of psychological qualities have a long history and enable researchers to explore causality. Examples of this can be located within research on emotion and occupation, i.e., pride and job satisfaction or low attendance and anxiety are areas whereby the quantification of emotion has led to the establishment of causal relationships between emotion and other variables (e.g. Weiss and Brief, 2001). Fineman (2004) cites other explanations for the quantitative measurement of emotion including the replication by psychologists of applied methods used by physical scientists and the reinforcement of the measurement method within key journals i.e., ‘good research is quantitative research’ (Fineman, 2004; p722). It is perhaps not surprising that initial reference to and exploration of E.I. within the sport psychology literature conformed to the

quantitative approach adopted within the E.I. literature base. Specifically Zizzi *et al* (2003) explored the relationship between E.I. and performance in a sample of Division I baseball players. Potential correlations between E.I. scores and performance statistics were explored. Zizzi *et al.* (2003; p266) concluded that, “...components of emotional intelligence appear to be moderately related to pitching performance, but not related to hitting performance.” An interpretation of this finding alluded to the work of Mayer and Salovey (1997), with regard to appraisal, understanding and regulation of emotion. Zizzi and colleagues propose that this complex process (appraisal, understanding and regulation) assumes the individual has time to cope with the presenting situation. For pitchers this would seem to be the case but that is in contrast to hitters who must respond in a split second (Zizzi *et al.*, 2003).

1.11 Thoughts on Alternative Methodologies

The sport psychology literature does comprise of qualitative research that has explored how individuals cope and manage with stress (see earlier section of literature). Although a critique of the qualitative sport psychology literature reveals the predominant use of interviews. More specifically, Biddle *et al.* (2001) highlight interviews as the foundation of qualitative research in sport psychology. A desire and established need for greater methodological diversity within qualitative research has been expressed (Biddle *et al.*, 2001). To consider the issue of methodological diversity within qualitative research it is appropriate to access literature on research paradigms. Prior to this it is important to identify the meaning of key terms that are used in association with paradigms. These include firstly, ontological, i.e., the nature of reality. Secondly, epistemological

i.e., the relationship between the inquirer and the known and finally, methodological i.e., how do we know the world or gain knowledge from it. Specifically it is reference to particular ontological, epistemological and methodological beliefs that enable the identification or alignment of research within a particular research paradigm (Denzin and Lincoln, 1994).

The following brief review of research paradigms aims to provide an insight into the developments of qualitative inquiry. It is also intended to empower the reader with knowledge of paradigms before the location of the theoretical paradigmatic positions of the studies within the thesis are explored (this will occur within unfolding stages of the thesis).

The research paradigms will now be referred to in a chronological format. This is a reflection of the work by Denzin and Lincoln (1994; 2000) who identify the shifting landscape of qualitative research with reference to pivotal moments in history.

Denzin and Lincoln (1994; 2000) identify the traditional period (early 1900's until World War II) as an era in which qualitative researchers focused upon providing objective accounts of their research. The interpretation of their work as valid, reliable and objective was paramount. Consequently, the researcher's account of their work was informed and thus shaped by the positivist scientist paradigm.

The Modernist phase (post war years to the 1970's) is associated with an emphasis on rigour. Denzin and Lincoln (1994) suggested this was an extended phase of the traditional period whereby qualitative methods were aligned with quantitative methods. More specifically, it was suggested that researchers "...combined open-ended and quasi structured interviewing with participant observation and the careful analysis of such materials in standardised, statistical forms." (Denzin and Lincoln, 1994; p8). Qualitative work in the modernist phase was consequently referred to in association with positivism and postpositivism.

The Blurred genres (1970-1986) moment was epitomised by diversity. Qualitative researchers had increased knowledge and access to a range of paradigms, methods and strategies in relation to their research. Notably this period witnessed a rise in power of the naturalistic, postpositivistic and constructivist paradigms. Given the range of data collection and analysis techniques present within this period, the issue of judgement criteria utilised on forms of qualitative inquiry was significant. The replication perspective, which is a view that assumes no special differences between positivistic inquiry and qualitative research, was abandoned. The parallel perspective emerged i.e., a view that qualitative research symbolizes dissociation from the positivist view was established. In terms of judgement criteria the work of Lincoln and Guba (1985) was central to this. The legitimisation of qualitative research was subject to what Lincoln and Guba (1985) defined as trustworthiness criteria. The trustworthiness criteria comprised of credibility, transferability, dependability and confirmability. Each component of trustworthiness criteria can be aligned with concepts associated with rigour in quantitative research. Credibility (aligned

with internal validity) entails prolonged engagement by the researcher, persistent observations, triangulation, referential adequacy, peer debriefing and member checks. Transferability (aligned in a quantitative sense with external validity) entails thick description and purposive sampling. Dependability (aligned in a quantitative sense with reliability) entails overlap of methods, stepwise replication and inquiry audit. Finally, confirmability (aligned in a quantitative sense with objectivity) represents the degree to which the findings are a product of the focus of the inquiry and not a result of researcher bias. This can be achieved through the production of an audit trail, which enables the auditor to determine if the conclusions, interpretations and recommendations that are made can be traced to the sources of information.

Chapter Two

Phase One (a)

2.1 Introduction

The ability to measure E.I. is an apparent desire of researchers within the E.I. literature. Indeed it has been revealed that differential conceptualisations of E.I. also reflect different measurement approaches (Bar-On, 1997; Mayer and Salovey, 1997). A number of studies within the E.I. literature have utilised psychometrics (measurement tools) to measure E.I. More recently debates have centred around the advantages and disadvantages of specific psychometrics i.e., self-report based (EQ-i) and ability based (MSCEIT) measures (see measurement issues in E.I. within the literature review). The measurement of E.I. pervades the E.I. literature, therefore with Bar-On (1997; p12) recommending that the “...EQ-i be used as part of a larger evaluation process, together with other assessment methods and collateral information...” it seemed logical to begin this research project via the utilisation of an E.I. psychometric, whilst also being mindful of the potential in adopting a qualitative approach to explore E.I. Given these considerations, quantitative data would represent an important adjunct to the subsequent qualitative data. Given that neither psychometric associated with the two predominant perspectives of E.I. (Bar-On, 1997; Mayer and Salovey, 1997) have been utilised within a sporting context, the quantitative data that the researcher would obtain by completion of an E.I. psychometric by football scholars, could be (as previously mentioned) aligned with qualitative data obtained from the same recipients. This exercise would offer the researcher scope in terms of both gauging the transferability of an E.I. psychometric to sport (specifically football) and exploring potential alignment of the quantitative and qualitative data. In this sense, phase one (a) serves to provide the researcher with a parallel data source.

Before engaging in phase one (a) it was necessary for the researcher to decide which E.I. psychometric could be used. It was important to consider the potential of the academy scholars to be able to complete the selected psychometric with minimal problems. The decision to utilise either the self-report (EQ-i) or ability based (MSCEIT) measure was discussed and debated with the researcher's supervisory team. Both psychometrics were obtained in order to increase the integrity of the decision and the researcher consulted with relevant literature on the different psychometrics (Bar-On, 1997, Mayer and Salovey, 1997). An informed decision was made and the EQ-i was deemed to be increasingly versatile and viable, in terms of the format (short statements and choice of responses) and the scholars' ability to complete it. Distribution and completion of the EQ-i will enable the researcher to ascertain the viability of the EQ-i within football and therefore address objective 1 of the thesis.

Finally the researcher was aware that although primarily phase one (a) provided a parallel data source (used within phase one part b), the quantitative data (E.I. scores) that emerged enabled exploration of the proposed developmental trend in E.I. (increase in E.I. with age). This developmental trend has been commented upon by researchers prior to and after the completion of phase one (a) (Bar-On, 1997; Mayer *et al.*, 1999; Mayer *et al.*, 2004; Bar-On, 2005). However, as previously acknowledged (within the literature review) it is difficult to compare studies in terms of a consensus or differences in findings concerning this developmental trend, when different measurement tools have been used. The researcher was granted access to a range of academy scholars at different clubs from different cohorts i.e., 1st, 2nd and 3rd year scholars were involved in this phase. The

variation in the age of the scholars enabled the researcher to evaluate potential differences in E.I. with age. Consequently, the scores obtained via the implementation of the EQ-i were subject to statistical analysis. This comparative approach (in terms of age and E.I. scores) was extended to the club that the academy scholars attended. Similarly to age, club was another factor used to differentiate the scholars who participated. Specifically, both club and age were posed as independent variables with the potential to impact the E.I. scores of academy scholars.

2.2 Methodology

2.2.1 Participants

The EQ-i (Bar-On, 1997) was completed by academy scholars (n=90) across a range of age groups (16-19 yrs) from English Premier League football clubs (n=5). The Head's of Education and Welfare at each academy were responsible for enabling the researcher access to the scholars and therefore selected the scholars who participated. The Ethics Committee of Liverpool John Moores University approved this phase.

2.2.2 Measurement Tool

2.2.2.1 EQ-i Psychometric

The Bar-On (1997) EQ-i was selected. The EQ-i is a self-report measure containing 133 statements to which the scholars must select the most appropriate response. The multidimensional nature of the EQ-i provided a total EQ score and a score for the five

subcomponents and further fifteen components of E.I. (see table 1.2 within literature review).

2.2.2.2 EQ-i; Reliability and Validity

Bar-On (1997; p99) stated ‘...validity attempts to determine how well an inventory is measuring what it was designed to measure; reliability is concerned with how consistently it measures what it is supposed to measure.’ Statistical analysis conducted on the reliability and validity of the EQ-i provides empirical justification for its use in a range of contexts. A Cronbach alpha coefficient of 0.76 (average score from subscales) and an average retest reliability coefficient of 0.75 (after four months) demonstrated the reliability of the EQ-i (Bar-On, 1997). Furthermore Bar-On (1997) revealed that the EQ-i fulfils the requirements of content and face validity.

2.2.3 Research Design

A two phase administration procedure took place at all the football clubs:

2.2.3.1 Familiarisation and Consent

The researcher explained to the scholars at each club that their involvement would enable the process of exploring the concept of E.I. within a football specific context to begin. Questions from the psychometric were cited verbally by the researcher to the scholars, providing them with a clear indication of the format and content of the EQ-i. This assisted in the establishment of trust and helped to ensure that participants were fully aware of the research process (Mahon *et al.*, 1996). Following this introduction the opportunity for interaction with the researcher was provided. With reference to ethical

issues (Mahon *et al.*, 1996), disclosure was discussed and prior agreement to provide participating scholars (at their request) with their individual reports was agreed upon. It was stressed that the individual results would be confidential. This phase allowed the researcher to gain informed consent (verbal) from the scholars (Bar-On, 1997). Formal consent had been previously obtained from the Heads of Education and Welfare at each of the academies, who effectively adopted the role of 'gatekeepers.' (Hood *et al.*, 1996).

2.2.3.2 Distribution and Completion

Bar-On (1997) specified a quiet environment was required for completion of the EQ-i. The scholars completed the psychometric within their academic environment (provided by the academies). The researcher distributed the EQ-i materials (item booklet and response sheet) and the following key information was provided:

- There is no time limit for completion of the psychometric.
- There are no right or wrong answers.
- An "X" through the original response must be made to indicate a change in response.
- One response for all items of the inventory is required for successful completion.
- Confidentiality is assured.

(Adapted from Bar-On, 1997)

The researcher visually scanned completed response sheets in order to ensure a response was provided for every question. The scholars were thanked for their participation.

2.2.4 Data Reduction

The response sheets were mailed to MHS (Multi Health Systems) for scoring. The feedback report selected was the Individual Summary Report (I.S.R.). The selection of this report was due to the raw data it provided (responses to all items are listed). This enabled statistical analysis to take place.

2.2.5 Statistical Analysis

A general linear model was employed to examine the effect of the independent variables of age (3 levels) and football club (5 levels) on the dependant EQ-i scores. The analysis was conducted on the total EQ-i score and on each of the five major subcomponents of E.I. (see table 1.1 within literature review). The age categories were; first year scholars (16/17 yrs) second year scholars (18 yrs) and third/final year scholars (19 yrs).

Significant interactions for EQ-i scores were followed up with a post hoc test. The test consisted of a one way general linear model for clubs with three levels followed by a Student Neuman-Keuls post hoc test. For clubs that had two age levels an independent sample t-test was performed. All data were analysed using the Statistical Package for the Social Sciences (SPSS) version 12 (Illinois, USA). An alpha level of $P < 0.05$ was set to indicate statistical significance.

2.3 Results

The total EQ-i scores were not significantly different when compared between clubs or between age groups. Similarly the stress management and adaptability subcomponents

were not significantly different when compared between clubs or between age groups. Significant interactions (club*age) were discovered for three of the five subcomponents (*Intrapersonal, Interpersonal and Mood*) of E.I. However, age and club did not independently reveal a significant difference in E.I. scores.

2.3.1 Intrapersonal

The analysis revealed a significant interaction between club and age ($F_{(2,4)} = 4.71$; $P = 0.002$), identified by post hoc analysis to be within club 1 and club 4 (see figure 2.1). The intrapersonal score was significantly lower in the third year scholars within club 1 compared to the first and second year scholars ($P=0.021$), whereas in club 4 the intrapersonal score for third year scholars was significantly higher than that of the first year scholars ($P=0.004$).

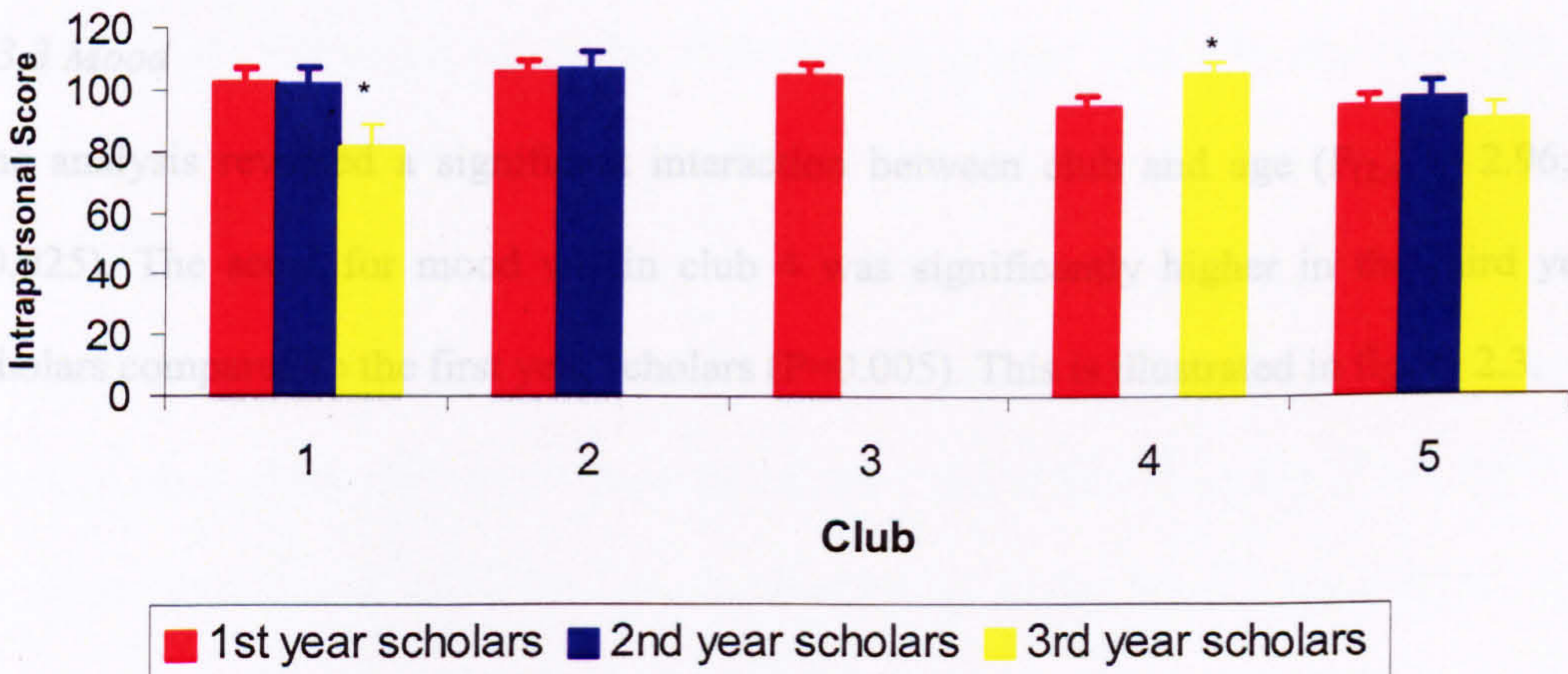


Figure 2.1 Intrapersonal scores for each age group within each club. Bars indicate mean and standard error for each age group. *Statistically significant difference ($P < 0.05$) between age groups within each club.

2.3.2 Interpersonal

The analysis revealed a significant interaction between club and age ($F_{(2,4)} = 2.54$; $P = 0.046$). The interpersonal score within club 4 was significantly higher in the third year scholars compared to the first year scholars ($P = 0.056$). This is illustrated within figure 2.2.

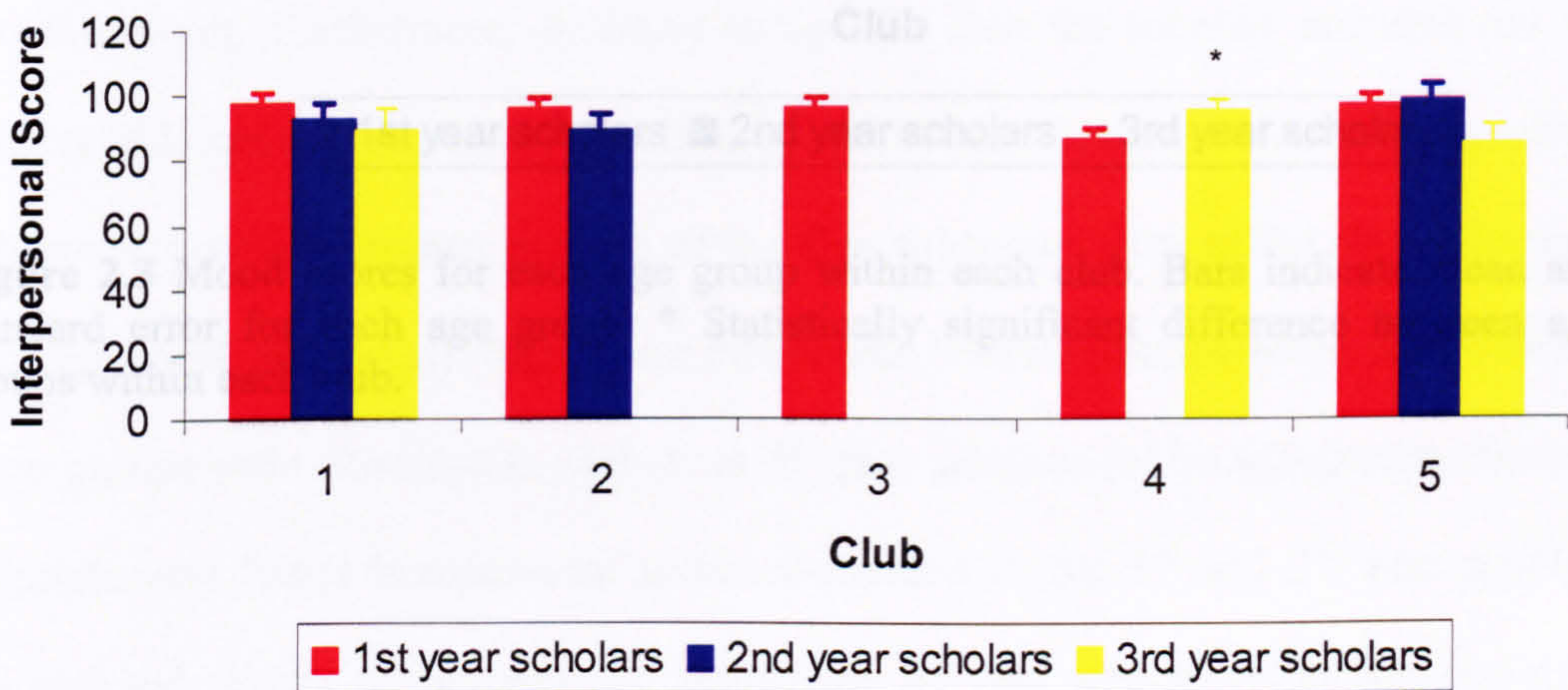


Figure 2.2 Interpersonal scores for each age group within each club. Bars indicate mean and standard error for each age group. * Statistically significant difference ($P < 0.05$) between age groups within each club.

2.3.3 Mood

The analysis revealed a significant interaction between club and age ($F_{(2,4)} = 2.96$; $P = 0.025$). The score for mood within club 4 was significantly higher in the third year scholars compared to the first year scholars ($P = 0.005$). This is illustrated in figure 2.3.

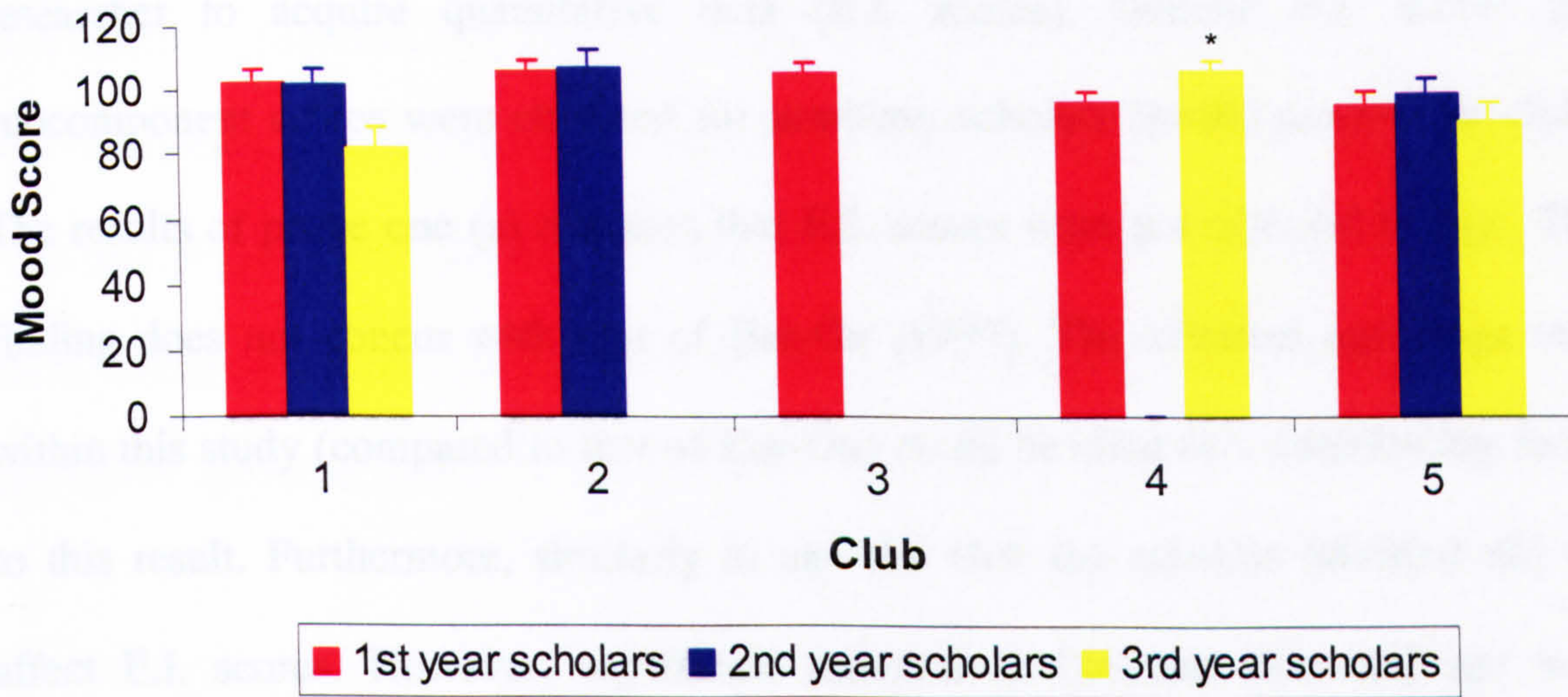


Figure 2.3 Mood scores for each age group within each club. Bars indicate mean and standard error for each age group. * Statistically significant difference between age groups within each club.

2.4 Summary

Successful administration and completion of the EQ-i in phase one (a) enabled the researcher to acquire quantitative data (E.I. scores). Generic E.I. scores and subcomponent scores were obtained for academy scholars (n=90) across five clubs. The results of phase one (a) revealed that E.I. scores were not affected by age. This finding does not concur with that of Bar-On (1997). The minimal age range used within this study (compared to that of Bar-On) could be cited as a contributing factor to this result. Furthermore, similarly to age the club the scholars attended did not affect E.I. scores. However, significant interactions between club and age were discovered with reference to three of the five subcomponents of E.I. (intrapersonal, interpersonal and mood). Significant differences between intrapersonal scores within age groups were observed in club 1, as 3rd year scholars (older age group) obtained significantly lower intrapersonal scores compared to the 1st and 2nd year scholars (lower and middle age groups). In contrast the 3rd year scholars (older age group) in club 4 obtained significantly higher scores than the 1st year scholars (lower age group). It is again with reference to club 4 that significant differences between interpersonal and mood scores for different age groups were also observed. The 3rd year scholars (older age group) obtained significantly higher scores for both the interpersonal and mood subcomponents of E.I. compared to the 1st year scholars (younger age group) at the club. In view of these findings and the consistent references made to club 4 it is important to note that at this club only 1st yr and 3rd yr scholars participated and therefore, the absence of scores for 2nd year scholars may have affected the results. An unbalanced design is a limitation of this phase. Indeed any conclusions made as a result of the statistical analysis were tentative as the researcher was not aware of the E.I. scores of the scholars when they first attended the academy. It is therefore not possible as a result of this phase to reveal if the E.I. scores

of individual scholars have decreased or increased with age. A test-retest design would enable firm conclusions to be made. However, phase one (a) was primarily undertaken to ascertain the viability of the EQ-i within football (objective 1). This was confirmed as a result of the successful administration, completion and data reduction aligned with the EQ-i, which provided E.I. scores for academy scholars. Significantly phase one (a) provided the researcher with a platform to engage in a qualitative approach to E.I.

The method adopted and the data that emerged within phase one (a) was informed by Bar-On (1997). Exploration of the Salovey and Mayer (1990; Mayer and Salovey, 1997) perspective of E.I. (referred to within the literature review) and the intuitive associations between the E.I. and sport psychology literature (highlighted within the literature review) was not undertaken at this stage. In order for a wider range of conceptual positions to be embraced by the research, alternative forms of data collection were considered.

Chapter Three

Phase One (b)

3.1 Introduction

When looking ahead to the possible methodological directions that a research programme might take, it is helpful to revisit associated literature sources to identify trends in data collection. For example, Lazarus (2000a; p232) had revealed that a contemporary qualitative focus on individual calibrations of emotion provides “...a rich and useful analytical tool for characterizing, understanding and influencing most of life’s adaptational struggles.” From an E.I. perspective Mayer and Salovey (1997) also specified the understanding of emotion as an integral component of E.I. and, in so doing, supported a discrete approach to the understanding of emotion (Lazarus, 2000a; 2000b). If this project is to explore at a conceptual level the way E.I. appears to manifest and function in a football culture, then the recent qualitative developments in sport psychology seem to suggest a way forward (Dale, 1996; Hanin, 2000 Biddle *et al.*, 2001); a means to getting underneath the numerical data offered by the psychometric route. With an apparent emphasis on the qualitative nature of emotion (Lazarus, 2000b; Hanin, 2000), it seems that movement towards a form of qualitative research would be vindicated. Furthermore, Bar-On (1997) advised that the EQ-i is to be used as part of a larger evaluation process with other assessment methods and collateral information. Therefore, although movement towards a qualitative form of inquiry will occur, this does not mean the data obtained within part (a) of phase one must become redundant. Indeed the E.I. scores of the participants were referred to and presented during the analysis of phase one part (b). The focus group literature will now be referred to, as the potential of focus groups to progress this research further is considered.

Focus group discussions have been described as a qualitative research technique that is utilised to collect rich and innovative data (Trenkner and Achterberg, 1991). They are carefully organised group discussions based on a singular theme or set of themes (Krueger, 1988; Kitzinger and Barbour, 1999; Bloor *et al.*, 2001). Focus groups are commonly used within the fields of health and education (e.g. Murphy *et al.*, 1992; Basch, 1987) and are also used within multi-method research studies (Kitzinger and Barbour, 1999). Kitzinger (1994) provides reasoning for the use of focus group discussions, revealing that personal behaviour is not isolated from public discourse and actions do not occur in a cultural vacuum. Consequently, it seems logical to employ methods that actively encourage the exploration of social processes in action. Furthermore, Wilkinson (1999) reveals that within a focus group the individual is not acting in isolation as they are part of a wider social group, which serves to add context. This methodology contrasts with that of individual interviews where the participant is isolated and consequently the sole focus of the researcher. This may cause the participant to become nervous and impact upon the quality and richness of the data obtained (Kitzinger and Barbour, 1999). Within a focus group discussion the number of participants may provide an increased sense of security and willingness to contribute. These critical proposals and possible advantages aside it should be acknowledged that individual interviewing, which is sometimes posed as an alternative to focus group discussions, may encourage participants to provide personalised and confidential information that may not be disclosed in a group based situation (Kitzinger and Barbour, 1999; Mitchell, 1999). This last perspective suggests that peer pressure (perceived or otherwise) might act to diminish disclosure within a focus group.

Various texts offer guidelines and insights into how a researcher should conduct a focus group discussion (see Krueger, 1994; Kitzinger and Barbour, 1999; Bloor *et al.*, 2001; Fern 2001). These texts reveal that there are a number of issues that researchers should consider before conducting a focus group discussion such as, constructing and designing the focus group, moderator training, the setting and group composition. The construction and design of a focus group requires careful consideration and planning. Participants should feel able to converse on the issues they are presented with. In that sense the design of the focus group should engage the participants on topics that they are familiar and/or may have experienced. In a more technical context, design of a focus group can be based upon the following formats i.e., a funnel (generic then specific) or reverse funnel (specific then generic) approach (Kitzinger, 1994; Morgan 1999). The importance of the role of the researcher within a focus group discussion as the moderator cannot be underestimated. Several commentators have stressed the importance of the moderator in the logistical operation of a focus group discussion (Trenkner and Achterberg, 1991; Kitzinger and Barbour, 1999; Bloor *et al.*, 2001; Porcellato *et al.*, 2002). Trenkner and Achterberg (1991) reveal how the success of a focus group is dependant upon the listening and directive skills of the moderator. Specifically, the moderator's perceptiveness and sensitivity can determine the depth and relevance of the findings obtained (Murphy *et al.*, 1992). The setting where the focus group takes place is also an important consideration to the success of the method (Porcellato *et al.*, 2002). The setting must be easily accessible to participants (Kitzinger and Barbour, 1999) and be conducive to the freedom of expression (Murphy *et al.*, 1992; Bloor *et al.*, 2001). Commentators have also referred to the freedom of expression in relation to group composition. Preferably the participants within a focus group discussion should be homogeneous with respect to certain socio-

demographic characteristics (Murphy *et al.*, 1992; Kitzinger and Barbour, 1999; Bloor *et al.*, 2001). This encourages freedom of expression and facilitates flow and interaction within the focus group (Kitzinger and Barbour, 1999).

The aim of focus group discussions is to “...elicit perceptions, feelings, attitudes and experiences through interaction from the participants in a permissive, non-threatening manner” (Porcellato *et al.*, 2002; p311). It can be deduced from this statement that interaction from participants within a focus group is essential. If so, such interaction between participants must be represented within the presentation of the focus group data. Indeed, the forms of analysis and presentation of focus group data has been a topic of debate within the literature. Wilkinson (1999) suggested that the interaction between participants should act as the primary data source. Analytical techniques informed by this view include approaches that focus on group dynamics (Kitzinger and Farquhar, 1999) and a conversational analysis approach (Myers and Macnaghten, 1999). This aside, a common technique used for the data analysis of focus groups is content analysis, which does bare similarities to analytical induction (Frankland and Bloor, 1999; Myers and Macnaghten, 1999). Content analysis has also been criticised as a technique for analysing focus group data as it is thought to fail to capture the contextual dynamic (Wilkinson, 1999). Nevertheless, it continues to remain a popular form of analysis that is associated with qualitative research generally and more specifically within sport psychology (Scanlan *et al.*, 1989; Cote *et al.*, 1993; Gould *et al.*, 1993a; 1993b; Dale 2000). Phase one (b) utilises a number of different focus group analysis techniques. These allow the focus group data to be examined from a variety of perspectives (further details of analysis and presentation of results are provided in the methods section). Exploration and reference to the focus group

literature enabled informed decisions to be made regarding the suitability of specific research techniques to expand the conceptual breadth and also develop conceptual depth within the present thesis.

Phase one (b) utilised focus groups for data collection. Engaging in a focus group methodology enabled the researcher to further explore the concept of E.I. and associated motivational/emotional based literature within sport psychology (objective 3). More specifically, the focus groups served to provide further insight in to E.I. within a culturally specific context; as a consequence the culturally specific language that is employed by players within an academy environment can be heard (Bloor *et al.*, 2001). The data obtained within phase one (a) (E.I. scores) is also presented within phase one (b) and enabled the researcher to explore how narrative derived from deductively driven culturally specific focus groups may align with psychometric profiles (objective 2).

3.2 Methodology

3.2.1 Participants and Recruitment

The participants were football scholars (n=20) aged 16-19 years who played for English Premiership football academies. Access was granted from three of the five academies involved in phase one (a). The academies were referred to as Club 1 (n=7), Club 2 (n=7) and Club 3 (n=6). The Ethics Committee of Liverpool John Moores University approved this phase of the research.

Participants were recruited via contact with the Heads of Education and Welfare at the academies. A prerequisite for involvement in the focus group discussions was

completion of the Bar-On (1997) EQ-i in phase one (a). The researcher advised the Heads of Education and Welfare to explain to the scholars who may be potentially involved that they would be participating in a discussion on football related issues. It was felt this was enough information to provide the scholars with, as the researcher sought to accrue spontaneous reactions from the participants on the topics that were to be discussed (Silverman, 2000). Scholars from different age groups were present in each of the focus groups. This enabled the researcher to explore a range of opinions and experiences from the different 'development stage' cohorts at the academies. Preferably the group composition within a focus group should be homogeneous with respect to certain socio-demographic characteristics (Murphy *et al.*, 1992; Kitzinger and Barbour, 1999; Bloor *et al.*, 2001). The football scholars within all of the focus groups possessed a number of homogeneous characteristics i.e., all were male aged between 16-19 and were full time scholars at the football academies. These shared characteristics served to enhance the flow and interaction of the discussions (Kitzinger and Barbour, 1999). Finally, it is important to note that the researcher was not aware of the scholars E.I. scores prior to the focus group discussion. This ensured no bias was afforded to those with a high or low level of E.I. in terms of the researcher's anticipation of a scholar's level of involvement, responses and general contribution to the discussions, which may have been based upon knowledge of their E.I. scores.

3.2.2 Data collection

The focus groups were held at the academies (n=3) attended by the scholars (n=20). It was hoped that the familiar surroundings would help to make the scholars feel at ease and able to articulate themselves within the discussions (Porcellato *et al.*, 2002; Bloor

et al., 2001). Prior to conducting the focus groups contact was established with the Heads of Education and Welfare at each academy. The researcher communicated with the Heads of Education and Welfare on the issue of confidentiality and requested a private and secure setting at the academies for the focus group discussions. This was to ensure the scholars felt at ease and also to help increase their sense of security with regard to issues of confidentiality. All three focus groups took place in classroom settings. The estimated time given to the academies for availability of their scholars was approximately an hour to an hour and a half. The focus groups lasted no more than one hour (this does not include set up time or communication with staff/scholars afterwards). A preferred time of day for the focus groups to take place was not provided, the researcher was aware that this would be dependant upon individual academy programmes. The number of scholars required for each focus group was specified by the researcher as a minimum of six and a maximum of eight. Krueger (1995) suggested that the most effective focus groups are composed of 6 to 8 participants. All of the focus groups were tape recorded (Sony Micn'Micro M-100MC).

3.2.3 Focus Group Format

Aware of the criteria for an effective focus group interview (Merton *et al.*, 1990; i.e., range, specificity, depth and personal context) the researcher formulated six slides to be presented within the focus group. The slides were based upon the following format:

1. A specific scenario

And the players' reactions in the following thematics:

2. Thoughts and feelings

3. Response

4. Time phased change

The aforementioned format adopted within the focus groups could be referred to as an appraisal prompt system, used to elicit culturally specific narrative (this is evidenced within the results sections).

3.2.3.1 Scenarios

The scenarios were football specific and related to the *culture* and *demands* of a football academy. They addressed both competitive and non-competitive stressors (Dugdale *et al.*, 2002). Hardy *et al.* (1996) noted that it is important elite athletes not only possess psychological skills to enhance their performance but also that they are able to manage stressors that have the potential to have a detrimental effect on their performance. Lazarus (2000a) believed understanding of the influence of emotion in sports competitions requires explanations of the emotions experienced by sports performers in relation to different competitive conditions. Furthermore, understanding the influence of emotion is one of the four components of E.I. identified by Mayer and Salovey (1997) and given a variety of scenarios were presented to the players, this provides increased scope for the researcher in terms of exploring players' understanding of their emotion (aligned with strategic E.I.) within a variety of contexts.

Referees and Yellow Cards

You are given a yellow card after a challenge/tackle on one of your opponents, *but* you believe that it was a *fair* challenge.

What are your thoughts and feelings?

How would you respond?

If the same situation occurred in a different game would you still respond the same way (think about your performance before and after the incident occurred)?





Figure 3.1 Referees' decisions

The purpose of this slide was to explore the players' emotional reactions and responses to decisions made by referees (figure 3.1). In this case the demands placed upon the player have been intensified due to a yellow card being given despite the fact it is specified that a fair challenge was made. An incident with a referee was selected as all players are exposed to referee's decisions (fair and unfair). Furthermore, regardless of agreement with referees, players must abide by the decisions that they make. Consequently, they can be, as in this instance, emotion provoking encounters. The emotion experienced has the potential to generate a response that could have adverse consequences for the player and their team.



Managers' Decisions

With no warning the manager does not select you in his starting eleven. You were expecting to play:

- What are your thoughts and feelings?
- How do you respond to this situation that you find yourself in?
- If you or a team mate has experienced selection problems: How did you (they) respond? Do you think that you (they) would respond differently now?

Figure 3.2 Football managers and team selection

This slide explored elements of the relationship between a player and manager (figure 3.2). The antecedents for emotion are that the player expected to play but the manager did not select him or speak to him about the decision.

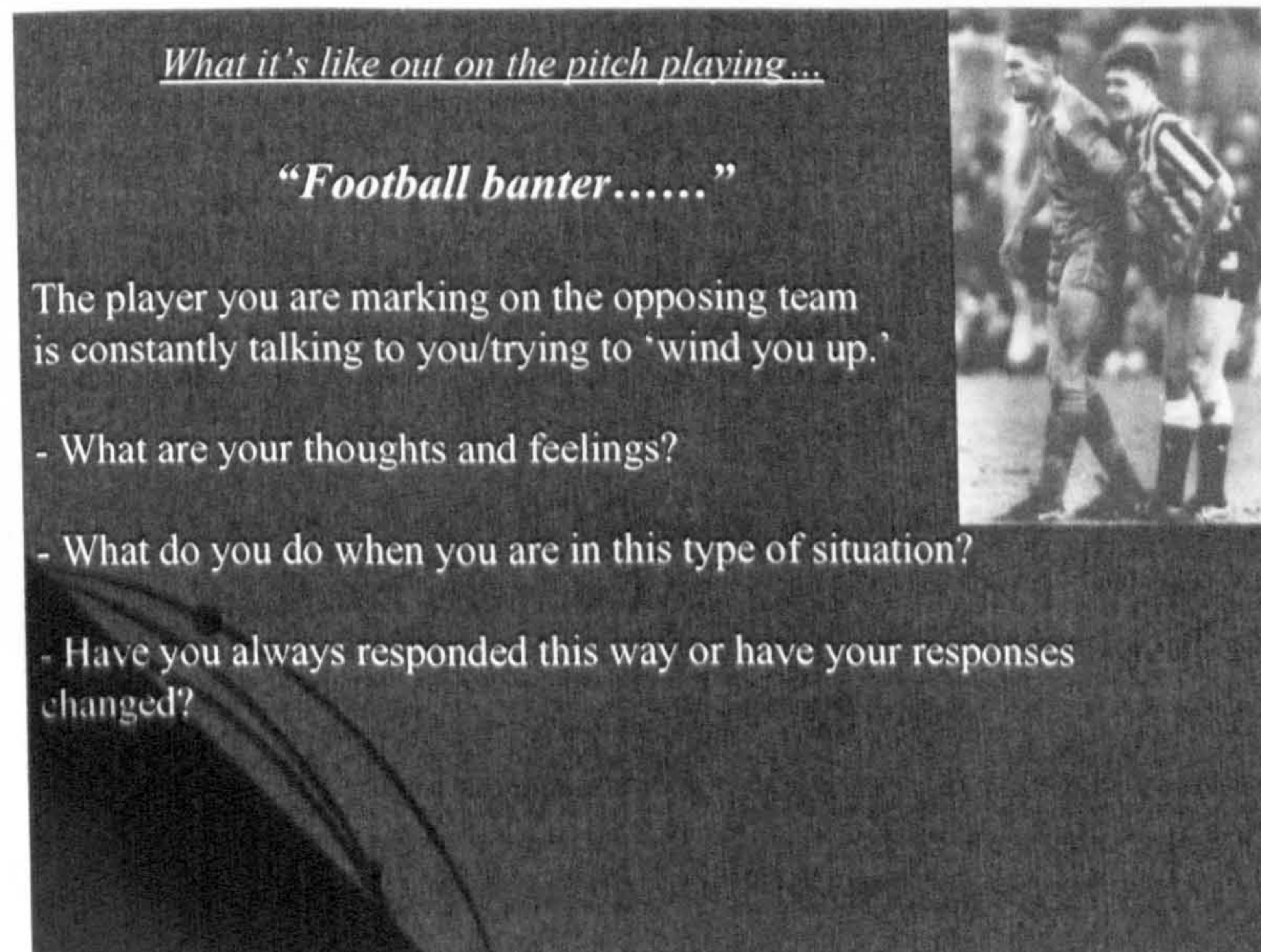


Figure 3.3 Football banter

The previous two slides concerned players and authoritative figures within the game. In contrast this slide focused on interaction between players (figure 3.3). The process of 'sledging' or 'winding-up' is an experience that players are likely to relate to. For example, players may have initiated or been the recipient of such action. It is this privileged position that a player has in terms of knowledge and the potential impact of this knowledge on their selected response that was of interest.

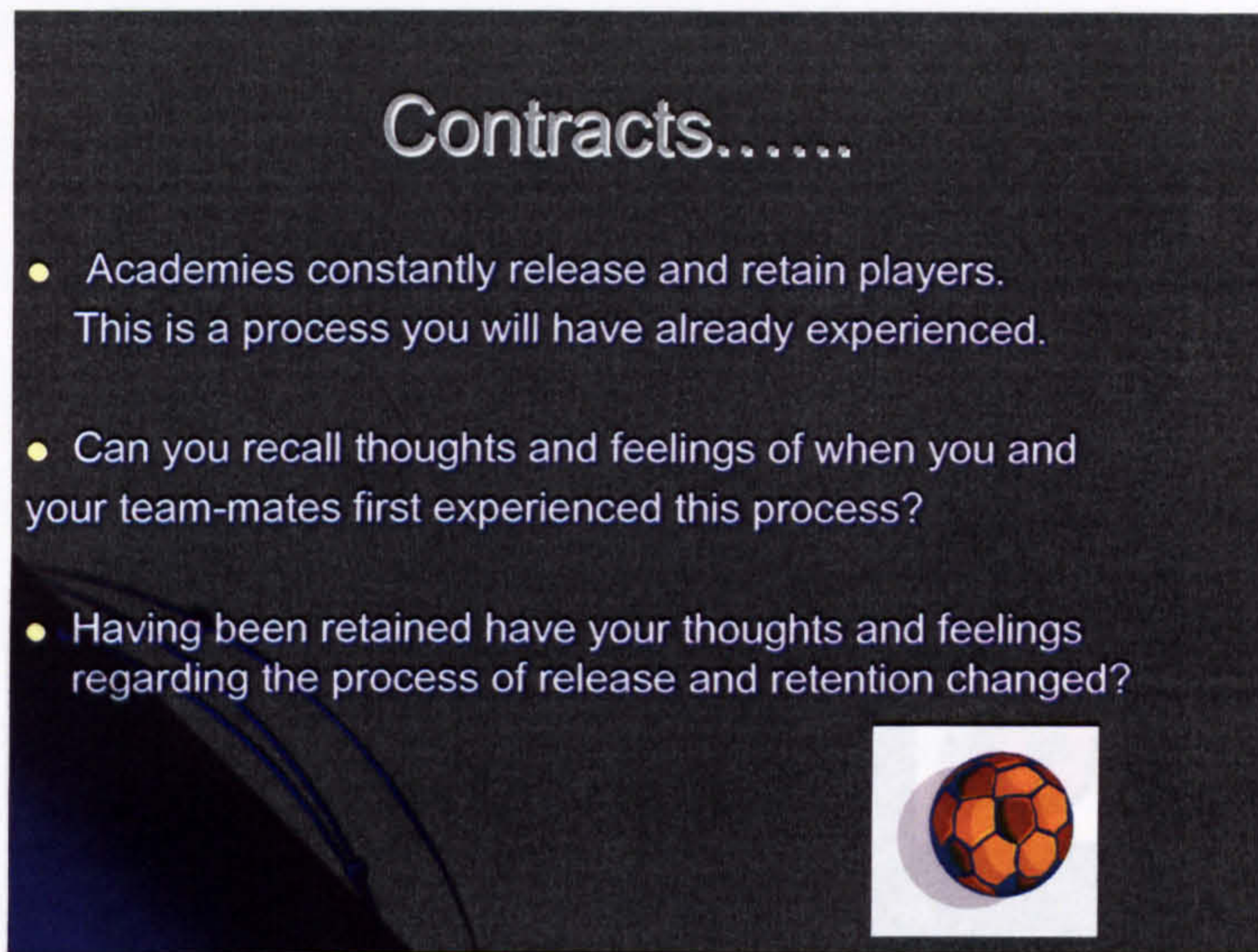


Figure 3.4 Retention and release

This scenario focused upon the transient environment of a football academy (figure 3.4). More specifically, reference was made to the process of retention and release, which is a year-on-year reality within football academies and how the scholars respond to it. This was of interest given the potential of such processes (retention and release) to have a detrimental effect on wellbeing and thus performance.

Figure 3.5 Academies as challenging places (player/person)

These slides focused upon the challenges that present themselves to scholars at football academies (figure 3.5). The similarity of the two slides was intentional as differentiation between the challenges facing a scholar as a player and a person and their ability to cope with both competitive and non-competitive stressors was explored (Hardy et al., 1996).

3.2.3.2 Thoughts and Feelings

Thoughts and feelings focus upon the scholars' abilities to appraise and label their emotions (Oxtoby et al., 1988). Emotional self-awareness (Bar-On, 1997) and the appraisal of emotion (Mayer and Salovey, 1997) are integral features of E.L. Mayer.

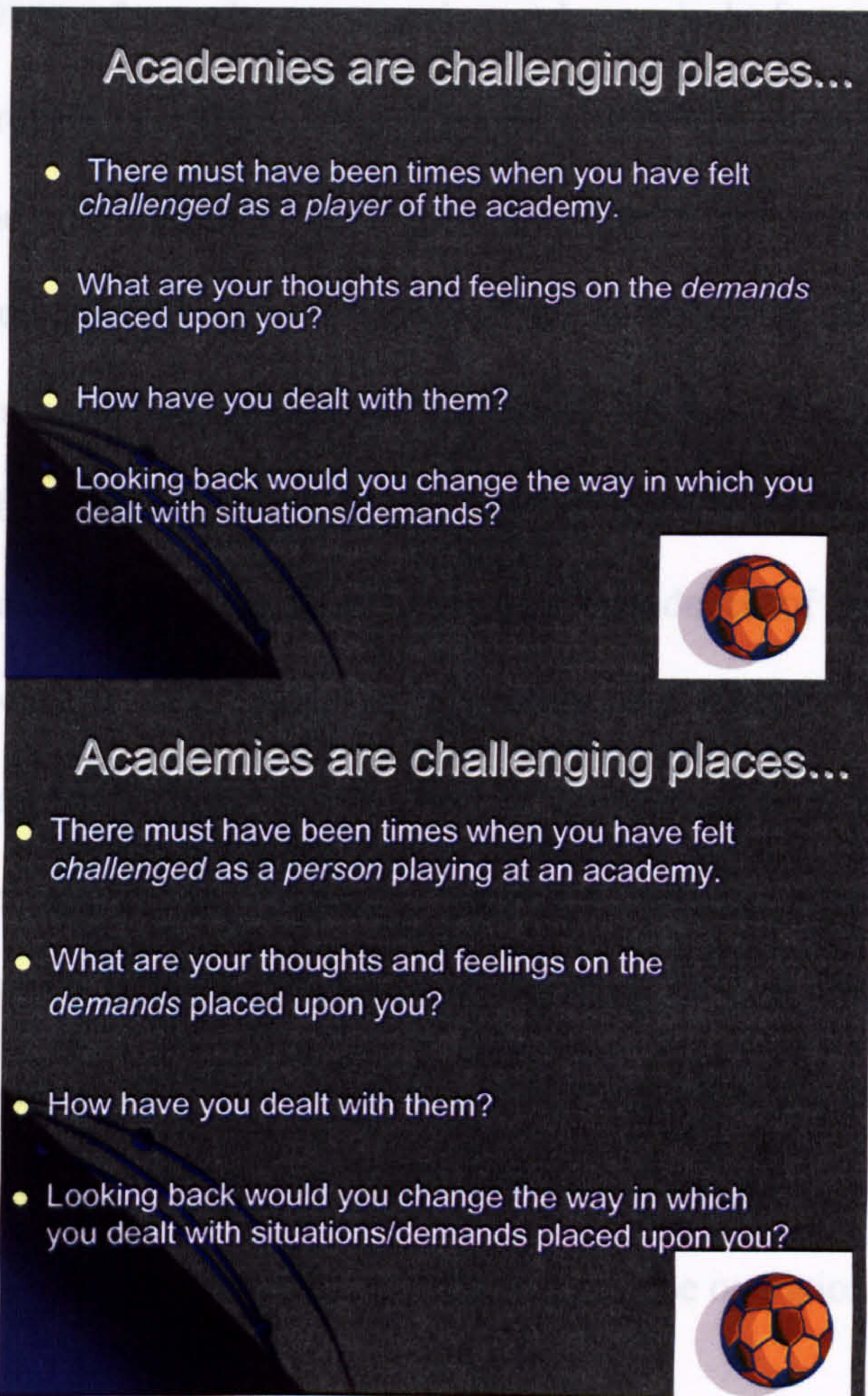


Figure 3.5 Academies as challenging places (player/person)

These slides focused upon the challenges that present themselves to scholars at football academies (figure 3.5). The similarity of the two slides was intentional as differentiation between the challenges facing a scholar as a player and a person and their ability to cope with both competitive and non-competitive stressors was explored (Hardy *et al.*, 1996).

3.2.3.2 Thoughts and Feelings

Thoughts and feelings focus upon the scholars' abilities to appraise and label their emotions (Ortony *et al.*, 1988). Emotional self-awareness (Bar-On, 1997) and the appraisal of emotion (Mayer and Salovey, 1997) are integral features of E.I. Mayer

and Salovey (1995) refer to the construction and appraisal of emotion with reference to levels of awareness or consciousness (nonconscious, low consciousness/awareness, high consciousness/awareness – see literature review). The questioning of scholars' thoughts and feelings enables exploration of the relationship between emotion and cognition (Mayer, 1986; Forgas, 1995). Mayer *et al.* (2002; p19) stated that, "...thoughts and other cognitive activities are informed by his or her experience of emotions." Lazarus (2000a) highlights the interdependence of cognition (appraisal) and emotion revealing that cognition (appraisal) can transform emotion. Lazarus (2000a; p234) explains that, "...emotions are aroused and transformed into other emotions on the basis of the changing relational meaning a person constructs..." Relational meaning is therefore constructed as a result of an individual's appraisal of their own personal attributes and the environmental demands. Consequently, the thoughts and emotions (feelings) expressed by scholars, helped to inform the researcher of the types of relational meanings that may be operational.

3.2.3.3 Response

The scholars' thoughts, feelings and responses can be related to the appraisal-regulation cycle that sports performers continuously experience. From an E.I. perspective levels of awareness or consciousness that were cited within thoughts and feelings, and so specifically aligned with appraisal, were also relevant to this response section. Mayer and Salovey (1995) apply the threefold framework of consciousness or awareness to both emotional construction (appraisal) and emotional regulation (response). For example, nonconscious regulation of emotion was aligned with instinctive defense mechanisms and automaticity, low consciousness or awareness was aligned with direction towards or away from the emotional experience and finally, emotional regulation at a high level of consciousness or awareness was

aligned with reflective practice (Mayer and Salovey, 1995) and the acquisition of emotional knowledge (Mayer *et al.*, 2004). The reader is directed to the literature review for more information concerning the construction (appraisal) and regulation (response) of emotion. The scholars' responses also alluded to the coping strategies that they employed e.g., problem focused or emotion focused (Lazarus and Folkman, 1984).

3.2.3.4 Time Phased Change

Appraisals, coping strategies and emotions are all influenced by feedback from performances (Lazarus, 2000a; 2000b). Consequently subsequent changes in appraisal, coping and emotion can take place. Understanding of why specific emotions are aroused and the relationship between their emotion and cognition are central to learning from experience. This relates directly to the aforementioned levels of consciousness proposed by Mayer and Salovey (1995). The reflective nature of the process that an individual engages in at a higher level of consciousness (emotional expertise) would arguably suggest that they are able to acquire increased emotional knowledge and therefore potentially learn (in an adaptive sense) from their experiences. Lazarus (2000a) confirms that emotional understanding is crucial with regard to adding potency to personal coping efforts and thus performing to your potential. This section intended to address the significance of emotional knowledge and understanding.

3.2.4 Conducting the Focus Groups

Before each focus group started the Head of Education and Welfare at each academy was contacted upon arrival by the researcher. A classroom with table and I.T. equipment was then allocated for use. Focus groups slides were formulated on

Microsoft PowerPoint and the slides acted as visual aids to encourage engagement of the participants and to ensure questions and scenarios were always visible. The table provided a point at which participants could gather and sit around on the chairs, which were arranged to serve two purposes: to ensure that the researcher had good eye contact with all participants and secondly to ensure the projected slides were clearly visible. Before the focus group began the researcher introduced herself and all participants were provided with labels to write their names on and place on their front, so enabling the researcher to address participants by their name. The purpose of this was twofold; to make the participants feel more secure with the researcher and to make it easier when transcribing the data, i.e., in order to be able to identify the narrative to the participant. The researcher explained to the participants that the time they had available was intended to be used for a group discussion on a number of issues related to football. It was also explained that the researcher was there to facilitate the discussion, ask further questions on what was discussed, as well as to ensure a focus on the topics was maintained (Krueger, 1998). Confidentiality was assured.

At the end of the focus group discussions participants were provided with an oral summary of the main issues related to each scenario that had been discussed. Once the participants had left the room the researcher took time to reflect on her experiences and brief reflexive notes were taken. These included how the participants responded to each scenario (these notes proved useful in relation to the formation of the pen profiles, which are referred to later) and the challenge of running the focus group.

3.2.5 Data Analysis

The researcher transcribed all three focus groups. This assured familiarity with each transcript and assisted the process of content analysis (Coffey and Atkinson, 1996; Frankland and Bloor, 1999). The word count for each transcript varied (Club 1 - 7351 words Club 2 - 2945 words Club 3 – 4310 words – Total word count; 14,606). The transcripts were read and re-read ensuring understanding and awareness of the flow and involvement of the participants within each group (Smith, 1999). Within each focus group the participants were assigned a letter and tagged by their club, for example, Player A Club 1, Player B Club 2 etc. The generic E.I. scores the participants had obtained for the EQ-i (Bar-On, 1997) in phase one (a) were then identified and positioned alongside the participants' tags. For example, Av. Player D Club 2, ML, Player G Club 2, L. Player D Club 1. The scores were categorised in association with the interpretive guidelines (see table 3.1) provided by Bar-On (1997). The categories ranged from markedly high to markedly low, logical abbreviations were made to ensure the tags remained concise.

Table 3.1 Interpretive guidelines for Bar-On EQ-i scores
(adapted from Bar-On, 1997; p44)

Standard Score	Interpretive Guideline
130+	Markedly High (M.H) Atypically well developed emotional capacity.
120-129	Very High (V.H) Extremely well developed emotional capacity.
110-119	High (H) Well developed emotional capacity.
90-109	Average (Av.) Adequate emotional capacity.
80-89	Low (L) Under developed emotional capacity, requiring improvement.
70-79	Very Low (V.L) Extremely under developed emotional capacity, requiring improvement.
Under 70	Markedly Low (M.L) Atypically impaired emotional capacity, Requiring improvement.

The tags remained present within the content analysis phase and also during the follow-up phase that portrayed the interaction between participants within the focus group discussions. This ensured accessibility to both the researcher and the reader of the narrative and the scores.

The qualitative data analysis undertaken reflects Denzin and Lincoln's (1994) description of the qualitative researcher as bricoleur i.e. using a variety of strategies and methods to analyse the data. The process of data analysis can be linked in to three sub-processes: data reduction, data display and conclusion drawing/verification (Huberman and Miles, 1994; see figure 3.6).

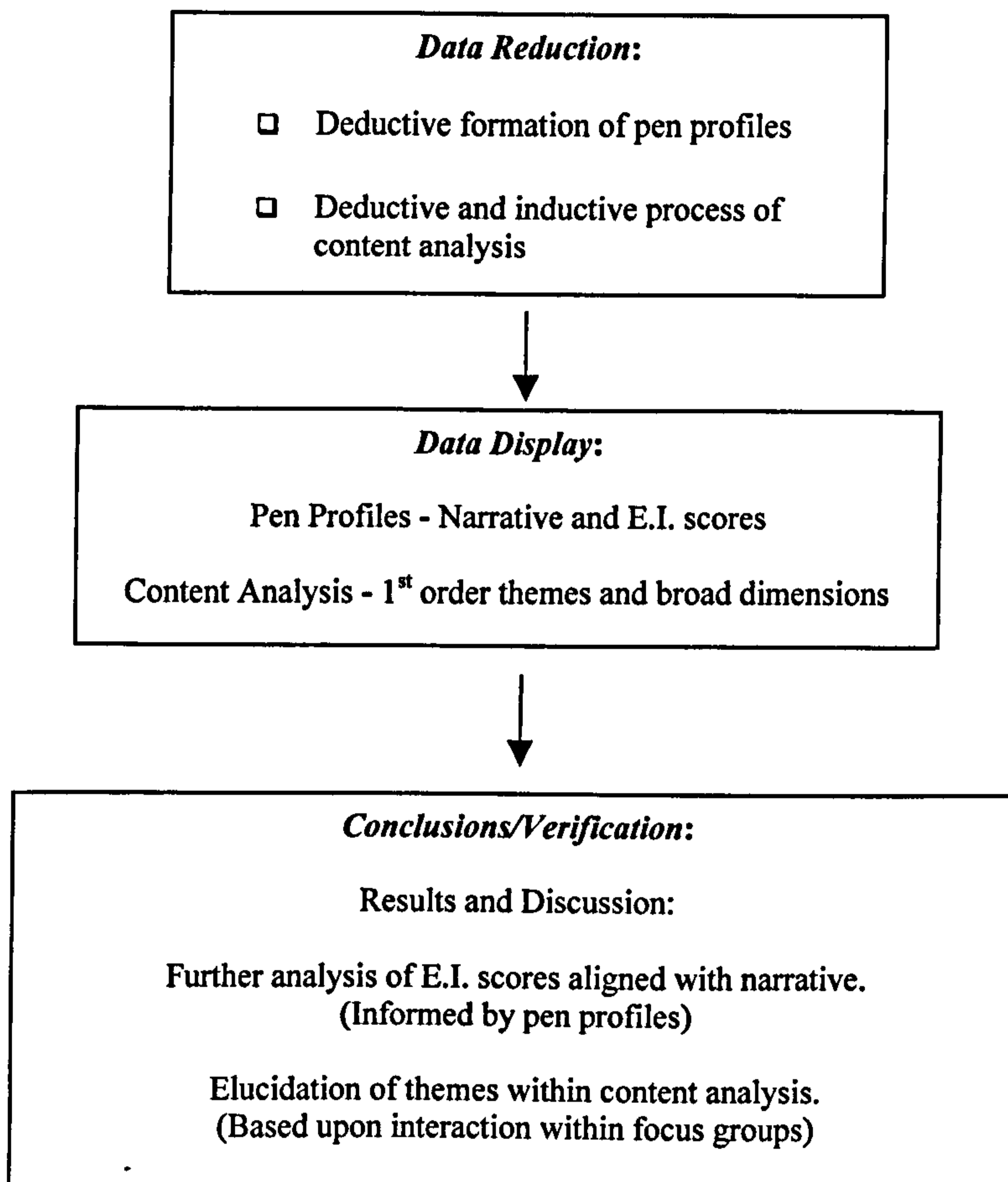


Figure 3.6 Data analysis sub-processes (adapted from Huberman and Miles, 1994)

The pen profiles for each participant (n=20) were formed deductively. The narrative for each participant was extracted and explored in relation to the five sub-components of E.I. Exploration and specific reference to Bar-On's (1997) definitions for the five major subcomponents of E.I. (Intrapersonal, Interpersonal, Adaptability, Stress Management and Mood) enabled the researcher to deductively identify narrative and align it with one of the five subcomponents. The E.I. scores (generic score and five subcomponent scores) previously obtained by the participants (within part (a) of phase one) were presented on their individual pen profiles. This enabled any potential relationships between the narrative and E.I. scores to be explored. Once the pen profiles were formed the researcher engaged in triangulation, which, in this context,

refers to consultation with experienced qualitative researchers, who acted as critical friends and helped to challenge and question the alignment of specific narrative with the five subcomponents of E.I. (Patton, 1990). More specifically, this consultation led to the refinement of the pen profiles, which included occasional repositioning of narrative based upon a deductive consensus of opinion.

A sample (n=5) of pen profiles was selected by the researcher for this exploration process. The selected sample was intended to provide the reader with a general overview of the participants and an insight in to the range of pen profiles that were produced i.e., in terms of the content of the narrative in relation to both the generic E.I. scores and subcomponent scores. Specific reference was made to five pen profiles (Player B club 2 High, Player A club 1, Average, Player D club 1 Low, Player C club 2 Average, Player F club 2 Average). Comparisons in association with these five pen profiles and other pen profiles were made. This process of exploring potential connections between narrative and scores ensured the researcher adopted a comprehensive approach to analysis, which uncovered positive and negative case examples i.e., narrative that reflected E.I. scores and narrative that did not. The scores the participants obtained beyond the five major subcomponents of E.I. were also referred to (i.e., the further subcomponents of E.I.) and this served to enhance the depth of deductive scrutiny and subsequent association within this form of analysis.

Content analysis was carried out on all three focus group transcripts. The thematics within each scenario; thoughts and feelings, response and time phased change were used to section the narrative and resulted in manageable data. The narrative for each scenario, located within the aforementioned sections, was examined and common threads emerged leading to the clustering of quotes or meaning units (Tesch, 1990)

from players at different academies. The initial clustering of quotes resulted in the emergence of first order themes and broad dimensions (Scanlan *et al.*, 1989; Cote *et al.*, 1993). This element of deductiveness reflected the conceptually driven formation of the slides, which were informed by both the sport psychology (appraisal, emotion and coping) and E.I. literature (Bar-On, 1997; Mayer and Salovey, 1997; Mayer *et al.*, 2002). Consequently, both the design phase of the focus groups and the researcher's conceptual knowledge contributed to a conceptual cycle of 'deductiveness.' Krane *et al.* (1997; p216) stated, "It is unrealistic to expect any researcher to begin a study without the requisite knowledge to understand the phenomenon under consideration." This deductiveness is evident in the language used to label the first order themes and broad dimensions within the content analysis. Further to this element of the analysis, cultural specific issues were also identified in a more inductive sense (see Slide Two – Football Managers and Team Selection – Response). The two 1st order themes relating to managers' decisions labelled as *players choose to confront manager; requiring an explanation for his decision* and alternatively *players internalise manager's decision; no confrontations* are specifically related to and dependent upon the culture within a specific academy. This overt combination of both deductive and inductive analysis aligns the analysis the process with balanced ideals first outlined by Meyer and Wenger (1998).

As mentioned previously, focus groups are intended to encourage interaction between participants and thus interactions should be included within the analysis (Kitzinger, 1994; Wilkenson, 1998). Completion of the content analysis was followed by the 'fleshing out' of first order themes and broad dimensions. This section highlighted the discourse that occurred between participants and revealed the quality of the data that

was acquired. Given that the Bar-On (1997) perspective of E.I. had been explored and addressed via the pen profiles, this section enabled Mayer and Salovey's (1995) perspective of E.I. to emerge (pre-empting further reference to this perspective within phase two). Narrative that resonated with Mayer and Salovey's (1995) perspective, more specifically the levels of consciousness (nonconscious, low consciousness or awareness, high consciousness or awareness) was also highlighted. In deductive terms this was a tentative process. Analysis of slides 4 to 6 suggested that the data was not conceptually conducive to this process. Reasons for why they were not conducive included increased reference to others and an increase in the generic nature of the narrative. It seems the Mayer and Salovey (1995) perspective would be increasingly amenable to individual specific narrative, with potential applied connotations (see phase two).

The aforementioned data analysis formed a results section that comprised of the following subsections:

Section 1a; Pen profiles (narrative aligned with E.I. subcomponents, Bar-On specific).

Section 1b; Deductive alignment of narrative with E.I. subcomponents prompted exploration of a potential relationship between narrative and E.I. scores (Bar-On specific).

Section 2a; Content analysis revealed narrative from participants and emerging themes and dimensions. The players' narrative was tagged with their generic E.I. score. (Generic conceptual associations appear within this section).

Section 2b; Extrapolations of narrative reflecting discourse between participants was presented relating to the emerging themes and dimensions from the content analysis. The Mayer and Salovey (1995) perspective of E.I. emerged at this stage and is explored in relation to the narrative generated by slides 1-3.

3.2.6 Trustworthiness Criteria and Legitimation

The qualitative form of methodology and analysis adopted required fulfilment of the 'trustworthiness' criteria developed by Lincoln and Guba (1985). The criteria which legitimised the research process that was undertaken is presented below:

3.2.6.1 Credibility

Triangulation was implemented whereby; the researcher presented the raw data, first order themes and broad dimensions to two other qualitative researchers. This controlled researcher bias as the raw data and themes that had been generated had to be agreed (triangular consensus) before they were accepted and further analysis could be undertaken. Regular contact with the researcher's Director of Studies also allowed for review and debate over the data analysis processes and acted to further limit researcher bias. Negative case examples were identified and are included and explained with regard to E.I. scores and narrative. Referential adequacy was achieved by tape recording all the focus groups and subsequently transcribing them. Member checking was not performed due to constraints over access to the participants.

3.2.6.2 Transferability

In order to fulfil the requirements of transferability thick description (Geertz, 1993) was provided. The verbatim narrative of the participants formed the transcripts for each group and extended quotes are included within the results and discussion section.

3.2.6.3 Dependability

The sport psychology literature often refers to the qualities and experience of researchers who perform qualitative methods and sometimes this has been reviewed in critical terms (Hanton and Jones, 1999b; Biddle *et al.*, 2001). Consequently the researcher conducted a pilot study with postgraduate students at Liverpool John Moores University. The participants were males (n=4) who had experience of football and its culture. The participants either worked at a football club or were involved within football when they were younger on Youth Training Schemes. This enabled experience to be gained with regard to moderating a focus group discussion and the format of the discussion to be reviewed. A trained qualitative supervisor observed the researcher and feedback was provided. Furthermore, the researcher also had experience of working alongside young players within an academy environment (supervisor and assistant within study support sessions).

3.2.6.4 Conceivability

The transcripts of the focus groups and the slides that were used can be referred to for fulfilment of the conceivability criteria (Hardy *et al.*, 1996).

3.3 Results 1a: Pen Profiles

3.3.1 Pen Profiles; Club 1

The following pen profiles (see figures 3.7 to 3.12) include statements made by the participants within the focus group discussion at club 1. The transcript for this focus group discussion was a considerable length (7351 words) in comparison to the transcripts produced from the discussions at clubs 2 (2945 words) and 3 (4310 words). This was reflected by the volume and quality of the narrative aligned with the subcomponents of E.I. for the individual players (for example, see figure 3.7). The pen profiles for players F and G were the only two within this focus group discussion that did not include narrative related to each of the five subcomponents of E.I. A potential reason for this could be a lack of involvement by these players within the focus group discussion or alternatively it may have not been possible to map their narrative on to the subcomponents of E.I. Nevertheless the narrative produced within this focus group discussion proved to be interesting. Generally alignment of narrative with the subcomponents of E.I. (for participants from club 1) was possible and this can be observed within the pen profiles.

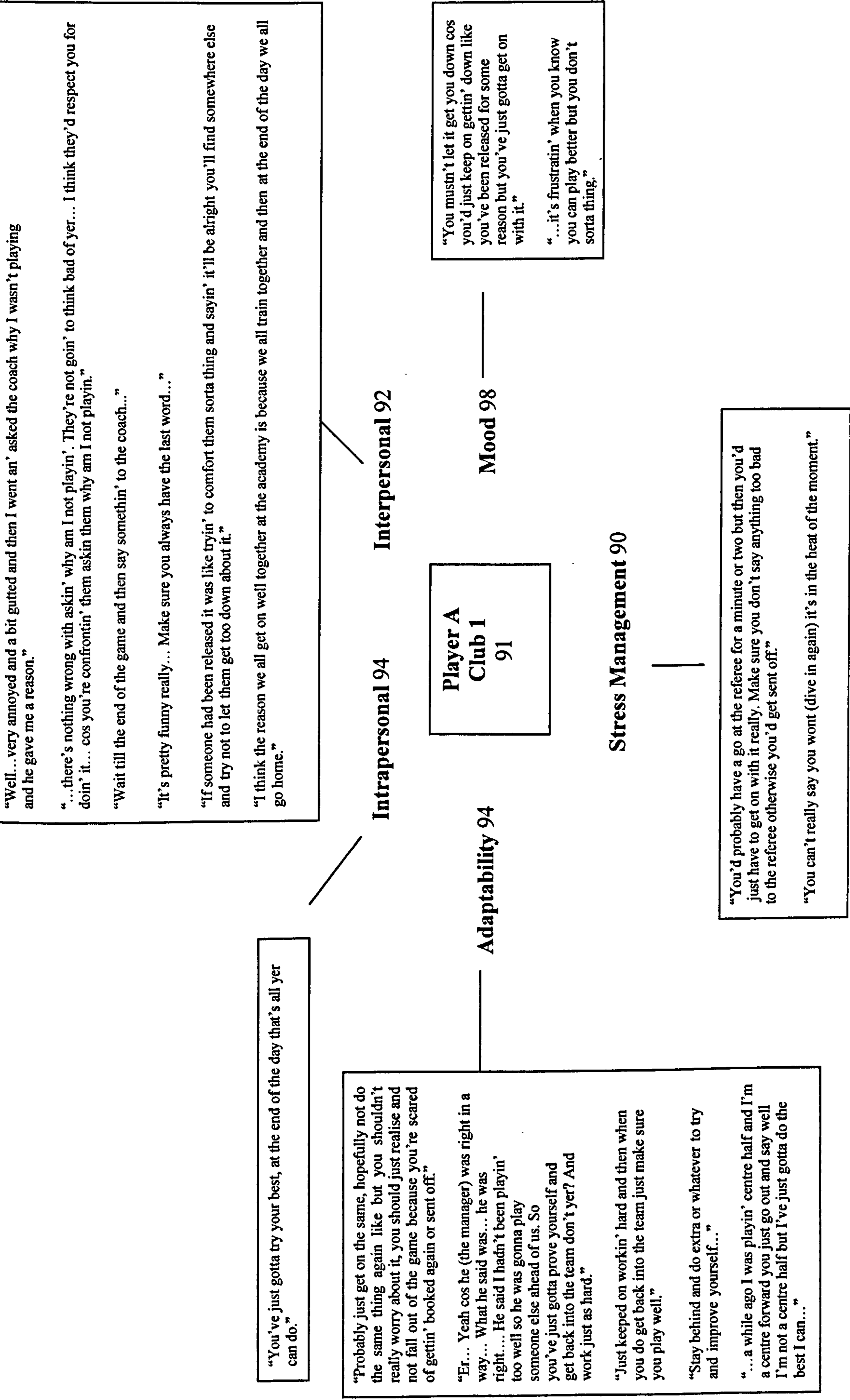


Figure 3.7 Pen profile for player A club 1.

“That’s fouling him though... That’s your first fault... (that is what the player wanted you to do).”

“At the time it’s about yourself and you don’t really think about anyone else but after you think who’s been signed who hasn’t but at the time it’s hard and you can’t help it, you can’t really think about other people only yourself.”

“You have to think to the future whether you really want it or not, stay in and hopefully it will pay off one day but if you go out you’ll never know.”

Intrapersonal 122

“...it would depend on how early you got booked as well, if you got booked like in the first minute you gotta like pace yourself but if you got booked with two minutes to go, wouldn’t count, just keep doin’ it.”

Adaptability 113

**Player B
Club 1
119**

Stress Management 100

“You can’t really let it bother you too much (if the manager does not select you in the starting eleven) cos you still are like on the bench sort of thing...And someone might get injured in the first minute so you might have to come on and virtually play the whole game anyway, so you can’t let it bother you.”

“If yer play well they (staff) never seem to say anythin’ to yer. But if they encouraged you more you might play a lot better.” (requires more interpersonally).

“All the players are close because yer with each other all the time yer get close to each other.”

Interpersonal 116

“Because you’ve done it for so long (played football) you think o’ that would be a waste wouldn’t it.” (if you were released).

Mood 119

Figure 3.8 Pen profile for player B club 1.

"You've gotta be strong, you gotta know what you want to do. If you want to play football then you don't have to go out." (managing lifestyle).

"I think you need someone to talk to."

"I'd have something quick to say but then I'd run away (laughter), just get back in my position."

"See you don't really think. Say like you tackle someone and you get booked, you don't really think about the consequences." (lack of adaptability).

Adaptability 83

Player C
Club 1
75

Intrapersonal 81

Interpersonal 74

Mood 78

"I don't know you're just nervous and a bit worried but you've probably got a good idea already whether you're gonna be kept on or not... Just from how you've been playing or what the coaches have been sayin' to yer and your performances."

Stress Management 80

"When er... I snapped (lost control) and dived in too early and he went past me... I think he might've scored as well."

"You think about the good things and the bad things, what other people have said to yer and you have to weigh it all up like."

"I don't know really... I'd be gutted, I'd probably sulk for a bit (because I wasn't in the first eleven) but I'd try and bring me self out of it and get involved with the lads, try and get them up for the match as well."

"If you sulk I think it might bother other players who are playing and the team spirit for the game."

"People who aren't anythin' thinkin' their big that's what annoys me... Cos we're only young they know we'll take it without givin' anythin' back, well maybe some."

"We know how each other are feelin'."

"We just know cos we've experienced probably everythin' that each other experiences. It'll never happen that nothin' has been said to you that hasn't been said to someone else, well I doubt it anyway unless you're really special."

"It helps so much if someone says well played or you get a pat on the back."

"You're always sayin' to yourself you're doin' it for one thing though, to be a footballer and you just keep sayin' it in your head that you have to do it to be a footballer. They say it's right so you gotta try and do it."

"You pick up on things, you just watch carefully and think right I'm not gonna be startin' cos I'm not involved in the important things in trainin'."

Adaptability 76

Intrapersonal 79

Interpersonal 104

**Player D
Club 1
81**

Mood 85

"I think it depends on how you're playin' as well if you're playin' well I don't think you'd be as bothered but if I'm havin' a bad game I probably would go for the snap on him. If I was playin' well I wouldn't be bothered."

Stress Management 89

"I'd just like go mad at the referee (laughter)... start swearing at him."

"I just couldn't help it, just like go mad at him for the decision, just couldn't help myself."

"It annoys me when I call for some of my mates and they're just happy, they've got no pressure and with myself there's so much pressure, you're under so much pressure compared to other people that just niggles at me sometimes..."

"You wanna leave the room and it just builds up and then when they leave the room yer just shout somethin' then, like are you stupid?" (dealing with criticism from staff).

"I think it depends on how you're playin' (if you would respond to the opposing player) as well if you're playin' well I don't think you'd be as bothered but if I'm havin' a bad game I probably would go for the snap (loss of control) on him. If I was playin' well I wouldn't be bothered."

Figure 3.10 Pen profile for player D club 1.

"Like you wouldn't ask him in front of everyone, you'd like do it one on one..."

"Yeah that's what the player wants...they want you to foul them so you get sent off."

"Bring you down, to bring you down, try to put you off your game..."

"He came in as well and at the end of the day all you want people to say is just get on with it, it was a mistake but he came in sayin' your attitude has gone down hill and you've got no chance and all this wreckin' his head (annoying another player), he didn't need that."

"We were just sayin' don't worry he hasn't got a clue, not a clue that man (support)."

"Say like if you're a centre forward and yer miss a chance yer know all the players are thinkin' things." (awareness of other players' thoughts).

"At the end of the day it's all about yourself..." (receiving a contract).

"I came in and all I wanted to do was play football and just get on with it."

"It's harder when you're nineteen (to find another team) or whatever like cos if you're lookin' forward and you wanna get into the team and that... but when you're sixteen and then they don't want yer... there's other clubs who you can get into easier and have a fresh start..."

"When yer playin' against another good player that's demandin' you have to rise to the occasion like."

Intrapersonal 119

Interpersonal 117

**Player E
Club 1
116**

Adaptability 104

Mood 116

"No (I don't respond) cos my own team mates do it as well... (football banter) as long as your laughin'..."

Stress Management 109

"It depends everyone's different in how they cope with the pressure that they put on yer. Depends if you're able to cope with the pressure they put on you or not. If you're able to cope then you're ok, but if not you might end up givin' the ball away and that..."

Figure 3.11 Pen profile for player E club 1.

“Er... you’d be fumin’ but you would still want to go and find out what the reason was and go and ask the coach. Then if you go on you’d just have to show him wrong.” (dealing with non-selection by manager).



Intrapersonal 111

Interpersonal 98

**Player F
Club 1
111**

Adaptability 112

Mood 103

Stress Management 118

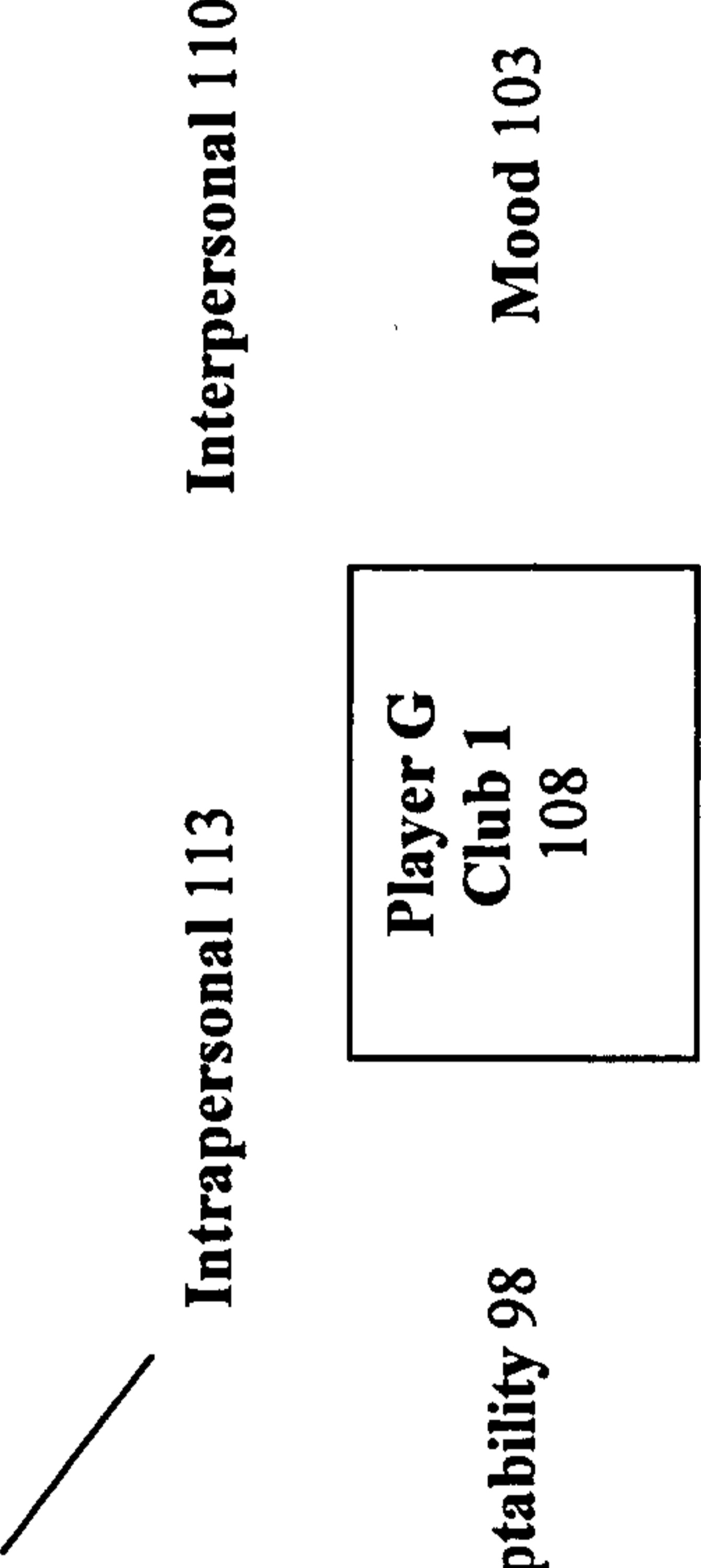


“It’s hard for me cos I don’t really speak to many people, I’m the keeper and I only get it when it’s corners or somethin’. I’d just want the ball to go near his head or somethin’ so you can just take him out with your knee and go straight through him.” (response to football banter).

Figure 3.12 Pen profile for player F club 1.

“Well you want to go out and enjoy yourself of course you do but you have to stay in and try and be a footballer basically.”

“You wouldn’t be able to go in for challenges again like that you might get booked again, you might be off, well that’s what I’d think” (response to yellow card).
“I’d probably give it back to him for a little bit (banter) anyway... I don’t know really... it depends... Depends on what type of game it was as well, if it was like proper physical then yeah if I was playin’ well then I wouldn’t drop to his level.”



Stress Management 103

Figure 3.13 Pen profile for player G club 1.

3.3.2 Pen Profiles; Club 2

In comparison to club 1, the focus group discussion at club 2 was not deemed as fruitful by the researcher, it was increasingly challenging for the researcher to encourage the participants to interact. However, generally the discussion was still perceived to be a success. The increased challenge presented to the researcher (to facilitate the discussion) was perhaps reflected in the decreased level of narrative produced by the participants, which becomes increasingly evident within the pen profiles (see figures 3.13 to 3.20). In contrast to club 1 six of the seven pen profiles from club 2 did not contain narrative aligned with each of the subcomponents of E.I. Narrative aligned with each of the subcomponents of E.I. can only be observed on the pen profile for player D at club 2 (see figure 3.17).

“You’ve just got to worry about your own game, sort yourself out before you worry about anyone else...”

“No I wouldn’t change it (behaviour and effort at school) because I knew even before I started my GCSE’s in school what I was going to do when I left school. I knew I was coming into football so I didn’t really put that much effort in to my school work.”

“Show him wrong in training the next week and show him what you can do.”

“... with the first team and the demands that are put on yer when you train with them are well bigger and well harder than when you have to train with your own age group because any silly mistakes that you do you just get punished like when you play above yourself. If you’re challenging with better players it’s harder for yer, you’re not in that comfort zone.”

“You have got to make sure that like you are prepared for it sort of thing. You have got to make sure that you’re ready to go and be your best and if you’re not your best then it’s crap and not good enough so it’s hard.”

“I’d just ignore it (yellow card from referee) and say if you think that was the right decision, because if you argue the next tackle you make, he’s more likely to book you again.”

“...well you shouldn’t argue with the referee if you’ve just been booked and you argue with him and call him something he can book you again for the same thing and send you off.”

“I’d try and wind him up as well (respond to football banter from opposition) but then just try and hurt him in the next tackle.”

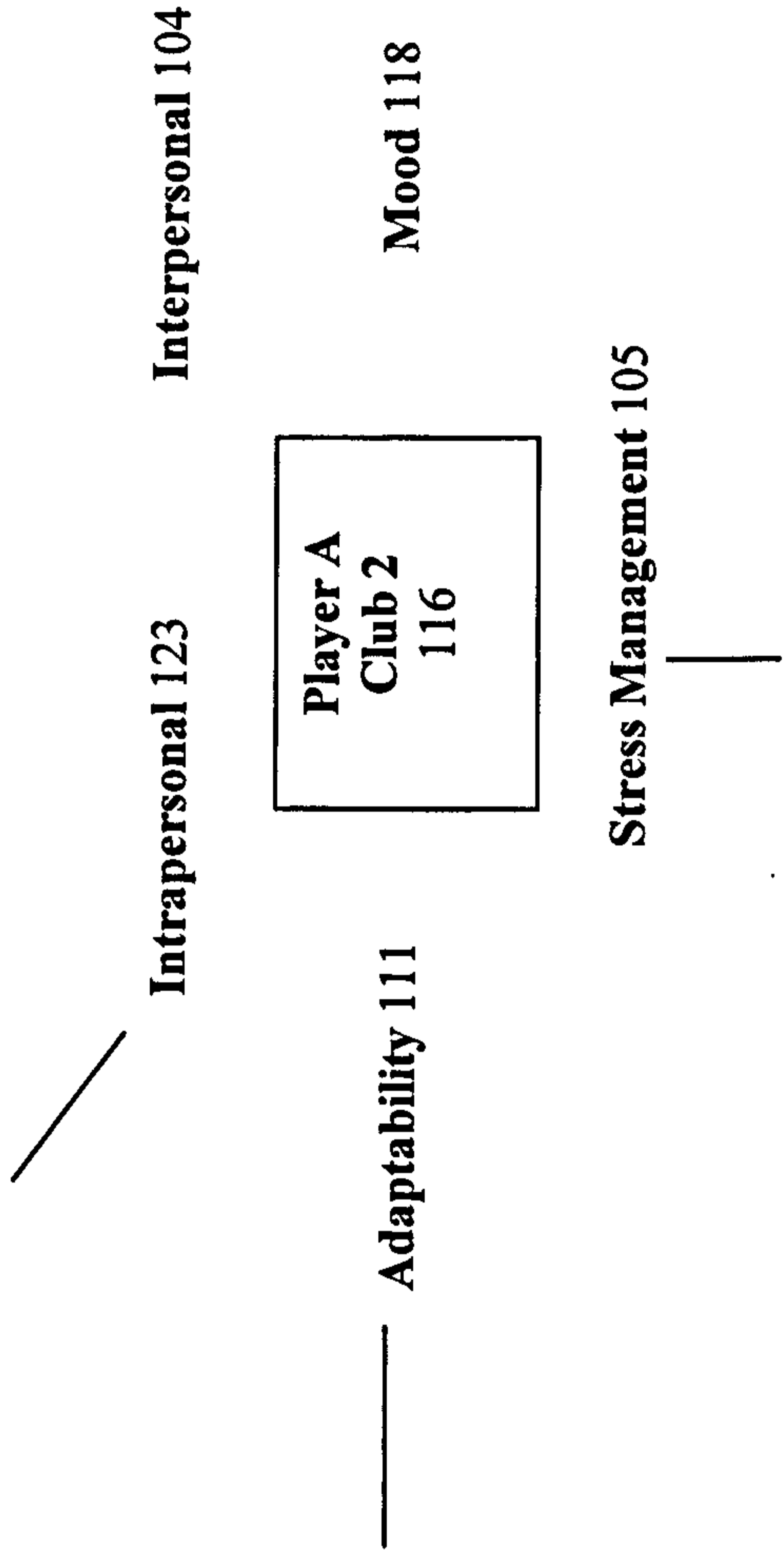


Figure 3.14 Pen profile for player A club 2.

“Kept me mouth shut and moaned to my dad after, you can’t say anything to the manager can yer, it’s his decision. You can’t go and say to him I’m better than him cos he would just say you’re not, simple as that isn’t it.”

“It’s too late now for everyone that went before us (completed their education at school) when they got GCSE’s but they’ve brought that school thing in now but not everyone goes to it.”

“Try and er take the ‘mick’ you know what I mean, through football, make a show of him by being better than him.”

Intrapersonal 110 **Interpersonal 107**

Player C
Club 2
103

————— **Adaptability 86**

Mood 127

Stress Management 98

“Demonstrate your anger to the Ref.”

“Have a go at the Ref and let him know your feelings.”

“Yeah verbally yes, just tell him that he’s wrong.”
(all responses to receiving yellow card from referee).

Figure 3.16 Pen profile for player C club 2.

"If you've just had a good game and you were dropped the next week, you'd want to know why."

"There is no good way of releasing someone is there?" (appreciation of difficult process).

"I think my GCSE results suffered because of my commitment to football."

"Alright, when they've asked me to do something I've done it."

"I've found it easier than what I thought it would be, because you build it up in your head like to be like something that's nearly impossible but it's not."

"...sometimes you're not finished till dead late and then you end up going to see them on a Sunday, go round to all their houses." (ensuring contact with relatives is maintained despite busy schedule).

"Not our manager no! (ask why not included in team)."

"He's not a people person." (don't feel comfortable approaching him).

"He's got to be a bad player if he's trying to wind people up. He can't be that good a player on the football pitch if he's got to wind people up to get them sent off." (awareness of other players' limitations).

"Like they're the only people who are with you most of the day so you take it out on them until you find out." (contact with family during process of retention and release).

"No because you were scared, you could be saying to someone yeah I think I'm going to get one and then you get jibbed or your mate gets jibbed you'd feel dead bad." (limited serious discussion regarding retention and release).

Intrapersonal 116

Interpersonal 94

**Player D
Club 2
106**

Adaptability 111

Mood 107

"Gutted if I didn't deserve the card... because after that you're walking a tight rope aren't yer, in case you get sent off."

Stress Management 85

"There's not much you can do about it though is thee, cos you get given the yellow card so it's how the referee sees it."

"You just start flippin' on your family and that because you don't know what's going to happen to yer." (uncertainty regarding player's future at academy leads to hostility towards family).

Figure 3.17 Pen profile for player D club 2.

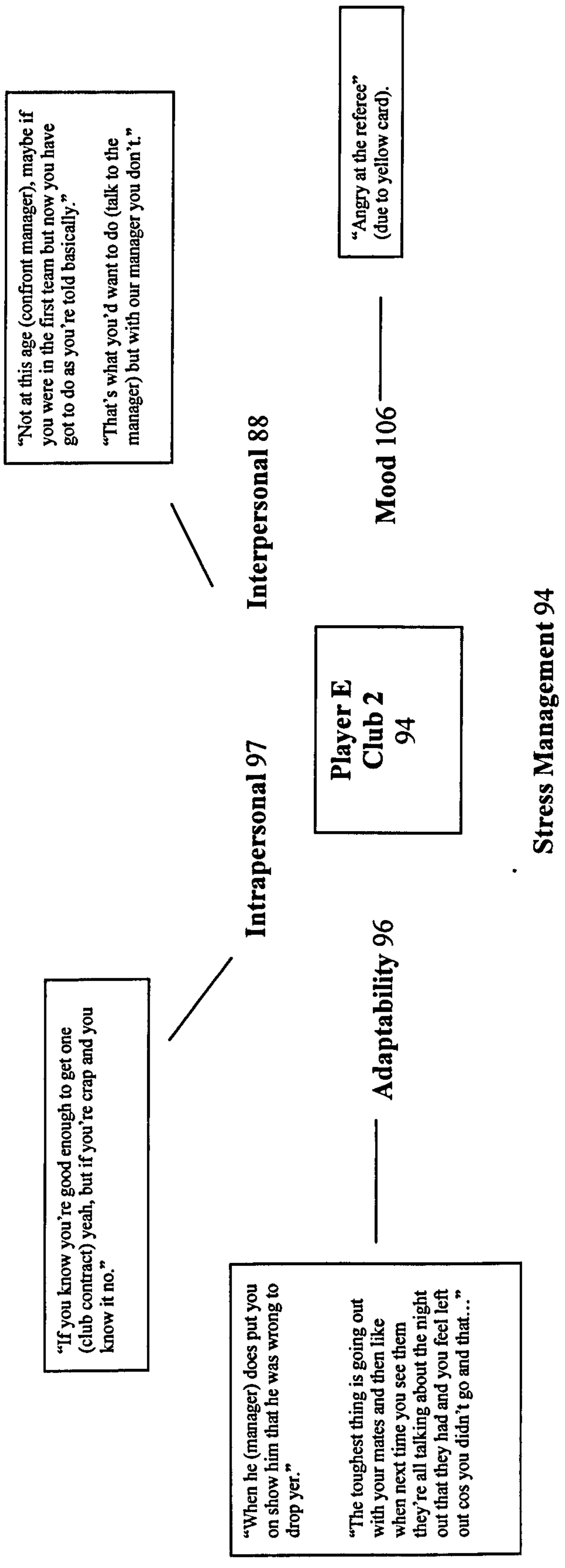


Figure 3.18 Pen profile for player E club 2.

“None of us respect him or like him, you just fear him.” (Manager).



Intrapersonal 110

Interpersonal 96

**Player F
Club 2
106**

Adaptability 110

Mood 101

Stress Management 86



“It’s happened to me, I got booked for one tackle and then like a tackle after I didn’t think it was a foul so I told the Ref where to go and he give me another yellow and sent me off.”
“No I should have kept me mouth shut and just got on with it because I’m not going to change the decision.” (response to referee).

Figure 3.19 Pen profile for player F club 2.

Intrapersonal 65

Interpersonal 77

“Not being able to eat what you want when you want. You’ve got to make loads of sacrifices but then the rewards are good as well.”

— **Adaptability 60**

**Player G
Club 2
62**

Mood 67

“Upset, angry, annoyed, erm...” (with referee for yellow card).

“Happy, I was delighted, over the moon.” (receiving contract).

Stress Management 74

“I’d just ignore them because if you get wound up it will just affect your performance.” (responding to football banter).

Figure 3.20 Pen profile for player G club 2.

3.3.3 Pen Profiles; Club 3

Similarly to club 2 the majority of pen profiles for club 3 did not contain narrative aligned with all of the subcomponents of E.I. (see figures 3.21 to 3.26). A point to consider is that the volume of narrative within the pen profile for Player E (see figure 3.25) does infer that although this participant does not have narrative aligned with each of the subcomponents he was heavily involved in the discussion. The pen profile for Player E reflects the scope of the deductive process. The aim of this process was not to 'force' narrative on to each of the subcomponents for every individual player but to explore the potential alignment of narrative produced within the focus group discussions with the subcomponents of E.I. The pen profile for Player E evidences this.

“Just try and keep positive and think he (manager) must have a reason for doing what he’s doing.” (non-selection of player).

“I have asked (the manager why I’m not playing) before but then like when I went away with Scotland the other week and I didn’t play I didn’t ask because I knew there was a reason why. There is a lot of politics and that involved so I knew even if I went in and said I still wouldn’t play.”

“Yeah if it’s just one game (you’re dropped for) maybe but if it’s going on and on you go in and say something.” (confront manager).

“Like Steven said before it’s hard listening to your parents and that.”

“Leaving home and that and leaving your parents and family...”

Adaptability 96

Intrapersonal 84

Player A
Club 3
93

Interpersonal 103

Mood 103

“My Mum and Dad and sister and that come down especially if it’s like a quarter final or final or something like that. I do still see them just not that much really so I do still miss them.”

Stress Management 103

Figure 3.21 Pen profile for player A club 3.
100

“You start thinking about training during the week and what you were doing.” (seeks explanation due to non-selection by manager).

“Sometimes like the day after but not straight after you like to think about it yourself first.”

“I think if it’s a fair challenge and you’ve been booked for it chances are if you do another fair challenge he’s not going to book you again and send you off so if he’s booked you for like a small challenge or whatever it is he’s not going to do it again.”

“Er... The manager has always told me before the game like so as long as he does that so I understand... I’ve not had to go in and ask.”

“Yeah I think I’d go in and ask (the manager) why (not selected), if there is a certain area of your game that you’ve got to improve.”

“If you mean the physical demands, then we do a lot of fitness training I suppose, it is tough but you just do it.”

“It’s the friends you lose for me because you can’t be with them as much as you’d like to be and so it’s different because you don’t see them as much but there’s not a lot you can do really.”

**Player B
Club 3
109**

Intrapersonal 111

Interpersonal 108

Adaptability 108

Mood 102

Stress Management 107

“If they’re (opposition) talking to yer it doesn’t really get to yer but if they’re spitting at yer or stampin’ on yer feet that gets to yer.”

Figure 3.22 Pen profile for player B club 3.

"It does get you down but you just have to think about your football really." (reduced amount of time available with friends).

"If you go out through the week with your friends or your girlfriend and gone through the motions and got away with it but then you think you've got to be able to give absolutely everything to make it and you feel guilty."

"We went out on the Friday and played the next day or something like that. They said you can go out till eleven so we all got back for eleven and then we had to go to our rooms, so we went to our rooms but then about five minutes later we all went back out and then we had to get up for our breakfast about half eight and we didn't get in till about four or five."

"You can think about it too much so you try not to." (build-up to a game).

"They know the coaches though, they know who goes out and who doesn't... You can just tell from the banter... say like they might say did you have a good time on Saturday night or wherever, they just know."

"I think after the game is hard as well especially when you have to travel home with your parents or whatever who's watched the game and you've had a bad game and they tell you about it all the way home for twenty minutes or whatever even if you've had a good game..."

"The coaches because there the ones you need to impress, there the ones who make decisions about you so probably them." (listening to others).

"It depends on what time it is in the game, if it's early on in the game then you might have to think about tackles a bit more." (consequences of yellow card).

"They're good (demands made by academy) because when things challenge you it means you have to work harder at it and get better. So when you're in training and they give you something difficult to do you work hard at it and get better. It tests you and you know the coaches are looking at yer so you want to show them that you will work harder to get better at it."

"I wouldn't say I've lost friends but they're not close friends because like you can't be with them every night. They ring you up and that but you can't go out and if sometimes you can you can't stay out late or anything like that."

"If we hadn't have been knocked out we wouldn't have gone out."

"Disappointment because you're not playing even if you weren't expecting to play you still feel disappointed." (being dropped by the manager).

"Well obviously I've always been kept on so it's always been a good time (process of retention and release), made up when you get that contract but we're all in the same boat at the end of the season, I don't know what I'll feel like then."

Intrapersonal 110 Interpersonal 92

**Player C
Club 3
97**

Adaptability 83

Mood 101

Stress Management 92

"Just carry on with what you've been doing and play the same game, don't let it get to you." (yellow card off referee).

"If you get a fifty-fifty make sure you do him (hurt opposition) or something you know what I mean, you could just say no concentrate and play your own game but you'd go looking for him, well I would anyway. You know cos sometimes it does get to yer sometimes it doesn't." (football banter).

Figure 3.23 Pen profile for player C club 3.

“Yeah it makes you think about your own game and you think why aren't I playing why is he playing?” (non-selection).

“If the same thing occurred then I would (confront the manger about non-selection), if you haven't been given a reason before the game like.”

“Yeah like no one likes talking about it seriously there's just banter about it you know what I mean like sayin' I'll be working on the roads and stuff next year. No one talks seriously about it though.” (obtaining a contract).

“Let down I'd feel let down by him, the manager.” (non-selection and not being told why).

“You just go in and ask the coach...” (requiring an explanation for non-selection).

“It was quite easy yes, I just went in and explained the situation to er John and he rang the manager and like he had a chat to me then.” (communication).

“Yes he (manager) explained why (I wasn't playing) and I was happy with it and I just said to him like just tell me before the game.”

“They've got the same answers as well though haven't they?” (communication with manager).

“Well I did have friends and stuff and sometimes you can't be with them as much as you want to be. You can still be with them to a certain extent but you can't be with them every night like. You have to turn round to them and say I can't come tonight because I've got training so you just have to sit back a bit sometimes.”

“Mine is just like Steven said the social side of things and friends and that... You just have to try and work around it as best as you can really.”

“Even like things what you have to eat the night before and that, you just try to eat right.” (match preparation).

Intrapersonal 94

Interpersonal 86

**Player D
Club 3
90**

Adaptability 84

Mood 98

“Angry like, erm... pissed off...” (with manager).

Stress Management 97

Figure 3.24 Pen profile for player D club 3.

"In the game when the referee books me I might be thinkin' o you know fuck yer I don't deserve this type of thing but then afterwards when you think about it you think I probably did deserve it but then you just forget about it because it's gone hasn't it."

"It's bigger when you see like lads who are like a year above yer and yer look at them and yer think they're a good player they'll get another club when they get released or if they get released and when they don't it's a big shock and yer thinkin' what am I gonna do if that's me."

"Your goals, it's what you want to be isn't it and if it will make me a better footballer then I have to give it a go." (professionalism).

"Erm... Not obviously because you don't want a girlfriend but if you try and organize something and it's at the same time as footie and they say you always have footie well that has to come first doesn't it that's they way it's got to be if you want it, isn't it?"

"Yes it depends on what's going on around you and who you're playing and that." (player's response to football banter is informed).

"Yes because if you're thinking along those lines you probably wouldn't go in to tackles like you should do." (performing despite yellow card).

"I wouldn't like start talking to them to wind them up. They get angry though don't thee if you start smiling at them and just laughing at them it makes them worse, so you know they'll be coming in to try and whack yer and I know this sounds quite bad but they get booked then don't thee and the game starts goin' then when they're tryin' to whack yer."

"You get in to a routine. Erm... in terms of the weekend and that like, obviously you can't just do what you want to do, you have to look after yourself and make sure you're ready for the game and things like that."

"Like even now if you're out you get people coming up to you saying you shouldn't be out or drinking or anything like that."

"But like I watch what I eat and that but sometimes it's really hard you'd rather just eat the things that you want to and you know you like erm... but I suppose you just have to do it."

"Yeah I'd wind players up definitely."

"Serious talks though you talk to people away from here don't yer. Serious chats about what you want to do next year you have with your Dad and your family and friends you know what I mean."

"You want them (the academy) to tell you as soon as possible so you look forward to it in that way, cos you just want to know. There was these two lads last time who were left waiting, there was only two weeks left till the end of the season and then they just got let go. One of them was really good as well weren't he?"

"The way you are with other people and the way other people are with you because there are a lot if of jealous people out there erm... and you know sometimes just like the way you walk or the way you hold yourself matters cos people say like, look at that knobhead over there like that, just cos he plays for..."

"You don't need anyone to tell you you've had a bad game, if you've had a bad game then you know."

"If it's obvious things then you don't want to hear it but if it's things that they've picked up on and you haven't then it's good to listen to. But not things like you gave the ball away at a certain time, you know that and you don't want to listen to it." (feedback about individual performance).

"But you do listen to some coaches more than others, say like if Joe Bloggs tells me something then I listen to him more probably than others."

Intrapersonal 111

Interpersonal 103

**Player E
Club 3
111**

Adaptability 104

Mood 106

Stress Management 125

"Er... angry initially obviously because if you don't deserve it and you think it's a fair challenge then you're angry even if he gives a foul against you but if he gives you a yellow card as well!" (disagreement with referee's decision).

"It's easy to sit here and say no I wouldn't change and I wouldn't react to it." (football banter).

"Just give as good as yer get ain't it." (responding to opposition's banter).

"I'd just laugh at them, I couldn't be bothered with them and I wouldn't give them the time of day."

Figure 3.25 Pen profile for player E club 3.

“The same really just basically they’ve always told me before the game so I haven’t had to go and ask him after the game or anything so.” (communication with manager).
 “I’d probably go and ask.” (communicate with manager if not selected).

Intrapersonal 99 Interpersonal 83

**Player F
 Club 3
 92**

Adaptability 88

Mood 102

Stress Management 94

“It depends on what game and stuff you’re in as well doesn’t it.” (informed response to football banter).
 “Scary like cos when you get chose for your scholarship it’s a life like isn’t it so if you’re not gonna get one you’ve gotta fall back on something else so it’s scary.”
 “Yes like what you do before the game, the night before and that.” (match preparation).
 “I just try and make sure I’m in bed by ten really, but it is hard.” (match preparation).

“Same really like if he’s givin’ it you, you give him it back.”
 “Try and make your performance better so that he’s pissed off that you’re playing well he’s trying to get at yer but it’s not working.”
 (contrasting responses to football banter).

Figure 3.26 Pen profile for player F club 3.

3.3.4 Brief Summary of Pen Profiles and Alignment of Narrative

Exploring the possibility of aligning the narrative with the subcomponents of E.I. proved to be worthwhile. The narrative provides context, in a culturally specific sense that can also be associated with the subcomponents of E.I. (Bar-On, 1997). Material from the pen profile section is highlighted again within the following analysis i.e., narrative and E.I. scores. In a design context the material provided in this first mapping exercise is now revisited (deductively) by using a more specific conceptual position. Consequently, in the section to follow, narrative is considered relative to Bar-On's (1997) components. More specifically, data is considered with reference to E.I. scores of a generic and sub-component specific perspective.

3.4 Results 1b: Pen Profiles - Narrative and E.I. Scores

The pen profiles provided an overview of the participants within each focus group. The participants' generic E.I. scores were revealed, as well as their scores for each of the five subcomponents of E.I. The narrative provided a degree of context for each subcomponent, which can be traced back to both the individual and to their environment. The purpose of the present section is to align E.I. scores with narrative and to further explore potential synthesis between both the qualitative (focus groups) and quantitative data (psychometrics). References are made to both the major five subcomponents of E.I. (presented on pen profiles) and when appropriate to further subcomponents (of which there are fifteen). These further subdivisions are as follows:

Intrapersonal – Self regard, emotional self-awareness, assertiveness, independence and self-actualisation.

Interpersonal – Empathy, social responsibility and interpersonal relationship.

Stress Management – Stress tolerance and impulse control.

Adaptability – Reality testing, flexibility and problem solving.

Mood – Optimism and happiness.

Deductive analysis of the raw data for the pen profiles suggested that further reference beyond the generic subscale scores may be required, however, the researcher's limited knowledge of the participants and in cases limited narrative encourage the sub division linkages to be viewed with some caution. This caveat aside the implementation of Bar-On's step-by-step interpretation sequence i.e., analysis of major subcomponents followed by analysis of further subcomponents, does align with the process outlined within the psychometric technical manual (see Bar-On 1997; pp

48-51). Case examples (taken from pen profiles) that explore the potential relationship between narrative and E.I. scores will now be referred to. Citations from the Bar-On (1997) technical manual are used in a descriptive sense with reference to both the players' generic scores and subcomponent scores for E.I. (citations are in italics).

3.4.1 Player B Club 2 (see figure 3.15)

This player had a generic E.I. score (119), which is illustrative of an individual with a *high well-developed emotional capacity*. This was consistent with their scores for each of the subcomponents aside from the intrapersonal and mood subcomponents for which they had an *extremely well developed emotional capacity*. Reference to their narrative does not always reinforce their scores. For example, with regards to *adaptability* the player reveals how difficult it is for him to adapt his lifestyle, as he understands that he needs to spend limited time with his friends but reveals this is not presently the case:

“Not going out with your mates and that... I haven't I've had to go out with them.”

This narrative does not align to the high score obtained by this player for *adaptability*. However, specific reference must also be made to the sub-component scores of *adaptability* i.e., *problem solving, reality testing and flexibility*. The player's scores for both flexibility and problem solving are high and therefore reflect *adaptability* in those areas whereas; an average score for reality testing was obtained. Individuals who are able to differentiate between what they experience subjectively and what in reality exists achieve high scores for the reality-testing component (Bar-On, 1997). In this case the subdivisions of the psychometric offers little insight into the apparent

differentiation between the player's narrative and the adaptability potential indicated by his score.

However, for the *stress management* subcomponent the player's narrative generally appears to substantiate their high score:

“Just get on with it because he's not going to change his mind is he? So you might as well get on with it.” (Response to referee's yellow card).

With reference to the subcomponents of stress management this player obtained a very high score for *stress tolerance*. High scores on this subscale highlight individuals who are able to withstand stressful situations and cope with stress positively (Bar-On, 1997). The preceding narrative conforms to the player's score. It is noteworthy that this player did not obtain a high score for the second subcomponent of stress management i.e. *impulse control*. An average score for impulse control was recorded.

The player's narrative within the *interpersonal* component demonstrates his awareness of the manager's character. The player is aware of what is expected of him and how he must respond to the manager's decisions:

“We can't even ask him (manager) anyway so you just have to get on with it (regardless of whether you are selected or not).”

The subcomponent scores for the interpersonal scale reveals that this player obtained a very high score for the *interpersonal relationship* scale in comparison to average scores for *empathy* and *social responsibility*. The player only provided two comments located within the generic interpersonal subcomponent and the comment above is

clearly related to his understanding of the parameters of his relationship with his manager.

It is possible that a limitation of the semi-structured methodology is exposed within Player B's (Club 2) pen profile as no narrative could be extracted for this player in relation to the *intrapersonal* and *mood* subcomponent.

3.4.2 Player A Club 1 (see figure 3.7)

This player's generic E.I. and subcomponent scores were all categorised as *average* and therefore suggested the player had *adequate emotional capacity*. This balance appears to be reflected by the narrative within the player's pen profile. The player made a contribution to the focus group and the researcher was able to extract narrative relating to each E.I. subcomponent from his transcript. Average scores were obtained by this player for all five subscales and for thirteen of the fifteen further subscales. With reference to *stress management* the player reveals that he would respond as follows:

"You'd probably have a go at the referee for a minute or two but then you'd just have to get on with it really. Make sure you don't say anything too bad to the referee otherwise you'd get sent off."

The subcomponents for stress management reveal that Player A obtained a *very low* score for *impulse control* the acknowledgement by the player that they would respond (possibly in a dysfunctional manner) to the referee further reinforces this player's scores.

The narrative from the *intrapersonal* subcomponent supports the player's *adequate emotional capacity* and reflects the balance that the player has throughout the E.I. spectrum.

"You've just gotta try your best, at the end of the day that's all yer can do."

Within his narrative the player revealed his thoughts and attitude when asked to play a different position by the manager:

"...a while ago I was playin' centre half and I'm a centre forward, you just go out and say well I'm not a centre half but I've just gotta do the best I can..."

This demonstrates the player's willingness to adapt and supports the *average adaptability* score. However, for the *problem solving* subscale of adaptability this player obtained a low score. In order to obtain a high score the individual should be able to *recognise a problem* and also *implement an effective solution* (Bar-On, 1997).

With reference to the *interpersonal* subcomponent Player A (Club 1) revealed that he would confront his manager if he had not been selected in the starting eleven and had not been provided with an explanation:

"...there's nothing wrong with askin' why am I not playin' ? They're not goin' to think bad of yer... I think they'd respect you for doin' it cos you're confrontin' them, askin' them why am I not playin..."

The player provided a clear rationale for his decision to 'talk things over' with the manager and it is this detail within his explanation that provides substance to his *average interpersonal* score. Finally, with reference to the *mood* subcomponent the

sentiments of Player A (Club 1) appear to reflect the equilibrium obtained across his E.I. spectrum:

“You mustn’t let it get you down cos you’d just keep on getting down, like you’ve been released for some reason but you’ve just gotta get on with it.”

3.4.3 Player D Club 1 (see figure 3.10)

Player D (Club 1) has a *low generic E.I. score*, however; in contrast to the aforementioned Player A (Club 1) this generic score is not representative of the scores obtained across all E.I. subcomponents. In this case it would seem important to examine the subcomponents of E.I. and so resist the narrow promotion of the generic E.I. score (Bar-On, 1997). The interpersonal subcomponent is the only component that Player D (Club 1) obtained an average score for i.e., in comparison to obtaining low and very low scores. The pen profile reveals that it was for this area that the researcher was able to extract a high level of narrative and this narrative served to reflect the score obtained. Specifically concerning the empathic nature of the player:

“We know how each other are feelin’... We just know cos we’ve experienced probably everythin’ that each other experiences. It’ll never happen that nothin’ has been said to you that hasn’t been said to someone else, well I doubt it anyway unless you’re really special.”

This section underscores the need for the researcher to explore both the major subcomponents and further subcomponents of E.I. as the generic E.I. score does not necessarily highlight the specific strengths and weaknesses of the player across the spectrum of E.I. scores. Average scores obtained for the three interpersonal subcomponents reinforced the average interpersonal score.

3.4.4 Player C Club 2 (see figure 3.16)

Player C (Club 2) similarly to Player D (Club 1) obtained a generic E.I. score that did not conform to the scores for the five main subcomponents. Conversely, Player C (Club 2) obtained an *average generic* score but a *low* score for the *adaptability* subcomponent. However, the narrative extracted does not appear to reinforce the low score as a positive response is provided to one scenario; in which the player reveals how he would respond to ‘football banter’:

“Try and er take the ‘mick’ you know what I mean, through football, make a show of him by being better than him.”

The average score for stress management is also not reinforced by the narrative. Despite the subcomponent scores for stress management being average, the player revealed in response to receiving a yellow card from the referee he would:

“Have a go at the Ref... demonstrate anger... just tell him that he’s wrong.”

One explanation for this might lie in the potential crossover of narrative between the E.I. subcomponents. In this particular case the narrative confined to adaptability could reasonably be located within stress management and vice-versa. If in this case the narrative was switched it could impact on the way the narrative offers support for the players’ psychometric scores (i.e. low adaptability).

3.4.5 Player F Club 2 (see figure 3.19)

Player F (Club 2) obtained a range of scores: *Average scores for generic E.I., interpersonal, mood and stress management subcomponents and high scores for intrapersonal and adaptability subcomponents.* However, closer examination of the player’s pen profile reveals limited narrative. That observation aside, the narrative

recorded for the stress management subcomponent does not appear to support the average score obtained:

“It’s happened to me, I got booked for one tackle and then like a tackle after. I didn’t think it was a foul so I told the Ref where to go and he give me another yellow and sent me off.”

Reference to the subcomponents of stress management also revealed average scores for stress management and impulse control. In this regard the player’s narrative did not align with the subcomponents for which he obtained high scores. Exploration of a potential link between the players’ willingness and ability to articulate themselves in relation to the E.I. subcomponents and the scores they obtained can be highlighted with reference to Player F (Club 1) and Player E (Club 3). Both players have high generic E.I. scores and their scores for three of the five subcomponents (Intrapersonal, Interpersonal, Mood) fall within the same category of the Bar-On (1997) interpretive guideline. However, their pen profiles differ considerably. Player E (Club 3) was clearly involved within the focus group discussion and provided extensive narrative. In contrast Player F (Club 1) is only quoted on two occasions. Consequently this lack of narrative volume makes it difficult to propose any relationship between the players’ E.I. scores and their reactions to the focus group process. Similarly, the different input from players with similar profiles also confounds any attempt to relate focus group involvement to E.I. profiles.

3.5 Results 2a: Content Analysis

This section comprises of the outcome of the content analysis phase of data analysis. Engagement in this form of data analysis concurred with the deductive arrival of wider conceptual material from both the sport psychology and E.I. literature. Inductive themes that emerged are also presented within this section, which capture the context of the focus group discussions. Finally, the tagging system utilised within the aforementioned sections (originating from the data obtained within part (a) of phase one) remains an inherent feature of these results. The players' narrative is presented and accompanied by the tag, which reveals their generic level of E.I. (see table 3.1).

Slide One – Referees’ Decisions - Thoughts and Feelings

Raw Data Themes

Gutted if I didn't deserve the card. (Av., P.D. club 2)
 Angry at the referee. (Av., P.E. club 2)
 Frustrated by the referee's decision. (Av., P.F. club 2)
 Fuming with the referee. (H. P.F. club 1)
 Angry with the referee. (H. P.F. club 1)
 Angry because it's not fair. (H. P.E. club 3)
 Angry with the referee. (Av, PF, club 3)

I'd just be thinking about the fine. (M.L, PG, club 2)

You're walking a tight rope. (Av., PD, club 2)
 You would have to watch your next tackle. (H. P.B. club 2)
 You wouldn't be able to go in for challenges. (Av. PG, club 1)
 If your game's all about tackling you're screwed. (Av. PG, club 1)

You get booked, you don't really think about the consequences. (VL. PC, club 1)
 You think about the present. (AV. PA, club 1)
 Just get on the same you shouldn't worry about it. (AV. PA, club 1)
 Play the same game. (Av, PC, club 3)

Future tackling depends on how early you got booked. (H. P.B. club 1)
 It depends on what game and stuff you're in. (Av, PF, club 3)
 Depends on what's going on around you and who you're playing. (H. P.E. club 3)
 It depends on what time it is in the game. (Av, PC, club 3)

First Order Themes

Negative Emotions

Punishment

Restrictive impact of referee's decision on player's game

Players remain focused despite referee's decision

Cognitive and behavioral impact of referee's decision on academy players

External influences (context) inform players' responses

Broad Dimensions

Slide One – Referees’ Decisions – Response

Raw Data Themes

Have a go at the Ref – verbally. (Av, P.C., Club 2)
Go mad at the referee start swearing at him.
(L, P.D. Club 1)

I’d just ignore it otherwise he might book you
again (H, P.A. Club 2)
Just get on with it. (H, P.B. Club 2)

I’d have something quick to say and then run
away back into position. (V.L. P.C. Club 1)
You have a go and think you better calm down
and get on with it. (Av. P.A. Club 1)

First Order Themes

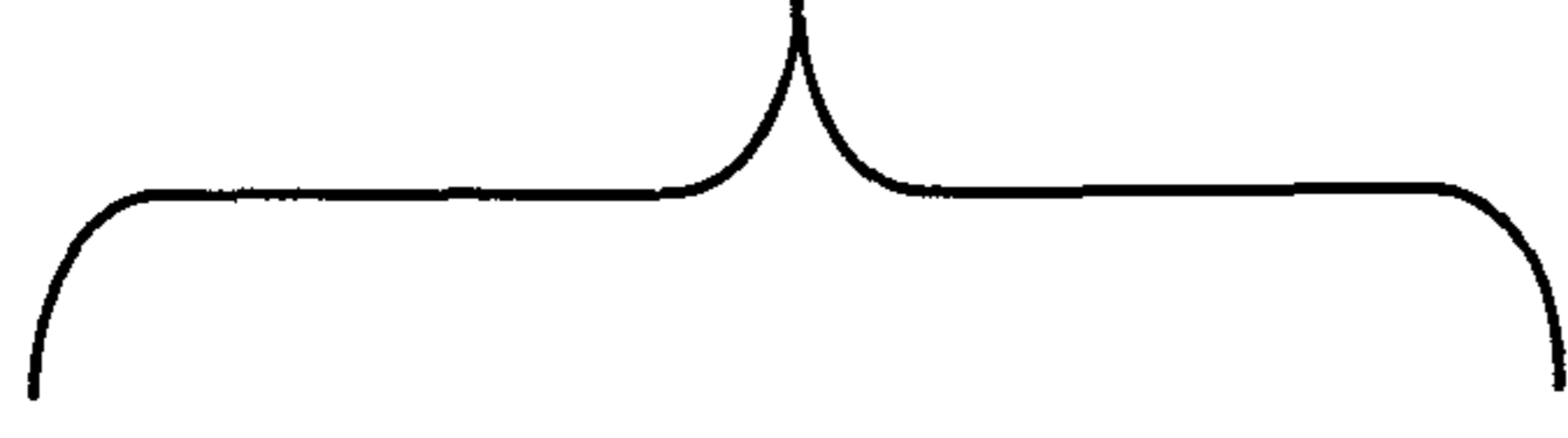
Aggressive, dysfunctional
problem focused coping

Emotion focused coping

Awareness and Responsibility
(Intrapersonal and Interpersonal)

Broad Dimensions

Coping mechanisms utilised
by academy players



I got a yellow and was fined for it but would still
do the same again. (L. PD, club 1)

I should have kept my mouth shut and got on
with it. (Av., PF, club 2)

After the game I think I probably did deserve it
but then you just forget about it. (H, PE, club 3)

Slide One – Referees’ Decisions – Time Phased Change

Negative experience and
punishment does not inform
player’s future behaviour

Reflection promoting increased
self-awareness and enhanced
learning experience

Delayed acceptance of individual
punishment, which is
consequently dismissed

Players’ reflections on referees’
decisions and their own
behaviour



Raw Data Themes

You'd 'wanna' know why. Have 'yer' done somethin' wrong? (Av. P.A. Club 1)
 Why haven't I been picked what have I done wrong? (H.P.A. Club 2)
 It makes you think about your own game and why you're not playing. (Av. P.D. Club 3)
 Start thinking about training during the week and what you were doing. (Av. P.B. Club 3)

Upset, angry and annoyed with the manager. (M.L. P.G. Club 2)
 Angry like 'erm' pissed off with it. (Av. P.D. Club 3)
 Let down, I'd feel let down by the manager. (Av. P.D. Club 3)
 Disappointment because you're not playing. (Av. P.C. Club 3)
 Guttled, you'd be up for the game and you're on the bench. (P.E. Club 1)

I don't want to be here. I want to be somewhere else. (M.L. P.G. Club 2)

Keep positive and think he must have a reason for doing what he's doing. (Av. P.A. Club 3)

First Order Themes

Reflective

Negative Emotions



Broad Dimensions

Thoughts and feelings; reacting to being dropped

Dysfunctional response

Functional response



Responses

Raw Data Themes

Wait till the end of the game and say something to the coach. (Av. P.A. Club 1)
 You would ask the manager why, but not in front of everyone. (H. P.E. Club 1)
 You just go in and ask the coach. (Av. P.D. Club 3)
 I'd go in and ask why. If there was a certain area of my game I needed to improve. (Av. P.B. Club 3)
 I'd probably go and ask why (Av. P.F. Club 3)
 I asked the coach why I wasn't playing and he gave me a reason. (Av P.A. Club 1)

Moan to my Dad after, you can't say anything to the manager can yer, it's his decision. (Av. P.C. Club 2)
 We can't even ask him (manager) so you just have to get on with it. (H. P.B. Club 2)

I'd sulk for a bit but then get involved with the lads for the team spirit. (L. P.D. Club 1)

You can't let it bother you – you still might get on (H. P.B. Club 1)
 Just keep on working hard (Av. P.A. Club 1)
 Stay behind and do extra or whatever to improve (Av. P.A. Club 1)
 Show him (manager) wrong in training next week. (H. P.A. Club 2)

First Order Themes

Players choose to confront manager; requiring an explanation for his decision

Players internalise manager's decision; no confrontation

Initial individual negative response coupled with delayed empathetic response

Manager's decision provides players with a source of motivation

Broad Dimensions

Players' responses to their manager regarding their non-selection in the team

Impact of non-selection on academy players

Slide Two -- Football Managers and Team Selection -- Time Phased Change

Raw Data Themes

We can't even ask him (manager) so you just have to get on with it. (H. P.B. Club 2)
 Not at this age (wouldn't ask manager) you have got to do as you're told basically. (Av. P.E. Club 2)

The manager has always told me before the game *if that wasn't the case?* I'd go in and ask why. (Av. P.B. Club 3)
 I haven't had to go and ask him (manager) after the game or anything so... *But if you were put in the position?* ...I'd probably go and ask. (Av. P.F. Club 3)

I'd do the same again... cos there's nothing wrong with askin' ... you're askin' what can I do to get back in to the team. (Av. P.A. Club 1)
 If the same thing occurred then I would (ask the manager again). (Av. P.D. Club 3)

First Order Themes

Players' unquestioning acceptance of manager's authority

Players would question manager upon non-selection



Broad Dimensions

Players and their beliefs regarding approaching their manager

Reinforced "approach behaviour" towards manager



Raw Data Themes

I'm the keeper... I'd just want the ball to go near his head or somethin' so you can just take him out. (H. P.F. Club 1)

If you get a fifty-fifty make sure you do him. (Av. P.C. Club 3)

I think if you know he's gonna do it... You've got to put yer mark on him. (Av. P.B. Club 3)

You try to get them back without people seein' ... on the sly. (Av. P.A. Club 1)

If you're playin' well I don't think you'd be bothered but if I'm havin' a bad game I would probably go for the snap on him. (L. P.D. Club 1)

Try and get them sorted... but if you're winnin' you can just laugh at them. (Av. P.A. Club 1)

Depends... if it was proper physical then yeah if I was playin' well then I wouldn't drop to his level. (Av. P.G. Club 1)

They want you to foul them so you get sent off. (H. P.E. Club 1)

He's got to be a bad player if he's trying to wind people up. (Av. P.D. Club 2)

First Order Themes

Players' opportunist thoughts and opportunities to retaliate

Aggressive retaliation dependant upon player's performance

Own performance dictates response

Players' awareness of their opponents' intentions

Broad Dimensions

Differential thoughts on football banter

Slide Three – Football Banter – Response

Raw Data Themes

You lose your temper a bit and... say somethin' back to them as well. (H. P.F. Club 1)

Make sure you always have the last word. (Av. P.A. Club 1)

Just give as good as yer get ain't it. (H. P.E. Club 3)

If he's givin' it you, you give him it back. (Av. P.F. Club 3)

Give him a good first tackle and then don't talk to him. (H. P.B. Club 2)

I'd try and wind him up... and hurt him in the next tackle. (H. P.A. Club 2)

...Through football, make a show of him by being better than him. (Av. P.C. Club 2)

I'd just ignore them because if you get wound up it will just affect your performance. (M.L. P.G. Club 2)

Try and make your performance better so that he's pissed off that you're playing well he's trying to get at yer but it's not working. (Av. P.F. Club 3)

I'd just laugh at them, I couldn't be bothered with them and I wouldn't give them the time of day. (H. P.E. Club 3)

First Order Themes

Problem focused coping

Emotion focused coping

Broad Dimensions

Coping mechanisms utilised by players

Slide Three – Football Banter – Time Phased Change

Raw Data Themes

I snapped and dived in too early... *would you do the same again?* ...No I don't think so. (V.L. P.C. Club 1)

You can't really say you went (do the same again) it's in the heat of the moment. (Av. P.A. Club 1)

I've just always got on with it (*ignoring them - same response*). (H. P.B. Club 2)

First Order Themes

Negative outcome informs player's future behaviour

External influences inform player's behaviour

Positive repeated behaviour by academy player



Broad Dimensions

Differential views on past and future behaviour

Raw Data Themes

You think about the good things and the bad things, what other people have said to yer...friends, family...coaches. (L. P.D. Club 1)

I get scared of what other people will think of me... I'm not really bothered about me sometimes... just want to do it for them as well as yourself. (L. P.D. Club 1)

At the end of the day it's all about yourself. (H. P.E. Club 1)

It was nerve rackin' you just wanted it to be over and done with in a split second. (H. P.F. Club 1)

Scary like cos when you get chose for your scholarship it's a life like isn't it? (Av. P.F. Club 3)

...Nervous and a bit worried but you've probably got a good idea if you're gonna be kept on or not. (V.L. P.C. Club 1)

If you know you're good enough to get one (contract) yeah (you can enjoy it) but if you're crap and you know it no (you can't enjoy it). (Av. P.E. Club 2)

First Order Themes

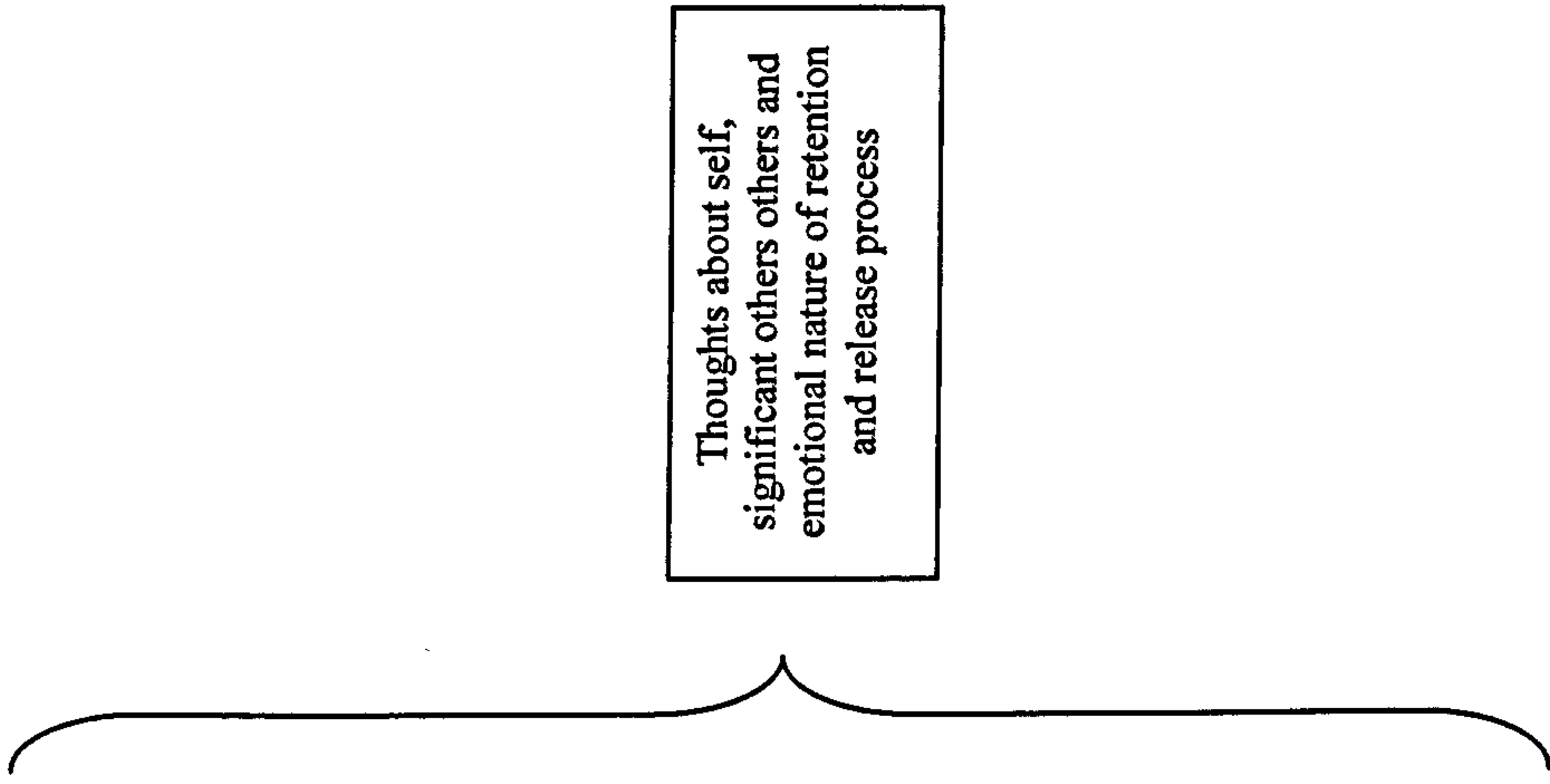
Thoughts regarding involvement of significant others

Focus on self

Players' feelings regarding securing a contract

Players' awareness of relationship between their thoughts and feelings

Broad Dimensions



Slide Four – Retention and Release – Response

Raw Data Themes

You were scared, you could be saying to someone yeah I think I'm going to get one and then you get jibbed... (Av. P.D. Club 2)

...No one likes talking about it seriously there's just banter about it... (Av. P.D. Club 3)

If you think you're gonna get released and say I think I'm gonna go, it makes you look weak or if you say you know you're gonna get kept on you look big headed and big time. (Av. P.C. Club 3)

Serious chats about what you want to do next year you have with your Dad and your family and friends (H. P.E. Club 3)

It's harder when you're 19...but when you're 16 and they don't want yer; there's other clubs you can get into easier. (H. P.E. Club 1)

...When you get older you can probably cope with things more easily... also the older you get the harder it is to find somewhere else. (Av. P.A. Club 1)

Happy, I was delighted, over the moon. (M.L. P.G. Club 2)

...If someone had been released it was like tryin' to comfort them...sayin' it'll be alright. (Av. P.A. Club 1)

First Order Themes

Limited interaction between teammates

Player's prefer to confide in friends or relatives significant others

Difficulty of retention and release process dependant upon player's age

Emotional jubilant response to being retained by club

Helping others

Broad Dimensions

Communication

Intrapersonal and interpersonal experience

Slide Four – Retention and Release – Time Phased Change

Raw Data Themes

You can't really think about it (process) much. (H. P.B. Club 1)
...It's always in the back of your mind (retention and release), every day, every training session and match you play. (L.P.D. Club 1)

You mustn't let it get you down... you've been released for some reason...just gotta keep on tryin' and get in somewhere else... (Av. P.A. Club 1)

You feel like you've wasted years playin' football for nothin'. (H. P.B. Club 1)
If your wages are good, even if you're on a wedge every week it makes no difference. (H. P.E. Club 1)

First Order Themes

Players' future thoughts regarding retention and release process

Acceptance of release coupled with positive response

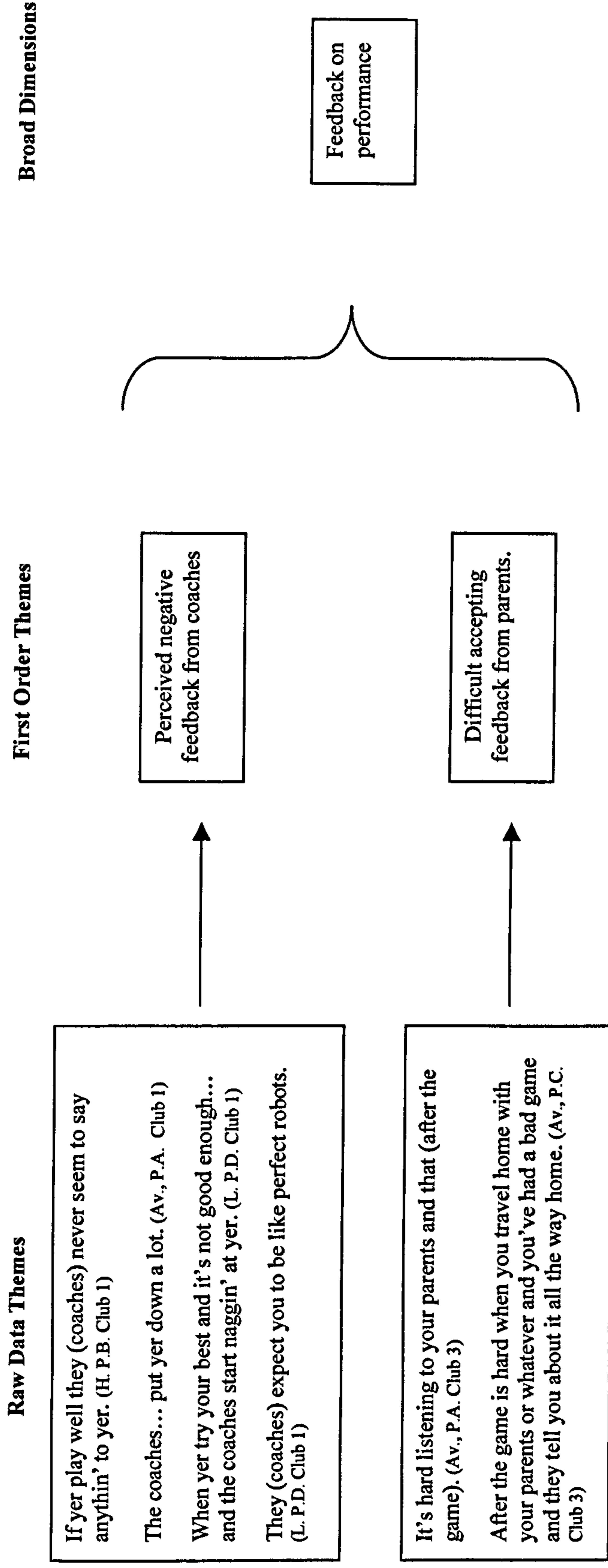
Disappointment and hopelessness experienced by player

Broad Dimensions



Potential future thoughts and emotions of players

Slide Five/Six – Academies as challenging places (player/person)



Slide Five/Six – Academies as challenging places (Player/Person)

Raw Data Themes

All the players are close because yer with each other all the time. (H. P.B. Club 1)

We know how each other are feeling. (L. P.D. Club 1)

I think the reason we all get on well together... because we all train together and then at the end of the day we all go home. (Av., P.A. Club 1)

We've experienced probably everythin' that each other experiences. (L. P.D. Club 1)

I've even rang one of my teammates when we've been at home and I mean at home not digs. (L. P.D. Club 1)

You have to make sure that you're ready to go and be your best and if you're not then it's crap and not good enough so it's hard. (H. P.A. Club 2)

It's frustratin' when you know you can play better but you don't sorta thing. (Av., P.A. Club 1)

You might have a blindin' match one week but then you might not be as good like the next week. (Av., P.A. Club 1)

Some of the things they ask you to do are just unrealistic, thing is it's like everyday... even on our breaks they want us to work. (L. P.D. Club 1)

On a Sunday you think argh the hurdles, this kills, but then you've done them, you think what was I worried about. (Av., P.D. Club 2)

We do a lot of fitness training, it's tough but you just do it. (Av., P.B. Club 3)

First Order Themes

Consistency of performance

Physical challenge

Performance demands

Comradeship

Broad Dimensions

Raw Data Themes

The toughest thing is going out with your mates... you feel left out... (Av., P.E. Club 2)

I did have friends and stuff ... you can't be with them as much as you want to be. (Av., P.D. Club 3)

The social side of things and friends and that (missing out). You just have to work around it... (Av., P.D. Club 3)

They (friends) ring you up and that but you can't go out, if you can you can't stay out late... (Av., P.C. Club 3)

It's the friends you lose for me because you can't be with them as much as you'd like to be. (Av., P.B. Club 3)

Not going out with your mates and that. (H. P.B. Club 2)

You have got time (for friends) but you spend most of it playing footie so when it comes to other things you're just too tired. (Av., P.D. Club 2)

Girlfriends, if you have a girlfriend like at home you just never get to see em'. (L. P.D. Club 1)

People were ringin' up the club tellin' them I was out all the time so I can't go out anymore. (L. P.D. Club 1)

I went out a while ago and got caught out and ended up bein' fined. (Av., P.A. Club 1)

You can't go out, you mightn't even be playin' and all your mates are just havin' a laugh. (L. P.D. Club 1)

If you don't (make it) you're bound to look back and think that you missed out on all goin' out and losin' touch with your mates. (Av., P.A. Club 1)

You have to think to the future whether you really want it or not, stay in and hopefully it will pay off. (H. P.B. Club 1)

You've gotta be strong you gotta know what you want to do. If you want to play football, you don't have to go out. (V.L. P.C. Club 1)

You want to go out and enjoy yourself of course you do but you have to stay in and try and be a footballer. (Av., P.G. Club 1)

We get people ringin' us up on a Friday night when we've got a game on Saturday, they don't realize how important it is. (L. P.D. Club 1)

First Order Themes

Broad Dimensions

Social constraints



Raw Data Themes

You've gotta go out and have a bit of fun otherwise you'd just go crazy. (Av., P.A. Club 1)

It's easier for me cos I can go out with my friends back home but at the weekend I just stay in digs. (H. P.E. Club 1)

If you've been out in the week and then you go training and the coaches say you've done well, you think; I can get away with this. (H. P.E. Club 3)

I haven't I've had to go out with them (friends). (H. P.B. Club 2)

If you do go out through the week with friends and have gone through the motions, then you think you've got to give everything to make it and you feel guilty. (Av., P.C. Club 3)

You need someone (friends/girlfriend) to talk to. (V.L. P.C. Club 1)

Leaving home (is difficult) leaving your parents and family... I do still see them just not that much, so I miss them. (Av., P.A. Club 3)

They know the coaches though; they know who goes out and who doesn't. (Av., P.C. Club 3)

You're absolutely starvin' and you think what can you have to eat, a lettuce buttie or something (Av., Player A, Club 1)

Not being able to eat what you want when you want... (M.L. P.G. Club 2)

I watch what I eat and that but sometimes it's really hard you'd rather just eat things you like. (H. P.E. Club 3)

Like things what you have to eat the night before and that, you just try to eat right. (Av., P.D. Club 3)

First Order Themes

Running risks

Importance of support



Broad Dimensions

Support and social needs

Players perception of coaches' awareness

Nutritional discipline



Slide Five/Six – Academies as challenging places (Player/Person)

Raw Data Themes

I think my G.C.S.E results suffered because of my commitment to football. (Av., P.D. Club 2)

You might think G.C.S.E.'s or contract so you concentrate on football. (H. P.A. Club 2)

I wouldn't change it I knew I was coming to this club so I didn't really put that much effort in to my schoolwork. (H. P.A. Club 2)

It's too late now for everyone that went before us when they got crap G.C.S.E. results but they've brought that school thing in now. (Av., P.C. Club 2)

The way people are with you, there are a lot of jealous people, sometimes just the way you walk or hold yourself matters cos people say look at that knobhead, just cos he plays for whoever. (H. P.E. Club 3)

Shouting stuff at yer (in school) they all think that we think we're boss and that. (H. P.B. Club 2)

First Order Themes

Negative educational consequences

Negative social consequences

Broad Dimensions

Consequences of participation



Slide Five/Six – Academies as challenging places (Player/Person)

Raw Data Themes

You've just gotta try your best, at the end of the day that's all yer can do. (Av., P.A. Club 1)

You're always sayin' to yourself you're doin' it (lifestyle of a scholar) for one thing, to be a footballer and you just keep sayin' it in your head. (L. P.D. Club 1)

I came in and all I wanted to do was play football and just get on with it. (H. P.E. Club 1)

You can't just do what you want to do; you have to look after yourself. (H. P.E. Club 3)

I just try and make sure I'm in bed by ten but it's hard. (Av., P.F. Club 3)

First Order Themes

Broad Dimensions

Awareness and appreciation of demands



Raw Data Themes

We work harder than most people and I get paid less than my mates and I work ten times harder. (Av., P.A. Club 1)

A lot of people think we have it easy, like a 'cushy' job sorta thing but it's not. (Av., P.A. Club 1)

Some of my mates they're just happy they've got no pressure; you're under so much pressure compared to other people that just niggles at me. (L. P.D. Club 1)

When you have your summer off, they give you your trainin' programme. Not one person keeps to it... maybe you go the gym the last week. (Av., P.A. Club 1)

At Christmas we got a trainin' programme for two weeks and you think to yourself I'll do it tomorrow, I'll do it tomorrow, bit like homework. (L. P.D. Club 1)

First Order Themes

Perceptions of pressure

Avoiding training demands

Broad Dimensions

Constancy of pressure



Raw Data Themes

Different players react differently (manager shouting all the time), some might go into a shell, others might fall away sorta thing. (Av., P.A. Club 1)

Everyone's different in how they cope with the pressure they put on yer. If you're able to cope then you're ok, if not you might end up givin' the ball away. (H. P.E. Club 1)

When yer playin' against another player that's demandin' you have to rise to the occasion. (H. P.E. Club 1)

A while ago I was playin' center half and I'm a center forward you just go out and say ... I've gotta do the best I can. (Av., P.A. Club 1)

The demands when you train with them (first team) are bigger and harder than with your own age. (H. P.A. Club 2)

Like playing for the nineteens you think they're bigger and stronger but they're not really. (Av., P.D. Club 2)

When yer playin' against another player that's demandin' you have to rise to the occasion. (H. P.E. Club 1)

If yer a centre forward and yer miss a chance yer know all the players are thinkin' things. (H. P.E. Club 1)

You're thinkin' about what other people are thinkin' ... it's not just you thinkin' about how well you're playin'. It's like do they think I am? If you don't think they think it, then it can have an affect like. (L. P.D. Club 1)

First Order Themes

Dealing with competitive arena

Adapting to change and demands
(training and competition)

Views of important others

Broad Dimensions

Coping with demands

Raw Data Themes

You do listen to some coaches more than others... (H. P.E. Club 3)

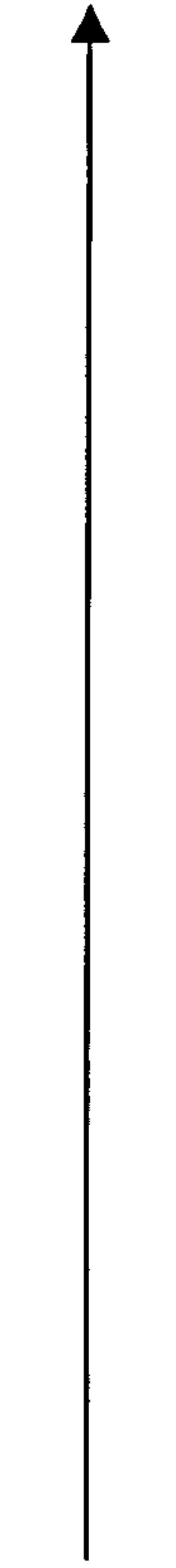
If it's obvious you don't want to hear it but if it's things that they've picked up on and you haven't then it's good to listen to. (H. P.E. Club 3)

You're your own worse critic though. (Av., P.A. Club 1)

It helps so much if someone says well played or you get a pat on the back. (L. P.D. Club 1)

It's all about confidence isn't it, people patten' yer on the back gives you confidence. (Av., P.A. Club 1)

First Order Themes



Interactions with key staff

Broad Dimensions

Raw Data Themes

They think by bullyin' us (club staff) they'll get the respect of the first team. (H. P.B. Club 1)

Kit men and cleaners, just like cos we're in the academy they'll treat us really bad... and we never say anythin'. (Av., P.A. Club 1)

People who aren't anythin' thinkin their big that's what annoys me. Cos we're only young they know we'll take it. (L. P.D. Club 1)

It makes you feel little, like a kit man comin' in givin' out orders and all that and yer think you are only a kit man, who are you tellin' me what to do. (H. P.E. Club 1)

People start annoyin' yer and yer just like don't respect them and their naggin' at yer. (L. P.D. Club 1)

He's been there hasn't he (ex professional) and done it... but not someone who's just full of crap. (L. P.D. Club 1)

First Order Themes

Coping with negative treatment from staff

Listening to those you can respect

General perceptions of negative interactions across staffing

Broad Dimensions

3.6 Results 2b: Extrapolation of Narrative and Further Analysis

The narrative presented within this section reveals the interactive nature of the focus group discussions and therefore, fulfils requests within the literature for this to be identified and evidenced within focus group analysis. This phase supplements the content analysis as it provides further context and cultural insight with reference to the emerging themes (from the content analysis). Discourse between the players is highlighted and reveals the origin of players' narrative (and consensus or differences of opinion) within the context of the discussion at their club. From a deductive perspective the narrative (within slides 1-3, see figures 3.1 to 3.3) is overtly associated with Mayer and Salovey (1995; Mayer *et al.*, 2002; Mayer *et al.*, 2004). Following on with this deductive stance, conceptual sport psychology references (developed in the content analysis) are also revisited (i.e. coping) and feature within the initial stages of the phase one (b) summary and bridging narrative.

3.6.1 Slide One - Referees' Decisions - Thoughts and Feelings

The players revealed that they would experience *negative emotions* in response to the referee's decision to provide them with a sanction (yellow card) for their tackle. These negative emotions were highlighted within all the focus groups (n=3). The negative emotions expressed by the players were predominantly directed *towards the referee*. The players' articulations of their emotions were quite limited. The following interaction within club 2 illustrates this theme:

"Gutted if I didn't deserve the card..." (Player D, Av., Club 2)

"...anyone else on how they would feel?" (Researcher)

"Angry at the referee." (Player E, Av., Club 2)

“What else?” (Researcher)

“Frustrated by the ref’s decision.” (Player F, Av., Club 2)

The *cognitive and behavioural* impact of the referee’s decision was a theme mentioned within all the focus groups. A number of players responded (n=6) and these were tagged with a wide spectrum of E.I. scores.

One group of responses to this scenario indicated that you just ‘carry on’ in the same way:

“See you don’t really think. Say like you tackle someone and you get booked, you don’t really think about the consequences.” (Player C, V.L., Club 1)

“You think about the present.” (Player A, Av., Club 1)

“Just carry on with what you’ve been doing and play the same game, don’t let it get to you.” (Player C, Av., Club 3)

From an E.I. perspective it could be deduced from the statement made by player C at club 1 (who has a very low level of E.I.) that he operates at a nonconscious level (Mayer and Salovey, 1995) i.e., with specific reference to ‘you don’t really think’.

The other players felt that an element of their game, which they perceive to be integral to their performance, would potentially be eliminated:

“You wouldn’t be able to go in for challenges again like that you might get booked again, you might be off, well that’s what I’d think.”

(Player G, Av., Club1)

In contrast to player C at club 1, player G from club 1 demonstrated an awareness of the consequences of referees’ decisions and thus an increased level of cognition. This suggested a potential difference in their levels of consciousness/awareness (Mayer and Salovey, 1995).

Some players (n=4) extended the context of the debate and made attempts to provide further caveats that might influence their response. The interaction below extracted from the players at Club 3 is representative of this.

"It's easy to sit here and say no I wouldn't change and I wouldn't react to it."
(Player E, H., Club 3)

"It depends on what game and stuff you're in as well doesn't it."
(Player F, Av., Club 3)

"Yes" (Player C, Av., Club 3)

"So it depends on a number of things" (Researcher)

"Yes it depends on what's going on around you and who you're playing and that." (Player E, H., Club 3)

In these exchanges players' demonstrated awareness of *external influences* that are likely to mediate cognitions and behaviour:

"I think it would depend on how early you got booked as well, if you got booked like in the first minute you gotta like pace yourself but if you got booked with two minutes to go, wouldn't count, just keep doin' it."
(Player B, H., Club 1)

The players' narrative in relation to external influences and their desire to provide further context to the scenario inferred that a high level of cognition occurred in relation to the scenario they had been presented with. Consequently, it may be that the players involved in this narrative operated at a high level of consciousness (Mayer and Salovey, 1995). Interestingly two players tagged with a high level of E.I. were involved in this discussion.

Further *punishment* by the players' football clubs for the yellow card was a theme, mentioned by 1 player.

3.6.2 Slide One - Referees' Decisions - Response

The narrative relating to how the players responded to this scenario revealed a range of different *coping mechanisms* that were utilised by the players. The coping styles were labelled in the content analysis as *problem and emotion focused coping*. These different methods of coping are clearly displayed within the following narrative of players from Club 2:

"Have a go at the Ref and let him know your feelings."
(Player C, Av., Club 2)

"I need more details, have a go at the Ref in what way, verbally?"
(Researcher)

"Yeah verbally yes, just tell him that he's wrong." (Player C, Av., Club 2)

"I disagree" (Player A, H., Club 2)

"Why what would you do?" (Researcher)

"I'd just ignore it and say if you think that was the right decision, because if you argue the next tackle you make he's more likely to book you again. So if you just say ok, fair enough and get on with it he might let you off with your next tackle."

(Player A, H., Club 2)

"Just get on with it because he's not going to change his mind is he, so you might as well get on with it." (Player B, H., Club 2)

This discussion between players at club 2 illustrated different coping strategies used by players. Player A's disagreement with his fellow teammates resulted in an explanation for why he would choose to respond differently. Player A revealed the knowledge that informs his behaviour i.e., "...if you argue he's more likely to book

you again.” Potentially this player could be regarded as operating at a high level of consciousness (Mayer and Salovey, 1995), which would be in contrast to Player C.

Awareness and responsibility are two key areas within the intrapersonal subcomponent of E.I. (Bar-On, 1997). These were highlighted within the players (n=2) narrative in relation to how they inform a player’s response:

“You’d probably have a go at the referee for a minute or two but then you’d just have to get on with it really. Make sure you don’t say anything too bad to the referee otherwise you’d get sent off.” (Player A, Av., Club 1)

“I’d have something quick to say but then I’d run away (laughter), just get back in my position.” (Player C, V.L., Club 1)

3.6.3 Slide One - Referees’ Decisions - Time Phased Change

The *players’ reflections on referees’ decisions and their own behaviour* were varied. The contrasting narrative of Player D (Club 1) and Player F (Club 2) demonstrated this and suggested a difference in the potential of these players to learn from their experiences.

“Yep, three games ago, when er... we got a penalty against us and I was swearin’ at the referee and I got a yellow card, but I’ve been fined for it now so I’ll have to start changin’ my ways.” (Player D, L., Club 1)

So if the same thing happened again and let’s be honest now; would you do the same thing again if it happened? (Researcher)

“Yeah, I would yeah...” (Player D, L., Club 1)

“Alright, despite the fact you’ve been fined?” (Researcher)

“Yeah” (Player D, L., Club 1)

“It’s the type of person you are ain’t it really...” (Player D, L., Club 1)

“It’s happened to me, I got booked for one tackle and then like a tackle after I didn’t think it was a foul so I told the Ref where to go and he give me another yellow and sent me off.” (Player F, Av., Club 2)

So looking back now would you still do the same thing again? (Researcher)

“No I should have kept me mouth shut and just got on with it because I’m not going to change the decision.” (Player F, Av., Club 2)

These differential responses could provide an insight in to the ‘conscious ceiling’ of specific players, which were referred to as emotional orientation (nonconscious), emotional involvement (low consciousness or awareness) and emotional expertise (high consciousness - Mayer and Salovey, 1995). Within the literature review it seemed plausible to suggest that the extent to which an individual is able to become flexible in their response is dictated by their ‘conscious ceiling’. For example player D from club 1 revealed that despite being punished he would not change his response. Therefore, it seems possible to align the player with the category of emotional orientation. This is in contrast to player F, who revealed a desire to change their response (from maladaptive to adaptive) and thus could potentially be aligned with emotional involvement or emotional expertise.

3.6.4 Slide Two - Football Managers and Team Selection - Thoughts and Feelings

The players revealed (as with the previous scenario) that they would experience *negative emotions* due to non-selection by the manager. The negative emotions (similarly to the previous scenario) were directed externally towards the manger:

“Angry like, erm... pissed off with him.” (Player D, Av., Club 3)

Laughter

No that’s fine though pissed off; go on...any other describing words that you can think of? (Researcher)

"Let down I'd feel let down by him, the manager." (Player D, Av., Club 3)

"Why, because he hasn't spoken to yer?" (Player E, H., Club 3)

"Yeah" (Player D, Av., Club 3)

Non-selection by the manager resulted in players' *reflecting* and thus searching for an explanation or reason that they could attribute the manager's decision to:

"Yeah it makes you think about your own game and you think why aren't I playing why is he playing?" (Player D, Av., Club 3)

"You start thinking about training during the week and what you were doing."
(Player B, Av., Club 3)

"Think why haven't I been picked, what have I done wrong?"
(Player A, H., Club 2)

"You'd wanna know why, why aren't yer playin'? Have yer dun' sumthin' wrong?" (Player A, Av., Club 1)

The players' observations and levels of awareness enable and encourage them to decide if they are in the manager's thoughts and if they will be selected for the starting eleven. This prepares the players for the manager's decision but does not necessarily increase their acceptance:

"You can work out like through training during the week... like players they might use to do things in a sorta way." (Player A, Av., Club 1)

"You pick up on things, you just watch carefully and think right I'm not gonna be startin' cos I'm not involved in the important things in trainin'."
(Player D, L., Club 1)

"So how does that make you feel in training?" (Researcher)

"In training you don't try as much and you don't get involved you sorta drop out everyone else..." (Player D, L., Club 1)

When they don't involve you, you drop off? (Researcher)

"Yeah, so I don't find myself... you don't get involved..."
(Player D, L., Club 1)

“They do all that in trainin’ and your just thinkin’ stuff like... it just knocks your confidence don’t it?” (Player A, Av., Club 1)

“Yeah” (Player B, H., Club 1)

“Anybody else on training? Has anybody else got anything to say about that and when you notice your not involved in training then your not going to be involved in the game at the weekend?” (Researcher)

“Yeah but that’s part of the sortin’ out cos you have like... you know your not goin’ to be involved in the game but you imagine that you are and then your dropped out all together, you’d be more disappointed on matchday but this way you expect it like but you don’t want to accept it.” (Player E, H., Club 1)

The players’ cognitions regarding non-selection were categorised as *dysfunctional* and *functional* in the content analysis. The narrative reveals both forms of cognition:

“What would you be thinking about?” (Researcher)

“I don’t want to be here. I want to be somewhere else”
(Player G, ML., Club 2)

“How do you respond to the situation you find yourself in, has anyone been in this situation? Go on then, how did you respond?” (Researcher)

“Just try and keep positive and think he must have a reason for doing what he’s doing.” (Player A, Av., Club 3)

“Is that how you responded?” (Researcher)

“Yeah” (Player A, Av., Club 3)

Player G’s thoughts from club 2 were categorised as dysfunctional (see content analysis). The narrative “I don’t want to be here. I want to be somewhere else”, resonates with Mayer and Salovey’s (1995) account of emotional regulation at the low level of consciousness or awareness that entails directing attention towards or away from an emotional experience. Directing attention away from the problem is deemed as problematic (impedes conscious processing), which was the case for player G.

Initial attention to the problem and awareness of emerging emotions were cited as pre-requisites for conscious processing (Mayer and Salovey, 1995).

3.6.5 Slide Two - Football Managers and Team Selection - Response

The players' responses to this scenario can be divided in to firstly, how they responded to their manager, if at all and how they responded as an individual aside from their relationship with their manager. Regarding how the players' responded to their manager the main area discussed was the potential for a player to *confront the manager* concerning his decision or conversely accept the decision *without any confrontation*.

"You just go in and ask the coach..."(Player D, Av., Club 3)

"Was that difficult for you to do or easy to do?" (Researcher)

"It was quite easy yes, I just went in and explained the situation to er John and he rang the manager and like he had a chat to me then."

(Player D, Av., Club 3)

"Did that help you then, how did you feel when he was speaking to you?"
(Researcher)

"It helped yes" (Player D, Av., Club 3)

"Did he give you any reasons?" (Researcher)

"Yes he explained why and I was happy with it and I just said to him like just tell me before the game." (Player D, Av., Club 3)

"Kept me mouth shut and moaned to my dad after, you can't say anything to the manager can yer, it's his decision. You can't go and say to him I'm better than him cos he would just say you're not, simple as that isn't it."

(Player C, Av., Club 2)

"So no one would ever go in to the manager and ask them why?" (Researcher)

"Not our manager no!" (Player D, Av., Club 2)

"Not at this age, maybe if you were in the first team but now you have got to do as you're told basically." (Player E, Av., Club 2)

It was apparent that the manager's decision *motivated* players as consequently they revealed how they would actively work to limit the chance of experiencing the same situation again.

"Show him wrong in training the next week and show him what you can do."
(Player A, H., Club 2)

"When he does put you on show him that he was wrong to drop yer."
(Player E, Av., Club 2)

"Is right Bri..." (Player B, H., Club 2)

In contrast to the narrative cited earlier from player G, other players within club 2 expressed narrative that demonstrated a willingness to respond to the situation (in contrast to diverting their attention away). A high level of consciousness involves attending to and monitoring emotion, which player A and player E inferred they were capable of.

Players revealed their understanding of the importance of team spirit. The potential impact that a negative response from one player could have on a football teams' performance was discussed. The low level of tolerance for players who indulge in what could be perceived as selfish behaviour by their team-mates was apparent. Empathic responses were favourable (empathy is aligned with the interpersonal subcomponent of E.I. - Bar-On, 1997).

"If you sulk I think it might bother other players who are playing and the team spirit for the game." (Player D, L., Club 1)

"Wait till the end of the game and then say somethin' to the coach."
(Player A, Av., Club 1)

"So it's the timing then. You'd want to reflect on it first maybe... and then go." (Reseracher)

“Yes” (Player A, Av., Club 1)

“Yes cos I think if someone else was sulkin’ then I’d be annoyed with ‘em.... Stop sulkin’ cos it’s rubbin’ off on other people and I’d get annoyed as well. Especially before a game... right before a game.” (Player D, L., Club 1)

3.6.6 Slide Two - Football Managers and Team Selection - Time Phased Change

The players who have previously confronted their manager revealed that if the same situation occurred again that they would *still choose to approach their manager*. This suggested that their behaviour was reinforced and/or enabled them to understand the decision (digest the information) and perhaps make adaptations to their behaviour or performance. The experience of confronting their manager is likely to have provided players with increased emotional knowledge. Within this context, if an individual is operating (mostly) at a high level of consciousness (emotional expertise) this would appear to increase their capacity to inwardly digest and evaluate emotional knowledge (Mayer *et al.*, 2004). An individual operating (mostly) at a non-conscious level (emotional orientation) is unlikely to acquire emotional knowledge to the same extent. Consequently, the outcome of a confrontation between a player and manager is potentially dictated by the player’s level of consciousness.

“With reference to earlier would you respond any differently now Mike from last time, from when you went and confronted that manager when you weren’t playing?” (Researcher)

“No... I’d do the same again” (Player A, Av., Club 1)

“Why?” (Researcher)

“Cos there’s nothing wrong with askin’ why am I not playin’? They’re not goin’ to think bad of yer... Cos your asking why your not playin’ and then your askin’ what can I do to get back in to the team? So they’re gonna.... Well I think they’d respect yer for doin’ it... cos your confrontin’ them askin’ them why am I not playin’ work just as hard well harder to get back in to the team.” (Player A, Av., Club 1)

The players revealed that their decision to confront the manager regarding their non-selection currently and in the future would be *dependant upon the circumstances*:

“I have asked before but then like when I went away with Scotland the other week and I didn’t play I didn’t ask because I knew there was a reason why. There is a lot of politics and that involved so I knew even if I went in and said I still wouldn’t play.” (Player A, Av., Club 3)

“They’ve got the same answers as well though haven’t they?”
(Player D, Av., Club 3)

“Yeah like you say they’ve got tactical things and things like that.”
(Player A, Av., Club 3)

“So you don’t think it is worth going in and asking... As you usually know the reason why?” (Researcher)

“Yeah if it’s just one game maybe but if it’s going on and on you go in and say something.” (Player A, Av., Club 3)

3.6.7 Slide Three - Football Banter - Thoughts and Feelings

The players exhibited *aggressive thoughts* regarding how they would respond to football banter:

“If you get a fifty-fifty make sure you do him or something you know what I mean, you could just say no concentrate and play your own game but you’d go looking for him, well I would anyway. You know cos sometimes it does get to yer sometimes it doesn’t.” (Player C, Av., Club 3)

“What about you Danny?” (Researcher)

“I think if you know he’s gonna do it you’ve gotta put a stop to it like... You’ve got to put yer mark on him.” (Player B, Av., Club 3)

“Just give as good as yer get ain’t it.” (Player E, H., Club 3)

“What about you Mark?” (Researcher)

“Same really like if he’s givin’ it you, you give him it back.”
(Player F, Av., Club 3)

Discussion of this scenario developed in terms of how a player's response is potentially dictated by both their *own performance* and their *awareness of the intention of the opposing player* to 'wind them up.'

"It's hard for me cos I don't really speak to many people, I'm the keeper and I only get it when it's corners or somethin'. I'd just want the ball to go near his head or somethin' so you can just take him out with your knee and go straight through him." (Player F, H., Club 1)

"That's fouling him though... That's your first fault..." (Player B, H., Club 1)

"Yeah that's what the player wants...they want you to foul them so you get sent off." (Player E, H., Club 1)

"Yeah but you don't like just try to foul them you still like try to get them back without people seein' sorta thing... on the sly." (Player A, Av., Club 1)

"I think it depends on how you're playin' as well. If your playin' well I don't think you'd be as bothered but if I'm havin' a bad game I probably would go for the snap on him. If I was playin' well I wouldn't be bothered."

(Player D, L., Club 1)

Awareness of the intention of other players infers that any response the player engages in would be a conscious one, whether that response is adaptive or maladaptive may be dependant upon previous experience and/or the player's 'conscious ceiling'. A lack of awareness of the intention of other players could lead to an unconscious response and the operation of *instinctive* defense mechanisms, which could be either adaptive or maladaptive (Vaillant *et al.*, 1986).

3.6.8 Slide Three - Football Banter - Response

Two styles of coping were referred to by the players and labelled within the content analysis as *problem and emotion focused coping*. The players revealed how they either focus on their own performance or become distracted and engage with the opposing player in a similar manner:

“Erm, give him a good hard first tackle and then don’t talk to him, aint it?”
(Player B, H., Club 2)

“What about you Steve?” (Researcher)

“I’d try and wind him up as well but then just try and hurt him in the next tackle.” (Player A, H., Club 2)

“Try and er take the ‘mick’ you know what I mean, through football, make a show of him by being better than him.” (Player C, Av., Club 2)

“But you wouldn’t respond verbally?” (Researcher)

“No he’s a shithouse.” (Player C, Av., Club 2)

“What would you be thinking though? What would your thought be?”
(Researcher)

“He’s got to be a bad player if he’s trying to wind people up. He can’t be that good a player on the football pitch if he’s got to wind people up to get them sent off.” (Player D, Av., Club 2)

It was difficult to evaluate whether the players’ responses served them well, as this would be dependant upon any perceived negative consequences to their actions, which were not made clear at this point in the narrative, reference to the time phased change narrative was necessary.

3.6.9 Slide Three - Football Banter - Time Phased Change

The players expressed differential views on their past and future behaviour. It was difficult for some players to commit to or believe that in the future they would respond differently. This was a contentious issue. From an E.I. perspective it could be that players’ who don’t believe they would change (despite negative consequences) could be aligned with experiential E.I. (a foundational level of emotional processing) in contrast to strategic E.I. (a higher level of processing - Mayer *et al.*, 2002).

“When er... I snapped and dived in too early and he went past me... I think he mighter scored as well.” (Player C, VL., Club 1)

“So would you do the same again then?” (Researcher)

“No... I don’t think so...” (Player C, V.L., Club 1)

*“You can’t really say you wont it’s in the heat of the moment.”
(Player A, Av., Club 1)*

“Depends... cos if the game is goin’ against yer and yer getting beat you don’t really care if you’re three down, you don’t really care, cos you have no chance of getting’ back in to the game.” (Player E, H., Club 1)

“You would probably try and get them sorted... but if you’re winnin’ you can just laugh at them... What’s the score mate?” (Player A, Av., Club 1)

3.6.10 Slide Four - Retention and Release - Thoughts and Feelings

The players’ narrative revealed how the involvement of *significant others* informed their thoughts concerning their potential retention or release from the academy:

“You think about the good things and the bad things, what other people have said to yer and you have to weigh it all up like.” (Player D, L., Club 1)

“Other people who are the other people?” (Researcher)

“Friends, family, people who have seen you play, coaches and what they’ve said to yer, agents whatever...” (Player D, L., Club 1)

*“I get scared of what other people will think of me, at home and like family and friends and what they’ll think if you don’t... I’m not really bothered about me sometimes you just want to do it for them as well as yourself.”
(Player D, L., Club 1)*

The players’ revealed how during the process of retention and release they *focus on themselves* and are not concerned with their fellow players until the process is complete:

“Of course you’re a bit gutted for your friend like but you’ve gotta think about yourself.” (Player A, Av., Club 1)

“At the end of the day it’s all about yourself...” (Player E, H., Club 1)

“Until you do actually reach that top level, first team and all that, then it’s more about the team sorta thing.” (Player A, Av., Club 1)

“At the time it’s about yourself and you don’t really think about anyone else but after you think who’s been signed, who hasn’t but at the time it’s hard and you can’t help it, you can’t really think about other people only yourself.” (Player B, H., Club 1)

It was revealed that the process of retention and release for the players is an *anxious and daunting* time and that players were keen to discover their fate:

“I don’t know if you’re nervous before you find out if you’re gonna be kept on or not. I was just apprehensive about it.” (Player C, V.L., Club 1)

“Scary like cos when you get chose for your scholarship it’s a life like isn’t it, so if you’re not gonna get one you’ve gotta fall back on somethin’ else so it’s scary.” (Player F, Av., Club 3)

“It was nerve rackin’ you just wanted it to be over and done with in a split second, you were just dyin’ to find out.” (Player F, H., Club 1)

The relationship between how the players’ perceived their chances of being retained influenced their opinion regarding the emotional nature of the process:

“I don’t know you’re just nervous and a bit worried but you’ve probably got a good idea already whether your gonna be kept on or not.”

(Player C, V.L., Club 1)

“How? Why?” (Researcher)

“Just from how you’ve been playing or what the coaches have been sayin’ to yer and your performances.” (Player C, V.L., Club 1)

“What about your thoughts and feelings on the process, do you enjoy going through that process?” (Researcher)

“If you know you’re good enough to get one yeah, but if you’re crap and you know it no.” (Player E, Av., Club 2)

3.6.11 Slide Four - Retention and Release - Response

The players' revealed that there is *limited serious interaction between each other* regarding the process of retention and release. Players preferred to discuss the scenario with significant others outside of football.

“So do you talk to each other before it? Is there a difference in the atmosphere leading up to it? Are there specific times when you know it's coming up?”
(Researcher)

“Yeah like no one likes talking about it seriously there's just banter about it you know what I mean like, sayin' I'll be working on the roads and stuff next year. No one talks seriously about it though.” (Player D, Av., Club 3)

“Why is that?” (Researcher)

“If you really think you're gonna get released or you really think you're gonna get kept on... if you think you're gonna get released and say I think I'm gonna go, it makes you look weak or if you say you know you're gonna get kept on you look big headed and big time.” (Player C, Av., Club 3)

“Serious talks though you talk to people away from here don't yer? Serious chats about what you want to do next year you have with your Dad and your family and friends you know what I mean.” (Player E, H. Club 3)

Age was a factor discussed by the players in relation to the outcomes for this scenario.

They perceived an increase in opportunities to exist if released at a younger age but believe when you are older you possess the skills to cope with the process of release more effectively.

“It's harder when you're nineteen or whatever like cos if you're lookin' forward and you wanna get in to the team and that... but when you're sixteen and then they don't want yer... there's other clubs who you can get in to easier and have a fresh start...”
(Player E, H., Club 1)

“So it's not any easier to cope with as you go along?” (Researcher)

“It is but it isn't sort of thing, cos when you get older you can probably cope with things more easily cos you're probably more grown up sorta thing or so the older you get the harder it is to find somewhere else to go so a bit of both.” (Player A, Av., Club 1)

Players whom had previous experience of the process of retention and release revealed that after being retained you experience *jubilant emotions* but it is also about *helping other players* who were released:

“Happy, I was delighted, over the moon.” (Player G, M.L., Club 2)

“There’s been shocks as well, I don’t know there’s some players who you didn’t expect to be released and you sorta feel for them.”
(Player D, L., Club 1)

“Few weeks ago there was about eight of us older ones being told what was goin’ on and we were like sat out there and we all sat together until every single one of us had been in so... and we sat there for an hour or so and if someone had been released it was like tryin’ to comfort them sorta thing and sayin’ it’ll be alright you’ll find somewhere else and try not to let them get too down about it, like I said before it’s not the end of the world is it. Some people think it will be though.” (Player A, Av., Club 1)

3.6.12 Slide Four - Retention and Release - Time Phased Change

Despite being retained the players revealed that the process of retention and release is an integral component of academy football and it is *difficult for the players not to think about this process*:

“Well what’s your thoughts now with regard to the future and this process?” (Researcher)

“You can’t really think about it much can yer though...”
(Player B, H., Club 1)

“You try not to but it’s always in the back of your mind... every day, every trainin’ session and match you play it’s always somewhere in the back of your mind.” (Player D, L., Club 1)

The potential *disappointment* for the players if they were released was evident:

“So it depends on money whether you’re bothered about whether you get kept on by a club or released?” (Researcher)

“Erm.... It’s not just that is it?” (Player C, V.L., Club 1)

“Well at the end of the day if your wages are good even if you’re on a wedge every week it makes no difference...” (Player E, H., Club 1)

“You feel like you’ve wasted years playin’ football for nothin’ ”
(Player B, H., Club 1)

If a player was released by their academy, continued commitment to their career was advocated within the narrative:

“You mustn’t let it get you down cos you’d just keep on gettin’ down like you’ve been released for some reason but you’ve just gotta get on with it, it’s not the end of the world sorta thing, you’ve just gotta keep on tryin’ and get in somewhere else soon.” (Player A, Av., Club 1)

3.6.13 Slides Five and Six - Academies as Challenging Places (Player/Person)

In terms of thematics slides five and six did not conform to the previous format, i.e., thoughts and feelings, response and time phased change. This structure became redundant in order to provide the players with increased ownership and to enhance the fluency of discussion. Initially, the researcher made the distinction of player and person, in order to encourage a wider range of issues to be discussed. In theory it seemed this distinction would serve to facilitate discussion and ensure that any issues players deemed important to them, whether they be within or away from the academy environment could be verbalised. This differentiation (player/person) seemed to be understood by the players. However, in reality it appeared problematic to discuss player and person challenges separately. Consequently, any subjective experiences perceived as challenging, whether they relate to the individual as a player or person were discussed simultaneously (slides 5 and 6 were merged).

Receiving *feedback on performance* was an emerging theme within the context of academies as challenging places. The players revealed that it was difficult to receive *feedback from both their coaches and their parents*. Firstly, with regard to coaches, the following narrative from players' at club 1 reveals, how, through their discussion, they formed a consensus of opinion, which inferred a distinct sense of dissatisfaction with the feedback they received from their coaches:

“When yer try your best and it’s not good enough that’s when yer get annoyed and the coaches start sayin’ stuff to yer. But if it doesn’t look good enough and yer really are honestly tryin’ yer best and the coaches start naggin’ at yer and they don’t know how you’re feelin’ or anythin’.” (Player D, Club 1)

“So how are you feeling when they’re nagging at you?” (Researcher)

“You feel like, I don’t know, you’re just gutted and yer feel mentally tired and yer drained and everythin’ and yer really can’t take it. It’s the last thing yer need.” (Player D, Club 1)

“The coaches do seem to put yer down a lot.” (Player A, Club 1)

“If yer play well they never seem to say anythin’ to yer. But if they encouraged you more you might play a lot better.” (Player B, Club 1)

The following narrative reveals how players from club 3 found it challenging to receive feedback from their parents, a preference to avoid feedback from parents immediately after the game became evident:

“I think after the game is hard as well especially when you have to travel home with your parents or whatever who’s watched the game and you’ve had a bad game and they tell you about it all the way home for twenty minutes or whatever even if you’ve had a good game...” (Player C, Av., Club 3)

“So you prefer to be on your own after the game then?” (Researcher)

“Yes, that’s why when you can drive yourself it’s better.”
(Player C, Av., Club 3)

“You don’t need anyone to tell you you’ve had a bad game, if you’ve had a bad game then you know.” (Player E, H. Club 3)

“Is there anyone who you don’t mind listening to and whose advice you don’t mind taking on board?” (Researcher)

“Like Steven said before it’s hard listening to your parents and that.”
(Player A. Av., Club 3)

“Sometimes like the day after but not straight after you like to think about it yourself first.” (Player B, Av., Club 3)

The players responded to the topic of academies as challenging places by discussing what was tagged with the content analysis phase as *comradeship*. Within their discussions the players revealed that comradeship was integral, in terms of responding to the challenging nature of an academy environment:

“All the players are close because yer with each other all the time yer get close to each other.” (Player B, H. Club 1)

“We know how each other are feelin’.” (Player D, L. Club 1)

“Like in some places all the lads live together and they’re all one, I think the reason we all get on well together at the academy is because we all train together and then at the end of the day we all go home.”

(Player A, Av., Club 1)

“You said we know how each other is feeling, what do you mean by that?”
(Researcher)

“We just know cos we’ve experienced probably everythin’ that each other experiences. It’ll never happen that nothin’ has been said to you that hasn’t been said to someone else, well I doubt it anyway unless you’re really special.” (Player D, L. Club 1)

The physical challenge and *consistency of performance* required within an academy environment were both positioned within the broad dimension of performance demands. The following narrative from players at club 1 reveals that they were disgruntled with the *physical challenges*, which they perceived as unrealistic:

“I suppose you know when you have your summer off sorta thing and they give you your trainin’ programme and that. Not one person keeps to their trainin’ programme, no one does. You have like five weeks off and then maybe go the gym for the last week.” (Player A, Av., Club 1)

“You know the Christmas just gone, we got a trainin’ programme for two weeks and you think to yourself o’ I’ll do it tomorrow I’ll do it tomorrow, it’s just a bit like homework really.” (Player D, L. Club 1)

“I suppose yer should do it but yer just can’t.” (Player A, Av., Club 1)

“Who has managed to stick to it? Who’s brave enough to say?” (Researcher)

“I mean some of the things they ask you to do are just unrealistic, thing is it’s like everyday.” (Player D, L. Club 1)

“Like on Christmas day go for like a three mile run or somethin’ it’s just not gonna happen and say like if you’re a first team player they wouldn’t do that either. You’ve gotta have some time off.” (Player A, Av., Club 1)

“Yeah like even on our breaks they want us to work as well. That’s annoyin’.” (Player D, L. Club 1)

A player from club 2 provides an example of how despite doubts concerning his ability to meet the physical challenges of training and playing within an older age group - he was able to do so:

“I’ve found it easier than what I thought it would be, because you build it up in your head like to be like something that’s nearly impossible but it’s not.” (Player D, Av., Club 2)

“What do you mean?” (Researcher)

“Like playing for the nineteen’s you think they’ve got to be bigger and stronger than you but they’re not really. You can cope with that.” (Player D, Av., Club 2)

“So it’s just been a process of realisation for you then that it has not been as big a task for you as you thought it would be?” (Researcher)

“Yeah it’s like when you go on a Sunday and you think ‘arghh’ the hurdles this kills, but then when you’ve done them you think what was I worried about.” (Player D, Av., Club 2)

“Mind over matter.” (Player A, H. Club 2)

The players revealed within their narrative a need and desire for *consistency within their performance* and how a lack of consistency can lead to frustration. Furthermore, the adverse effect of pressure upon players in terms of being able to deliver consistent performances was revealed:

“It depends everyone’s different in how they cope with the pressure that they put on yer. Depends if you’re able to cope with the pressure they put on you or not. If you’re able to cope then you’re ok, but if not you might end up givin’ the ball away and that...” (Player E, H. Club 1)

“It’s quite hard to be consistent, you might have a blindin’ match one week but then you might not be as good like the next week and stuff like that...” (Player A, Av., Club 1)

“Ok so how does that make you feel?” (Researcher)

“I don’t know really... it’s frustratin’ when you know you can play better but you don’t sorta thing.” (Player A, Av., Club 1)

“And is... do you think that is accepted though by the coaches or are you constantly tryin’ to please?” (Researcher)

“You’re, your own worse critic...” (Player A, Av., Club 1)

Social constraints emerged within all three focus group discussions as a theme considered immensely challenging for the players. A negative impact upon relationships with friends and girlfriends was evidenced via the narrative within all the focus groups. This is just one example of narrative in relation to social constraints from club 2:

“The toughest thing is going out with your mates and then like when next time you see them they’re all talking about the night out that they had and you feel left out cos you didn’t go and that but...” (Player E, Av., Club 2)

“Sacrifices to be where you are now come on?” (Researcher)

“Girlfriends” (Player D, Av., Club 2)

“Yeah you can’t get them prezzies and all that...” (Player B, H. Club 2)

Group laughter.

“No it’s right though isn’t it.” (Player B, H. Club 2)

“So you have little time for girlfriends then is that right?” (Researcher)

“No you have got time but you spend most of it playing footie, so when it comes to other things you’re just too tired. You can’t perform.”

(Player D, Av., Club 2)

“You can’t perform anyway!” (Player E, Av., Club 2)

The players provided reasons for how challenging they perceived the social constraints to be. Both *social needs and a desire for support* were articulated with reference to social constraints. This narrative is taken from the focus group discussion at club 1 yet reflects the aforementioned narrative from club 2. Thus revealing similarities in terms of the inductive nature of the themes that emerged across the focus groups:

“Girlfriends.... If you have a girlfriend like at home you just never get to see ‘em.” (Player D, L. Club 1)

“And the coaches curiously ask if you’ve got one, I’m not jokin’ they do.” (Player C, V.L. Club 1)

“So what do you think about that?” (Researcher)

“I think it’s none of their business but that they think it might affect us in the future.” (Player C, V.L. Club 1)

“And what do you think?” (Researcher)

“I think you need someone to talk to.” (Player C, V.L. Club 1)

“To take your mind off things.” (Player A, Av., Club 1)

“And you don’t get enough time to see them, only get to see them like one day at the weekend and not even that really and like they like goin’ out with their mates and that.” (Player C, V.L. Club 1)

Social constraints were also related to the *players' perceptions of their coaches' awareness*, i.e., whether or not the coaches were aware if the players were engaging in social activities. This was an issue that the players' revealed they were conscious of:

"Like if you've been out in the week and then you go training and the coaches say you've done well, you think; I can get away with this."

(Player E, H. Club 3)

"They know the coaches though, they know who goes out and who doesn't."
(Player C, Av., Club 3)

"How do you know they know?" (Researcher)

"You can just tell from the banter... say like they might say did you have a good time on Saturday night or wherever, they just know."
(Player C, Av., Club 3)

The nutritional demands were cited as challenging by the players and tagged as *nutritional discipline* within the content analysis. The players discussed their diet and expressed how difficult it was to adhere to the desired nutritional intake:

"If you want to eat somethin'." (Player A, Av., Club 1)

"They expect you to be perfect like robots." (Player D, L. Club 1)

"You're absolutely starvin' and you think what can you have to eat, a lettuce buttie or somethin'." (Player A, Av., Club 1)

"I read the fat content on my wrappers now..." (Player D, L. Club 1)

The negative consequences of being a player who attends an academy (tagged as *consequences of participation* within the content analysis phase) were perceived as *educational* and *social*. The players deemed their participation to have a negative impact on their education:

"I think my GCSE results suffered because of my commitment to football."
(Player D, Av., Club 2)

Group consensus of opinion

“You might think GCSE’s or contract so you concentrate on football.”
(Player A, H. Club 2)

“Looking back now would you change?” (Researcher)

“Mine suffered but I’d still do the same and concentrate on my football.”
(Player B, H. Club 2)

“No I wouldn’t change it because I knew even before I started my GCSE’s in school what I was going to do when I left school. I knew I was coming in to the academy so I didn’t really put that much effort in to my school work.”
(Player A, H. Club 2)

“Yer did!” (Player D, Av., Club 2)

“No I could have put more effort in but I wasn’t motivated to get good results to get a job because I already knew what my job was going to be.”
(Player A, H. Club 2)

The negative social consequences of being a player attending an academy were alluded to within the focus group discussions at clubs 2 and 3. In relation to this a player from club 3 revealed how simply just playing for an academy was problematic:

“The way you are with other people and the way other people are with you because there are a lot of jealous people out there erm... and you know sometimes just like the way you walk or the way you hold yourself matters cos people say like, look at that nobhead over there like that, just cos he plays for...” (Player E, H. Club 3)

Despite the players’ frustrations at the challenging nature of an academy environment, they did express a desire and willingness to conform to the demands placed upon them. An awareness and appreciation of the demands was evident:

“You get in to a routine. Erm... in terms of the weekend and that like, obviously you can’t just do what you want to do, you have to look after yourself and make sure you’re ready for the game and things like that.”
(Player E, H. Club 3)

“Ok so when you feel like maybe you really can’t be bothered what makes you think like come on I have to do this...” (Researcher)

“Your goals, it’s what you want to be isn’t it and if it will make me a better footballer then I have to give it a go.” (Player E, H. Club 3)

The *constant pressure* placed upon the players was an emerging theme discussed specifically by players at club 1. With reference to the pressure placed upon them the players compared themselves to their friends and expressed resentment in terms of how they believe their roles as players, were perceived by others:

“I mean we get people ringin’ us up you know, on a Friday night when we’ve got a game on Saturday the next day and they don’t realise how important it is.” (Player D, L. Club 1)

“Go on...” (Researcher)

“How important like your lifestyle is and you can’t go and yer get frustrated cos you’re tryin’ to please so many people.” (Player D, L. Club 1)

“Like a lot of people think we have it easy, like bein’ an academy footballer is like a ‘cushy’ job sorta thing but it’s not at all.” (Player A, Av., Club 1)

“Ok.” (Researcher)

“We work more hours than most people and I get paid a lot less than my mates and I work ten times more than they do and harder probably.” (Player A, Av., Club 1)

The players discussed how they *coped with the demands* placed upon them and in some cases how they perceived other players coped. With reference to coping with demands the players referred to the *competitive arena, adapting to changes and demands* and their *views of important others*. This narrative from player A at club 1 is an example of the way in which he coped with the demands placed upon him, in the context of adapting to changes and demands:

“When erm... a while ago I was playin’ centre half and I’m a centre forward you just go out and say well I’m not a centre half but I’ve just gotta do the best I can, it’s sometimes easier if you’re playin’ out of position as it’s less pressure sorta thing as the coaches know that you’re not a proper like centre

half, so if you do make a mistake you don't feel as bad." (Player A, Av., Club 1)

The players discussed the staff at their respective academies. This narrative was tagged during the content analysis phase as *interactions with key staff*. This topic of discussion led to the emergence of another broad dimension tagged as, *general perceptions of negative interactions across staffing*. This extract of narrative, which contains interaction between four players from club 1, highlights the way in which the players perceive key staff at the academy and how they respond to staff based upon their perceptions:

"People who aren't anythin' thinkin' their big that's what annoys me.... Cos we're only young they know we'll take it without givin' anythin' back, well maybe some." (Player D, L. Club 1)

"No but who is big then who would you listen to?" (Researcher)

"Someone I respect." (Player B, H. Club 1)

"The gaffer." (Player A, Av., Club 1)

"He's been there hasn't he and done it... But not someone who's just full of crap." (Player D, L. Club 1)

Group laughter.

"But you must respond, so how do you respond in those type of situations?" (Researcher)

"You wanna leave the room and it just builds up and then when they leave the room yer just shout somethin' then like, are you stupid?" (Player D, L. Club 1)

"So it's respect when they're there?" (Researcher)

"Well yer just pretendin' all the time... But like last week when the kitman was speakin' to me like crap, I've said no to him loads of times. I've just said no. And he's done it to one of our mates who's not here like and he's our age and somethin' happened in one of the games and he left, he left early from one of the games cos he got took off and one of the video analysts..." (Player D, L. Club 1)

"No one else listens to this tape." (Researcher)

“Ok it was (name), he was naggin’ at him for days and days after it, tellin’ him how he should have performed and what he should have done and shouldn’t have done in the game but at the end of the day he knows absolutely nothin’ about the game.” (Player D, L. Club 1)

“He came in as well and at the end of the day all you want people to say is just get on with it, it was a mistake but he came in sayin’ your attitude has gone down hill and you’ve got no chance and all this wreckin’ his head, he didn’t need that.” (Player E, H. Club 1)

“So what did you do?” (Researcher)

“We were just sayin’ don’t worry he hasn’t got a clue, not a clue that man.”
(Player E, H. Club 1)

“He works with the first team and that’s why he thinks he’s the man.”
(Player D, L. Club 1)

3.7 Summary

The multifaceted approach adopted to the analysis of data obtained within the focus group discussions enabled the researcher to provide an in-depth insight in to the quality of the data obtained. Initially the pen profiles revealed how narrative generated within the discussions could be (to varying degrees) aligned with the Bar-On (1997) subcomponents of E.I. and reflected specific elements of E.I. with a culturally specific context (see results 1a). This narrative was probed further in relation to E.I. scores obtained by participants within phase one (a) (objective 2). The researcher posited tentative conclusions, as both positive and negative examples emerged within this phase of the analysis (see results 1b).

The content analysis phase produced a number of deductive and inductive themes, which were presented concisely in the form of first order themes and broad dimensions (see results 2a). Further depth and context was provided via extrapolations of narrative within the focus group discussions highlighting the interaction that occurred (see results 2b). This section concurred with the emergence of the Mayer and Salovey (1995) perspective of E.I., specifically with regard to levels of consciousness or awareness. Similarly to results section 1b, the researcher posited tentative conclusions. Given that both the Bar-On (1997) and Mayer and Salovey (1995) perspectives of E.I. have been highlighted in association with the data that was obtained (objective 3). A brief discussion of a selection of themes that emerged within the content analysis phase will also now be integrated with the sport psychology literature (objective 3).

3.7.1 Slide One - Referees' Decisions

With reference to thoughts and feelings, the scholars revealed the cognitive and behavioural impact that referees' decisions have on them. This reflects the work of Lazarus and Folkman (1984; p141) who define coping as "a process of constantly changing cognitive and behavioural effects to manage specific external and/or internal demands or conflicts..." Within the scholars' responses to this scenario the coping mechanisms they utilised were categorised as problem focused and emotion focused coping. Lazarus and Folkman (1984) revealed that problem focused coping is generally implemented when the individual can successfully initiate change, whereas emotion focused coping is utilised to adapt to situations where immediate change is more difficult. Within this scenario it is extremely improbable that the referee will change his mind and therefore it is virtually impossible for a player to initiate change. However, both categories of coping did emerge. The players' tags reveal it was two players with low and average scores of E.I. with whom problem focused coping was aligned and two players who possessed a high level of E.I. with whom emotion focused coping was aligned. Given the unchangeable nature of the situation it is logical to assume that emotion focused coping (articulated by the individuals with a high level of E.I.) would be increasingly profitable and advisable within the context of this scenario. Finally, The time-phased change thematic encouraged players' to reflect on their responses. It seemed for an individual with a low level of E.I. that negative experiences did not serve to inform future responses, which is potentially problematic. Alternatively an individual with an average level of E.I. demonstrated increased awareness of the negative consequences and their narrative reflected a positive learning experience.

3.7.2 Slide Two - Football Managers and Team Selection

Players' thoughts on non-selection by their manager were categorised as functional and dysfunctional. This was based upon whether their thoughts were deemed as positive or negative, in terms of the impact on their performance. A desire to escape was expressed by one player, which was in contrast to a player who vowed to maintain a positive focus. This concurs with research conducted by Gould *et al.* (1993b) who presented positive focus as a coping strategy employed by US champion figure skaters. It can be argued that the contrasting thoughts of the players reflect their appraisal of the situation. It is the cognitive appraisal of a situation that is thought to lead to emotions that can be interpreted as either facilitative or debilitating to performance (Jones, 1995; Jones and Swain, 1995; Eubank *et al.*, 1997). Within this scenario, if a player appraises non-selection as a threat then this could lead to a desire to escape. Alternatively they may appraise the manager's decision as a challenge, which leads to a need to maintain a positive focus (Lazarus and Folkman, 1984). However, given the subjective nature of appraisal, emotion and coping (Lazarus, 2000b), an individual's appraisal of the situation as a threat could also have a facilitative impact on their performance, particularly if this leads to appraisal judgements that elicit positive expectations.

Players from both clubs 1 and 3 revealed that they would confront their manager, whereas players from club 2 advocated no confrontation with their manager. This appears to be a culturally specific issue, based upon how players perceive their manager i.e., whether it is deemed acceptable or not to approach him informs how players respond. Research within sport psychology (Hardy *et al.*, 1996; Anshel *et al.*, 2001a) emphasises that coping should be studied simultaneously with an individual's

appraisal, which in this case would concern how a player appraises their manager within the context of the situation i.e., as approachable or unapproachable. Finally, players from clubs 1 and 3 revealed within the time-phased change thematic that they would approach their manager again when faced with non-selection, experience informed them that it was acceptable and potentially beneficial. This confirms the significance of prior experience on future cognition and behaviour (Lazarus, 2000b).

3.7.3 Slide Three - Football Banter

The differential nature of the thoughts and responses that the players revealed as a result of exposure to football banter concerns caution with regard to the utilisation of macrolevel taxonomies which, can in turn; infer a potential relationship between utilisation of specific coping categories and success (Dugdale *et al.*, 2002). Both problem and emotion focused coping mechanisms emerged as coping responses to football banter. In this narrative levels of E.I. cannot be associated with a specific category of coping, which is in contrast to slide one. However, this scenario is more complex than scenario one, as it could be perceived as immediately changeable, this would be dependant upon a player's appraisal and what they believe they need to do in order to initiate change. A player's response could take the form of problem focused or emotion focused coping and either could be deemed as successful or unsuccessful. This illustrates the complexity and subjective nature of appraisal, emotion and coping (Lazarus, 2000a; 2000b). One player does make the point of highlighting how their response would be informed by their own performance. With this in mind, it is important to note a potential relationship between appraisal of self and others and how this may mediate tendencies to utilise one coping strategy over another. Finally, the complexity of appraisal, emotion and coping was reaffirmed via

the time-phased change question within this scenario as the players' narrative concurred with their earlier thoughts, feelings and responses i.e., differential views on past and future behaviour were expressed.

3.7.4 Slide Four - Retention and Release

The players' narrative for this scenario demonstrated the relationship between thoughts and feelings. For example, confident thoughts of obtaining a contract were associated with enjoyment and a lack of discomfort concerning the process of retention and release. This supports the work of Lazarus (2000a) who highlights the interdependence of cognition (appraisal) and emotion, revealing that cognition (appraisal) can transform emotion.

The process of retention and release can also be a stressful one for players, this is revealed through the problematic nature of communication that they refer to, i.e. limited interaction with team-mates and a preference to communicate worries with friends and family. It was interesting that the family of the players' could play a significant role in this particular issue. VanYperen (1995) reported (in a study of young male football/soccer players) that emotional support was more characteristic between parents and children than from coaches and team-mates. This however, was not consistently found within this research, as comradeship would also seem to offer some evidence of the provision of emotional support between team-mates. Nevertheless research does suggest that parents play a crucial role in their children's sporting involvement and it is often their support and commitment that enables continual development (Kirk *et al.*, 1997). A reason identified for this is that when young athletes are exposed to stressful situations (which, in this case is the process of

retention and release) parents provide unconditional support (Clarke and Mills, 1993). Cutrona and Russell (1990) reveal that it is common to seek support from parents during adolescence due to more limited coping resources. In relation to this, age was cited as a factor with regard to the ability to cope with the process of retention and release. An increase in age was associated with a perceived increased ability to cope with the situation.

3.7.5 Slides Five and Six - Academies as Challenging Places (Player/Person)

When dealing with stressful situations the family were previously cited (within slide four) as playing a significant positive role. However, research also suggests a negative relationship between parental involvement and their children's success and enjoyment (Hellstedt, 1990 and Scanlan *et al.*, 1991). The players refer to difficulty in accepting feedback from parents after their performance. In contrast to the positive portrayal of their support in slide four a more critical view of their parents' involvement was provided. Given the dynamic nature of stress appraisal, conflicting findings surrounding parental involvement would appear inevitable due to the ongoing subjective interpretation of sports experience.

When discussing the challenging nature of academy environments the players referred to comradeship. This was also identified as an important coping strategy within a study conducted by Dale (2000) who examined coping strategies used by elite decathletes during their most memorable performances. Comradeship is a source of support that exists between the players that facilitates their ability to cope with the demands. They reveal that the performance demands placed upon them comprise of physical demands and the demand for consistency of performance. The constancy of

pressure at an academy emerged as a broad dimension and with this in mind intuitive associations with general psychology literature can be made. General psychology literature considers stress as being either acute or chronic in nature (Gottlieb, 1997). Acute stress involves a sudden onset initiated by a specific event (Anshel, 1996). In contrast, chronic stress is built up over a prolonged period of time as a result of persistent pressure. For example, the pressure and expectation on players to perform consistently and the requirement to train hard all the time. The players presented and discussed both of these issues. However, the mainstream psychology literature primarily views stress or anxiety as being of detriment to the individual, whereas developments in performance related psychology research have emphasised the need to consider the direction of anxiety perceptions (Jones and Swain, 1992; Jones *et al.*, 1993). Anxiety can have both positive and negative connotations and depending on an individual's cognitive appraisal of a situation is thought to be either facilitative or debilitating to performance (Jones, 1995; Jones and Swain, 1995; Eubank *et al.*, 1997). Within this context it is of interest to understand what factors, players perceive as potential stressors and how they appraise the sport specific (examples cited previously include physical demands and the demand for consistency of performance) and non-sport-specific issues (examples, which follow include social constraints and interactions with staff) that they have to contend with.

The players reveal frustration in relation to their perceived social constraints. For example, player C at club 1 commented, "You need someone (friends/girlfriend) to talk to." Social support has been identified as a key resource for buffering the negative effects of stressful events (Cohen and Wills, 1985, VanYperen, 1995) and facilitating coping efforts (Bianco and Eklund, 2000). Consequently, it may be

deemed important that the players are able to access their social support networks at appropriate times. Players' frustrations at club 1 also emerged as a consequence of interaction with particular members of staff at their respective academy, which they perceived as negative. This replicates an in-depth study by Scanlan *et al.* (1991), in which, negative relationships with significant others were identified as one of the five major sources of stress among former elite figure skaters. The results also indicated that sources of stress and pressure experienced by elite athletes are broadly replicated in young athletes. It is logical to assume that this is something academy players would also experience at first team level. As again they would be exposed to a range of personnel and therefore there is the potential for perceived negative relationships.

Chapter Four

Phase Two

4.1 Introduction and Rationale for Phase Two

The appraisal-prompt system embraced by the researcher and integrated within the format of the focus group discussion proved to be productive. It generated discussion between the participants and resulted in the emergence of deductive and inductive culturally specific themes. However, a potential weakness of utilising this focus group method could be that it is difficult to explore the thinking of one individual, as this would impede interaction amongst participants. Another critical factor relates to the 'one-off' nature of the data collection. This led to limited contact between the researcher and the participants before the focus group discussions. This impedes the ability to establish and develop mutually satisfying relationships; in turn this has the potential to stem the depth and quality of the data obtained. Although the focus group discussions provided an insight in to the dynamic experiences of academy scholars, further exploration (of a more individualistic nature) would enable an increased understanding of how issues raised so far could be understood via the lived experiences of individual scholars. With those critical sentiments and aspirations in mind, another form of qualitative research (i.e. ethnography), is now considered.

4.1.1 Ethnography

Ethnography has the potential to extend knowledge of culture in relation to the behaviours, values, emotions and mental states of group members (Krane and Baird, 2005). Tedlock (2000; p456) contended, "...by entering into close and relatively prolonged interaction with people... in their everyday lives, ethnographers can better understand the beliefs, motivations and behaviours of their subjects than they can by using any other approach." Wolcott (1990) describes ethnography as both a process and a product. More specifically, engagement in the research process results in a

textual product. As a process, ethnography is not expected to (overly) engage assumptions of value free observations, instead accepting the influence of the researcher on the research (Hammersley and Atkinson, 1995).

Ethnography may be perceived as complex in terms of epistemology and methodology. Krane and Baird (2005) stated that fundamentally ethnography is inductive and emergent in nature but that does not mean it is necessarily atheoretical. Indeed Smith and Deemer (2000) argued that ethnography cannot be theory free. Bourdieu and Wacquant (1992) refer to an abductive (deductive and inductive) way of knowing, which addresses the complex epistemology and methodology of ethnography (cited in Foley, 2002).

Taylor and Bogdan (1998) referred to ethnography as comprising of a design, which is emergent. Consequently, researchers are likely to enter the field with a degree of scholarly curiosity about a specific topic, yet are able to observe with a relatively open mind (Krane and Baird, 2005). Given the nature of ethnography and its association with the notion of naturalism (Silverman, 2001) researchers are often told to just 'go out and do it' (Hammersley and Atkinson, 1995).

4.1.2 Gaining Entry

Ethnography begins with gaining entry in to a setting and identifying gatekeepers, i.e., the people responsible for enabling access to group members (LeCompte and Schensul, 1999). Difficulty in gaining access can be a real issue for researchers. For example, with specific reference to professional football clubs Tomlinson (1993; p151) describes them as,

“...jealously guarded worlds. Like governments, clubs are interested in good publicity or no publicity at all. They are therefore, quite suspicious of social researchers and of press and broadcasting journalists whose interests lie in anything other than the straight report or novelty item.”

Consequently access to such insular environments is difficult. Parker's (1998) football related ethnographic research illustrated the difficulties associated with gaining access to professional football clubs. Parker (1998) endured approximately a period of twelve months before he was granted access to a football club to conduct his research. Further to this, his access was monitored and allowed to continue based upon weekly phone calls to the youth team coach. In some circumstances access can be obtained with relative ease because the researcher may already be a member of the culture under study. In these circumstances the researcher would be regarded as an ethnographic insider, which is in contrast to an ethnographic outsider (Berg; 2001; Ely, 1991). The advantages of being an ethnographic insider are debatable, in both a philosophical and practical sense. For example, Holt and Sparkes (2001, p242) revealed that, “...the ethnographic insider has the task of making the familiar seem strange in order to maintain analytical distance...” whereas “...the ethnographic outsider has the problem of making the strange seem familiar.”

4.1.3 Fitting In

Once entry has been gained, the ability to establish rapport is an essential ingredient to the success of ethnography. Krane and Baird (2005; p93) noted that, “without developing trusting relationships, participants will not be willing to open their lives to

the researcher.” Ways in which researchers are encouraged to establish rapport include; to be sincere, communicate empathy, break through communication barriers, understand and employ the participants language, establish common ground, assist in everyday chores and to be humble (Taylor and Bogdan, 1998). The researcher must also consider the potential that their presence may influence the behaviour and activities of the participants. It is important that the researcher blends into the setting. This may be more problematic for an ethnographic outsider compared to an ethnographic insider (Berg; 2001; Ely, 1991), who perhaps needs to be increasingly aware of the requirement to be consistently present within the participants’ environment. The continual presence of a researcher facilitates the ‘blending in’ process and enhances their transparency, which enables interaction with individuals and acquisition of knowledge with minimal disruption (Faulkner and Sparkes, 1999).

4.1.4 Data Collection Techniques and the Ethnographic Record

Engagement in ethnography results in the compilation of an ethnographic record (Berg, 2001). This record is produced via the various forms of data collection that the researcher engages in. Examples of which, include observation and/or interview.

Observation has been described as the backbone of ethnographic research (Ely, 1991; Taylor and Bogdan, 1988). Loftland and Loftland (1995; p71) describe the researcher as “becoming a human vacuum cleaner.” Observational stances range from observer to participant, or pure observation to pure participation (Brewer, 2000; Hammersley and Atkinson, 1995). Within an observation only role the researcher observes the participants from an objective perspective. Alternatively the researcher could adopt a covert participant role, whereby the participants accept the researcher as a member of

their social group but are not aware of their role as a researcher. Other stances that can be adopted by researchers are participant observer and observer participant (Hammersley and Atkinson, 1995). As a participant observer the researcher becomes embedded within the culture, is involved in the daily activities of the participants and experiences life as they do (Taylor and Bogdan, 1998). Furthermore, when a participant observer stance is adopted the participants are aware of the role of the researcher. However, it may be impractical and/or impossible for the researcher to become wholly involved in the daily activities of the participants and thus observing but with participation occurring socially and practically in a minor sense may be the option that the researcher is encouraged to select. This is referred to as an observer participant stance and similarly to a participant observer stance the participants are aware of the role of the researcher (Krane and Baird, 2005).

Another form of data collection that occurs within ethnography is interviewing. Conversations that emerge within interviews enable the researcher to learn how the participants perceive the world around them. Interviews may be formal or informal, structured or unstructured. Interviews may take the form of casual conversations initiated by the researcher at opportune moments (Markula, 1995). They can be limited in length or comprise of long discussions. The nature of the interviews may be dependent upon accessibility, convenience and the researcher's perceived level of disruption to participants. For example, within a sport setting chatting with participants during drinks breaks or talking to coaches while the team does a warm up may be considered convenient and opportune moments. Generally interviews enable the researcher to elaborate or gain clarification on observational data (Berg, 2001; Ely, 1991).

4.1.5 Issues of Representation and Legitimacy

Representation within ethnography concerns the way in which the lived experiences of the participants and the researcher's experience of the research process are presented. Krane and Baird (2005; p99) noted how "...ethnographers grapple with the scientific merit of information versus the cost of discovery to the participants." As a result of ethnography a balanced account of the experiences of the participants should be exposed. There is the potential that some of the data obtained may contain what is perceived to be mundane material that may not appeal to the reader. However, such data may reflect inherent aspects of the participant's lives and not to include it would lead to a (conceptually limited) misrepresentation of their lived experiences (Fine *et al.*, 2000). The issue and decision of what to present and what not to present is also significant with reference to a researcher's concern for their participants. The researcher has a moral responsibility to their participants and should be aware of the consequences to them in making the information public (i.e. contained within a written text). It may be deemed that certain information needs to remain confidential and consequently this may not be included.

Inclusion of the researcher within the written ethnographic text is also an issue that has received considerable scholarly debate (Okely, 1994; Charmaz and Mitchell, 1997; Sparkes 2000, 2002). A realist ethnographic text is one that provides thick description and privileges the participants' voices whilst the researcher remains out of the text (Brewer, 2000; Sparkes; 2002). Referring to the work of Krizek (1998), Sparkes (2000; p93) comments upon such author evacuated texts:

“Many of us ‘do’ ethnography but ‘write’ in the conservative voice of science... In short, we often render our research reports devoid of human emotion and self-reflection. As ethnographers we experience life but we write science.”

In contrast to the realist tale, Sparkes (2002) refers to a confessional tale, which explicitly locates the author within the text. The integration of first person (“I”) narrative represents the confessional approach. Researchers do not approach a field setting as a blank page, devoid of personal history or conceptual dispositions. Consequently, it is difficult to understand how or why researchers should be separated from the data (Krane and Baird, 2005). It is with these sentiments in mind that the researcher will approach phase two, i.e. conscious of both confessional and realist ethnographic texts. The representation and style of phase two will be influenced by the researcher’s desire to provide context (encouraged further by the focus group discussions as they provided enlightenment in terms of both experiences and culture). Furthermore it is the researcher’s intention to illustrate the ‘live’ process of ethnography (experience) and thus allow the data to remain ‘alive’.

Legitimacy is an issue within ethnographic studies that concerns judgement of the qualitative research. New responsibilities have now been placed upon readers and evaluators of ethnography. Krane and Baird (2005) reveal that traditional notions of acceptable validity requirements are to be replaced with criteria fitting new paradigm inquiry. For example, fair representation and impact of the research on the participants are issues to be considered. Lincoln (1993) highlighted good research as research that fairly represents all perspectives and voices. These general suggestions have been posed in contrast to the traditional forms of judgement criteria such as

validity and trustworthiness. A range of qualitative methodologies can be embraced within ethnography and this must be reflected in acceptance of diversity within the judgement criteria (Sparkes, 2002). Arguably it may be best to engage in debates on legitimacy after a piece of research has been conducted. In that sense, legitimacy can embrace a reflexive tone. Consequently, discussions on the varying forms of representation (provided in phase two) are considered in the general discussion and summary.

Ethnography has been considered as a form of qualitative inquiry. It does appear to offer the potential to enable the researcher to progress further in terms of exploring the lived experiences of academy scholars. More specifically, the data obtained would enable further exploration of the concept of E.I. from both the Bar-On (1997) and Mayer and Salovey (1995) perspectives (objective 4).

Ethnographic research is based upon the premise that there are multiple truths and multiple ways of perceiving and interpreting events, i.e., there are no absolute truths (Angrosino and Mays de Perez, 2000). Krane and Baird (2005) revealed that in order to understand the experiences of people, the world must be viewed from their eyes. The following case study narrative is based upon these premises. Before the narrative is presented, the method section explains how the process of ethnography was undertaken by the researcher (objective 4). Within this section relevant theoretical material is referred to, which served to guide the researcher throughout their engagement in the ethnographic process.

4.2 Methodology

4.2.1 Participants

The two case study participants were academy scholars, in the second year of their scholarship. Both participants were 17 years old and are referred to as Robbie and Peter (pseudonyms). Support staff involved in the research were also given pseudonyms. The Ethics Committee of Liverpool John Moores University approved this phase of the research.

4.2.2 Ethnographic Insider

The researcher engaged in ethnography for an extensive period of time, i.e., during pre-season (June/July 2004) and throughout the competitive season of 2004/2005 (August till May). Engagement spanned a period of twelve months. The privileged position of the researcher as a practitioner within the environment enabled access to be granted with ease. As an ethnographic insider the process of building and establishing rapport with the staff and players within the academy environment had, in the present case, already been undertaken. The researcher felt secure within the environment and had established positive relationships with players and staff. It was felt to be essential that the demeanour of the practitioner/researcher who prior to the ethnographic exercise had based their practice on being sincere, empathic and understated, did not change. The consistency of the role of the practitioner/researcher enabled interactions to take place with minimal disruption (Faulkner and Sparkes, 1999). For example, conversations with coaches on sidelines and interaction with players during drink breaks in their training sessions had always taken place, when the ethnography began the exchanges simply had research as well as applied connotations. As far as the researcher was aware, the nature of such exchanges were

similar both before and during the research process. It was deemed to be of value by the researcher not to chase data in a deductive sense, it was important that the researcher's acceptance and thus the information they were privileged to was not threatened or stemmed as a consequence of the researcher adopting a conceptually laden deductive perspective.

4.2.3 Data Collection

The researcher/practitioner observed the players and staff within the academy environment and extended the ethnographic 'wide-angled lens' to places like the residence of the participants (the lodge). Observations beyond the academy environment proved to be a valuable source of research data. An observer participant stance was adopted as the participants knew the practitioner well and were also aware of the research process that was being undertaken.

Communication with the players (specifically, Robbie and Peter) and various support staff within the academy in both a formal (arranged) and informal (unarranged) sense was another source of data collection. This enabled the words of the players and support staff to be presented within the case study narrative and served to provide an increased understanding of their situations from their perspectives (Ely, 1991). On occasions a dictaphone was used but this was at the researcher's discretion and recordings were not necessarily transcribed but were used to inform the field notes and research log (both are referred to in greater detail below).

The ethnographic record comprised of field notes, tapes (communication with staff, players and self) and a research log. Field notes were concise and contained accounts

of the days' observations, conversations and events (Hammersley and Atkinson, 1995; Taylor and Bogdan, 1998; Silverman, 2001). They were written away from the environment and often took the form of a descriptive account. In contrast, the research log was a development of the field notes and so included more elaborate information. As an example this material was often analytical and or critical in tone. The log contained a range of source material including narratives of self (autoethnography) and critical reflection on others. This unpredictable and dynamic structure occasionally made reference to potential 'end of thesis' summary positions and also comprised of an interrupted author-involved, confessional tale (Holt and Streat, 2001).

Techniques adopted such as observation and communication have been addressed but the research process is now discussed in terms of its generic nature i.e., inductive and/or deductive. When conducting phase two the researcher was clearly aware of the E.I. and sport psychology literature. That aside, it became obvious to the researcher that this prior knowledge did not dominate or unduly influence the process of obtaining data. The researcher drew upon, common sense and an understanding of the life and craft knowledge that unfolded during the process of ethnography. The subsequent production of the narrative (and this may seem surprising) was not driven by the researcher's awareness of E.I. or related motivational theory. The theoretical aspect of phase two did however re-emerge during the deductively oriented process of data analysis and so the outcome did adopt a more deductive realist perspective. The different phases of theory-free, theory-laden thinking were discussed on several occasions with the research team. In one sense the project (phase two) had been built from the multiple deductive analyses that had taken place in phase one (b). Denial of

this prior activity and (of course) the knowledge acquired through the construction of the literature review seemed, at one level to be linked to an unrealistic (inductive) ideal. That somehow all of this material seemed distant (in a proximal sense) during the ethnography is something that is difficult to explain and was alluded to earlier. Indeed it was not really an aspiration, as inductive/deductive models of ethnographic engagement have been referred to and were collated through the literature search undertaken by the researcher, in the months leading up to the project. Yet a deductive presence did not unduly permeate the ethnographic engagement process. These issues are returned to in the concluding phases of the thesis.

4.2.4 Data Representation

The capacity of the narratives to accurately represent the participants and the culture within the academy environment was a challenge of both style and substance. The researcher did not search for 'good stories' or neglect important aspects of the participants' lived experiences (Fine *et al.*, 2000). In contrast the researcher aspired to ensure that a balanced account was provided; incorporating what were perceived to be the 'ups and downs' of the players' lived experiences. Contact with relevant support staff was also presented to provide a culturally rounded narrative. A confessional approach was adopted via the inclusion of the first person narrative of the researcher. This served to position the researcher in important ways (Sparkes 2002). It decreased their authoritative position and encouraged the researcher to maintain their responsibility towards others. The researcher explored the relationship between self and others (Foley, 2002) through their biographical positioning. Prior to the case study narrative the researcher's autobiographical narrative introduces the "I" in historical and more contemporary terms.

Interaction between the researcher and the researched pervaded the case study narrative; this conveyed the notion that the narrative was generated from a naturally occurring mutual exercise. Given the applied history there could never have been any pretence that the researcher was somehow external to the cultural experiences. Van Mannen (1988, cited in Foley 2002) referred to this as an impressionist first person style whereby “Specific events and actual personal encounters are reported rather than composite typifications of events and characters. Such an extensive use of ‘ordinary language narrative practices’ makes the story very accessible to non-academic readers” (p481). Whilst this is arguably a valuable outcome it is not held up here as some kind of stylistic vindication. The narrative serves to offer authenticity rather than seeking to provide readability (this emerges as a positive by-product) and reports on matters truthfully (as they occurred and how they were perceived). The narrative lacks pretence, as does professional soccer – it is told as it was seen.

4.2.5 Data Analysis

It was through the process of data analysis that the researcher returned to a realist perspective. The multifaceted narrative of lived experiences provided a data source for exploration. The E.I. and sport psychology literature (referred to earlier within the thesis) was amenable to the narrative. The researcher engaged in a deductive process and thus, further to the aforementioned confessional narrative provided a realist, theoretical account of the narrative (E.I. and sport psychology literature appeared to map on to the narrative). Willis (1999) referred to this as ethnographic imagination i.e., to know, map and explain the lived reality of cultural others. The data also served to enable exploration of how knowledge and understanding of E.I. perspectives may have the potential to inform applied practice.

4.3 Results: Author Involved Case Study Narrative

What follows will provide you with an insight in to a world inhabited by the elite soccer players of the future. In the U.K. this world is framed within a football academy. I am an inhabitant of this world, one that is often closed off to outsiders. The need to produce professional footballers dominates academy life and for everyone in the academy this is a serious business. I am referring to the staff here but what of the players? Young players are given an opportunity at the age of 16 to fulfil their potential. A two or three year contract is what is offered, depending mainly on the club's opinion of the player's potential. I think it is fair to assume that when the players are offered a contract at 16 yrs old, for them, at least initially, there is a real sense of achievement. They have (of course) created an opportunity for themselves to achieve what they desire, to become a professional footballer. There is little time to dwell, they must now start the process of advancing further. In the following pages I travel alongside some of the players on this journey and through the narrative invite you to join us.

As I said earlier, professional football is a world that is, in a sense closed off to many people. It is a protective environment. I'm not fully sure how I have managed to become part of it! Like the players who are offered a contract at 16 yrs old I too have been given an opportunity, it is an opportunity I am pleased to have. I really wanted this role (sport psychologist) because it has long been an aspiration of mine to help facilitate the sports performance and well being of sports performers.

25 Before the academy story begins I want you to have a sense of who I am. The best
26 way for me to do this is to tell you a little about myself. It is however, impossible for
27 me to just talk about myself without introducing you to other people. So I will reflect
28 on personal experiences that seem relative (in one way or another) to the academy
29 journey that we will share later.

30

31 *Football: Not a case of 'Dad and Lad' but father and daughter...*

32 I'm the youngest of three sisters and remain convinced that it was my Dad's hope that
33 number three was going to be the son who would share his passion for football or
34 should I say Liverpool Football Club. Unlucky! He was blessed with another daughter
35 (that's the way I see it anyway!) but he wasn't going to allow gender to be an
36 obstacle. No doubt about it, he infected me with his passion for football and Liverpool
37 Football Club. For as far back as I can remember Saturdays have always been his (and
38 now our) most significant day of the week and this was for one reason only, football. I
39 can recall how in my primary school on a Monday morning we were asked to write
40 about our weekend and if we got up to anything in particular? My exercise book
41 contained what could only be described as detailed and biased match reports. I would
42 tell my Dad what I had written when I arrived home, to which he would respond
43 pleasingly with, "good girl". We both have season tickets for Liverpool and just
44 recently mine has become an adult and child season ticket. This is because of my
45 nephew's interest and equally if not more so, my Dad's desire to 'blood him in' (at ten
46 years old). This is an extremely important process to my Dad and his questioning of
47 Sean (my nephew) after we attend the game gives this away, "Did you sing son? Go
48 on then let's hear yer?" Sean obliges, an increasing smile and look of great
49 satisfaction and pride beams from Dad. I feel I should also confess that I too find

50 myself engaged in this 'blooding in' process. I also encourage Sean to become
51 involved at the game, to join in singing (he often looks at me reassuringly when the
52 swear words are included in the songs. I can tell he knows it's wrong but safe, if that
53 makes sense!). I help him to stand on his chair when we score (in fact I think it's got
54 to the stage where he pulls me up now). Sean becomes more involved in the
55 celebrations this way, plus it's what my Dad had done with me (not forgetting my
56 Dad is over six foot tall, quite handy when I couldn't see at the game though). The
57 process for Sean is probably very similar to my own aside from one crucial thing. My
58 Dad no longer visits the pub after the game with his friends as he did in his more
59 youthful days! With a glass of coke and packet of crisps I listened to football banter at
60 such an early age. This is something in my opinion that Sean has lost out on. I loved
61 this experience. "Just sit there with your uncle Michael and Gary, I'll just go the bar,
62 I'll be back in a minute, Mick just keep an eye on her for us mate..." This was then
63 usually followed by a classic line from one of my Dad's mates, "So who's your
64 favourite player then?" My response to this question is less important than the fact
65 that I found it really easy to answer. I wanted to talk about the things that happened in
66 the game. I had more to offer than simply saying who my favourite player was. I had
67 an opinion on the game, who had played well, who hadn't and the team selected by
68 the manager. I was eventually given my chance to demonstrate my football
69 knowledge. It was the first home game of a new season, I remember because I had my
70 new footie shirt on, it had the name of my favourite player on the back. I wasn't so
71 clever then as to realise that due to this I may avoid the inevitable question from
72 someone at the pub after the game! It makes me smile now actually, as who knows
73 maybe that's why I can't recall anyone asking me that when I wore it that weekend!
74 (By the way I also wore it on the Sunday as well, after a win it was a must, not that I

75 liked to gloat!). It was quite cold on that Saturday, but it goes without saying I refused
76 to put my coat on, no one would see my shirt then. This is why I never cause a fuss
77 when Sean pleads not to have to wear his coat over his shirt. I've been there! My
78 Mum needs to give up on that one, she never convinced me and I'm pretty sure she'll
79 never convince Sean. It's just the way it is. Incidentally it is of no surprise that my
80 Dad is no where to be seen when this debate about coats goes on. Back to the story -
81 First home game, new signings, fans happy to return, I was made-up to be going the
82 game with my Dad. I handed over my own ticket, didn't need any directions about
83 where we needed to go, I could easily remember. I was really pleased with myself. I
84 enjoyed impressing Dad. I suppose the name of the player I had on the back of my
85 shirt was a popular choice, especially for a child; new signing, a striker, a certainty for
86 the headlines and the best thing is the player duly obliged and scored on his debut,
87 what a goal it was as well by the way. A throw in that reached him, one touch and
88 then bang, top bin. Catapulted up in to the air, absolute mayhem, it was the best
89 feeling. My Dad then proceeded to pat or should I say slap the back of my shirt...

90 "See... I told yer Dad!"

91 "If he bangs them in like that every week, we're laughin, what a rasper! Get in there!"

92 The final whistle goes and it's a great start to the season, a win, three points, we were
93 in business. As usual we wait after the game for the final scores from the other games
94 to be announced over the tannoy. It also enabled some of my other Dad's mates to
95 make their way to where the majority of them where in the ground already. Of course
96 they don't use the conventional way and take the steps but step or clamber over rows
97 of chairs, first with a leading leg and then their next leg follows, it seems such a
98 stretch for some of them and they nearly split themselves in two, but they make it and
99 a clap of the hands followed by the rubbing of them together showed how pleased

100 they were with a win, sets them up nicely for the pub. Depending on what teams had
101 lost a massive cheer would be heard again after the announcer read out their scores,
102 satisfaction was found in other teams' defeats. Everyone knew this including the
103 announcer; it finally dawned on me why he left the score of a certain team till last.
104 The pub wasn't far from the ground, a ten to fifteen minute walk tops. Especially with
105 my Dad's stride length, holding his hand I would have to shuffle rather than walk in
106 order to keep up, if I slowed down I would hear, "Come on... You're alright, we're
107 nearly there now." I recall there being so many people walking in a similar direction,
108 they just took over the whole area, I was amazed how they just walked in the middle
109 of the road, being so many of them it didn't matter if there was traffic, the traffic
110 would simply have to wait. I am grateful for the fact that it was this way. This is
111 another reason I was able to go to the pub with my Dad because of course he
112 recommended to my Mum it was best to wait for half an hour after the game before
113 she left so the traffic could die down otherwise it would be pointless. As you would
114 probably expect the pub was really busy, it didn't help much in terms of getting
115 served at the bar that my Dad and his friends went to this pub after nearly all the home
116 games, because so did everyone else who was in there. They were all regulars! As I
117 used to sit and wait for my Dad, I can recall a mixture of conversations taking place
118 about the game we'd just watched. I would feel really annoyed if someone was
119 criticising one of our players and even more so when their reasons just didn't make
120 any sense. This hasn't changed for me, I still have to listen to nonsensical comments
121 from fans at the game, honestly you've got at least a thousand fans in the ground
122 supporting the other team who will willingly criticise your players, why would you
123 want to join in with them? The likelihood is that if they've made a mistake, it hasn't
124 been on purpose; you've surely got to support them and get behind them. I believe the

125 conversations that I heard most of the time in the pub with my coke and crisps
126 provided me with an invaluable football education, ok some fans do talk nonsense (in
127 my opinion of course) but I was made aware of this at an early age, it helped me to
128 understand how differently people may view a player or a particular game (especially
129 if they're an 'armchair fan' and don't even go the game, the camera only follows the
130 ball, you need to be aware of everything else that is going on, on the pitch).

131

132 Football has, is and will always be a major part of my life. I never thought that I
133 would actually end up working with a professional football club as I do now.
134 Unbelievably so and it pains me to say this! It is with the club I have been brought up
135 to hate, the enemy, our rivals, not in terms of the quality of football that the first teams
136 for both clubs play (because there is no contest), it's more about their jealousy of our
137 success and the proximity of the two clubs. As for my Dad it's fair to say he struggles
138 with the idea of me working there. I can certainly live with it a lot easier than my Dad
139 can.

140

141 *Football; Personal loyalty and opportunity...*

142 My first day arrives, it is hard to believe I'm about to drive in to the work place of the
143 enemy but I have to get over this. Maybe it would feel more exciting if I was driving
144 into the home of the team I have grown up with and love, but I can't have it all ways.
145 This is a real opportunity, one that I must take. I raise a rye smile, as I get closer in my
146 car I become aware of the railings that surround the academy, deliberately painted in
147 the colour I associate with the football club. I can't avoid their glare and it continues
148 for what seems like miles. This is unreal, family and friends would find it difficult to
149 believe I was about to do this; I can hardly believe it myself. I am nervous, of course

150 I am, but as well as being nervous about opinions that may be formed of me today or
151 meetings that may take place, I keep thinking to myself, what if they ask me who I
152 support? I can't lie. I could never deny who I support. I take comfort from knowing
153 that some of the younger players here actually support the same team as me. I'm not
154 alone. It's the staff that I wonder about because I know many of the players already,
155 some better than others...

156

157 *Football and Education*

158 During the week (Monday and Wednesdays) in the evening time (4pm till 8pm) the
159 players have the opportunity to attend a school for what is called study support. It has
160 been something I've been involved in for years now. It's a time the boys can take
161 advantage of, either before or after training to help them keep up with the homework
162 they're given at school.

163

164 It was a Wednesday evening; the sandwiches and drinks had been arranged so they
165 were easily accessible for the boys. Taken off the dodgy trolley and placed on the
166 tables. Something simple that resulted in a lot less hassle. The boys arrive straight
167 from school. I remember when I arrived home from school at their age, one of the first
168 things I would do is open the fridge door and then the cupboard doors to see what I
169 could have. An appetite after school is inevitable. The boys certainly express this. It is
170 very important for them to eat at this time as they have training later on in the
171 evening. This is exactly why the sandwiches are provided. I know most of the boys by
172 name and have a rough idea of how they cope at school. Toby (Head of Education and
173 Welfare) keeps me up to speed with these issues. I appreciate that when the boys
174 arrive after school they must have their 'down' time. Giving them time to eat and chat

175 before we get started is the usual format. The sandwiches are never to their entire
176 liking. "I don't like any marge on mine." "Why is thee loads of egg?" "I bet yer these
177 are the left overs from this school today." Careful examination of the sandwiches
178 through the packaging is followed by the picking off of the salad and banter about
179 football, usually from the game at the weekend, the one they played in. Comments
180 about teammates and their performances vary but those not present to defend
181 themselves are usually referred to quite harshly, "nah mate I reckon he had a stinker."
182 I often bargain with the boys for access to the Internet or the use of personal stereos.
183 The most important thing is that they spend a minimum of forty-five minutes
184 working. Of course on occasions it may be less or more than this but that is the aim.

185

186 "yer knobhead!"

187 "Well you shouldn't be such a tit then should yer."

188

189 Robbie had thrown the juice over Chris. His designer label school shirt had been
190 splashed with orange juice; luckily it wasn't blackcurrant this week. "What's going
191 on?" was unsurprisingly greeted with a disgruntled "he's just threw juice all over me
192 the psycho." To avoid further hostility both boys were requested to sit apart from each
193 other. "Do us a favour lads, Robbie you get your stuff and sit there and Chris you sit
194 over there please. C'mon sort yerselves out." To my relief they did just that. This was
195 not the first time I had met Robbie but it was the first time his actions were the focus
196 of my attention.

197

198 Robbie was a local boy, blonde hair, relatively tall, with startling blue eyes. His
199 physique was not unusual for a boy with his athleticism, skinny but not spindly. An

200 increasing number of Monday and Wednesday evenings passed by. Toby had
201 informed me that Robbie's school were really unhappy with his behaviour and the
202 disruption he caused. An inability to control his temper seemed to be a major problem
203 coupled with his absolute belief that the majority, if not all of the teachers there hated
204 him. Negotiations between Toby and Robbie's school resulted in a decreased
205 timetable for Robbie and an increase in the time he spent with the full time players.
206 Unlike the full time players the days Robbie spent at the academy didn't just consist
207 of football. The deal with Robbie was that when he was not in school he would come
208 in to the academy and play football but also do his work from school to ensure
209 progression and attainment of his G.C.S.E's was still a real possibility. Robbie bought
210 in to this. Toby's office would be where Robbie would spend a number of hours,
211 provided with laptop, plodding along with the work he was provided with by school.

212
213 Despite his hatred for school Robbie always attended the evening sessions. He could
214 be angry, unpredictable and aggressive but similarly I experienced him to be
215 committed and willing to fight for what he wanted. It was clear to me and I'm sure to
216 others that what Robbie really wanted was to become a professional footballer. I had
217 often heard young boys say they wanted to be a footballer but Robbie's expression
218 and desire was different. It was so intense you could feel it. It was absolutely
219 everything to him. Similarly to the other boys whose G.C.S.E's were quite soon,
220 Robbie would arrive in the evening with coursework to do. We often talked about
221 school and he expressed his satisfaction in escaping in some way. Robbie would
222 encourage you to believe that he wasn't clever and would often find a way of
223 transmitting this to the other boys but this was just an image. Robbie was relatively
224 popular with the other boys who often expressed an interest in his progress. This had a

225 lot to do with their thoughts that he was a “boss player.” They knew he was good and
226 had a real chance of progressing further as a footballer. It was rare if Robbie agreed
227 with one of the other boys “Nah, I played shit lad.” Despite a lack of interest in his
228 schoolwork Robbie was capable, he just needed a little push in the right direction.
229 Unhappy at the fact his coursework would have to be written and then word-
230 processed, we agreed that if he wrote it I would help with the word processing. Part of
231 the deal had to be that he was always sat alongside me at the time. We spent hours
232 together, some evenings at schools and some time during the day at the academy.
233 Robbie always talked about two things, football and how his teachers hated him.

234
235 I was pleased but not surprised that Robbie passed all of the G.C.S.E’s he was entered
236 for, including English and Maths. I imagined a nonchalant response but Robbie
237 revealed a strong feeling about proving them all wrong. He revealed anger towards
238 the teachers who he felt had dismissed him when he was there, “They’re well gutted I
239 got them, I bet yer.”

240
241 Through Robbie’s struggle with his education our relationship developed. It provided
242 me with a greater insight in to his character. The more time we spent together the
243 more he would talk to me and he would ask me if he needed help. Whereas, at the
244 start of our relationship Robbie would moan how he couldn’t do his work or would
245 just sit in a daze and I would have to approach him to get started. Our relationship had
246 now moved to a stage where he would approach me. I like to think his fear or any
247 sense of potential rejection was eased through the time we spent with each other. To
248 me, Robbie seemed to struggle to understand that I really was interested in him and
249 his potential development as both a player and an individual. We had spent, what I

250 felt, was constructive and enjoyable time together. I wanted to help him and with time
251 I feel he started to accept that this was the case.

252

253 A year had passed by and Robbie was now a full time scholar. He lived at the lodge,
254 he had moved in as soon as he able to, which was straight away. I'd not visited the
255 lodge but knew it was a place where the players could go and live when they become
256 full time. I initially thought it was a place for the boys who came from outside the
257 local area but Robbie was a local boy so this clearly wasn't the case. Through the
258 study sessions with the younger boys I had heard that Robbie was playing for the
259 reserves, a real achievement in his first full time year. As far as I knew he had adapted
260 to life as a full time player quite well, which is what I expected and hoped for but I
261 think he surprised Tony and other academy staff with his progress. I reckon he
262 probably surpassed their expectations. During Robbie's first year I had little contact
263 with him at all. If for some reason I needed to go and see Toby over the evening
264 sessions at the academy, I might have caught a minute with Robbie if he was there.
265 Now I was on the verge of spending more time with the players at the academy, I felt
266 it would be great to become reacquainted with Robbie again.

267

268 *Preseason formalities and 'get together'*

269 After spending the morning meeting the parents of the new scholars, I was relieved it
270 was the afternoon; we were going to join up with the rest of the scholars to play golf.
271 Toby had told me it was always a special time (quality time) to spend with the boys.
272 They were just fantastic company in these circumstances. I arrived at the golf course
273 still with my suit on from the mornings meeting. I pulled up in my car and by the
274 entrance stood a group of the players, I recognised a fair few of them. Golf clubs were

275 being examined and some flash golf bags were on display. As I got out of my car I
276 called over to say “alright” and straight away the boys question me. “You’re not
277 wearing that to play golf in are yer?” They appeared concerned “You’ll freeze as well
278 you know cos it takes ages.” Some of them had their own golf clubs and bags but not
279 just any old clubs or bags you understand. I reassured them that I had a change of
280 clothes with me if they just give me a minute, I would take my bag out of my car. The
281 questions continued, “Can yer play golf?” Of course I couldn’t but I was willing to try
282 and that’s basically what I said. I sensed I wasn’t alone in not being too familiar with
283 the game of golf. In fact a couple of the players seemed quite nervous and were quick
284 to say how they had never really played before. The main thing was that everyone was
285 spending time together and hopefully it would be fun.

286

287 The first thing that struck me about Robbie was the change in his physique. An
288 increase in muscle tone and definition was easily detected. Although physically he
289 had changed, his eyes remained the same – searching. The golf allowed no time for us
290 to chat but the restaurant seemed more conducive. Robbie, similarly to the other boys
291 was keen for the food to be served. It was an Italian restaurant and the smell of pizza,
292 which many of the boys had opted for, pervaded the air – the melting of cheese.
293 Robbie commented on the smell “It makes yer more starvin’ when yer can smell them
294 cookin’ it” and asked, “What ‘ave you ordered?” Lasagne was a must for me and so I
295 confessed that although the pizzas were predominantly responsible for the smell so
296 too was the lasagne. Then the ‘remember when’ tales started. “I proper hated school
297 me. I worked for you though didn’t I? I just couldn’t wait to get out of that school.”
298 Robbie did work for me although I’m not sure he worked quite as hard as he recalls
299 but given his achievements I suppose he’s allowed to recall it like that. I wasn’t going

300 to argue, he was enjoying this. I assure Robbie that the pizza will be better than the
301 sandwiches he use to have in the evenings. Robbie was relaxed he seemed relatively
302 secure and relaxed alongside the people he was with – I guess his change in physical
303 appearance was accompanied with a change in his demeanour. This suggested to me
304 whatever was happening in his life right now was better than when I had previously
305 enjoyed his company.

306
307 Rice crispies scattered across the table. I haven't seen or had rice crispies for years. I
308 look around and see the boys' bowls are over flowing, rice crispies always do that!
309 Adding the milk does it. Toby sarcastically questions one of the boys. "D'yer think
310 you could get any more in there?" "I'm starvin' yer know how it is, workin' so hard in
311 the gym and that it makes yer hungry." As Rita pushed the trolley out of the kitchen
312 with the cutlery in she had heard this conversation and joined in "A growin' lad that's
313 what yer are isn't it son?" I smiled as the player glanced at her warmly. The
314 relationship the players have with Rita could easily be underestimated. Whenever I
315 stand in the kitchen I really enjoy listening to Rita as she talks about the players and
316 staff. Rita has been with the club for many years and talks warmly about the different
317 boys she has cared for. Although she speaks fondly of the current players she
318 sometimes reflects on how things have changed, "There's not as many personalities
319 now. Yer ask these lot a question and they just look at yer like you're daft." I sense
320 Rita feels like she had shared a closer relationship with certain groups of players from
321 the past. "So many of them would just come in and talk to yer, I mean I got to know
322 some of them really well." Rita reflects on her husband's death and tells me how at
323 the time the boys were marvellous; "They'd come in and check I was ok and help me
324 out... Even if they just talked to me about themselves their football or the girlfriends

325 they were great and they really helped me to get through it.” As we talk one of the
326 boys comes in to the kitchen, he’s just looking round for something, Rita didn’t have
327 to ask she just told him the jam was on the bottom shelf. A quick shout of “thanks”
328 and off he goes. Rita explains how her heart still breaks when they’re let go from the
329 academy. “It’s awful isn’t it, I mean they think it’s the end of the world and it’s
330 always the bloody nice ones as well but you’ll be able to help them with that wont
331 yer.” I feel a sudden sense of responsibility and just reply with “I hope so, if I can
332 then I’d like to.” The impact of the process of releasing players is obviously an issue
333 for anyone who has contact with these boys. A couple of staff walk in and out as we
334 talk and then – “No tea made... c’mon Carmel you’ve been in the kitchen a while you
335 coulda well had that done.” I smile as Rita joins in, “Er d’you mind we’ve been
336 having a conversation actually.” It felt like a protective comment and I was grateful, it
337 felt good. Rita seems busy now as she rips the foil in to squares to wrap around the
338 baked potatoes. For a moment I found myself mesmerised by the speed at which she
339 was doing this – the folding of the foil, then tearing and then wrapping the potatoes. I
340 sense it’s time to move on, clearly Rita is busy, “I best go and leave yer to it thanks
341 for that chat, I’ll see yer later.”

342
343 Most of the boys had finished their breakfast and just a few remained. Robbie was one
344 of them. He waves to me to come over. “D’yer know what we’re doin’ today?” Just a
345 simple question but I wasn’t sure why he was askin’ me. “I don’t know, but I suppose
346 you’ll find out soon enough.” Robbie continues, “You’re supposed to know these
347 things.” I wasn’t sure why Robbie assumed this maybe it was because he viewed me
348 as a member of staff, I don’t know. It was said jokingly so it could be that he just
349 wanted to take the piss out of me or chat for a bit about nothing in particular. I

350 explained, "I know as much as you do mate and so I suppose that means you should
351 be off to the changies to get ready with everyone else." No sooner had I said that
352 when he responded with, "So you're gonna clean the tables for us then." One of the
353 other players laughed. I smiled and said "I'll help yer out like, I'll just knock the rice
354 crispies off the tables on to the floor and you can brush them up." As Robbie got up
355 he smiled and said "Nah I'm only messin' see yer later." He picked up his bowl and
356 headed off in to the kitchen.

357

358 *The 'After-Match'*

359 We're approaching the final set of traffic lights before the academy, typically they
360 turn red. Everyone is gathering their things together and I remind the boys to make
361 sure any rubbish by their feet is put in the carrier bags on the arms of their seats. Dave
362 starts to let the players know if they need to come in tomorrow. "It'll only be for
363 about 10mins just to check you over and make sure you're ok, you know the drill."
364 The players respond straight away "We're off tomorrow Dave." "You're havin' a
365 laugh aren't yer?" The boys are unsettled, well the ones who had been told to come in
366 are, while the other boys don't help "Unlucky lad, I'll be thinking of yer while I'm
367 havin' a kip." The bus turns in to the academy, stops outside the container (or skip as
368 the boys call it), were the stuff from the game today needs to be put back. The boys
369 are straight over to Dave but Robbie seems really 'het up.' His boots in his right hand
370 swinging round as he tightly holds on to them from the laces. "I'm not coming in, this
371 place is a fuckin' joke I've already said I'm ok, what's the fuckin' point." Dave
372 responds "Well you need to speak to Mark then because he was the one who said he
373 wanted yer checked, it's yer first game back for a while. It wont take that long
374 honestly." Robbie is angry he lowers his chin, suggesting he might mutter but he

375 doesn't "This place is a joke I've said I'm ok, he doesn't believe me. I need to fuckin'
376 get out of here." Robbie lashes out, kicks the orange cone right in front of him. He
377 walks away but shakes the foot out he kicked with. It obviously hurt. I pick the cone
378 up and notice it's not just plastic it's quite weighty. It seems everyone is watching, I
379 look at David he puffs out his cheeks; there is a sigh and a raise of the eyes. I shout
380 "Robbie, take it easy." A look back and I am acknowledged but Robbie is away.

381
382 I feel concerned by this show of aggression and I'm not sure I understand where it has
383 come from. I can believe he has reacted this way I just didn't expect it today, Robbie
384 played really well. I thought he seemed to have enjoyed this morning. I don't think
385 he'd entertained the thought that they might just want to make sure he is ok and check
386 there's no reaction from his injury. I wish he had or did, I can't help but wonder about
387 his thoughts right now. I should try to talk to him soon.

388
389 I'd heard that Robbie went in on Sunday and he was fine apparently. I phoned Mark
390 two days later than usual because of the Easter weekend the boys were having a
391 break. Aside from those being checked over because of injuries of course! Mark tells
392 me they had a reserve game on the Tuesday and starts to let me know how the players
393 got on. The level of detail he normally gives me isn't there and his voice becomes
394 increasingly agitated on the phone, I begin to feel nervous, he asks me a question "But
395 anyway did you see Robbie after the game at the weekend." I said I did because I
396 knew, he knew I would have done. "What was he like?" I explained that he was a bit
397 annoyed about having to come in the next day to be checked over but that none of the
398 boys were overly pleased about it. I found myself trying to minimise what happened
399 and spoke of it being a process that they would come to understand and be more

400 mature about, but let him know I was sure disappointment at being called in on what
401 was declared a day off is probably not unusual. I didn't expect what came next. "Well,
402 we've got a problem." I tentatively reply "Why what?" Mark explains to me how
403 when he arrived for the reserves game the manager asked him if Robbie was fit to
404 which he said, "As far as I know." Then he took Mark to the touchline and pointed to
405 Robbie and said "Look at him he's not fit, he's limpin'." Mark tells me with a
406 resigned tone that he just shrugged his shoulders and said he didn't know. I asked if
407 he was declared fit and if he was I didn't understand. Mark said adamantly "I do, he
408 kicked out at a cone in the car park on Saturday after the game." I still didn't
409 understand though if he was checked on Sunday but Mark wasn't interested in this he
410 had a definite point to make and I had to listen. "I've asked players and staff and they
411 say they seen him do it. I've not spoken to him yet but I will; I'm tellin' yer he's
412 finished. I was rung yesterday by the first team assistant manager who wanted to
413 know why he was injured again? I'm not lying to him, so I told him. Just as expected
414 he couldn't believe it and said to me yer know how black and white the manager is he
415 wont put up with that." After listening to Mark I knew I needed to see Robbie. I don't
416 know what I could do for him but I just felt the need to see him.

417
418 Mark rang me again "Just thought I'd let yer know we've spoke to Robbie. It just
419 turned out that there was a chance to see him before so I grabbed him while Andy was
420 there and we spoke to him. Unbelievably he said he hurt his foot getting off the coach
421 so I asked him again, gave him a chance but then I had to stop his stuttering. I told
422 him we knew that he'd kicked the cone in the car park but he still wouldn't have it
423 and was tryin' to say something else. So I told him to "shut up and listen" and I told
424 him I'd found out he had his mock driving test in the morning. I asked him if he had

425 my number, knowing quite well he does. I asked him if he rang me and told me this,
426 what he thought I'd say. I told him I'd have said right what time's your lesson and
427 sorted it so he just come in at some point and could still have gone for his lesson.
428 Now that would be the mature thing to do but no he just flies off. I told him "this
429 football club owes him nothing" and if he thought there was something better out
430 there for him to "go and get it." I asked him what his main asset was and he said his
431 pace and running so I said yeah and he knows that's what the Premiership has a lot of
432 and is valued. I said Robbie it is but yer know, you're not fantastic with a football are
433 yer? He's getting better though I said that as well but he was annoying me sitting
434 there with a big grin on his face so I said to him yer body language and yer smirk is
435 all wrong son, yer looking at me as if to say Fuck off. Well that's fine Rob but yer
436 need to know that will go both ways and don't be expecting me to pull up any trees
437 for yer like I have done. It wasn't so long ago yer were pulling moonies on buses and
438 I stood by yer, yer know that; but this is it. You've got one more chance next season,
439 which is probably a chance you've used up already. Yer know we've made exceptions
440 for yer at times because we realise the rest of yer life mightn't be great but that's it –
441 no more. You've got to decide, if yer see this as yer chance then do somethin' about it
442 hey." Mark then told me how he was sure that was it for him with Robbie, it was the
443 one time too many and although I feel sad by this I'm still not completely
444 disheartened, it will be tough, probably tougher than I can imagine but I'm sure
445 Robbie will give it a go. It won't be a smooth ride for him, it is important we stay in
446 contact with each other.

447

448

449 I was waved in to the car park by Tony; as usual I raised my hand to acknowledge
450 him. I got out of my car to put my coat on or as the lads would say my 'bench
451 warmer'. The footie boots were out as well as I needed to swap them for my trainees.
452 The lads told me I was killin' my trainees wearing them out on the pitch. Although the
453 16s and 18s have a game, training still takes place for the younger boys on the astro,
454 so it's all go. Mums, Dads, Nans, Grandads, brothers, sisters seem to all come along,
455 training or a match there is always plenty of people about. The negative impact
456 significant others can have when watching the players is often discussed in staff
457 meetings but a part of me thinks it's really fantastic that they are here. Football is
458 good at providing a time for families to share together. I know football is responsible
459 for the quality time I share with my Dad. Everywhere you turn there seems to be
460 another little boy arriving to train, all ready, changed at home, kit on, shin pads in
461 socks, big smile - running towards the astro desperate to get started, the sound of
462 footie studs crunching on the pavement echoes as they make their way; It's great. I'm
463 pleased to say it's impossible for me to make it from my car to the changing rooms
464 without saying one if not all of the following to players and people I pass; "Alright"
465 "Good Morning" "How are you?" A comment on the weather is nearly always thrown
466 in by either myself or someone I pass, this morning proves to be no different, a parent
467 of one of the boys from the 18s duly obliges; "What a great morning for a game of
468 football with the sun shining hey." I agreed, the weather was ideal, it seemed to lend
469 itself to a game of football. I could see the youngsters training and although it was
470 really tempting to go over and watch for a while I was conscious of time and knew
471 that most of the 18's would be leaving the dressing room to take a walk on the pitch,
472 another time maybe.

473

474 I first saw Joey "Alright Carm" I'd arrived by the changing rooms and took up my
475 usual loitering position. I responded to Joey's greeting "yeah I'm alright are you?" He
476 appeared to be in a buoyant mood and to quote him he was just that, " I'm sound
477 Carm." Once again he'd made me smile without even trying. Robbie came out of the
478 dressing room dressed in his own tracksuit, head down carrying his dirty kit and
479 towel. I knew being injured that he would have done some work with Dave the physio
480 this morning and the likelihood was that he wasn't feeling too great. He would be
481 desperate to play. What should I do? He saw me; he knew I was there? If he wanted
482 to talk to me I reasoned that, he would have stopped. I knew I couldn't just let him go.
483 I had to say "Alright Robbie" he turned around "No I fuckin' hate him, he does me
484 'ed in. Honestly he does me fuckin' 'ed in." Given our previous conversations I knew
485 exactly who he was referring to. I slowly walked towards him "C'mon I'll walk with
486 yer, while you take this dirty kit back and you can tell me what's gone on." Robbie is
487 angry, it's clear to me that whatever has happened has really got to him. "D'you know
488 what does me 'ed in the most Carmel, the fact that I know I could knock him out if I
489 really wanted to." I was conscious of the fact he was right, he probably could but of
490 course reminded him that he surely didn't want that. "On to me about bein' injured
491 again, he thinks he's fuckin' funny but he's not." I acknowledged that I wasn't there
492 but tried to offer an alternative interpretation. I suggested that maybe he was just
493 showing an interest, making conversation. "No, he was bein' funny he even said about
494 the fact I had a red top on and said he never thought I would wear red, the knobhead."
495 Already I sensed Robbie had settled a little, his language was usually a good
496 indication of this and his immediate incessant use of fuckin' had dwindled. I
497 questioned again if he was sure that he just wasn't joking. Robbie understood the view
498 that I was suggesting to him as he was accepting but adamant that wasn't the case "I

499 did think that me self right but it wasn't. Cos I looked up at him after he said that
500 about me top and he just blanked me. I hate him man." I reiterated again that I wasn't
501 there and if that was the way Robbie felt and had perceived it to be then it was
502 unfortunate. I questioned what he was going to do now and also suggested that he
503 stayed for the game. "I will do, I'm stayin' " I complimented Robbie for hanging
504 round to watch the game. After lashing his dirty kit on top of the dirty pile, we made
505 our way back to the changing rooms. The conversation switched to how he trained
506 this morning, "It was alright like, I could do some runnin' and that, still borin'
507 though." We both see the players coming back from their walk on the pitch, "I'm
508 goin' the shop, d'you want anythin?" I declined Robbie's offer and tried to make him
509 realise how important it was he was back on time for the start of the game. I didn't
510 want to seem demanding though, so I felt I needed to say something else as well;
511 "You won't be buying any newspapers with a page 3 in will yer Rob?" I knew I had
512 to switch my attention to other players now. I felt ok about that though as Robbie had
513 calmed down and I was sure he would return. It wasn't a case of him being needed to
514 listen to the team talk it's not what the manager wants. He just likes it to be the
515 players who are involved. This is something I intend to question him about and try to
516 make him think more about. I think there is a good argument for letting the players
517 who are not involved in the game still be involved in the matchday programme. The
518 boys need to be involved, they must be provided with signals that indicate to them
519 they are part of a team regardless of whether they're playing or not.

520

521 Before I knew it I was called in to the changing rooms. Regardless of who calls me in
522 the style remains the same, "They're all decent now." As usual one of the boys is
523 getting their strapping done, "Watch the hairs on me leg, it killed last time when I had

524 to pull it off.” Once the manager had said, “Right then, a minute or so and I’m ready
525 to start.” the players began to settle and sit down. Some were studying the sheets on
526 the wall for set pieces, others were just walking round or talking amongst themselves
527 and then of course there are the ones going in and out of the toilets (but I wont get in
528 to that). The players seem attentive all with their own idiosyncrasies. White tape
529 beneath the shin pads was a popular choice although I notice fewer than last time have
530 opted for that; informed by the view of some of the players that it’s big time, who
531 knows. The team talk by the manager begins, some of them make good eye contact,
532 some appear to be looking past him, whilst others occasionally fidget with their shin
533 pads. I’m not sure about the atmosphere in the dressing room this morning although I
534 sense generally that they just want to get out there and play. The manager reminds
535 them of the last time we played them and won one nil. He acknowledged it would be a
536 big game “make no bones about it, this will be a tough game fellas.” After finishing
537 the team talk he reminded the players to check the sheets on the wall so that they
538 knew what their roles were before leaving. A communal roar of “C’mon boys” and
539 the clapping of hands meant it was time to go and play. “Fellas don’t forget to collect
540 the stuff that we need on the way out.” They’d find it difficult not to as it was all
541 placed in front of the door. I wasn’t responsible but I knew who was. Dave (the
542 physio) was keen for the boys to take responsibility for the things they needed and
543 wasn’t impressed if they didn’t carry them out. I looked over; he just gave a rye smile,
544 clever I thought.

545
546 Given the run the players were on, I felt the team picked itself really. Forty minutes in
547 to the first half against the run of play, the powerhouse scored again, it was a great
548 header. After celebrating the goal the players knowingly made their way slowly back

549 for the restart, as “five minutes lads c’mon, keep it tight, nothing silly now,
550 concentrate,” accompanied by more specific messages to players were roared on to
551 the pitch. Half time had been and gone, the boys weren’t playing that well but a
552 through ball was made, Joey dribbled it around the keeper and we were two nil up.
553 Surprised but I was made up. Then they got a goal back and there was twenty minutes
554 to go, for some reason the lads heads seemed to drop, before long the equalising goal
555 went in and then with a few minutes left they scored the third and final goal. What
556 had just happened, I wasn’t sure but I knew that my own feelings of sadness and
557 disappointment would probably not come close to the players I could see. As Joey
558 came over he informed me, “Fuckin’ hell Carm, we’ve only got ourselves to blame.” I
559 raised my eyes and gave a sigh to indicate to him that he probably had a point but this
560 wasn’t a time for me to engage in conversation. They were about to hear what the
561 manager thought. I knew he was going to echo Joey’s sentiments. At this point I think
562 about what is the best thing to do, not forgetting that the boys are on a development
563 programme but must be prepared for the future. If this was the first team I have no
564 doubt that the manager would rip in to them. I think about how difficult this part is
565 after a game like this, clearly these boys are hurting. I know it’s not about to get any
566 better for them, I don’t enjoy this part. “There’s one thing, one thing that has to come
567 from this, you must learn from what’s just happened.” I felt slightly relieved and I was
568 surprised, what a great thing to say. The boys as expected looked totally dejected,
569 looking down occasionally, heads slightly bowed down. “What the hell are you two
570 doin running forward at 2 nil when the game’s over. Not enough of yer were bothered,
571 what was goin’ on? There was only 3 or 4 of yer who looked like you were arsed out
572 there.” This continued. It was the point about being arsed that got to me and I’m
573 guessing will have got to the players as well. I imagined their thoughts at that point

574 would have been along the lines of 'cheeky bastard' or 'I wonder if I'm in that 3 or 4
575 he's goin on about.' As I walk back to the dressing rooms with the subs who didn't
576 get on (so they don't have to do a warm down) very little was said although I asked a
577 couple of them what their plans were for the rest of the day. I couldn't stop thinking
578 about how I wished the talk after the game hadn't gone on so long and after it was
579 said that they needed to learn from it, maybe the boys should have been left with their
580 thoughts and it could have been discussed first thing on Monday. They were told that
581 they would receive further feedback on Monday anyway.

582

583

584 As I walk on to the pitch, which is soaked from the rain last night, the crunching noise
585 of football studs on the pavement makes me look back. I can see the boys striding out
586 of the dressing room. Their kits are spotless. They look brand new but I know they're
587 not as the dirty kits are sent to the laundry by the 'shed load.' Given the state of the
588 pitch today and the speckles of rain which are falling, there is obviously no way their
589 kits are going to be clean for long. The noise of the studs is really loud, the boys who
590 usually wore blades have their studs on today, as the soaked pitch means they're
591 likely to slip over and end up on their arse. They're always asked when they slip
592 "What have you got on your feet?" and are told to wear studs not blades. A simple
593 decision to make perhaps, but with sponsorship deals that some boys have and designs
594 that appeal to them, it's not that easy. Boots are often a topic of conversation, they
595 know which professional players wear the same ones or who shares the same sponsor.
596 I wonder when (even if) they will grow out of this. The boots the players wear can
597 lead to various jibes such as "big time" or "poor mans." They reach the pitch and the
598 noise of studs is replaced by their banter. I hear a voice that makes me tune in. It's not

599 what is being said that has made me tune in but more the accent of the boy who is
600 saying it. "Aye that's what it's all about wee man."

601

602 I ask myself if it could be something as simple as an accent that initially drawn me
603 towards this player? Probably, yes. It was intriguing to hear someone talking
604 differently. There are one or two other players at the academy who aren't English but
605 they never seem as loud, talkative and up front as Peter is. He seems to get on with the
606 local boys with ease and is always involved in their banter. I notice now how he just
607 accelerates with ease during the warm up past some of the other players. The mud
608 randomly flies up from the back of his boots and the other lads' as well. The close
609 knit group are now more spread, probably making the run if only by a yard or so
610 longer for themselves. Unless you go straight to the front like
611 Peter that is. I think he is one of the fastest in the group. He says to the others after the
612 run;

613

614 "Enjoy that little mud bath fellas..."

615 "Nah lad"

616 "Well yer best be movin' yer arse then."

617

618 This quip makes me pay even more attention to him. These were the local lads he was
619 with and he seemed quite popular. It wasn't long before Mark was standing next to
620 me telling me how good Peter was and how he was such a great athlete and improving
621 technically all the time. I was already finding myself watching Peter continue training.
622 He was in a triangle with two other boys, pelting the balls across to each other. The
623 ball zipped along the grass. A fine spray of water seemed to hover over the moving

624 ball. The shouts across to each other were dictated by the control they managed (or
625 not in some cases) of the ball – “Yer touch is a pass lad... get a grip.” The ball is fired
626 back ferociously to the player who is told this and is greeted with whistles. The
627 sarcasm doesn’t linger though as Mark tells them to spread out even more and put the
628 ball in the air.

629

630 I’m told Peter is a left back, a really good one; not only is he a good tackler but he’s
631 pacey and has a great engine “run up and down all day for yer, a fantastic athlete”
632 says Mark and “has settled in well now, took him a little while but he’s really opened
633 up now.” This I could tell from watching him briefly in training. I am looking forward
634 to watching him in the game tomorrow though as it’s one thing to perform in training
635 but another to perform on matchday.

636

637 Peter arrives at the academy on the mini-bus from the lodge with Robbie and a few of
638 the others. I go over to greet them a few groans and ‘alrights,’ one is from Peter. He
639 seems one of the liveliest of them all. I’m not sure if you’d consider 9:45am early but
640 I know some of the players do. Peter has his boots and shinnies with him. His boots
641 are in one hand. He holds both boots at the heels on the back. The shinnies are
642 sticking out from the waistband of his trackie bottoms were he has tucked them in to.
643 One hand is readily available to slap his teammates on the back with a “ are yer alright
644 man?”

645

646 I stand at the side out of the way, the boys jog across the grass in what is almost a
647 line, but there’s always one or two who look like they’re in a world of their own. A
648 few stragglers who drop off the line. There are those who keep the tempo up and push

649 the line ahead, Peter is one of them. Another thing you notice when you're watching
650 like this is the height of the lads. Peter seems quite tall, not sure if he would be
651 deemed as tall in the football world as he's not 6 foot but he seems to be a respectable
652 height. Like most of the lads here he just has a short back and sides haircut, the safe
653 option maybe. Haircuts are a funny issue, "What's goin on with yer head lad, I'll have
654 to be bringin' in me clippers to sort that out" is a comment that I've heard made to
655 some of the lads who let their hair grow a bit. Then of course there's the sidies
656 conversation "Yer just can't grow them right lad, give it up, they'll ave to go." Not
657 forgetting if you use gel "What ave yer got that shit on yer 'ead for." Peter has
658 highlights in his hair but I've not picked up on much banter about them - from the rest
659 of the lads that is anyway. Staff are a different issue "What has he had done to his
660 'ead. Can't believe he's come back like that." Peter was allowed to go home for a
661 weekend as there wasn't a game on and it seems he came back with his hair
662 highlighted.

663

664

665 I thought Peter was a left back but he's clearly playin' centre half. "Peters!" He jumps
666 and heads the ball firmly away. "Great 'eader Peter, well done son." Again after a
667 tackle "Great tackle son, well done." And Again "That's a great knock forward..."
668 Peter jockeys the centre forward. "Goal side, get goal side... Push him backwards,
669 that's right." Peter screams at the lads "Get out, push out, hold!" I'm not standing in
670 an ideal position but I'm pretty confident the line he wants and gets is better than the
671 one when they jogged out in the warm up earlier.

672

673 Peter tells me how he's finding things at the academy,

674 I know I'm playin' alright at the minute but it pisses me off man, I'm not a centre
675 half, I'm a left back. But they lick his arse. He can't make it in midfield so now he's a
676 left back and I'm thrown in to another position and they just chat rat to me about it
677 when the real reason is they just fuckin' love him. "Matty this, Matty that, it's a joke.
678 I'm never a centre half, look at me I'm never growin any taller, I'd need to be about 6
679 foot and there's no chance of that.

680

681 Peter explains to me his frustrations. I feel it would be a good idea and honest of me
682 to let him know that I feel he manages this frustration well and I'm interested not just
683 in his assessment of the situation but by the way in which he manages it. These
684 feelings of frustration and anger have not been evident to me within the academy
685 environment. I am aware of the desire from the coaches for Matty to progress but
686 haven't detected any despondence from Peter.

687

688 There's not a lot I can do about it really, yer just have to play the game with them. I
689 can chat rat with them, that's easy, I know I need to keep them on side, it's not worth
690 the hassle doin' anythin' else. I need to do things with them to improve my game.
691 When I really think about it I don't know who else they could have switched in the
692 center half position really. I tell yer what does do me 'ead in though the way that they
693 are over stupid things. When I had me hair done right, it was just for a laugh and just
694 cos I was bored really – I didn't even get in done properly, just bought the dye and
695 done it in the house. Then they start bangin' on about it and the way it looks. I mean
696 as if that's got anythin' to do with the way I play footie. That cracks me up. In the end
697 I just went the barbers round 'ere and got it cut short to get the blonde out.

698

699

700

701

702 Return to the main room in lodge

703

704 Alright lads how are yer? Craig and Daniel are two first years who live in the lodge.

705 Peter answers "Don't be askin' Craig that, all he does is moan, he moans about the

706 food cos he's fussy and he whinges about what's on the tele. He's not happy unless

707 it's all that gangster rap shit" Craig replies, "What are yer on about... Yeah I'm

708 alright ta Carmel." I ask "And what about you Dan?" "Yeah, alright." I smile and say

709 "nice one". Peter joins in again "He's just a spoilt little bastard, aren't yer Craig, use

710 to getting' yer own way." Daniel laughs and Craig goes on in a jokin' tone "Me

711 spoilt? I'm not the one who has three older sisters and is ruined by them all the time."

712 Craig looks at me "He has yer know Carm, yer can imagine can't yer, Peter this, Peter

713 that..." Peter cuts him up "Aye man and what's wrong with that, yer just jealous yer

714 little shit." I'm not sure about the atmosphere but feel a need to say sarcastically

715 "now, now boys." Peter says "We're only 'avin a laugh, he knows I'm windin' him

716 up." Craig seems to agree with Peter "It's just the way it is isn't it lad..."

717

718 There's about 12 lads staying at the lodge so I can imagine if Peter is right in that

719 Craig and maybe some of the other lads are fussy, it would be a nuisance to Alan and

720 Claire. Both Alan and Claire are in the kitchen, it's a big kitchen but it's not a square

721 kitchen, it's rectangular. There's a big massive black hob, which is on, I can tell

722 straight away just by how hot it is. There's plenty of units, basic design and finish

723 though, none of that stainless steel look or anything like that, and besides that just

724 wouldn't go with the feel or general look of the place. The freezer is like the one's in
725 the shops a big storage one, rectangular with what is like a glass door on the top that
726 opens sideways. Reminds me of when I use to go shopping with my Mum in Iceland
727 when I was little – she always use to tell me “mind yer fingers” every time before she
728 opened and closed it. Claire is standing over one of two big sink units washing
729 potatoes. “D’you wanna cuppa coffee Carmel?” I reply, “No I’m fine honestly.” I
730 don’t want her to have to stop preparing the lads tea for me and although I probably
731 wouldn’t mind one and don’t mind doing it myself, what if there’s no water in the
732 kettle. There’s two sinks but they’re right next to each other and I’d get in the way
733 somehow filling the kettle with water. “So how are they then?” I answer Claire with a
734 question “You tell me yer probably see them more than me, what d’yer think?”
735 Claire laughs and says, “Bloody hard work that’s what they are! No yer know, some
736 of them are just lovely lads and I could take them home with me. Dead polite yer
737 know, and yer can have a pleasant conversation with them. But it’s them lads that I
738 feel sorry for cos some of the others are just awkward. I think it’s a shock to the others
739 when they see the way they behave. I can let it go over me head but I have to keep
740 tellin’ Alan to calm down. He’s not as patient with them as me, but I’ve told him he
741 needs to remember that they’re young lads.” I acknowledge Claire’s comments “It
742 must be tough for yer, I know what yer mean about the lads, you’ve got a mixed bag
743 really I suppose.” I deliberately mention Peter so I can gain a sense of Claire’s
744 perspective and how she finds him in this environment. “I was just here to catch up
745 with Peter really, no specific reason other than I like to have a chat with all the lads
746 and see where they’re at and this is a good place for me to do it really.” Claire turns
747 and looks at me. She screws her face up slightly and although she doesn’t speak her
748 communication suggests something to me so I ask, “Don’t yer like Peter?” She says,

749 "It's not that I don't like him, he can just be a real pain although he does have his
750 good days with me but I think Alan finds him really hard work and struggles to keep
751 his patience with him." I question further "In what way?" Claire answers, "He's just
752 really abrupt with him and speaks to him in a way that's just out of order. I have to
753 say sometimes Alan should know better though and he argues back to him and
754 sometimes just picks him up on things that I would let go. Yer know I say to him if
755 they've left stuff on the floor or whatever just leave it for a bit, they'll come back and
756 get it or sort it out later but he can't, drives him mad yer see. But then again it's still
757 no excuse for the way Peter speaks to him." I just shake my head and raise my eyes to
758 her and say, "It's a shame isn't it, we just have to keep tryin' with them though I
759 suppose and who knows he might end up bein' one of those yer would take home!" I
760 raise a rye smile and Claire grins "You'd ave to tell Alan though I couldn't!" One of
761 the lads pops his head round the corner "How long till tea?" Claire responds, "about
762 forty-five minutes." I take this as a time to leave "Right I best be off then and leave
763 yer to it." Claire picks up a tea towel to dry her hands with and it looks to me like
764 she's going to leave the kitchen with me so I say, "It's ok I can see myself out." Claire
765 asks me "Are yer sure?" I tell her "Yeah, no worries you carry on honestly." As I
766 walk back through the house, I see a few of the lads are watching the television. They
767 look comfortable as they lounge around on the sofas, it seems like their home. "See
768 yer later lads." I get a few returns of "See yer" lucky I suppose, given they're
769 watching TV.

770

771 *International call up*

772 Peter had received his letter and his country had informed the club of his selection. It
773 was later on in the day when I managed to catch a minute with Peter to congratulate

774 him. I knew it wasn't his first call up but to play for your country at any level is a real
775 achievement and something that shouldn't go unnoticed. Peter makes his way across
776 the car park, heading in the direction of the office. I close the boot of my car raise my
777 hand to Peter and then walk towards him. It's Friday so he will be on his way to get
778 his travel expenses for the week. All of the full time players are entitled to travel
779 expenses but they need their receipts. It's never unusual to see the boys asking
780 members of staff if they have any petrol receipts in their cars so they can get their £10
781 for expenses. I now find myself storing mine in my car so I can help out the ones who
782 forget or don't have receipts. Simply having a spare receipt provides a useful
783 opportunity to engage in communication with a player. Peter waits, as I approach him
784 I offer a handshake, this seems to surprise him so I say, "I hear you're away next
785 week, your country calls hey. Congratulations." Peter responds with a smile and
786 enthusiastically says, "Yeah thanks." I carry the conversation on, "An old timer now
787 then, what's it like then do yer enjoy it?" Peter explains, "It's decent when yer go
788 away on international duty, everyone there just loves yer. They can't do enough for
789 yer. They're gonna play me left back as well cos they've got their centre halves
790 sorted. It'll be good to get back playin' where I should be. It's on Sky as well yer
791 know." Peter seems pleased the game is on the television. I am too and let Peter know
792 this "I reckon I'll be watchin' it then. Yer sound like you're lookin' forward to it
793 anyway?" Peter explains to me, "Right I am - sometimes it's just nice to ave a break,
794 somethin' different. Don't get me wrong I enjoy the banter with the lads here but it
795 just gets yer away from it for a bit." I don't keep Peter any longer, I know the early
796 finish on a Friday is something the boys look forward to, "Right then, if I don't see
797 yer before hand, you enjoy yourself." Peter responds, "Thanks Carmel, I will do."

798

799

800 I decided to watch the game on my own. I can be alone with my thoughts and reflect
801 on instances in the game without any interference. It's 1 nil, Peter's team are getting
802 beat. The ball comes over from a cross. It goes far post and the player reaches it and
803 heads it in, it's a goal. At the same time I see Peter come on to the screen trying to get
804 across to him but he doesn't quite make it. I think the goal scorer is Peter's man. The
805 commentator confirms it. Over and over they show the goal (as they do now on Sky)
806 and the commentator goes on about how the goal scorer was unmarked. I feel sad for
807 Peter and annoyed by the over analysis on the tv. I keep watching, keen to see how
808 Peter responds. I become nervous and hope the coaching staff won't be too harsh on
809 him. I know it's not likely because of the way Peter has explained the staff and set up
810 to me but the thought still crosses my mind. Maybe it crosses his too. I start to
811 become increasingly relaxed. Peter passes the ball to his teammates, nothing
812 extravagant just across the back but always finds a man. The game continues, Peter
813 isn't really tested at the back, his own team push on and the opposition don't threaten.
814 Peter puts in some good crosses. I desperately want someone to get on the end of
815 them. Full time whistle goes, they've lost the game 2 nil. Peter can learn a lot from
816 this evening – other people may have not been impressed but I was, suppose it
817 depends on the agenda that you have. From my point of view, yes Peter made a
818 mistake, it cost his team a goal but arguably not the game. His response to the mistake
819 was pleasing. He passed the ball well, seemed to become increasingly adventurous as
820 he took opportunities to progress forward at appropriate times and played a real part
821 in his teams second half performance. It is important however, Peter understands that
822 he made a mistake, I believe he will have realised this as soon as the ball went in the
823 net, if not before. The outcome will (I hope) encourage Peter to learn from this and

824 communication with others (i.e., coaches and support staff, including myself) will
825 enable him to learn.

826

827 *Return from international duty*

828 I had thought about Peter quite a lot since watching the game. I wanted to see him
829 when he returned. The best place for me to do this was at the lodge. The games room
830 is ideal. The snooker table is the focal point of the room. Pictures of players who
831 attended the academy and became professional are placed all around the room. They
832 occupy the three walls while the patio doors lead in to the conservatory. A place that
833 I'm told is not really used by the players. I understand this to be because it is empty
834 really aside from a few places to sit. From what I can gather when the boys are not in
835 their own bedrooms they like to be occupied and so the main two places they go
836 between are the tv room and the games room. If there are no other players about and I
837 manage to have use of the games room (obviously timing is everything with this.
838 Familiarity with the tv guide and knowing what programmes most of the boys like
839 helps) I prefer to speak to the boys in this room. Quite often they take shots on the
840 snooker table whilst we talk and sometimes I join in. Peter has hold of the snooker cue
841 and takes a cube of chalk from the side of the table. He chawks the cue and then gently
842 blows the chalk from the tip, I take this opportunity "State of you, professional
843 snooker player are yer?" Peter smiles and takes a shot. I continue "So c'mon then
844 what was it like while you were away?" Peter responds quietly and unenthusiastically
845 "Yeah it was alright yer know." I question him further "What d'yer mean?" Peter has
846 his chin on the snooker cue and is about to play a shot from the opposite end of the
847 table to where I'm standing. The focus of his eyes move away from the ball on to me,
848 he asks. "Did yer see the game?" and refocuses on the ball taking his shot before I

849 answer him. "Er, excuse me, what do you think?" Peter looks and in a resigned tone
850 says, "It was bad wasn't it?" I respond "Depends what yer mean by bad and what's
851 the 'it'?" Peter explains, "I mean I played bad, did yer see their second goal?" I
852 answer, "I'm not sure it's fair to say that yer played bad for the whole game, I did see
853 their goal and I realised it was your man and that was before the commentator started
854 bangin' on about it, which I'm sure you've heard about already." Peter raises a
855 nervous smile and takes an easy shot on the snooker table, knocking the white ball on
856 to the red which just falls in to the corner pocket. I ask Peter "What are yer thinkin'?"
857 Peter answers in a raised voice, "I'm thinkin' it was a bad mistake, I was ball watchin'
858 and then it was too late I couldn't get to the ball." I ask "Well, can I tell yer what I'm
859 thinkin'?" Peter looks at me with a slightly furrowed brow and then says, "Yeah go
860 on" I explain, "I'm thinkin' yer - you did make a mistake, I'm not gonna try and make
861 it sound any different but it sounds like you know why, you've recognised that and
862 that means yer can learn from it and ok yer don't want it to happen but we both know
863 it does, yer see it on the tele in games in the Prem." Peter answers "Yeah I know
864 but... It's just wrecked me 'ead a bit man." Peter lowers himself in to the chair at the
865 end of the room and with both hands spins the snooker cue round and then stops it
866 spinning with the inside of his knees. Still standing up I tell Peter "Listen yer 'ead can
867 be wrecked a bit over it that's ok but what about the way yer played before and after
868 that and the way you managed yourself when yer were down there." In a resigned
869 tone Peter says, "Yeah I reckon I did do ok especially in the second half when we
870 were pushin' on." I interrupt and sarcastically say, "The second half, yer mean after
871 making that mistake they still kept yer on, well yer must have had somethin' to offer.
872 Peter, honestly, the way yer reacted after yer made the mistake was dead mature, dead
873 professional, yer stuck with it and then had an impact on the game, yer didn't just fold

874 like some players might. Don't be too harsh on yer self. And I'm telling yer that the
875 people who have got a clue will have noticed that. Yeah they will have noticed the
876 mistake as well but your response wont have gone unnoticed either." Peter questions
877 me "D'yer reckon?" I try to reassure Peter and explain "I do reckon that will have
878 been the case honestly, but yer know it's important that you notice how well yer dealt
879 with it because like I said before mistakes happen. I'm not sayin' that yer wont get
880 bollocked for them off whoever the manager is but yer need to be able to deal with
881 what has happened for the remainder of the game and yer did, do yer see that?" Peter
882 answers me "I got some good crosses in to the box in the second half and overlapped
883 well and that I suppose." I sense it's time to move away from the game now, we've
884 talked for a short while and I don't want us to dwell too much. "Anyway aside from
885 that did yer ave a good time a bit different and that from here?" Peter gets up from the
886 chair and puts the cue down on the table "Yeah it was alright yer know, the lads were
887 a good laugh." I gain eye contact with Peter and say, "good, I'm glad. Right yer best
888 get yerself back in front of the tele hadn't yer?" Peter is keen to do just that and
889 replies "Nice one." opens the door and asks me "Are you getting' off now?" I smile
890 and say "No, why are yer trin' to get rid of me!" Then Peter begins to shout "Right,
891 I'm bettin' before I open the door, Robbie and Craig, the two lazy bastards are in
892 'ere." I can't resist "Er excuse me?" Peter knows I'm referring to his language – looks
893 at me and then says "But they are though." I raise my eyes and slightly shake my
894 head. The door is opened "Alright lad." Robbie has seen Peter and then realises I'm
895 there too and beats me to it "Alright Carm?" I smile "I am Rob, yeah ta, yer comfy
896 there?" Peter interjects "He loves it don't yer Rob? Look at him with his chequed
897 slippers on, never has them off, just chillin" A big smile appears on Robbie's face, he
898 glances at me "You know how it is and anyway what are yer on about me slippers for

899 lad they're boss, aren't these slippers boss?" Peter laughs, I answer Robbie "I have to
900 admit, I do like them actually." Robbie reinforces my comment to Peter "See, it's
901 about taste lad! I told yer, these are sound." The younger player Craig is sitting on the
902 opposite side of the room on one of the chairs, opposite from the couch that Robbie is
903 strewn over. "How are you Craig, surviving alright with these two?" Craig answers
904 "Yeah, it's good thanks." Craig jokingly says to Robbie and I think for my benefit
905 also "Yer best be careful Alan doesn't see yer with yer feet up like that?" Robbie says,
906 "As if I'm arsed lad." Peter and Craig laugh. I ask, "Why what's goin' on? Peter
907 explains "Nothin' he just knows that Alan is a moaning bastard." Robbie laughs and
908 joins in the conversation "Honest a god, he just goes on and on over every little
909 thing." Craig tells us "I'd only left me stuff on the floor while I'd been for a slash and
910 then I was on the phone. Next minute, he's shoutin' everywhere, who's left all this on
911 the floor? A magazine and the youghart that I'd just finished. I was gonna put it in the
912 bin like if he'd just give me a chance." Peter goes on "that's nothing lad, I was lyin'
913 on the floor watchin' the tele and he asks me to get up, so I just ask him why? Then he
914 flips on me, you can't talk to me like that, who d'yer think you're talking to and all
915 this – just lyin' on the floor I was. Honestly Carm he just goes on and on so much."
916 "Especially when you've been at footie or school during the day like, he's just the last
917 think yer need!" They all laugh, Craig gets up, looks like he's heading for the kitchen,
918 then Peter stops laughing and says, "Carmel comes round and listen to us we all start
919 moanin' about shit." Robbie agrees, "I know yeah, look what you've done now." I
920 respond, "Hey, don't be blamin' me, you obviously like to talk about stuff and I'm
921 willing to listen." Craig comes back in the room with a youghart, Peter notices
922 straight away, "O as long as you're alright Craig or should I say Jack, Nah Robbie or
923 me didn't want one thanks." Craig laughs then Robbie says, "I do want one now but I

924 didn't until I seen you with that. It's late to be eating now though isn't it?" Robbie
925 continues before anyone answers "I reckon I'd sooner have a bowl of cereal than a
926 youghart though, I'm hungry." Peter responds abruptly "Robbie, just 'ave what yer
927 want will yer. I'm not surprised yer hungry arsing about with yer food all the time."
928 Robbie replies firmly, "It's alright for you lad, you can eat what you want – I can't."
929 Peter seems frustrated "What are you goin on about?" Robbie makes his way in to the
930 kitchen but as he does he shouts back "I'm injured aren't I lad, can't just be fillin'
931 myself with food all the time." Robbie is no longer visible and Peter signals to me in a
932 sarcastic way, to suggest Robbie is mad. I adopt an inquisitive look, Peter quietly
933 speaks to me "He's off his head yer know, yer should speak to him." I ask Peter
934 "What d'yer mean?" Peter tells me "He's obsessed with his weight big time isn't he
935 Craig?" Craig nods but seems unenthusiastic and continues to spoon the youghart in
936 to his mouth. It's possible Craig is not interested or is unsure and/or uneasy about
937 what Peter is explaining to me. Peter is clearly none of these and carries on talking
938 despite Craig, "The other day we were in the shop and he bought a can of slim fast – I
939 mean what's that about? I didn't know what to say so I didn't say anything." Robbie
940 shouts in "Where are the Cornies?" Craig nearly spits the youghart out or chokes on
941 his spoon, a gasp of breath is followed by laughter and a shout of "No way! No way,
942 he hasn't hid them has he, please tell me he hasn't hid them." Peter switches away
943 from me and says to Craig "I couldn't find any Jaffas before right but there were loads
944 left this afternoon, he has, he well has! Alan's hid them Rob!" I ask Peter and Craig to
945 just tell Robbie where they are kept normally suggesting to them that, "Maybe he's
946 just not looking in the right place." Craig goes out to the kitchen, meanwhile Peter
947 speaks to me some more about Robbie "So like say today right all he's had till now is
948 chicken." I ask Peter "what d'yer mean?" we're interrupted, Robbie comes in, big

949 smile, spooning the cornflakes in his mouth as he walks back over to his seat on the
950 couch were he was before. Craig follows him with a glass of juice: "He does hide the
951 food though yer know," says Robbie after swallowing a spoon full of cereal. I smile,
952 Peter insists "O my god, you don't believe us do yer, why would we lie about that –
953 He bangs on about how everything just goes and er... yeah that's cos we eat it dumb
954 arse!" I respond, "Alright Pete that's enough, I believe yer but anyway what where
955 you sayin' before Rob about Peter bein' able to eat what he wants, why can't you –
956 within reason like?" Rob glances at me and then carries on eating but answers me,
957 "Cos I'm injured aren't I, he's training and that so he's alright but I'm not doin'
958 much." I question Rob "What about the gym and that, yer must be doin' something
959 while the lads are trainin'?" Robbie answers, "Yeah, I do but it's just not the same,
960 it's shit without the footie and I can't be runnin for ages either so I'm stuck on the
961 stupid bike." Peter is tuned in to the conversation, he leans towards Rob, "Yer were
962 sweatin' more than us today, yer probably worked harder than us." I try to use Pete's
963 comment "He's right yer know Rob it's just different – doesn't mean it's not as
964 worthwhile, I know yer'd rather be playin' footie but yer can't right now and yer need
965 to look after yourself." Robbie exaggerates the nod of his head up and down. I'm not
966 convinced the message on how important it is that he looks after himself has been
967 digested along with those cornflakes. Peter is distracted and tells Craig to "switch this
968 shit over man. Hollyjokes should be on E4 now anyway." I'm not going to tell them
969 to turn the TV down; the background noise is handy, less intense. I feel it would be
970 awkward to ask Robbie if he would speak to me in a different room. I stay for a while.
971 Robbie drinks the remaining milk out of the bowl, like as if the bowl was a cup then
972 places the bowl of cereal on the floor. I take the opportunity, "It's a good job I know
973 yer'll take that bowl out later" Robbie looks up, I smile and continue quietly but not in

974 a whisper "I mean what I said before yer know, yer need to look after yer self, it's
975 really important." Craig comments to Peter "Yer right about her arse yer know, she is
976 quite fit." This amuses Robbie he smiles and shakes his head unconvincingly and
977 sarcastically trying to suggest he doesn't approve. I raise my eyes, I think that perhaps
978 it's not the right time for this conversation with Robbie but I'm caught, as I don't
979 really want to give him the chance to move away from the issue – it will be even
980 harder to get him to talk about it after time passes by. Robbie turns his head it's as if
981 I've lost any chance of communicating with him further but in a lack luster tone he
982 says "Yer know what I'm like anyway Carm, I'm not that good at looking after
983 myself." I question him "What d'yer mean?" I'm thankful Robbie continues, "I use to
984 be drinkin' bottles of vodka in my room and everythin' when I was 13." I wait in case
985 Robbie wants to add anything else, he doesn't. I respond, "That was then, this is now.
986 Yer look after yourself far better now and yer know yer need to, yer wear them
987 slippers for a start!" Robbie gives what seems a half-hearted smile. "Are there any
988 other reasons aside from the trainin' why you're not eatin' properly?" Robbie, "Nah,
989 not really but I am always bothered about me weight." I question him again "Why
990 though?" Robbie answers me straight away, it doesn't seem like he really thought
991 about what I was askin' him or even wanted to, "I don't know I just am." I open the
992 conversation up to Peter and Craig raising my voice, "What about the nutrition guy at
993 uni, have yer had any talks or meetings with him?" Peter answers, "Yeah we ave them
994 at the start of the season." I ask the question, "Is he any good?" Robbie replies, "Yeah
995 he is yer know, tells yer what to ave and that. He seems sound as well." Peter and
996 Craig are definitely more interested in the TV and that's where their gaze heads after
997 Robbie's earlier comment. "Well why don't yer speak to him a bit more about this
998 Rob? Ask him about what's best when yer injured and that. I can try and sort that out

999 for yer.” Robbie seems ok with this. “I would do.” It’s quite late now so I needed to
1000 leave the boys to it “Right I’ll get back in touch with yer over that Rob – in the mean
1001 time be sensible hey! As for you two, you’re enjoyin’ that programme far too much.”
1002 Peter jokes “What? Who said that?” Craig replies, “ See ya later Carmel.” I turn to
1003 leave saying, “Thanks Craig, see yer Rob, see yer Peter!”
1004

1005 Saturday morning’s, what would I do if I didn’t have to be up like this, sharing the
1006 experience of the matchday with the boys? I reckon it would leave a gaping hole in
1007 my week. Sure, it’s difficult some times but on the whole I really enjoy it. I know I
1008 would really miss it if I weren’t here. A big game this morning although in the world
1009 of football – I know I would stand corrected as they’re all big games. I can sense a
1010 difference though, staff seem more bright and breezy, the “Good Morning” is louder
1011 than usual. Everyone is buzzing about with increased enthusiasm. Each with their own
1012 pre match routine. This ranges from Mark (manager) noting down his points on the
1013 flip chart pad and filling in the team sheet. Scott (coach) sticking the set pieces up on
1014 the wall with tape so the players can see them and check what their roles are. Dave
1015 (physio) running in between the treatment room and the changing room. Andy (fitness
1016 and conditioning coach) making sure he had the bibs and cones for the warm up and
1017 the protein shakes ready for the players to have before the game. John (goalkeeper
1018 coach) helping the kit man put the kit out and then me preparing the drinks for the
1019 players at half time and sorting out coffees for the staff. The best thing about sorting
1020 the drinks out is that you make contact with all of the staff. I ask Mark “D’you wanna
1021 cuppa.” He replies “Yeah go on please and do us a favour Carmel find out the name
1022 of the Ref so I can fill it in on the sheet.” It never seems like I get a yes or no reply
1023 and today proves no different Scott tells me “Thought you’d never ask, tea, two

1024 sugars." I do know it's tea two sugars, it always is but he still tells me. After finding
1025 out what everyone wants I head over to the kitchen, "Good Morning Rita". Rita has a
1026 pre match routine as well and is busy making the sandwiches for the players to have
1027 after the game. I can see she has only just started. The barmcakes are just being
1028 buttered first and stacked ready for whatever filling Rita puts on them. "How are yer
1029 love?" I respond "Yeah ok." Before I reach for the kettle I always ask Rita if it's ok
1030 for me to make the hot drinks. Her answer is always the same "Yeah go on love,
1031 you're alright" And of course I always ask if she too would like a drink, today is no
1032 different. "D'you wanna cuppa?" Rita answers, "No ta love, I've just made one
1033 thanks." Rita continues, "16s and 18s playin today aren't they?" I inform her that,
1034 "they certainly are, everyone's here today." Rita turns and says jokingly "I bloody
1035 know, I feel like I'm makin' sandwiches for every man and their dog 'ere." I smile
1036 and say "Ey, I saw some people walkin' past the gates then d'yer want me to give em
1037 a shout, ask them if they've ad their breckie yet?" Rita smiles and says "May as
1038 bloody well." I place the drinks on the tray and let Rita know I'm going – "Right I'm
1039 off, if I don't see you later, have a nice weekend." Rita returns the sentiment "You too
1040 love." As I carry the tray and concentrate on making sure all the cups stay on it, I
1041 notice Martin from the academy. An old guy he is, sorts out the refreshments for the
1042 officials and their expenses. He also greets the away team as well and probably does a
1043 lot more. I shout "Martin!" it works and he walks towards me, "Good Morning, are
1044 you alright with that tray or do you want me to take it?" I answer Martin thankfully as
1045 I don't want him to take the tray but I don't want to sound ungrateful "O no, I'm fine
1046 thank you, there is something you could do for me though, I need to know the Refs
1047 name so we can fill out the Team sheet." Martin seems pleased, "Easy, I've just been
1048 to see him it's Kevin Harris." I smile and say "Nice one, thanks for that Martin."

1049

1050 The boys arrive and as usual there is a deliberate greeting process. Mark (the manger)
1051 acknowledges the players by their names, is able to see who arrives and at what time,
1052 "Good Morning Pete, Good Morning Rob." Peter and Robbie are both playing today
1053 and it is not surprising that they arrive at the same time, all the people staying at the
1054 lodge are brought in together on the mini bus.

1055

1056 Peter is centre half where he has been for the majority of games now and Robbie is
1057 playing right back. We've only got about 10 minutes of the game remaining. In my
1058 opinion Robbie has had a good game. He seems to have defended well in one to one
1059 situations and overlapped well with Carl who's playing on the right hand side of
1060 midfield. More than that though it would probably be safe to say that in the last few
1061 games he hasn't had a reaction to his injury, because he was out for a while. He also
1062 seems quite relaxed lately and I think that could arguably be related to his recent
1063 performances. He has told me that his Dad has told him not to worry about it if he
1064 doesn't get a professional contract with the club, I could sense it was such a relief for
1065 Robbie to know this and hear it from his Dad. A revelation he made to me that has
1066 coincided with the increase in his performance. Peter still seems to be very much
1067 prepared to and capable of playing centre half. Despite his height, he is now well
1068 known for winning crucial headers. This game is no different, we are two nil up
1069 against a very good team and Peter is winning his headers. As we approach the last
1070 few minutes Peter leaps to head the ball but unusually ends up flat on the floor and
1071 more unusually doesn't get up. Peter never stays down. Even though Dave (the
1072 physio) has grabbed his bag and is ready to go on the pitch everyone seems to shout
1073 "Dave!" as if to tell him he's needed, obviously he knows this. I look on with interest

1074 and concern. I gain a sense of relief when I see Peter get to his feet. Dave signals to
1075 the bench that Peter can't continue. Ryan who normally plays centre forward must
1076 now be a make-shift centre half. I look at my watch, there's not long to go, the
1077 manager seems at ease with the change, the amount of time left has probably enabled
1078 his display of calmness. My comment of "All the best Rhy" is just one amongst many
1079 made by the other players on the bench. Peter is now standing close by me but Dave
1080 and the club doctor (who is also on the bench for home games) are checking him over,
1081 the doctor is shining a small light in to his eyes, it's best I don't say anything at this
1082 point. What I hear from the doctor is that he'll check him over again inside after the
1083 game but everything seems alright and he tells Peter specifically "You'll be fine, just
1084 sit on the bench for now." Shortly after this, the final whistle goes. Mark (the
1085 manager) speaks briefly to the players (it's never for a long time after a win). Robbie
1086 comes over to me "Did yer see me go on that run in the second alf?" I gladly reply, "I
1087 did yer." Robbie seems extremely pleased with himself "Took it past the pair of them
1088 and got a shot in." I feel really happy for Robbie and continue with the conversation
1089 "I know yer, I thought we were gonna ave a contender fa goal of the season there!"
1090 Robbie laughs and agrees, "Woulda bin, I'm tellin' yer." Robbie along with the other
1091 players receives the shout to go and start their warm down. I don't stay for the warm
1092 down. I always take a slow walk back with the players who have been on the bench or
1093 were injured in the game. Peter is walking back with the doctor, I manage to talk to
1094 him "Hows yer ead Pete?" Peter obviously looks a little out of sorts "I've just said to
1095 the doc then, I feel well groggy." The Doctor tells me "Just gonna take him to the
1096 hospital with me now, just precautionary, he can't remember if he was knocked out or
1097 not yer see." Peter turns to me "Do us a favour Carm, Me Mum and Dad 'ave come to
1098 watch today they're probably down by the car park somewhere, tell them where I'm

1099 goin'." The Doctor asks Peter "They can come with us if yer like?" Peter directs his
1100 answer at me, "Just tell them that as well then." As I intend to reply to Peter, I can see
1101 his parents walking towards us and so point to them and offer him the opportunity,
1102 "Yer can tell them yerself if yer want?" Peter can now see his parents walking in front
1103 of us and realises what I mean, it's clear from his face and what seems like relief that
1104 he wants to do just that. An acknowledgement to his parents and a "Take care Pete"
1105 then I leave them to it.

1106
1107 Peter never returned to lodge after the doctor took him the hospital. "Why did he have
1108 to go home?" Mark asks Dave, who looks slightly put out by the question, I don't
1109 think he expected it. Dave replies, "Well, his Mum and Dad went to the hospital with
1110 him and he was told that he needed to take it easy and to telephone them or return to
1111 hospital if he experienced any problems. It's the same for all head injuries. His Mum
1112 and Dad asked if they could take him home with them, or rather said that they were
1113 taking him back with them. Why is there a problem?" Mark continues in an annoyed
1114 tone "Well I'd love to know how they'd ave got him back to this hospital after they'd
1115 taken him all the way home, cos that makes sense and Yeah there is a problem, cos he
1116 should be here with us now. Where he's paid to be." Dave responds, "His parents
1117 were suppose to drop him back off today but his Dad rang before and said there was a
1118 problem with that because of work." A shake of the head from Mark is followed by "I
1119 know that Dave but this is what happens when yer let them go home." Mark leaves
1120 the room. Dave turns to me, "I don't see what the problem was with him going home
1121 but if he's that arsed he should ring his parents up himself." I'm not sure what to say
1122 to Dave because I understand why he would have said it was ok under the
1123 circumstances for Peter to go home but at the same time I understand Mark's

1124 frustration. More communication at the time the decision was made would have
1125 probably helped but it's happened now. If Mark speaks to me about it later I will
1126 question him about the decision making process when the boys are allowed to go
1127 home. It is an incident that we can probably learn from. It seems daft to use the words
1128 'allowed and home' I suppose 'able to go home' would be better. I respond to Dave,
1129 "I think it's always a tough one when the parents are involved. Yer don't know if Pete
1130 was prepared to come back today and his parents just couldn't manage it or whether
1131 Pete himself didn't want to come back today and his parents are covering for him. I
1132 don't know why it's happened so I'd struggle to comment on it really." Dave
1133 continues, "I know what yer mean but either way now Pete will ave to deal with it
1134 when he comes in tomorrow." This is true, Peter has reached a stage now when he
1135 will be held responsible, regardless of whether it was due to his parents inability to
1136 bring him back to the academy or not. I'm guessing it is likely that Mark will question
1137 Peter on his awareness of alternative forms of transport and if he considers himself a
1138 'big boy now.'

1139
1140 *It is apparent to me that both Peter and Robbie's families (and that goes for a high*
1141 *number of the players at the academy) play a significant role in their lives (as you*
1142 *would probably expect). I personally don't believe Peter feels as much pressure from*
1143 *his family to deliver, in the sense of becoming a professional player at the club, as*
1144 *Robbie does. A consistent comment that is made by different members of staff is,*
1145 *"Robbie wants it (to become a professional player) too much." I have become aware*
1146 *of reasons for this. Robbie does have a strong personal desire to succeed but family*
1147 *issues do, I feel, exert an increasing amount of pressure on him to achieve. Robbie did*
1148 *help himself with this issue through moving away from home in to the lodge. There is*

1149 *no doubt Peter also experiences pressure, it is a pressure environment that we live in*
1150 *but he seems able to deflect pressure and is able to share banter with his team mates.*
1151 *He is coy and demonstrates aspects of increased control, which maybe in contrast to*
1152 *Peter. During the research process Peter was named 'Players' Player of the Year,'*
1153 *gaining recognition from his peers. I can think of different reasons for this, which*
1154 *include, adapting to a new position, playing regularly for his country and the*
1155 *relationships he shared with his teammates. Robbie did not gain formal recognition*
1156 *from his peers but I can recall a time when he did obtain recognition from a person*
1157 *who in his eyes would resemble someone very special. It was in fact the first team*
1158 *manager who commented on Robbie during a game. I can recall standing up at the*
1159 *side of the bench when unexpectedly the first team manager turned up to watch the*
1160 *game. It is in fact the one and only time in the league that I can recall him watching*
1161 *first hand. This is not an implied or intended criticism. I simply want to underline the*
1162 *opportunity that had presented itself to this particular group of players. I felt slightly*
1163 *nervous myself, although I'm not entirely sure why. Robbie made a successful*
1164 *crunching tackle. His aggression (when it is controlled) is something the coaches*
1165 *appreciate and reinforce "Well done son" is what often follows a tackle when Robbie*
1166 *takes the ball and then the man (of course it's not always in that order). The first team*
1167 *manager had witnessed him do just that and I witnessed for the first time the ball*
1168 *being burst in a tackle. The Manager, who was standing right by me at this point said*
1169 *something along the lines of "Well done son" and in a lower tone almost as if saying*
1170 *it to himself "if yer've got nothin' else about yer son at least yer've got that." Robbie*
1171 *had provided the person who was no doubt a key holder in terms of his future with a*
1172 *glimpse of his desire to succeed.*

1173

1174 *I enjoy the journey that I take with all the players from the academy. For the purpose*
1175 *of the current thesis I have provided you with an insight in to the journey I shared*
1176 *specifically with Robbie and Peter. It is a true account of the world in which we exist.*
1177 *I do believe from a personal point of view that the process of undertaking research at*
1178 *the academy was facilitated through my knowledge that I would remain at the*
1179 *academy after the research was completed. I knew that I was fortunate, as I would*
1180 *never have to face the problem of leaving the academy and more importantly the*
1181 *players after the research was complete. A problem I am aware many researches have*
1182 *to face. This enabled me to feel increasingly secure both ethically and morally about*
1183 *engaging in the research process with both Peter and Robbie. The reality of the*
1184 *situation however, is that I am now not afforded the same contact with Peter or*
1185 *Robbie. Both players successfully secured a one-year professional contract at the*
1186 *club. As a result of this Peter and Robbie no longer train at the academy (the first*
1187 *team and academy have different sites). Any contact they have with staff (including*
1188 *myself) at the academy is minimal. Despite my desire to continue to work with them it*
1189 *is increasingly difficult. I escaped the problem that many researchers face in terms of*
1190 *leaving the environment and the participants after the research has been completed.*
1191 *However, as a practitioner I have to endure the frustration of the reality of a*
1192 *situation, whereby a process that is undertaken with players at youth level can be cut*
1193 *short and not allowed to run its course.*

1194

4.4 Exploration and Discussion of Case Study Narrative

The following section relates first of all to the preceding narrative in a deductive manner to both the perspectives of E.I. (Bar-On, 1997 and Mayer and Salovey, 1995) and motivational/emotion based literature (e.g. Lazarus, 1999a; 1999b; 2000a; 2000b). Therefore addressing objective 4 of the current thesis, which is to propose a conceptually integrated understanding of E.I. and other relevant concepts. In order to enable the conceptual positions to be developed systematically, Bar-On's model of E.I. is discussed before the text is related to the thinking of Mayer *et al.* Motivational/emotion based literature from the discipline of sport psychology will also be deductively aligned with the culturally specific narrative of the football academy. Extrapolations of pertinent narrative are embedded within this section to elucidate theory and underscore context.

4.4.1 Robbie's Case Study Narrative

Initial reference to Robbie related to an incident that had taken place prior to the start of the ethnographic phase of the research. This introduction to Robbie provided the reader with insight into the way he typically responded to social situations:

"yer knobhead!"

"Well you shouldn't be such a tit then should yer."

Robbie had thrown the juice over Chris. His designer label school shirt had been splashed with orange juice; luckily it wasn't blackcurrant this week. "What's going on?" was unsurprisingly greeted with a disgruntled "he's just threw juice all over me the psycho." (Lines 186-192)

Robbie's aggressive behaviour is in evidence throughout the narrative. From an E.I. perspective these incidents can be related to a number of subcomponent factors that are contained within the Bar-On (1997) conceptualisation of E.I.

From an interpersonal perspective (Bar-On, 1997) it *appeared* that Robbie struggled to relate in a functional sense to both his peers (in this earlier example involving Chris) and his teachers. It is questionable whether his teachers or peers understood him, Chris referred to him as "*the psycho.*" Despite Robbie's unpredictable behaviour he remained popular with the players. It would seem that his ability as a player and shared aspirations to become a professional footballer served to foster a level of communication between him and his peers:

Robbie was relatively popular with the other boys... he was a "boss player." They knew he was good and had a real chance of progressing further as a footballer.

(Lines 223-226)

Whilst being a 'good player' can help in a peer relationship context, it might also have a negative effect. Other players may have been envious of Robbie as it was clear he was excelling as a player. It is possible, for example, that these players may have initiated confrontations with Robbie. Whatever the reaction, Robbie's ability ensured that other players could not ignore him.

Robbie's ultimate goal was to obtain a professional contract. This was a core source of his motivation and it is important to highlight this in terms of the 'primary appraisal' construct, which is housed within the more generic framework of appraisal

theory (Lazarus, 1999a; 2000a). Primary appraisal relates to how an individual evaluates the personal significance of a situation. This, in turn is dependant upon their *values, personal beliefs, situational intentions* and *goal commitments*. Consequently, an individual's *goal commitment* is perceived to be pivotal in terms of primary appraisal because it represents what is *at stake* for the individual (Lazarus, 1999a). Robbie's *goal commitment* could be characterised as a professional contract:

I had often heard young boys say they wanted to be a footballer but Robbie's expression and desire was different. It was so intense you could feel it. (Lines 216-218)

This journey, from schoolboy to professional player, was undertaken against a backdrop of social unease, both within his peer cohort and also within a wider family context. Robbie moved in to the lodge despite living within close proximity to the academy. From this it can be taken that his life at home was not conducive to Robbie's progression in professional football.

He lived at the lodge, moved in as soon as he able to, which was straight away. (Lines 253-254)

Robbie's *goal commitment* was a constant as he moved away from the school environment (but still he worked on his education) and also in the move out of home and in to the lodge. Robbie's hopes and dreams of being a player were assisted by the way he adapted and successfully managed both of these transitions. From Bar-On's (1997; p49) E.I. perspective the sub-component of adaptability is referred to in terms

of how successful an individual is, in terms of whether they are “...generally flexible, realistic and effective in understanding problematic situations, and competent at arriving at adequate solutions.” Robbie demonstrated not only a willingness to respond to the demands of the situation (in order to facilitate his progression) but also proved he was flexible as he managed to adapt in a productive sense to new environmental demands i.e., completing school work at the academy and obtaining his G.C.S.E’s.

As the narrative progressed it was clear however, that Robbie’s behaviour could still be *observed* as problematic and dysfunctional. For example, his anger and impulsive aggressive tendencies were re-ignited through a straightforward request to attend for an injury check up made by the u18’s coach. Arguably Robbie perceived this request to be unfair and unnecessary. From an E.I. perspective Robbie’s response could be understood through reference to the area of stress management. Bar-On (1997; p49) revealed that this component comprises of the ability “...to withstand stress without falling apart or losing control.” The narrative enables a deficit within the subcomponent of stress management to be posed:

“This place is a joke I’ve said I’m ok, he doesn’t believe me. I need to fuckin’ get out of here.” Robbie lashes out, kicks the orange cone right in front of him. He walks away but shakes the foot out he kicked with. It obviously hurt. (Lines 375-377)

Robbie was also unable to provide the coach with a true account of his behaviour, no doubt aware that there would be repercussions. Instead Robbie tried to present an

alternative version of events. His coach who had asked Robbie about the incident recalled:

Unbelievably he said he hurt his foot getting off the coach so I asked him again, gave him a chance but then I had to stop his stuttering. (Lines 420-421)

The coach was obviously aware that Robbie had problems outside of football but felt strongly that the club had provided him with an opportunity to excel.

Yer know we've made exceptions for yer at times because we realise the rest of yer life mightn't be great but that's it – no more. You've got to decide, if yer see this as yer chance then do somethin' about it hey.” (Lines 439-441)

To the researcher's knowledge the support provided to Robbie as a result of the problems he had outside of football resulted in his move to the lodge. Furthermore (and as noted previously) initially a lenient attitude towards his behaviour was also adopted by academy staff. They all knew that Robbie's personal circumstances were not ideal. In general Robbie did communicate productively with staff, however, the main person Robbie had a difficult and complex relationship with was the manager of the team:

“D'you know what does me 'ed in the most Carmel, the fact that I know I could knock him out if I really wanted to.” (Lines 487-488)

From a cultural perspective it is probably not unusual for players' relationships with managers to be 'colourful'. Robbie was certainly not alone in this. However, the way in which he managed this situation and communicated it *appeared* unusual and could be viewed as being problematic or maladaptive:

"...He was annoying me sitting there with a big grin on his face so I said to him yer body language and yer smirk is all wrong son, yer looking at me as if to say Fuck off." (Lines 433-435)

The above narrative is taken from the exchange between Robbie and the coach as the 'cone-kicking' incident was being addressed (cited earlier within this discussion, lines 378-380). Although it is clear that the exchanges were acrimonious at times, a pivotal point for Robbie can be linked to the manager's warning:

"You've got one more chance next season, which is probably a chance you've used up already." (Lines 438-439)

In detached conceptual terms Robbie had been made aware that his behaviour *now* posed a direct threat to his primary goal. Robbie's behaviour after this incident can be further understood conceptually via the potential threat to his progression and success as a football player i.e., impact on goal congruence (Lazarus, 1991). Robbie was now aware of an increased need for him to be able to manage his emotions. From a research and/or applied point of view Robbie's desire to address his behaviour could be construed as his willingness to work on a potential deficit within the stress management component of E.I. (Bar-On, 1997). It was notable that after this warning

had been given to Robbie there was an occasion later when he did seem able to overcome his anger and aggression in order to watch and support the team despite not being able to play:

I questioned what he was going to do now and also suggested that he stayed for the game. "I will do, I'm stayin' " I complimented Robbie for hanging round to watch the game. (Lines 502-504)

The tensions and dilemmas captured in Robbie's initial maladaptive behaviour pattern and the consequent impact of direct exchanges with an important (and powerful) other provide an opportunity to 'frame' this story with E.I. and other motivational themes. In this regard, issues of primary appraisal (Lazarus, 1999a; 2000a), stress management competencies (Bar-On, 1997) and coping skills (Folkman, 1992) can act to both inform and guide applied sport psychology practice.

4.4.2 Peter's Case Study Narrative

Peter is portrayed as a 'character', a player who is not from the local area but has managed to become accepted. He is introduced through his ability to engage in banter with his team-mates:

"Enjoy that little mud bath fellas..."

"Nah lad"

"Well yer best be movin' yer arse then." (Lines 614-616)

From an interpersonal perspective (Bar-On, 1997) Peter *seemed* extremely comfortable and capable of communicating with his peers. Bar-On (1997; p19) revealed in relation to the interpersonal component of E.I. that “This component is not only associated with the desirability of cultivating friendly relations with others, but with the ability to feel at ease and comfortable in such relations...” Peter often engaged in jovial communication (could be referred to as football banter) with his peers, which inferred that he was both comfortable and at ease.

The high level of ability that Peter possessed as a player was observed by the researcher and reinforced through the feedback that was provided to Peter from the staff:

“Great ‘eader Peter, well done son.” Again after a tackle “Great tackle son, well done.” And Again “That’s a great knock forward...” (Lines 666-667)

These straightforward observations could lead you to believe that generally within the football environment Peter was progressing well and would be likely to be happy with his current situation. The researcher’s communication with Peter provided increased depth to these observations:

I know I’m playin’ alright at the minute but it pisses me off man, I’m not a centre half, I’m a left back. But they lick his arse. (Lines 674-675)

Peter was clearly frustrated and angry by the way in which a situation had been dealt with, i.e., another player’s progression was impacting upon his own. Yet Peter seemed

to be able to manage his emotion, within the football environment, which from an E.I. perspective would be aligned positively with the stress management component (Bar-On, 1997). Further to this Peter revealed how he had processed the information in a way that enabled him to *maintain mutually beneficial relationships with the coaches*, which again relates directly to the interpersonal component of E.I. (Bar-On, 1997):

There's not a lot I can do about it really, yer just have to play the game with them. I can chat rat with them, that's easy, I know I need to keep them on side, it's not worth the hassle doin' anythin' else. I need to do things with them to improve my game. When I really think about it I don't know who else they could have switched in the center half position really. (Lines 688-692)

It transpires within the above narrative that Peter is aware of his feelings (i.e., pissed off). Peter is also able to articulate what has caused him to feel this way, which was initially the fact that he perceived the coaches to be demonstrating favouritism towards another player but notably he also acknowledged the difficulty of their situation i.e., no one else could have switched to the centre half position. Peter's declaration that he was "pissed off" demonstrates his emotional self-awareness, but his ability to identify causes for his feelings further reinforces the association between his narrative and the intrapersonal component of E.I. (Bar-On, 1997). Within the intrapersonal component of E.I. self-awareness is defined as "...the ability to be aware of one's feelings and emotions, but also to differentiate between them, to know what one is feeling and why, and to know what caused the feelings" (Bar-On, 1997; p17).

The adaptability component of E.I. (Bar-On, 1997), which entails flexibility, can also be aligned with this narrative. As Peter demonstrated the ability to be *flexible* and *adapted* successfully to a new position i.e., from left back to centre half. Within the culture of football versatile players (i.e., players who can play in more than one position) are viewed in a favourable manner. In a football specific context, the adaptability component of E.I. is specifically relevant here.

The ethnographic phase of the research involved interaction with players outside of the football academy environment. This enabled the researcher to come into contact with two individuals (Claire and Alan) who cared for the players at the lodge. Methodologically it also provided the opportunity for a degree of triangulation. It is possible, as a result of this that the carers at the lodge might provide an alternative account of the players to the one the researcher was constructing. This is what occurred in relation to Peter, with reference to the way in which the carer (Claire) explained his behaviour in the lodge:

...So I ask, "Don't yer like Peter?" She says, "It's not that I don't like him, he can just be a real pain although he does have his good days with me but I think Alan finds him really hard work and struggles to keep his patience with him." I question further "In what way?" Claire answers, "He's just really abrupt with him and speaks to him in a way that's just out of order. (Lines 748-752)

Peter seemed to be able to manage his emotions increasingly effectively within the academy environment but from Claire's perspective this was not replicated at the lodge. Earlier it was revealed that Peter was aware of the need to maintain mutually

beneficial relationships with the coaches. It did not *seem* that Peter views his relationship with the carers at the lodge in the same way. An explanation for this could be sought through an extrapolation from a core tenet of the primary appraisal mechanism (Lazarus, 1991) referred to earlier in association with Robbie. The relationships Peter shares with the coaches are significant in terms of his *goal commitment*. It is probable for Peter that the coaches are perceived to be in a position that enables them to threaten his goal of becoming a professional footballer, whereas he does not perceive his relationships with the carers in the same way. Other issues to be considered include Peter's need to release his emotions in an environment that he feels it is possible to do so. Another variable to consider is the person with whom he chooses to do this. In this case it is one of the carers (Alan) who also become the players' topic of conversation later in the narrative, when it is revealed that Peter is probably not the only player who finds a relationship with Alan problematic.

Peter was willing to communicate relatively freely about his experiences. The exchange between Peter and the researcher at the lodge regarding his international performance is evidence of this. The narrative highlights the way in which Peter is able to reflect and process information, altering what he initially perceived as a negative experience:

Peter answers in a raised voice, "I'm thinkin' it was a bad mistake, I was ball watchin' and then it was too late I couldn't get to the ball." (Lines 857-858)

When encouraged by the researcher to reflect and be specific in his responses, Peter's acknowledgement signifies a willingness to shift his awareness away from the above incident and towards his overall performance:

"I got some good crosses in to the box in the second half and overlapped well and that I suppose." (Lines 882-883)

This period of communication could be aligned with the adaptability subcomponent of E.I. more specifically the 'reality testing' sub-theme continued within it. Adaptability was referred to earlier in relation to flexibility and Peter's successful adaptation to the centre half position. The adaptability subcomponent of E.I. contains further subcomponents such as flexibility and problem solving but specific to this narrative could be reality testing. Bar-On (1997; p19) described reality testing, as "the ability to assess the correspondence between what is experienced and what objectively exists attempting to keep things in the correct perspective." Assisted by the researcher Peter manages to adopt and accept an increasingly objective view of his performance and from this a sense of perspective seemed to be achieved.

The lodge offers an ideal setting for informed communication like this to occur. Both Peter and Robbie lived at the lodge and so meeting up with them allowed the following exchange to take place.

Peter quietly speaks to me "He's off his head yer know, you should speak to him." I ask Peter "What d'yer mean?" Peter tells me, "He's obsessed with his weight big

time isn't he Craig?" ...It's possible Craig is not interested or is unsure and/or uneasy about what Peter is explaining to me. (Lines 932-937)

Peter's interpersonal skills have been referred to prior to this, but his apparent concern for Robbie reinforces the association he appears to have with the interpersonal subcomponent of E.I. (Bar-On, 1997). The interpersonal component comprises of further subcomponents namely, empathy and social responsibility; both of which appear in the above narrative. Bar-On (1997; p18) revealed, "Empathic people care about others and show interest in and concern for others." Social responsibility comprises of the ability to act in a responsible manner, despite the possibility that you may not benefit personally (Bar-On, 1997). During the discourse it seemed that Craig felt uncomfortable about Peter disclosing this information, yet Peter goes ahead and explains his worries despite the fact it may be perceived as 'risky' in terms of his relationship with Robbie. It seems that Peter deemed the situation as being important enough to warrant disclosure, aware of the potential problems for Robbie, so, he felt it was appropriate to inform the researcher. Bar-On (1997; p19) proposed the criteria that "Socially responsible people have social consciousness and a basic concern for others..." From the researcher's perspective Peter demonstrated this.

Other associations between Peter's narrative and Bar-On's (1997) subcomponents of E.I. have also been referred to. Specifically, the intrapersonal, interpersonal, stress management and adaptability components emerged from a deductive stance that was adopted during analysis of the narrative. Peter's narrative related in a concrete manner with these subcomponents. This was in contrast to Robbie. Although similar subcomponents of E.I. were addressed (i.e., interpersonal, stress management and

adaptability) the predominantly positive associations identified within Peter's narrative did not *appear* in Robbie's case. In contrast, the subcomponents aligned with Robbie's case study narrative concerned *potential deficits*, specifically within stress management. Furthermore and in contrast to Peter's narrative, Robbie's narrative did not *appear* amenable to the increased level of exploration regarding the subcomponent structure (such as reality testing).

4.4.3 Case Study Narrative: A Mayer et al. Perspective

Mayer *et al.* (2004) inferred that E.I. is relatively stable and difficult to develop but they support the idea that emotional knowledge can be acquired. When all of Mayer and colleagues' (2004) conceptual components are considered it appears that the level of consciousness (non, low or high) is the foundation point around which emotional activity is engaged. For example, if an individual is operating at a high level of consciousness and has attained 'emotional expertise,' then operating at this reflective level would be expected to increase their capacity to inwardly digest and evaluate emotional knowledge. In contrast, an individual operating at a non-conscious level, 'emotional orientation,' is unlikely to acquire emotional knowledge to the same extent. In this regard, and as noted earlier (see literature review), it seems reasonable to suggest that the levels of consciousness are a reflection of an individual's functional level of E.I. Consequently, 'emotional expertise' aligns with a high functional level whereas 'emotional orientation' would be associated with a lower level. Finally, emotional involvement could be perceived as a medium or average level of functionality.

The above consciousness levels can also be related, in both conceptual and functional terms, to the experiential and strategic aspects of the E.I. literature. Here emotional orientation seems to align comfortably with experiential themes (where appraisal and use of emotions to facilitate thought take place) and less convincingly with strategic factors (where understanding of emotion and emotional regulation take place). In contrast, emotional expertise aligns conceptually with both experiential and strategic thinking. This perspective suggests that individuals who function at an emotional orientation level may have difficulty with the more strategic elements of emotional management (see figure 4.1). The relationship between emotional involvement and experiential and strategic E.I. could be perceived as being more ambiguous in terms of being able to identify a direct point or juncture at which experiential or strategic processes become compromised.

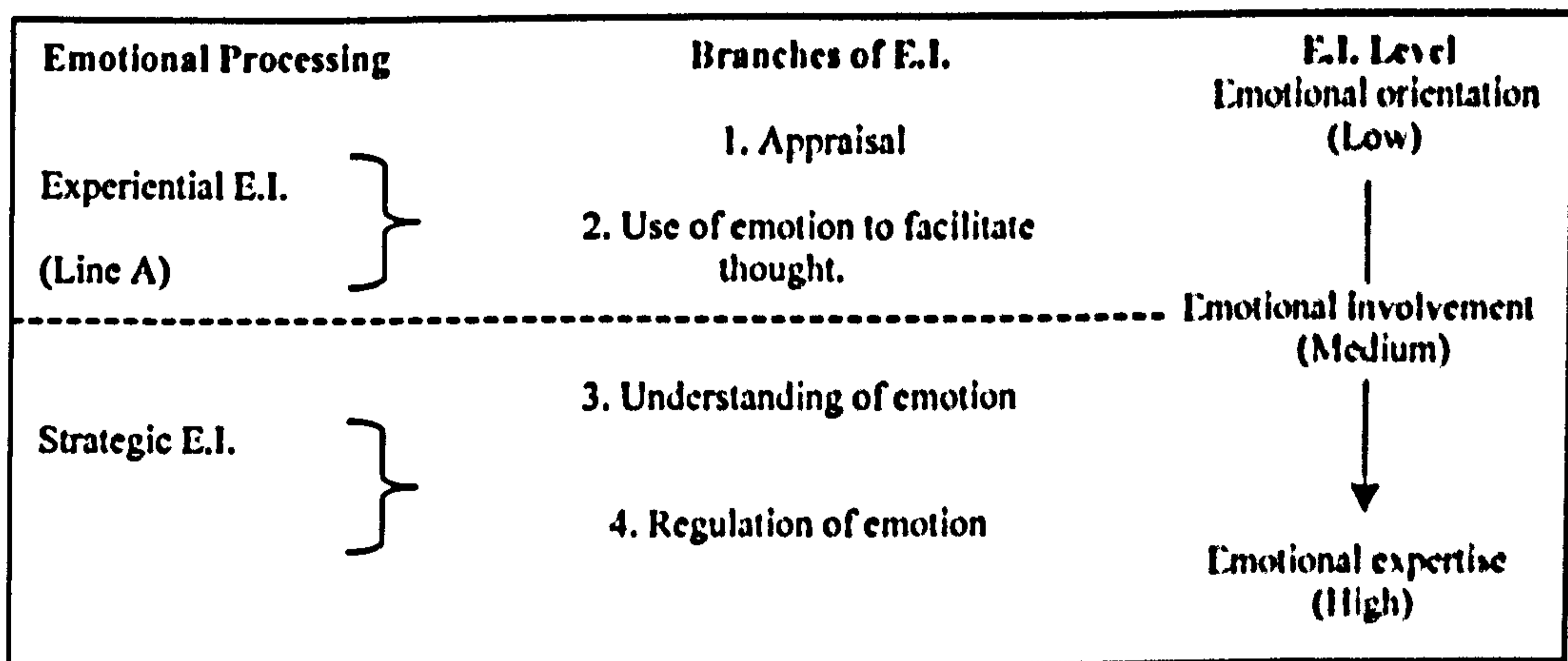


Figure 4.1 Aligning different components of E.I.

In order to develop these ideas figure 4.2 illustrates the expected processing framework of an individual who possesses a low (oriented) level of E.I., which infers functional associations with 'emotional orientation', and the experiential elements of E.I. The more defined arrow reveals that an individual with a low orientation would

be expected to engage in the appraisal process (branch 1) however, as the branches of E.I. progress from 1 to 4 (or from experiential to strategic E.I.), then their level of cognitive engagement in association with the higher branches of E.I. (3 and 4 – strategic E.I.) is anticipated to become less refined. Increased subtleness in the arrows that originate from a low E.I. level to the branches of E.I. reflects a conceptual position in which engagement is expected to reduce or become less effective (see figure 4.2).

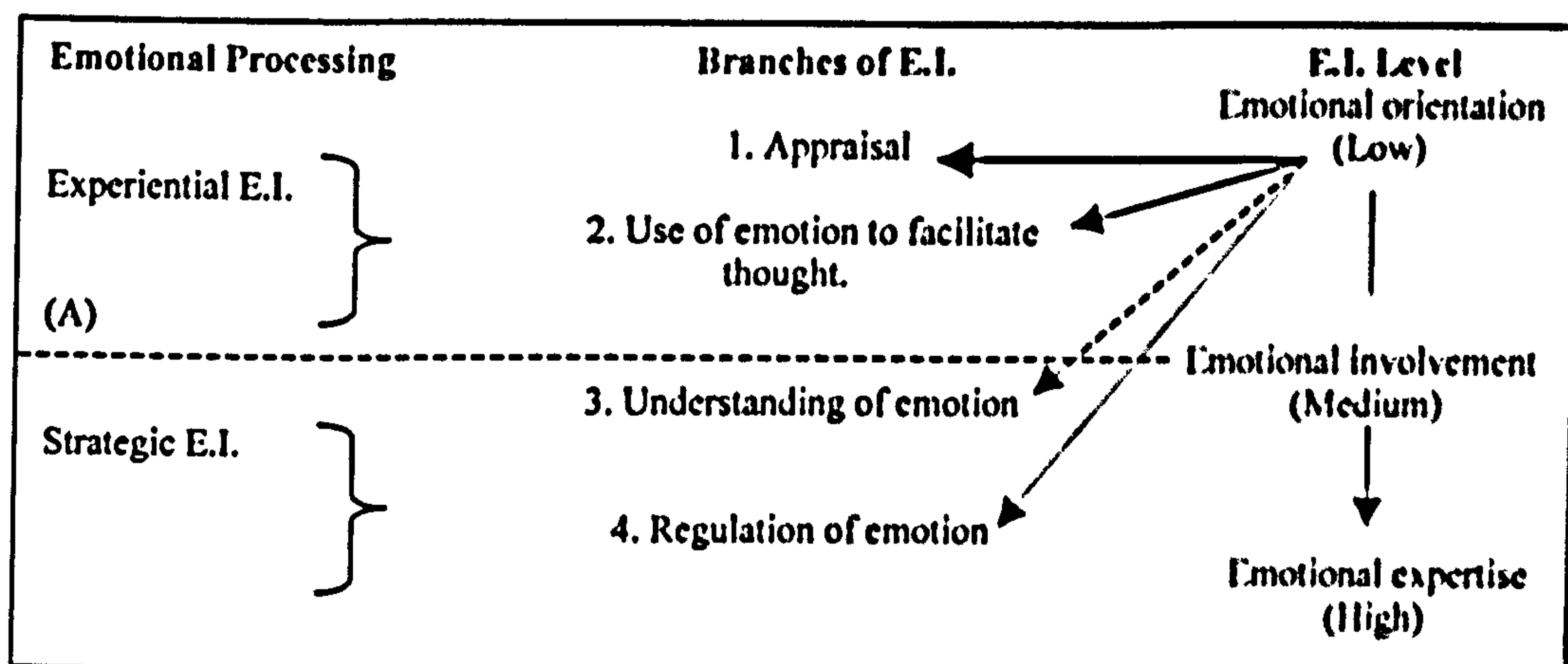


Figure 4.2 Illustration of E.I. concepts in action: Emotional orientation

Figure 4.2 illustrates engagement of an individual with a lower level of functionality. In contrast, an individual who functions at a higher level of E.I. would connect to all four branches of E.I. and relate to both experiential and strategic E.I. It cannot be assumed, however, that processing which occurs at the emotional expertise level necessarily results in an adaptive or functional emotional outcome. Similarly, cognition occurring at the emotional orientation level should not necessarily be aligned with a maladaptive or non-functional emotional outcome. The E.I. literature allows for the possibility of a maladaptive emotional outcome at the emotional expertise level and an adaptive emotional outcome at the emotional orientation level (Mayer and Salovey, 1995). As a consequence it is possible to conceive that an

individual may operate at a high level of emotional expertise and be depressed in a more generic or clinical sense. In such a scenario the understanding and regulatory functions (associated with expertise) may be problematic due to the individual's depressive tendencies. Consequently, understanding may be compromised and regulation mediated as a result. These functional caveats serve to underline ideas that suggest a number of generic clinical and/or demand capacity explanations could help to define the degree to which E.I. consciousness levels are adaptive or otherwise for any one individual.

Within an applied context it seems that understanding cognition, in a way that is relative to the individual's level of E.I., may be of value (objective 6). Robbie's case study will now be readdressed, as it is likely to prove helpful from this point. Robbie's narrative and general demeanour suggests that he may possess a low-to-medium level of E.I. (and might be expected therefore to be loosely bound within 'emotional orientation' and 'emotional involvement'). Because his emotional regulation or subsequent behaviour is sometimes proved to be maladaptive, then applied practice could be based on an evaluation of the relationships between orientation and experiential/strategic processes (see figures 4.1 and 4.2). This may be illustrated through reference to Robbie's maladaptive regulatory behaviour pattern. Requests for intervention in such circumstances as Robbie's may be initiated by support personnel (such as coaches or managers). It would not be a surprise for those charged with guiding and developing athletes to become concerned over aspects of emotional regulation *before* the athlete have themselves become aware of any problem. This can be explained (in E.I. terms) by Mayer and Salovey's reference to low conscious emotional involvement. This is linked to a propensity to attend to

issues in a 'peripheral' manner and such tendencies might result in under-developed levels of emotional understanding and other regulatory shortcomings.

Although applied interventions undertaken as a result of requests or direction from support personal may prove to be successful, the level of cooperation from the athlete may (in such circumstances) prove to be the litmus test of sorts. It is, of course, possible that athletes, functioning at an oriented or involved level of consciousness, may themselves come to realise their behaviour is not helping their own performance or their standing within the team or squad. This can be explained, in conceptual terms also through reference to the thinking of Lazarus (1991). Primary appraisal (a measure of personal meaning) offers some insight into 'why' an athlete, functioning along the oriented-involved continuum, might be driven to engage with emotive stimuli and reflect on their emotional reaction to it (this was referred to earlier in the present discussion and concerns objective 6 of the thesis).

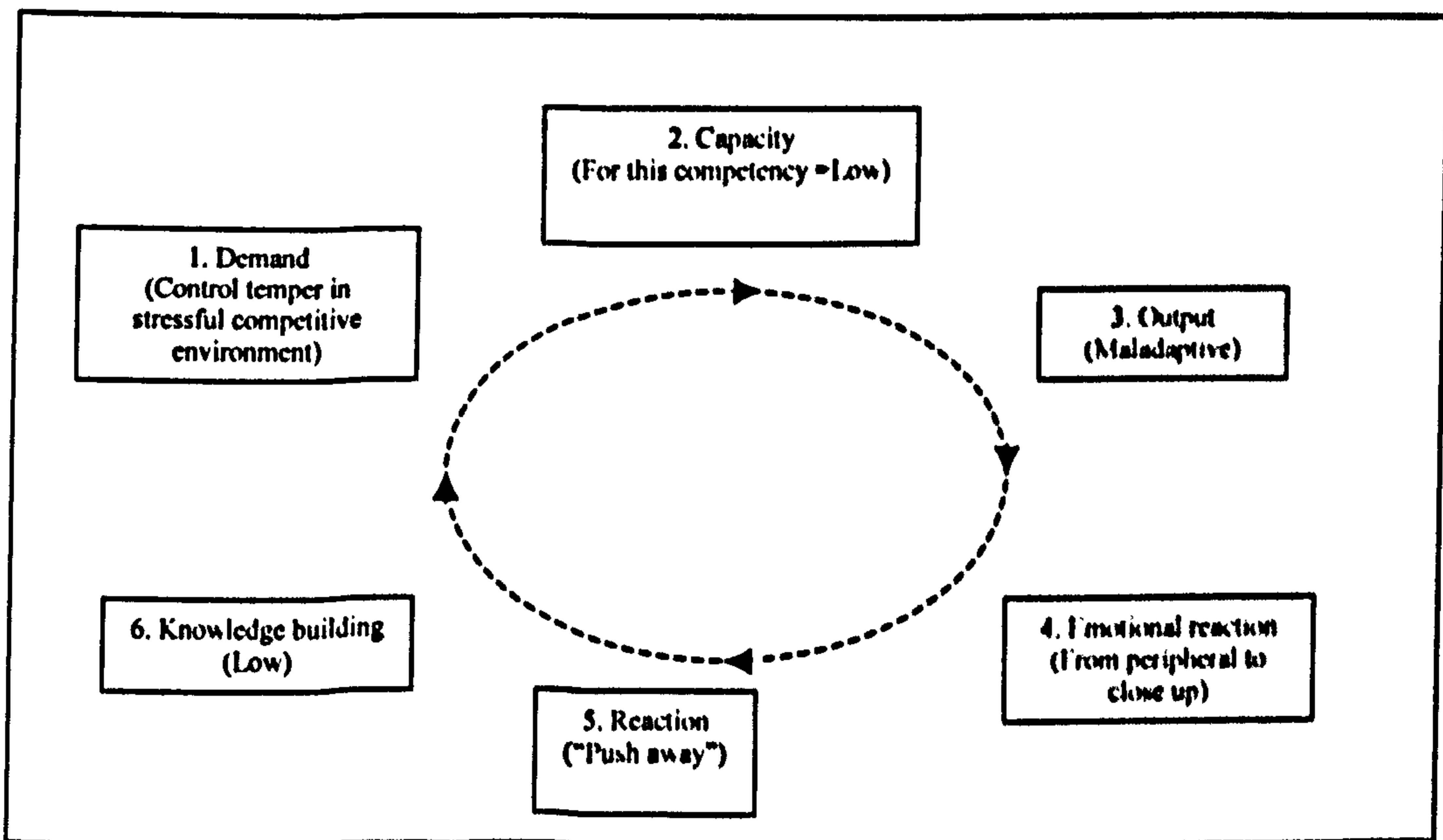


Figure 4.3 Robbie's case study narrative: Proposed E.I. based intervention strategy

From an integrated context the above themes came together. The cycle reveals (see figure 4.3) that the demand (1) placed upon Robbie impacts upon how he controlled his temper. This competency would be logically located within the stress management subcomponent of E.I. (Bar-On, 1997). Robbie's functional capacity (2) within this competency is perceived to be low, which implies he may be processing emotion at an experiential level of E.I. which, in turn, is aligned with 'emotional orientation' and 'emotional involvement' (see figure 4.2). In conceptual terms specific competency deficiency in *conjunction* with Robbie's functional E.I. level could be proposed as an underpinning source of the maladaptive output (3). As a consequence of the maladaptive outcome a shift in the internal emotional experience (4. emotional reaction) of Robbie (from peripheral to close up) is proposed. Given the level of consciousness Mayer and Salovey (1995) would suggest that the player is unlikely to seek to understand his emotions (5). This has implications for the future. Potentially a lack of engagement concerning the understanding and regulation of emotion (strategic E.I.) – results in the acquisition of limited emotional knowledge (6). This can increase the likelihood of further maladaptive reactions in the future, as no progression in emotional management has taken place. With reference to both figures 4.1 and 4.2, infiltration of line A could be encouraged through applied intervention strategies and the above framework provides a background for competency development within an applied sport psychology process.

In this scenario (and in similar scenarios) Robbie appeared to function at an experiential E.I. level and over time appeared to have demonstrated little capacity for understanding or regulating his emotion. Applied practice that is deductively related to E.I. themes and processes could try to engage Robbie in a process whereby, the

understanding and regulation of emotion (specific to stress management competencies and relationships with significant others) informs and directs the player/sport psychologist working agenda. In summary, by deploying E.I. themes and processes, the cognitive cycle that Robbie currently engages in could arguably result in a low acquisition of emotional knowledge (see figure 4.3, box 6). Given the demands he faces on a daily basis, this could be summarised as a maladaptive cycle. The case example presented here locates Robbie within the lower functionality zone of the generic Mayer-Salovey model of E.I. (emotional orientation/emotional involvement). The higher quadrant of the model (emotional expertise) therefore, serves as an aspirational landscape that a sport psychologist might try to move the client towards in a competency focused way (see figures 4.2 and 4.3).

The discussion so far suggests that applied sport psychology practice (that is informed by E.I. themes and processes) is less about facilitating global movement in E.I. *per se* but rather about establishing demand – competency relationships and assisting development at a more precise emotional competency level. The establishment of demand competency relationships within E.I. practice is relevant to Bar-On's conceptual model of E.I. which is competency oriented and was cited earlier in association with the EQ-i measurement tool for E.I. Although rehearsed earlier it is worthwhile reiterating that Bar-On (1997) presents E.I. as a set of competencies that determine an individual's ability to cope. This competency approach can also be aligned with the increased potential for an adaptive emotional outcome at a precise (competency based) emotional level (as opposed to a generic increase in E.I.). Overall E.I. shifts are not expected but the acquisition of specific emotional knowledge may occur. McGrath's (1976) model illustrates how synthesis of the Mayer *et al.* and Bar-

On models of E.I. might be proposed (see figure 4.4). McGrath's perspective specifically relates to *demand-capacity* relationships. An individual's capacity to meet the demand of a situation is dependent upon the following; the competency that is being targeted (Bar-On, 1997), their level of E.I. and the cognitive processes they engage in (Mayer and Salovey, 1995). Figure 4.4 provides a generic illustration of how both models of E.I. by Mayer and colleagues (cognition) and Bar-On (competencies) might inform the output of the demand-capacity relationship (McGrath, 1976).

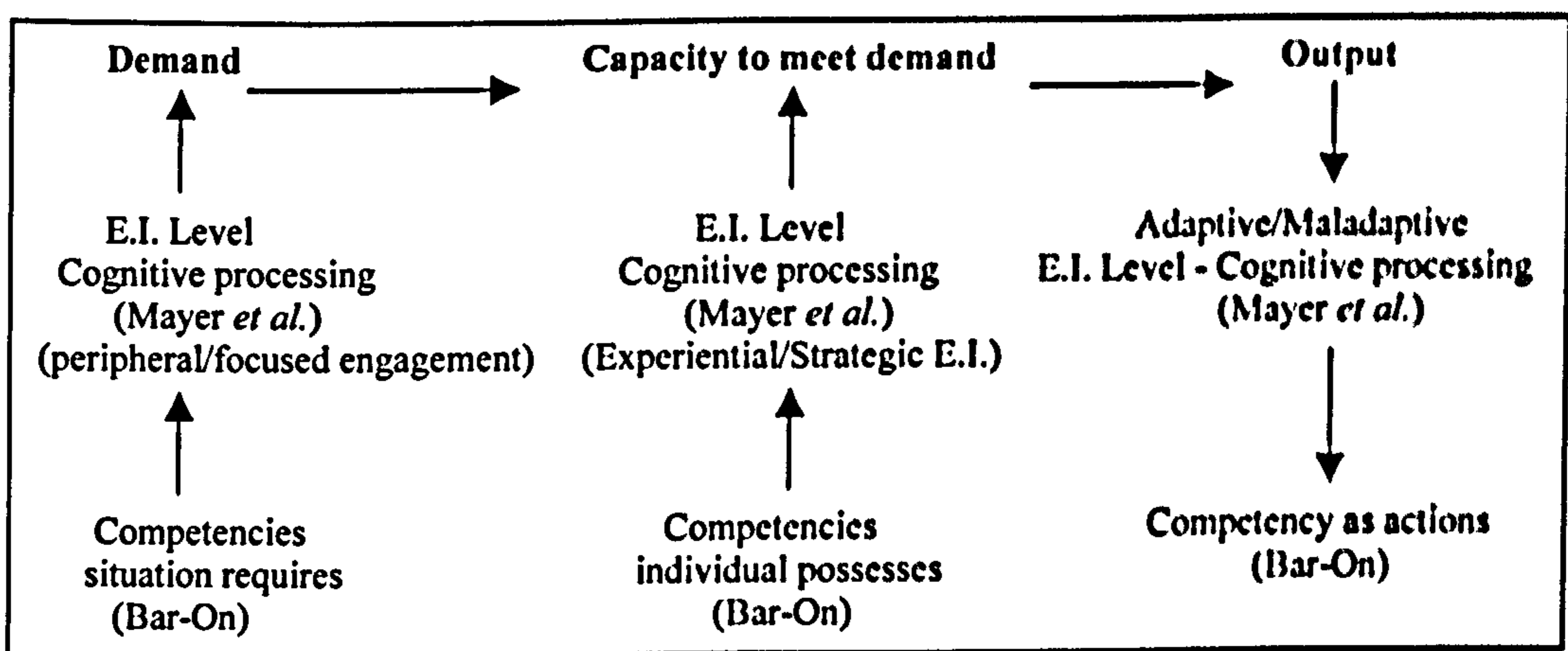


Figure 4.4 Towards specific (competency based) interventions: Integration of McGrath, Bar-On and Mayer and colleagues' concepts as a framework for action.

The proposed integration of both E.I. models (Mayer *et al.* and Bar-On) as a means to inform the applied practice of sport psychologists emerged as a result of phase two of the thesis. The co-existence of both models became apparent via the deductive analysis that was undertaken on the ethnographic data i.e., explicit reference was made to both theoretical accounts of E.I. The situation specific encounters of both Robbie and Peter can (to a certain degree) be explained via reference to both E.I. models. Therefore, although the two models are positioned in an opposing manner within the E.I. literature, their synthesis provides an increasingly comprehensive account of E.I. Independent utilisation of one of the E.I. models could be limiting in

terms of providing a behavioural (Bar-On) or cognitive (Mayer *et al.*) focus. Synthesis of the two E.I. models serves to overcome this limitation and is significantly pertinent with regard to any proposed intervention strategy based on E.I. themes and processes (see figure 4.4).

Chapter Five

General Discussion

5.1 Summary and Discussion

Matthews *et al.* (2002; pp23-24) expressed a desire to understand the concept of E.I. in relation to the following three contexts:

- 1. A *psychometric context* that concerns operationalization and measurement of E.I.**
- 2. A *theoretical context* that links measurements of E.I. to psychological processes.**
- 3. An *applied context* that describes how emotionally intelligent behaviour may be trained, facilitated or otherwise influenced in the service of real world problems.**

The current thesis also addresses, to varying degrees, these three contexts. Phase one (a), aligned with the *psychometric context*, enabled objective 1 of the thesis (i.e., to ascertain the viability of the EQ-i within youth football) to be explored. Although the EQ-i was deemed viable, interpretation of the results was limited, as scant literature was available to enable comparisons and explanations for the results to be sought. However, the researcher was provided with increased scope to interpret findings via the fusion of the quantitative data obtained in phase one (a) and the qualitative data obtained in phase one (b). Analysis based on the collective data (both quantitative and qualitative) enabled the researcher to refer increasingly to both models of E.I. Therefore enhancing the *theoretical context* of the thesis and providing the foundation point for objective 5 of the research i.e., to propose a conceptually integrated understanding of E.I. and other relevant concepts. Phase two served to fuel objective 5 and it was concluded with reference to an *applied context* that synthesis of both E.I. models with other relevant concepts could be proposed in a pragmatic sense and that furthermore, the integration of multiple perspectives provided a less inhibited vehicle for applied practice.

This discussion will utilise Matthews *et al.* (2002) enquiry framework to structure and inform the following summary.

5.1.1 A Psychometric Context

The *psychometric context* was deemed a necessary and appropriate stage for the primary phase of the research process. The researcher's initial contact with the field of E.I. was heavily influenced by the links between the concept and different measurement tools. Subsequent use of the Bar-On (1997) EQ-i within phase one (a) reflects the nature of E.I. inquiry at that time (2001/2002). The administration of the EQ-i and subsequent analysis resulted in phase one (a) being conducted from a positivist perspective. More specifically, this phase of ontological *realism* aligns with the assumption that the research question had an objective existence (Denzin and Lincoln, 2000). The epistemological position of dualist/objectivist enabled the researcher to consider (in a sense) the quantification of E.I. within the population of academy youth players. More generally, phase one (a) provided the researcher with an entrance point into the exploration of E.I. that aligned in a methodological context, to the research currently being undertaken within the field. Results from phase one (a) did not provide evidence to suggest that the E.I. levels of the players increased in any generic sense with age or that they were apparently influenced by factors within the specific academies that the players attended.

5.1.2 Theoretical Context

Progression of the thesis was driven towards securing an increased awareness and exploration of themes and processes from a culturally specific context. The introduction and integration of both Mayer *et al.*'s E.I. perspective and pertinent

motivational based literature (e.g., Lazarus, 1991) from sport psychology alongside the Bar-On (1997, 2000) perspective, allowed other psychological processes (e.g., appraisal and coping mechanisms) to be intuitively aligned with the outcomes of emotionally significant encounters. It was during this time, i.e. phase one (b), when the focus was increasingly placed upon the *theoretical context* of E.I. that a shift in terms of the paradigmatic location of both the research and researcher took place. A post/positivist constructivist dyad is embraced via the methods and the findings that were presented within phase one (b) and constructivism assumptions are embraced again in the data collection process in phase two. With reference to phase one (b), the focus group protocol reflected a move towards constructivist techniques as focus groups provide thick description (Lincoln and Guba, 1985) and encourage a socially interactive research environment. The design (see phase one (b) method), also embraced post/positivist assumptions via a deductive (conceptual/theory laden) analysis process. From a cultural perspective, verbatim narrative from the players was integrated within the general text of the thesis to enable their perceptions and voices to be heard (Opie, 1992). The players' narrative was presented in order to illustrate how the interactive nature of the focus groups had revealed a dynamic discourse (see results 2b). The exchanges between players and researcher provided an insight into the players' perceptions and their articulation informed a number of emergent themes (Franklard and Boor, 1999; Bloor *et al.*, 2000). The focus group data was mapped on to the quantitative data obtained from phase one (a) and in this phase of presentation the 'outcomes' suggested the deployment of post-positivist assumptions and the text resembled a realist tale. This author evacuated theory laden format was sustained throughout the presentation of phase one (b) (see results 1a, 1b, 2a and 2b). The domination of positivist and post-positivist text, however, diminished in phase two as

ethnographic principles were utilised to move paradigmatic assumptions closer to the constructivist paradigm.

Within the ethnographic engaged phase, the researcher assumed a more relativist ontological position that presumes realities are apprehendable in the form of multiple, intangible constructions, socially and experimentally based whilst being local and specific in nature (Denzin and Lincoln, 2000). This ontological position was inextricably linked to a subjectivist epistemology, which involved close association and interaction with players (specifically Robbie and Peter) in a range of environments and circumstances. It was necessary for the researcher to embrace the assumptions of constructivist inquiry, which include, prolonged engagement, persistent observation and reflexivity (Manning, 1997). Yet analysis resumed a post-positivist thematic as the aforementioned narrative was dissected via reference to a range of theoretical models. Therefore and when locating the research in a paradigmatic sense, it seems necessary to refer to the multidimensional nature of the research undertaken, which includes the research process (methodological techniques), product (data analysis) and presentation (data display). Table 4.1 reveals the differential nature, in terms of the paradigmatic location of the research at particular junctures of the research journey.

Table 4.1 Paradigmatic location of the research throughout the research journey.

Phase	Research Process (Methodological Techniques)	Research Product (Data Analysis)	Research Presentation (Data Display)
1 (a)	Psychometrics (EQ-i) Positivist	Statistical Analysis Positivist	Quantitative Positivist
1 (b)	Focus Group Discussions Constructivist	Inductive/Deductive Post-Positivist	Realist Format Post-Positivist
2	Ethnography Constructivist/Post-Positivist	Deductive Post-Positivist	Autobiographical/Confessional Constructivist

Elements of phase one (b) and more significantly phase two, serve as a response to Sturdy's (2003) concern regarding the quantification of emotion in research. Sturdy (2003) argued that the quantification of emotion impoverishes our understanding, when enrichment in terms of understanding should be sought. Sturdy's (2003) position was reinforced by Fineman (2004; p720) who expressed a concern that "...people come to be captured in an emotional number that can bear but crude resemblance to the complexities of their own affective life." Fineman (2004) contrasted the restrictive nature of psychometrically 'boxing' emotion with non-measurement methods, which included, free-form diaries, participant observations and ethnographies. Phase two falls within the realms of these non-measurement methods that Fineman (2004) highlighted and appraised as methods that generate broad band data, representing feeling and expressed emotion in dynamic socially situated form. The style of phase two enabled the thoughts, feelings and expressed emotion of Robbie, Peter and the researcher to be communicated (in an integrated context) to the reader. Consequently, the reflexiveness and experiential validity in

terms of the fine texture and interconnections between the researcher and researched were exposed rather than diminished (Fineman, 2004).

The representational style of phase two (i.e., the case study narrative) was also informed by the contemporary literature on confessional and realist tales (Van Maanen, 1988; Sparkes, 2002). A reason for adopting this style was to invite the reader into the text and to encourage them (for a short time) to become a critical friend of the researcher and the researched. The writing style sought to convey multiple feelings (Sparkes, 2000) and promote a sense of authenticity (Lincoln, 1993). The representational style, which comprised of first person narrative posed legitimisation issues that have been addressed by numerous researchers (Denzin and Lincoln, 1998; Mitchell and Charmaz, 1998; Richardson, 2000; Sparkes, 2000, 2002; Tierney, 2002) The familiarisation and understanding of these texts was paramount in relation to the writing process. Furthermore, although the narrative was written in first person (i.e., "I") this did not serve to transform the genre of the writing or alternatively alleviate what is referred to (by some) as the crisis of representation (Sparkes, 2002 and Tierney, 2002). The researcher was consciously aware that first person narrative did not conform to the traditional scientific form of writing (Josselson, 1993) and was duly cautious, as Tierney (2002) reminds researchers that writing is a craft. A willingness to become acquainted with texts that embrace the challenges of 'different' representations was extended to texts of a literary nature. In the present thesis the writing process enabled the researcher to present live and colourful narrative of the players' lived experiences (Van, Maanen, 1988). The implementation of what is arguably an increasingly unrestrained approach sought to capture and inform the reader. From the researcher's perspective the writing process also encouraged and

enhanced an understanding of the self and other, which may not necessarily have occurred if an alternative form of representation was utilised (Richardson, 2000).

To revive Matthews *et al.* (2002), movement from the *psychometric context* to the *theoretical context* of E.I. resulted in the intuitive associations and alignment of motivational based literature with E.I. literature and also critical thought regarding the methods employed within the E.I. literature i.e., the hegemonic trend. Psychometrics and issues of reliability and validity of E.I. measures have pervaded the E.I. literature and this remains the case in a contemporary sense. More recently, both Mayer *et al.* (2004) and Bar-On (2005) underlined their psychometrics in terms of their robustness and rigorous development. Sport psychology research can be aligned with research undertaken within the field of E.I., as similarly, a predominantly positivist view of science and reality pervades the literature. Krane and Baird (2005; p88) revealed “Appeals for greater acceptance of alternative ways of knowing have resulted in limited change from this positivist orthodoxy in sport psychology.” Minimal reference to alternative methods within the E.I. literature, such as, non-measurement (Fineman, 2004) qualitative techniques is apparent. Bar-On (1997; p12) recommended that, “...the Bar-On EQ-i be used as part of a larger evaluation process, together with other assessment methods and collateral information, such as interviews...” Despite the fact Bar-On alluded to this, it appears that the sole use of psychometrics within studies is popular and if indeed they are supplemented with alternative methods they are not commented upon by the researchers within their studies. Fineman (2004; p725) offered a potential explanation for this “When a dynamic social or psychological phenomenon is framed as a quantity or position, it acquires particular political force – because of the symbolic significance attached to

numbers.” This statement can be aligned with the positivist location of E.I. research, however, within this thesis the researcher was able to shift from a positivist location to embrace post positivist and constructivist perspectives. Engaging in non-measurement qualitative techniques seemed conducive to the exploration of the (somewhat) enigmatic concept of E.I. With reference to the range of methodologies employed within this thesis and the shift in the paradigmatic location of the research. The sentiments expressed by Fineman (2004; p721) are pertinent:

“Emotion’s potential multifacetedness suggests that any one approach to understanding ‘it’ will be just that – one approach. It is necessary partial, meaningful only in terms of the philosophy that informs it, the medium through which it is conveyed and the receiving audience.”

5.1.3 Applied Context

Integration of Bar-On, Mayer *et al.*, McGrath and Lazarus also enabled the researcher to provide applied theoretical proposals. The data that emerged from phase two encouraged the researcher (and practitioner who possessed a thirst for informative knowledge in an applied sense), to re-visit both the theoretical context of the E.I. and sport psychology literature. With reference to figure 4.4 it was deemed that both Bar-On and Mayer *et al.*’s E.I. perspectives alongside the work of McGrath and Lazarus were relevant. In addition to the applied models presented earlier, the philosophical standpoint of a practitioner, in this case a sport psychologist, is now explored in relation to the E.I. perspectives of Bar-On and Mayer *et al.*

The process that an applied practitioner engages in with their clients is not only informed and/or guided by their theoretical knowledge, their philosophical standpoint is also significant. Corlett (1996) discussed the role of Western philosophy and its contribution towards professional practice. In this work Sophists are described as technique driven, concerned with skills required for successful performances whereas, Socratics encourage rigorous personal examination and improved knowledge of the self (Corlett, 1996). The Bar-On and Mayer *et al.* perspectives of E.I. can be aligned with such philosophical standpoints. The competency approach driven by Bar-On (1997) who defines E.I. as an array of skills could be logically associated with Sophistry. Corlett (1996; p85) revealed, "The sophists offered skills with which to meet the challenges of turbulent times." Currently, applied sport psychologists impart mental skills on their athletes as a means to facilitate their performance and arguably adopt a Sophist approach i.e., proposing techniques to make the symptoms go away. With regard to Bar-On, intervention programmes targeted at specific components of E.I. (Intrapersonal, Interpersonal, Stress Management and Adaptability) are likely to be technique driven and skill based.

A Sophist approach contrasts with a Socratic perspective, which is epitomised by a humanistic focus and a desire to encourage an improved knowledge of self. Corlett (1996; p88) revealed "Technique based symptomatic relief would not be a sufficient solution in Socratic terms for the athlete experiencing competition anxiety... athlete and psychologist would arrive together at an honest appraisal of what is causing anxiety." In this regard the work of Mayer *et al.* (e.g. understanding emotion) seems relevant to a Socratic approach.

The conscious ceiling of a player was previously aligned in the thesis with an individual's level of E.I. (orientation – low, involvement – mid and expertise – high) and also with experiential or strategic aspects of the E.I. literature. Robbie's deficiency within the stress management component of E.I. was highlighted in association with a proposed low level (orientation) of E.I. i.e., within the confines of the lower experiential zone (appraisal and use of emotion to facilitate thought). As the case study narrative progressed Robbie alluded to personal problems that remained unexplored:

“Yer know what I’m like anyway Carm, I’m not that good at looking after myself.” I question him “What d’yer mean?” I’m thankful Robbie continues, “I use to be drinkin’ bottles of vodka in my room and everythin’ when I was 13.” I wait in case Robbie wants to add anything else, he doesn’t. I respond, “That was then, this is now. Yer look after yourself far better now and yer know yer need to, yer wear them slippers for a start!” (Lines 982-987)

Robbie provided the researcher with an insight in to his childhood and highlighted what could be potential underlying factors that may impact on his overt maladaptive behaviour and/or the proposed experiential nature of his cognition. Facilitating and guiding Robbie from cognition that is experiential in nature (from an E.I. perspective) towards a more strategic level of cognition (increased knowledge and understanding of his emotion) is of potential relevance to both the Mayer *et al.* perspective of E.I. and the philosophical perspective of Socrates. However, whether a sport psychologist is able to engage in this process with Robbie would be dependant upon their level of training. It may be that these issues are best suited to the area of counselling and

psychotherapy. Furthermore, any process that was engaged in would be dependant upon Robbie's willingness to pursue this route with a qualified practitioner. The situation is problematic for the athlete and the sport psychologist, as the needs of the athlete, in this case Robbie, are inevitably tied to specific performance goals, in Robbie's case a professional contract. Corlett (1996; p89) revealed that, "It is legitimate to question if the Socratic approach is not an unethical imposition upon the athlete by the psychologist." A Socratic approach would no doubt provide Robbie *with short-term discomfort. Therefore any Socratic process may jeopardise Robbie's short-term goal to obtain a professional contract in the near future. The Socratic perspective is aligned with the belief that meaningful improvement requires time and effort.* For Robbie at this stage of his young career (on the verge of obtaining a professional contract), the timing for a Socratic intervention process may not be ideal. It would seem that scenarios similar to Robbie's couldn't be solved by mental training techniques alone. Corlett (1996; p90) suggested that, "When such problems arise, all the Sophist has to offer is a bandage, a superficial solution that slows the bleeding without determining why the bleeding occurred in the first place or stopping it permanently." It may be that (in the short term) for Robbie, a Sophist approach would be appropriate given the context of his current situation. In the long term, if Robbie remained at the club, ideally an increasingly informative relationship between Robbie and helping practitioners would be forged. If these were based upon Socratic principles this could eventually lead to a clinical referral, however, Corlett (1996; p90) warned that, "Referral is certainly the correct response in some situations, but not all athletic experiences of sadness, anger, or doubt are rooted in psychopathology." It is also worth reinforcing that a sport psychologist must be conscious of their level of expertise, their limitations and of the needs of the athlete.

These are issues that must be considered and would inform the decision of referral. Potentially E.I. has applied implications that could be of value within a sporting context however, it may be that the intricacies of the process based upon E.I. themes and processes, are not conducive or perceived to be of relevance to the working practice of a sport psychologist, who primarily focuses upon the delivery and acquisition of mental skills as a means to facilitate an athlete's performance.

5.2 Future Recommendations

Future research should be mindful of the conceptual complexity that underpins E.I. and be cautious in terms of dismissing one particular articulation of the concept in favour of another. In the present thesis consideration of the views of both Mayer *et al.* and Bar-On has enabled a rich and meaningful exploration of behaviour and underlying processes. Adapting one conceptual model may have limited this intellectual exercise.

Future research should also be open to the interconnections between mainstream psychology and sport-based psychology literature. Increased awareness of this issue is evidenced via the recent formation of a sport psychology division within the British Psychological Society.

Researchers should consider the contribution that qualitative methods could offer the E.I. literature specifically and the emotion and performance literature more generally.

Researchers are encouraged to reflect upon the insights that different representational styles might provide. The notion that confessional tales might co-exist productively

alongside more realist presentational structures is a new and emerging feature of .
qualitative literature in sport psychology. The present thesis demonstrates how
windows into 'lived' experiences and cultural context can illustrate concepts in action
and also inform and develop theoretical proposals.

Chapter Six

References

6.1 References

- Acevedo, E.O. and Ekkekakis, P. (2001). The transactional psychobiological nature of cognitive appraisal during exercise in environmentally stressful conditions. *Psychology of Sport and Exercise*, 2, 47-67.
- Angrosino, M.V. and Mays de Perez, K.A. (2000). Rethinking observation: From method to context. In *Handbook of qualitative research* (edited by N.K. Denzin and Y.S. Lincoln), pp. 673-702. Thousand Oaks, CA: Sage.
- Anshel, M.H. (1996). Examining coping style in sport. *Journal of Social Psychology*, 136, 311-323.
- Anshel, M.H., Kim K.W., Kim B.H., Chang, K.J. and Ecom, H.J. (2001a). A model for coping with stressful events in sport: Theory, application and future directions. *International Journal of Sport Psychology*, 32, 43-75.
- Anshel, M.H., Jamieson, J. and Raviv, S. (2001b). Coping with acute stress among male and female Israeli athletes. *International Journal of Sport Psychology*, 31, 271-289.
- Anshel, M.H. and Delaney, J. (2001). Sources of acute stress, cognitive appraisals and coping strategies of male and female child athletes. *Journal of Sport Behaviour*, 24, 329-353.

Bar-On, R. (1997). *The emotional intelligence inventory (EQ-i): Technical manual*. Toronto: Multi-Health Systems.

Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory. In *The handbook of emotional intelligence* (edited by R. Bar-On and J.D.A. Parker), pp. 363-388. San Francisco: Jossey-Bass.

Bar-On, R. (2002). *Bar-On Emotional Quotient short form (EQ-i: Short): Technical manual*. Toronto: Multi-Health Systems.

Bar-On, R. (2005). The Bar-On model of emotional-social intelligence. A Special issue on emotional intelligence (edited by P. Fernandez-Berrocal and N. Extremera). *Piscothema*, **17**, 1-28.

Basch, C.E. (1987). Focus group interview: An underutilised technique for improving theory and practice in health education. *Health Education Quarterly*, **14**, 411-448.

Berg, B.L. (2001). *Qualitative research methods for the social sciences*. Needham Heights, MA: Allyn and Bacon.

Bianco, T. and Eklund, R. C. (2000). Conceptual considerations for social support research in sport and exercise settings: The case of sport injury. *Journal of Sport and Exercise Psychology*, **23**, 85-107.

- Biddle, S.J.H., Markland, D., Gilbourne, D., Chatzisarantis, N.L.D. and Sparkes, A.C. (2001). Research methods in sport and exercise psychology: Quantitative and qualitative issues. *Journal of Sports Sciences*, **19**, 777-809.
- Bloor, M.B., Frankland, J.L., Thomas, M.T. and Robson, K. (2001). *Focus groups in social research: Introducing qualitative methods*. London: Sage.
- Botterill, C. and Brown, M. (2002). Emotion and perspective. *International Journal of Sport Psychology*, **33**, 38-60.
- Brackett, M.A. and Mayer, J.D. (2003). Convergent, discriminant and incremental validity of competing measures of emotional intelligence. *Personality and Social Psychology Bulletin*, **29**, 1147-1158.
- Brewer, J.D. (2000). *Ethnography*. Buckingham: Open University Press.
- Charmaz, K. and Mitchell, R. (1997). The myth of silent authorship: Self substance and style in ethnographic writing. In *Reflexivity and voice* (edited by R. Hertz), pp. 193-215. London: Sage.
- Clarke, M.S. and Mills, J. (1993). The difference between communal and exchange relationships: What it is and is not. *Personality and Social Psychology Bulletin*, **19**, 684-691.

Coffey, A. and Atkinson, P. (1996). *Making sense of qualitative data: Complimentary research strategies*. London: Sage.

Conte, J.M. (2005). A review and critique of emotional intelligence measures. *Journal of Organisational Behaviour*, **26**, 433-440.

Corlett, J. (1996). Sophistry, Socrates and sport psychology. *The Sport Psychologist*, **10**, 84-94.

Cote, J., Salmela, J.H., Baria, A. and Russell, S.J. (1993). Organising and interpreting unstructured qualitative data. *The Sport Psychologist*, **7**, 127-137.

Cohen, S. and Wills, T.A. (1985). Stress, social support and the buffering hypothesis. *Psychological Bulletin*, **98**, 310-357.

Crocker, P.R.E. and Isaak, K. (1997). Coping during competitions and training sessions: Are youth swimmers consistent? *International Journal of Sport Psychology*, **28**, 355-369.

Crocker, P.R.E., Kowalski, K.C. and Graham, T.R. (1998). Measurement of coping strategies in sport. In *Advances in sport and exercise psychology measurement* (edited by J.L. Duda), pp. 149-161. Morgantown WV: Fitness Information Technology.

Cutrona, C.E. and Russell, D.W. (1990). Type of social support and specific stress: Toward a theory of optimal matching. In *Social support: An interactional view* (edited by B.R. Sarason, I.G. Sarason and G.R. Pierce), pp. 319-366. New York: Wiley.

Dale, G.A. (1996). Existential phenomenology: Emphasising the experience of the athlete in sport psychology research. *The Sport Psychologist*, 10, 307-321.

Dale, G.A. (2000). Distractions and coping strategies of elite decathletes during their most memorable performances. *The Sport Psychologist*, 14, 17-41.

Daus, C.S. and Ashkanasy, N.M. (2005). The case for the ability based model of emotional intelligence in organizational behaviour. *Journal of Organizational Behaviour*, 26, 453-466.

Denzin, N.K. and Lincoln, Y.S. (1994). Introduction: Entering the field of qualitative research. In *A handbook of qualitative research* (edited by N.K. Denzin and Y.S. Lincoln), pp. 1-17. London: Sage.

Denzin, N.K. and Lincoln, Y.S. (1998). Introduction: The discipline and practice of qualitative research. In *Handbook of qualitative research 1st Edition* (edited by N.K. Denzin and Y.S. Lincoln), pp. 1-29. London: Sage.

- Denzin, N.K. and Lincoln Y.S. (2000). Introduction: The discipline and practice of qualitative research. In *Handbook of qualitative research 2nd Edition* (edited by N.K. Denzin and Y.S. Lincoln), pp. 1-28. Thousand Oaks, CA: Sage.
- Dugdale, J.R., Eklund, R.C. and Gordon, S. (2002). Expected and unexpected stressors in major international competitive: Appraisal, coping, and performance. *The Sport Psychologist*, **16**, 20-33.
- Eklund, R., Gould, D. and Jackson, S. (1993). Psychological foundations of Olympic wrestling excellence: Reconciling individual differences and nomothetic characterization. *Journal of Applied Psychology*, **5**, 35-47.
- Ely, M. (1991). *Doing qualitative research: Circles within circles*. Philadelphia: Falmer Press.
- Eubank, M.R., Collins D.J., Lovell, G.P., Dorling, D. and Talbot, S. (1997). Individual temporal differences in pre-competition anxiety and hormonal concentration. *Personality and Individual Differences*, **23**, 1031-1039.
- Faulkner, G. and Sparkes, A. (1999). Exercise as therapy for schizophrenia: An ethnographic study. *Journal of Sport and Exercise Psychology*, **21**, 52-69.
- Fern, E.F. (2001). *Advanced focus group research*. London: Sage.

Fine, M., Weiss, L., Weseen, S. and Wong L. (2000). For whom? Qualitative research, representations and social responsibilities. In *Handbook of qualitative research* (edited by N.K. Denzin and Y.S. Lincoln), pp. 107-132. Thousand Oaks CA: Sage.

Fineman, S. (2004). Getting the measure of emotion – and the cautionary tale of Emotional Intelligence. *Human Relations*, 57, 719-740.

Foley, D.E. (2002). Critical ethnography: The reflexive turn. *Qualitative Studies in Education*, 15, 469-490.

Folkman, S., Lazarus, R.S., Dunkel-Schetter, C., DeLongis, A. and Gruen, R. (1986). Dynamics of a stressful encounter: Cognitive appraisal, coping, and encounter outcomes. *Journal of Personality and Social Psychology*, 50, 571-579.

Folkman, S. (1992). Making the case for coping. In *Personal coping: Theory, research and application* (edited by B.N. Carpenter), pp. 31-46. Praeger, Westport: Conn.

Football Association Technical Department (1997). *Football education for young players: A charter for quality*. London: Football Association.

Forgas, J.P. (1995). Mood and judgment: The Affect Infusion Model (AIM). *Psychological Bulletin*, 117, 39-66.

Frankland, J. and Bloor, M. (1999). Some issues arising in the systematic analysis of focus group materials. In *Developing focus group research, politics, theory and practice* (edited by R.S. Barbour and J. Kitzinger), pp. 144-155.

London: Sage.

Franks, A., Williams, A.M., Reilly, T. and Nevill, A. (1999). Talent identification in elite youth soccer players: physical and physiological characteristics. *Journal of Sports Sciences*, 17, 812.

Gardner, H. (1983). *Frames of mind*. New York: Basic Books.

Geertz, C. (1993). *The interpretation of cultures*. London: Fontana.

Gohm, C.L. and Clore, G.L. (2002). Affect as information: An individual differences approach. In *The wisdom in feeling: Psychological processes in emotional intelligence* (edited by L.F. Barrett and P. Salovey), pp.89-113. New York: Guilford.

Gohm, C.L. (2004). Moving forward with emotional intelligence. *Psychological Inquiry*, 15, 216-238.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam.

Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam.

Gottlieb, B.H. (1997). Conceptual and measurement issues in the study of coping with chronic stress. In *Coping with chronic stress* (edited by B.H. Gottlieb), pp. 3-42. New York: Plenum.

Gould, D., Eklund, R.C. and Jackson, S.A. (1993a). Coping strategies used by U.S. Olympic wrestlers. *Research Quarterly for Exercise and Sport*, **64**, 83-93.

Gould, D., Finch, L.M. and Jackson, S.A. (1993b). Coping strategies used by national champion figure skaters. *Research Quarterly for Exercise and Sport*, **64**, 453-468.

Gould, D., Guinan, D., Greenleaf, C., Medberry, R. and Peterson, K. (1999). Factors affecting Olympic performance: Perceptions of athletes and coaches from more and less successful teams. *The Sport Psychologist*, **13**, 371-394.

Gowing, M.K. (2001). Measurement of individual emotional competence. In *The emotionally intelligent workplace: How to select for, measure and improve emotional intelligence in individuals, groups and organizations* (edited by C. Cherniss and D. Goleman), pp. 83-131. San Francisco: Jossey-Bass.

Hammersley, M. and Atkinson, P. (1995). *Ethnography: Principles in practice*. London: Tavistock.

Hanin, Y.L. (2000). Successful and poor performance and emotions. In *Emotions in sport* (edited by Y.L. Hanin), pp. 157-187. Champaign IL: Human Kinetics.

Hanton, S. and Jones, G. (1999a). The acquisition and development of cognitive skills and strategies: I. Making the butterflies fly in formation. *The Sport Psychologist*, **13**, 1-21.

Hanton, S. and Jones, G. (1999b). The effects of multimodal intervention program on performers: II. Training the butterflies to fly in formation. *The Sport Psychologist*, **13**, 22-41.

Hardy, L., Jones, G and Gould D. (1996). *Understanding psychological preparation for sport: Theory and practice of elite performers*. Chichester: Wiley.

Hellstedt, J.C. (1990). Early adolescent perceptions of parental pressure in the sport environment. *Journal of Sport Behaviour*, **13**, 135-144.

Holt, N.L. and Sparkes, A.C. (2001). An ethnographic study of cohesiveness in a college soccer team over a season. *The Sport Psychologist*, **15**, 237-259.

Holt, N.L. and Streat, W.B. (2001). Reflecting on initiating sport psychology consultation: A self narrative of neophyte practice. *The Sport Psychologist*, **15**, 188-204.

Hood, S., Kelley, P. and Mayall, B. (1996). Children as research subjects: A risky business. *Children and Society*. **10**, 90-105.

Huberman, A.M. and Miles, M.B. (1994). *Handbook of qualitative research*. London: Sage.

Izard, C.E. (1993). Four systems for emotion activation: Cognitive and noncognitive processes. *Psychological Review*, **100**, 68-90.

Jones, G. (1995). More than just a game: Research developments and issues in competitive anxiety in sport. *British Journal of Psychology*, **86**, 449-478.

Jones, G. (1996). Competitive anxiety in sport. In *European perspectives on exercise and sport psychology* (edited by S.J. Biddle), pp. 128-153. Champaign, IL: Human Kinetics

Jones, G., Swain, A. and Hardy, L. (1993). Intensity and direction dimensions of competitive state anxiety and relationships with performance. *Journal of Sports Sciences*, **11**, 525-532.

Jones, G. and Swain, A. (1992). Intensity and direction dimensions of competitive state anxiety and relationships with competitiveness. *Perceptual and Motor Skills*, **74**, 467-472.

Jones, G. and Swain, A. (1995). Predispositions to experience debilitating and facilitative anxiety in elite and nonelite performers. *The Sport Psychologist*, **9**, 201-211.

Josselson, R. (1993). A narrative introduction. In *The narrative study of lives* (edited by R. Josselson and A. Leiblich), pp. ix-xv. London: Sage.

Kirk, D., Carlson, T., O'Conner, A., Burke, P., Davis K. and Glover, S. (1997). The economic impact on families of children's participation in junior sport. *The Australian Journal of Science and Medicine in Sport*, 29, 27-33.

Kitzinger, J. (1994). The methodology of focus groups: The importance of interaction between research and participants. *Sociology of Health and Illness*, 16, 103-121.

Kitzinger, J. and Barbour, R.S. (1999). Introduction: The challenge and promise of focus groups. In *Developing focus group research: Politics, theory and practice* (edited by R.S. Barbour and J. Kitzinger), pp. 1-20. London: Sage.

Kitzinger, J. and Farquhar, C. (1999). The analytical potential of 'sensitive moments' in focus group discussions. In *Developing focus group research: Politics, theory and practice* (edited by R.S. Barbour and J. Kitzinger), pp. 156-172. London: Sage.

Krane, V. and Baird, S.M. (2005). Using ethnography in applied sport psychology. *Journal of Applied Sport Psychology*, 17, 87-107.

- Krane, V., Andersen, M.B. and Streat, W.B. (1997). Issues of qualitative research methods and presentation. *Journal of Sport and Exercise Psychology*, **19**, 213-218.
- Krizec, R. (1998). Lessons: What the hell are we teaching the next generation anyway? In *Fiction and social research* (edited by A. Banks and S. Banks), pp. 89-113. London: Altamira Press.
- Krueger, R.A. (1988). *Focus groups: A practical guide for applied research*. London: Sage.
- Krueger, R.A. (1994). *Focus groups: A practical guide for applied research 2nd Edition*. London: Sage.
- Krueger, R.A. (1995). The future of focus groups. *Qualitative Health Research*, **5**, 524-530.
- Krueger, R.A. (1998). *Moderating focus groups: Focus group kit 4*. Thousand Oaks: Sage.
- Landy, F.J. (2005). Some historical and scientific issues related to research on emotional intelligence. *Journal of Organizational Behaviour*, **26**, 411-424.
- Lazarus, R.S. (1975). A cognitively oriented psychologist looks at bio-feedback. *American Psychologist*, **30**, 553-561.

Lazarus, R.S. (1982). Thoughts on the relations between emotion and cognition. *American Psychologist*, **37**, 1019-1024.

Lazarus, R.S. (1991). *Emotion and Adaptation*. New York: Oxford University Press.

Lazarus, R.S. (1995). Vexing research problems inherent in cognitive-mediational theories of emotion - and some solutions. *Psychological Inquiry*, **6**, 183-196.

Lazarus, R. S. (1999a). *Stress and emotion: A new synthesis*. New York: Springer.

Lazarus, R. S. (1999b). The cognition-emotion debate: A bit of history. In *The handbook of cognition and emotion* (edited by T. Dalgleish and M. Power), pp.3-19. England: Wiley.

Lazarus, R.S. (2000a). How emotions influence performance in competitive sports. *The Sport Psychologist*, **14**, 229-252.

Lazarus, R.S. (2000b). Toward better research on stress and coping. *American Psychologist*, **55**, 665-673.

Lazarus, R.S. and Folkman, S. (1984). *Stress, appraisal and coping*. New York: Springer

- LeCompte, M.D. and Schensul, J.J. (1999). *Designing and conducting ethnographic research*. Walnut Creek, CA: Alta Mira Press.
- Lincoln, Y.S. (1993). I and thou: Method, voice and roles in research with the silenced. In *Naming silenced lives* (edited by D. McLaughlin and W. Tierney), pp.29-47. New York: Routledge.
- Lincoln, Y.S. and Guba, E.G. (1985). *Naturalistic inquiry*. London: Sage.
- Loftland, J. and Loftland, L.H. (1995). *Analyzing social settings: A guide to qualitative observation and analysis*. Belmont, CA: Wadsworth
- Mahon, A., Glendinning, C., Clarke, K. and Craig G. (1996). Researching children: Methods and ethics. *Children and Society*, 10, 90-105.
- Manning, K. (1997). Authenticity in constructivist inquiry: Methodological considerations without prescription. *Qualitative Inquiry*, 3, 93-115.
- Markula, P. (1995). Firm but shapely, fit but sexy, strong but thin: The postmodern aerobicizing female bodies. *Sociology of Sport Journal*, 12, 424-453.
- Matthews, G., Zeidner, M. and Roberts, R.D. (2002). *Emotional intelligence: Science and myth*. London: The MIT Press.

- Matthews, G., Roberts, R.D. and Zeidner, M. (2004). Seven myths about emotional intelligence. *Psychological Inquiry*, **15**, 197-215.
- Mayer, J.D. (1986). How mood influences cognition. In *Advances in cognitive psychology* (edited by N.E. Sharkey), pp. 290-314. Chichester: Wiley.
- Mayer, J.D., Salovey, P., Gomberg-Kaufman, S. and Blainey, K. (1991). A broader conception of mood experience. *Journal of Personality and Social Psychology*, **60**, 100-111.
- Mayer, J.D. and Salovey, P. (1995). Emotional intelligence and the construction and regulation of feelings. *Applied and Preventive Psychology*, **4**, 197-208.
- Mayer, J.D., and Salovey, P. (1997). What is emotional intelligence? In *Emotional development and emotional intelligence: Educational implications* (edited by P. Salovey and D. Sluyter), pp.337-353. Washington, D.C: American Psychological Association.
- Mayer, J.D., Caruso, D.R. and Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, **27**, 267-298.
- Mayer, J.D., Salovey, P. and Caruso, D.R. (2000). Models of emotional intelligence. In *Handbook of emotional intelligence* (edited by R.J. Sternberg), pp. 396-420. Cambridge: Cambridge University Press.

Mayer, J.D., Salovey, P. and Caruso, D.R. (2002). *Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) User's manual*. Toronto, ON: Multi-Health Systems Inc.

Mayer, J.D., Salovey, P., Caruso, D.R. and Sitarenios, G. (2003). Measuring emotional intelligence with the MSCEIT V2.0. *Emotion*, **3**, 97-105.

Mayer, J.D., Salovey, P. and Caruso, R.D. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, **15**, 197-215.

McGrath, J.E. (1976). Stress and behaviour in organisations. In *Handbook of industrial and organisational psychology* (edited by M. Dunnette), pp.1351-1395. Chicago: Rand McNally.

Merton, R.K., Fiske, M. and Kendall, P.L. (1990). *The focused interview a manual of problems and procedures*. New York: Macmillan.

Meyer, B.B. and Wenger, M.S. (1998). Athletes and adventure education: An empirical investigation. *International Journal of Sport Psychology*, **29**, 245-266.

Mitchell, L. (1999). Combining focus groups and interviews: Telling how it is; telling how it feels. In *Developing focus group research: Politics, theory and practice* (edited by R.S. Barbour and J. Kitzinger), pp. 36-46. London: Sage.

- Mitchell, R.G. Jr. and Charmaz, K. (1998). Telling tales and writing stories – postmodern visions and realist images in ethnographic writing. In *Doing ethnographic research – Fieldwork settings* (edited by S. Grills), pp. 228-248. London: Sage.
- Morgan, D. (1998). *The focus group guidebook*. Thousand Oaks, CA: Sage.
- Murphy, B., Cockburn, J. and Murphy, M. (1992). Focus groups in health research. *Health Promotion Journal of Australia*, 2, 37-40.
- Myers, G. and Macnaghten, P. (1999). Can focus groups be analysed as talk? In *Developing focus group research: Politics, theory and practice* (edited by R.S. Barbour and J. Kitzinger), pp. 173-185. London: Sage.
- Nicholls, R.A., Holt, N.L., Polman, R.C.J. and James, D.W.G. (2005). Stress and coping among international adolescent golfers. *Journal of Applied Sport Psychology*, 17, 333-340.
- Okely, J. (1994). Thinking through fieldwork. In *Analysing qualitative data* (edited by A. Bryman and R.G. Burgess), pp. 18-34, London: Routledge.
- Opie, A. (1992). Qualitative research, appropriation of the other and empowerment. *Feminist Review*, 40, 52-69.
- Orlick, T. and Partington, J. (1988). Mental links to excellence. *The Sport Psychologist*, 2, 105-130.

Ortony, A., Glore, G.L. and Collins, A.M. (1988). *The Cognitive structure of emotions*. Cambridge: Cambridge University Press.

Parker, A. (1998). Staying on-side on the inside: Problems and dilemmas in ethnography. *Sociology Review*, 7, 10-13.

Patton, M.Q. (1990). *Qualitative evaluation and research methods*. London: Sage.

Porcellato, L. Dugdill, L. and Springett, J. (2002). Using focus groups to explore children's perceptions of smoking: reflections on practice. *Health Education*, 102, 310-320.

Richardson, L. (2000). New writing practices in qualitative research. *Sociology of Sport Journal*, 17, 5-20.

Salovey, P. and Mayer, J.D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9, 185-211.

Scanlan, T.K., Ravizza, K. and Stein, G.L. (1989). An in-depth study of former elite figure skaters: I. Introduction to the project. *Journal of Sport and Exercise Psychology*, 11, 54-64.

- Scanlan, T.K., Stein, G.L. and Ravizza, K. (1991). An in-depth study of former elite figure skaters: III. Sources of stress. *Journal of Sport and Exercise Psychology*, **13**, 103-120.
- Silverman, D. (2000). *Doing qualitative research*. London: Sage Publications.
- Silverman, D. (2001). *Interpreting qualitative data: Methods for analysing talk, text and interaction*. London: Sage.
- Smith, R.E. (1999). Generalization effects in coping skills training. *Journal of Sport and Exercise Psychology*, **21**, 189-204.
- Smith, J.K. and Deemer, D.K. (2000). The problem of criteria in the age of relativism. In *Handbook of qualitative research* (edited by N.K. Denzin and Y.S. Lincoln), pp. 877-896. Thousand Oaks, CA: Sage.
- Sparkes, A. (2000). Autoethnographies and narratives of self. *Sociology of Sport Journal*, **17**, 21-43.
- Sparkes, A.C. (2002). *Telling tales in sport and physical activity: A qualitative journey*. Champaign, IL: Human Kinetics.
- Stratton, G., Thomas, R. and Williams, M.A. (2004). *Youth soccer: From science to performance*. London: Routledge.

- Sturdy, A. (2003). Knowing the unknowable? – Discussion of methodological and theoretical issues in emotion research and organizational studies. *Organization*, 10, 81-105.
- Taylor, S.T. and Bogdan, R. (1998). *Introduction to qualitative research methods: A guidebook and resource*. New York: J. Wiley.
- Tedlock, B. (2000). Ethnography and ethnographic representation. In *Handbook of qualitative research* (edited by N.K. Denzin and Y.S. Lincoln), pp. 455-486. Thousand Oaks, CA: Sage.
- Tesch, R. (1990). *Qualitative research analysis types and software tools*. New York: Falmer.
- Tierney, G.W. (2002). Get real: representing reality. *International Journal of Qualitative Studies in Education*, 15, 385-398.
- Tomlinson, A. (1993). 'Tuck up tight lads: Structures of control within football culture.' In *Explorations in football culture* (edited by A. Tomlinson), pp. 149-174. London: Leisure Studies Associations Publications.
- Trenkner, L. and Achterberg, C. (1991). Use of focus groups in evaluating nutrition education materials. *Journal of the American Dietetic Association*, 91, 1577-1581.

Vaillant, G.E., Bond, M. and Vaillant, C.O. (1986). An empirically validated hierarchy of defense mechanisms. *Archives of General Psychiatry*, **73**, 786-794.

Vallerand, R.J. (1987) Antecedents of self-related affects in sport: Preliminary evidence on the intuitive-reflective appraisal model. *Journal of Sport Psychology*, **9**, 161-182.

Vallerand, R.J. and Blanchard, C.M. (2000). The study of emotion in sport and exercise: Historical, definitional and conceptual perspectives In *Emotions in sport* (edited by Y.L. Hanin), pp.3-37. Champaign IL: Human Kinetics.

Van Maanen, J. (1988). *Tales of the field: On writing ethnography*. Chicago: University of Chicago Press.

VanYperen, N.W. (1995). Interpersonal stress, performance level and parental support: A longitudinal study among highly skilled young soccer players. *The Sport Psychologist*, **9**, 225-241

Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological Review*, **92**, 548-573.

Weiss, H.M. and Brief, A.P. (2001). Affect at work: A historical perspective. In *Emotions at work: Theory, research and applications for management* (edited by R.L. Payne and C.L. Cooper), pp. 133-172. Chichester: Wiley.

Wilkinson, S. (1998). How useful are focus groups in feminist research? In *Developing focus group research* (edited by R. Barbour and J. Kitzinger), pp. 64-78. London: Sage.

Wilkinson, S. (1999). Focus groups: A feminist method. *Psychology of Women Quarterly*, 23, 221-244.

Willis, P. (1999). *The ethnographic imagination*. Cambridge: Polity Press.

Wolcott, H.F. (1990). *Writing up qualitative research*. Newbury Park, CA: Sage.

Zizzi, S. J., Deaner, H.R. and Hirschhorn, D.K. (2003). The relationship between emotional intelligence and performance among college baseball players. *Journal of Applied Sport Psychology*, 15, 262-269.