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THE IMPACT OF THE PCA PERSONAL DEVELOPMENT PROGRAMME ON THE ATTITUDES AND PERCEPTIONS OF ACADEMY CRICKETERS TOWARDS PERSONAL AND CAREER DEVELOPMENT

Dissertation submitted under the discipline of

SOCIO –CULTURAL

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Abstract

Following a wealth of research reporting the negative and traumatic experiences of athletes retiring from sport, research has suggested the engagement with career and personal development early in an athletic career can help prepare athletes for a smoother transition out of sport. The purpose of this study was to assess the effect of the Personal Development and Welfare program (PDWP) on the attitudes and perceptions of academy cricketers towards their career and personal development. Participants (n=7) were selected from different stages: pre-academy (n=2), middle stage (n=2), academy graduates (n=2) and the academy director (n=1). In an attempt to gain the knowledge, thoughts and feelings of the athletes and coach, in-depth semi-structured interviews were conducted. The interviews were inductively and deductively analysed using the principles of thematic analysis. In addition, a model of `Activation States` has been used for data analysis to map changes over time related to the knowledge, feelings and actions of academy players, following input from the PDWP. Results indicated a positive effect on the attitudes and perceptions of the players and an increase in awareness of the importance of career and personal development. A number of other influences were found to positively impact upon the young athletes such as the ethos of the club, academy director, senior professionals and parents.
CHAPTER ONE

INTRODUCTION
1.0 Introduction

The last two decades has seen a rise in research interest into sports career termination, an area that had previously been overlooked. Sport career termination is an area that has been ignored due to the fact that retirement is usually equated with older athletes (Baille and Danish, 1992). In addition, there is a misconception that only a small number of athletes competing at the elite level are affected by this transition. However, early studies into the retirement of elite athletes has reported many negative and traumatic effects such as alcohol abuse, acute depression, eating disorders and even attempted suicide (Mihovilovic, 1968; McPherson, 1980; Ogilvie, 1987; Ogilvie & Howe, 1982; Svoboda & Vanek, 1982).

According to Fortunato and Marchant (1999) this is unsurprising as retirement from elite sport consists of a peculiar set of circumstances which can cause adjustment to post-sport life to be particularly difficult. Athletes usually retire from elite sport for different reasons to those in a traditional occupation. Firstly, athletes usually begin and end their careers at a relatively young age (Baillie, 1993; Blinde &Greendorfer, 1985) but also athletes retire due to injury, age, and a decline in athletic performance. Furthermore, as they are finishing their careers others of a contemporary age are beginning or thriving in their careers outside of the sporting domain. This can be particularly problematic to athletes, whilst they have experienced a decline in their performance resulting in a career termination, others outside of the sporting domain are seeking or advancing into their careers.

Another important aspect to the contrast between sport career termination and occupational retirement is the disruption to an athlete’s identity (Kerr and Dacyshyn, 2000; Pearson and Petitpas, 1990). According to Brewer et al (1993) the concept of
‘athletic identity’ refers to the extent to which an individual identifies with the role of athlete. In this respect, a strong athletic identity, whilst beneficial to performance, can also be source of emotional disturbance upon career termination (Drahota et al., 1998). Due to the amount of time athletes spend dedicated to their sport, usually from a young age; a situation may be created where time may not have been allocated to exploring interests in alternative areas (McKnight et al., 2009). Furthermore, McKnight and colleagues note that this may result in disruption to normal developmental events such as identity development, which can lead young athletes to form a foreclosed identity. Researchers (Marcia, 1966; Heyman and Anderson, 1998) highlight that young athlete’s form a foreclosed identity when they identify exclusively to the athletic role and are often unprepared for a life outside of sport. They may feel a loss of their personal identity, become disillusioned and fail to acknowledge the skills that they acquired through sport can be applied to other settings (Baille and Danish, 1992; McKnight et al., 2009).

Gordon (1995) suggested that all studies reporting negative transitional experiences contribute to and highlighted the need for post-sport career planning. This supports and can help to explain why sports governing bodies are investing in intervention programmes to help prepare athletes for a life outside of sport. The introduction of such programmes early in athlete’s career aim to develop social, educational and work related skills to protect athletes from anxiety related to their future and to prevent them from being ‘one-eyed performers’. Such programmes are intended to prepare athletes for a smoother transition out of elite sport (Anderson and Morris, 2000).

The development of the athlete lifestyle programmes have been implemented across a range of sports such as Rugby (Welsh and English Rugby Unions), Football
(Professional Footballers Association), Tennis (Lawn Tennis Association) and Cricket (Professional Cricketers Association). While the introduction of these programmes are primarily intended to address problems experienced by older, long-term career athletes retiring from sport, it could be argued that such programmes have a relevant role for the entire length of an athlete’s lifespan. In fact, it may be the case that such programmes have the greatest significance for early career athletes who have just entered the professional ranks.

The effectiveness of such programmes, particularly in the early stage of an athlete’s career, is vital when considering the attrition rates within elite sport. Researchers (Coakley, 2001; O’Donoghue, 1999) reported that many young athletes have visions of becoming professional athletes despite the harsh reality that the chances of these visions becoming reality are quite low. Furthermore, Brown and Potrac (2009) highlighted how, despite being involved in an professional football environment for up to nine years, the failure rate of youth players competing for professional contracts was 85%. The failure rate of Academy cricketers attached to professional playing counties is also 85% (R. Almond, personal communication, January 16, 2013). While there is currently limited accurate recording of the attrition rates of early career sports professionals, such figures are likely to be high.

The attrition rates of these sports further highlight the rationale and justification for the implementation of such programmes as their influence is designed to help prepare athletes for a life outside of sport.

The researcher’s interest into sports career transition stems from personal experience. I have played cricket since the age of nine and quickly enjoyed early success gaining county and international honours from the age of eleven. Whilst identified as highly promising young cricketer winning many awards such as the BBC
test match special young player of the year award and The Royal Variety Club best outstanding British newcomer to sport, I was offered a summer professional playing contract at the age of seventeen which I combined with my A Levels. On completion of my A level study I was awarded a full time, professional playing contract- a lifetime ambition. I decided to pursue this offer instead of taking many people’s advice to continuing my education at university.

The strong athletic identity that had been developing throughout my career caused me to ignore the advice of many around me, this began at a young age leading to underachievement at GCSE and A level study. During the season of 2005 after playing for the county first team, I suffered a serious injury. After four operations to the ankle over two years, the injury forced me to retire early from the sport. This lead to a great amount of stress and I found myself unprepared for a life outside of the game of cricket, with little ambition and experience. This resulted in a difficult transition period; it was difficult to watch friends and peers still playing the game at a professional level. In addition, my peers outside professional cricket were well established in their chosen career paths. On reflection, the difficulties associated with my forced retirement were due to an over investment in an athletic role and an unwillingness to engage in career and personal development. This has lead to my interest in this area of study. It is important to note here that during my short career there were no career and personal development programmes in place.

When considering the statistic that only 10% of academy cricketers in one particular professional county actually achieve professional playing contracts (R. Almond, personal communication, March 16, 2012), the effectiveness of the Professional Cricketers Associations (PCA) Personal Development and Welfare programme (PDWP) is vital. The research question to be explored is:
What effect is the PCA Personal Development and Welfare programme having on the perceptions and attitudes of academy cricketers on their career and personal development?
CHAPTER TWO

LITERATURE REVIEW
2.0 Literature Review

Over the last three decades sports career termination has become an emerging topic within the sports literature (Alfermann and Stambulova, 2007; Lavallee and Wylleman, 2000; Lavallee, 2005; McKnight et al., 2009; Stambulova et al, 2009; Wylleman et al 2004). This review of literature examines sports career transition from its early years where retirement was viewed as a singular and negative event to it now being viewed from a more holistic life-span perspective impacting the entire athletic career (Wylleman et al., 2004). Furthermore reasons for career transition and the experiences of athletes adapting to post sports life are explored.

2.1 Retirement Viewed as a Singular Event

According to Wylleman et al (2004) the concept of transition was firstly introduced within the sports literature following psychologists and social scientists interest in how former athletes coped with retirement from high-level, competitive and professional sport, and adjusted into other roles of life.

Wylleman et al (2004) and Lavallee and Wylleman (2000) describe how athletic retirement from sport was previously viewed as a singular, all-ending event with many early studies finding athletes, upon retirement from elite sports, having very negative and traumatic experiences. Indeed one of the earliest studies conducted (Mihovilovic, 1968) on 44 Yugoslavian soccer players found that 95% of the players ended their career involuntarily. Their negative experiences principally stemmed from not having another profession. This study is not alone, as many researchers report that athletes upon career termination also experienced negative and often traumatic effects such as alcohol abuse, acute depression, eating disorders and
even attempted suicide (McPherson, 1980; Ogilvie, 1987; Ogilvie & Howe, 1982; Sinclair & Orlick, 1993; Svoboda & Vanek, 1982).

To help aid the understanding of the retirement process early theorists drew from the fields of social gerontology and the use of gerontological models of the ageing and thanatological models of death and dying to explain the end of an athletic career (Lavallee & Wylleman, 2000; Wylleman et al., 2004). Although these theoretical frameworks helped further career termination research, they have now been disregarded as their non-sport specific nature are considered limited in explaining sports career termination. These theories also presumed that career termination was always a negative event which required considerable adjustment, and also their neglect of life after the retirement (Wylleman et al, 1999). Taylor and Ogilvie (1994) suggest that these theories fail to adequately address the diverse and complex variables experienced by athletes during, and after their athletic careers and argue that alternative perspectives are needed.

While early research reports the traumatic and negative character of career transitions out of sport (Mihovilovic, 1968; McPherson, 1980; Ogilvie, 1987; Ogilvie & Howe, 1986; Sinclair & Orlick, 1993; Svoboda & Vanek, 1982) further research findings suggest that career transition is not traumatic or problematic to all retiring athletes. According to Coakley (1983) the athletic career termination can serve as an opportunity for `social rebirth`, an opportunity for personal growth and development in other life domains.

Koukouris’ (1991, 1994) analysis of Greek athletes found that the majority of athletes experienced a healthy career termination which is inconsistent to the findings of
previous research. However questions still remain as to why some athletes succeed in adjusting positively to a post sport career yet others struggle.

In summary it can be suggested that there are two issues that early researchers got wrong. Firstly the notion that career termination is always a negative event, which research has suggested need not be the case, and secondly career termination was viewed as retirement following a substantial professional life.

2.2 Retirement Viewed as a Process

The limitations of the early research led researchers to suggest that athletic career termination should be viewed as a process which involves development throughout life, as opposed to an all encompassing terminal event that occurs following a relatively stable period of sustained engagement. This perspective sees this process as beginning shortly after the athlete becomes engaged in his/her career (Alfermann & Gross, 1997; Lavallee, 2000; Macpherson, 1980; Torregrosa et al, 2004). The principle reason for this shift in perspective is, according to Torregrosa et al (2004) because that retirement is less problematic when it is planned as a process rather than an event, Wylleman et al (2004) supported this view as they note that an important recent change in the concept is the realisation that retirement from sport is viewed as `transitional` and `phase` rather than a terminal and momentary.

According to Schlossberg (1981. p.5) a transition is defined as “an event or non-event which results in a change in assumptions about oneself and the world and thus requires a corresponding change in behaviour and relationships”. Theorists have drawn upon a number transition frameworks to examine the interaction of the retiring athlete and the environment. These models include Sussman’s (1972) Analytical
Model, and the more frequently used Model of Human Adaptation (Schlossberg, 1981).

Schlossberg’s (1981) model has three important sets of factors that interact during a transition. They are the characteristics of the individual experiencing the transition i.e. age, sex, and experience of similar previous transition, the perception of the particular transition, and the characteristics of the pre and post transition environments such as the support systems available to the athletes. Although researchers (Baille & Danish, 1992; Parker, 1994; Sinclair & Orlick, 1993; Swain, 1991) have used this model to understand the career transition process, Taylor and Ogilvie (1994) note that they still lack operational detail of the specific components related to the adjustment process among athletes.

As a result of these limitations, Gordon (1995), Kerr and Dacyshyn, (2000) and Taylor and Ogilvie (1998), developed more comprehensive models of adaptation to career transition. Taylor and Ogilvie’s (1998) conceptual model (See Fig 1) aims to address the entire course of the athlete’s retirement experience. However, according to Swain (1991), Taylor and Ogilvie’s model suggests that the career transition of elite level athletes is not only multidimensional, but involves psychosocial (emotional, social, financial and occupational) factors that interact as a result of the sport career transition, and account for the disposition of the athlete in transition. Taylor and Ogilvie’s (1998) (see Fig 1.) model has five stages:-

(a) The casual factors that initiate the career transition process
(b) Factors related to adaptation to career transition
(c) Coping resources that effect the responses to career transition
(d) The quality of adjustment to career transition
(e) Treatment for distressful reactions to career transition.
Figure 1. Taylor and Ogilvie’s (1998) conceptual model of retirement.

During the late 1990’s researchers altered their focus of attention from one particular transition (Career termination), towards a more life-span perspective of athletic involvement (Wylleman et al, 2004). This perspective mirrors research from the fields of talent development, where Bloom’s (1985) study with 120 talented individuals within science, art and sport identified three stages of development experienced by
talented individuals. These phases include the *initiation stage*, where young athletes are introduced to organized competitive sport, the *development* stage, where an athlete is recognized as talented and leads to an increase in training and participation in competitions, and finally the *mastery* stage where athletes reach the highest level of athletic proficiency. These stages are highlighted in fig (1.1).

<table>
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<th>Individual</th>
<th>Career Progression</th>
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<tr>
<td><strong>Initiation</strong></td>
<td><strong>Development</strong></td>
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<tr>
<td><strong>Player</strong></td>
<td>Joyful, playful, excited, special</td>
</tr>
<tr>
<td><strong>Coach</strong></td>
<td>Kind, cheerful, caring, process-centred</td>
</tr>
<tr>
<td><strong>Parents</strong></td>
<td>Shared excitement, supportive, sought mentors, positive</td>
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**Figure 1.1 -** Characteristics of talented individuals (coaches and parents) at various stages of their careers (Bloom, 1985).

As research from the field of talent development confirms that athletes experience different stages and transitions throughout their career a more holistic approach to the study of sports career transitions was proposed (Wylleman et al., 2004). This approach took a `beginning-to-end` lifespan perspective that spans the athletic and post athletic career (Fig 1.2). Stambulova (2010) notes that this perspective treats athletes as individuals who take part in sport alongside other things in their lives, and also takes into account the transitions that are faced by athletes in other domains of their lives (e.g., academic, psychosocial, and professional).
2.3 Causes of Career Transitions in Sport

According to Murphy (1995) one of the most common issues encountered by sport psychologists is helping athletes cope with career transitions. One of the only inevitabilities in high-performance sport is that one day every competitor will have their sporting career terminated and that many athletes will experience adjustment difficulties when faced with retirement (North & Lavallee, 2004).

Career transitions in sport can be predictable (normative) and unpredictable (non-normative). Predictable normative transitions are those such as college to university sport, junior sport to elite sport, whereas unpredictable non-normative transitions include injury or moving to a new club. Furthermore, sport researchers have suggested that the most common (disengagement) transitions are career ending injuries, old age, non-selection, and also personal choice (Fortunato and Marchant,
The existing literature notes that the predictability of the normative transitions creates an opportunity for the athletes to prepare; moreover the voluntariness of the career termination significantly contributes to the quality of adaptation to post-sport life (Alfermann et al. 2004; Taylor & Ogilvie, 1994). Less predictable non-normative transitions however, go some way to explain why some athletes struggle to cope with the adaptation to post-sports life (Stambulova et al., 2009). This is highlighted in earlier studies (Fortunato and Marchant, 1999; McPherson, 1980; Mihovilovic; 1968; Svoboda & Vanek, 1982) where involuntary retirement was found to cause negative and traumatic experiences, furthermore Werthner and Orlick (1986) note that the athletes who face involuntary retirement such as injury and deselection are often unable to control when and also how the retirement process transpires, often causing the athlete to leave the sport without accomplishing all, if any of their sporting goals (Werthner & Orlick, 1986). Involuntary retirement can lead to many psychological difficulties such as low self control, lower self respect and also more frequent feelings of anxiety, anger and depression (Svoboda & Vanek, 1982; Werthner & Orlick, 1986).

2.4 Developmental Factors and Life Skills.

A thorough review of the literature on career transitions in sport has suggested that the quality of adjustment to career transitions is largely determined by not only the voluntariness of retirement but also developmental factors such as the level of social support, pre-retirement planning, and the prevalence of an athletic identity. Cecic Erpic (2004) for example has highlighted that a key factor related to how successful
athletes adapt to post sport life is the degree to which athletes have engaged in pre-retirement planning and in non-sporting pursuits. Non-sporting pursuits such as continuing education or gaining employment provide the athlete with a sense of life balance and also assists in developing a more well-rounded individual (Lavallee & Robinson, 2007; Price et al., 2010; Stambulova et al., 2007).

Zunker (1994) suggests that engaging in career development and planning will influence the development of life-skills. Life-skills according to Danish (1993) are the skills that enable us to master the tasks necessary to succeed in our social environment, for example learning to transfer the skills from one domain of life to another, in particular the skills learned in sport that can be applicable at home, at school or in the workplace. Therefore it can be suggested that these skills are particularly important for athletes in elite sports such as cricket due to the short-term nature of the occupation (Price, 2007).

Furthermore, Petitpas et al (1997) argues that a critical factor as to why some athletes struggle and other others thrive in life after sport is that the athlete who possesses effective life skills will be able to cope better with the challenges of a career out of sport than those who are lacking such skills. This, according to Anderson (1998) amongst others, (Crook and Robertson, 1991; Gordon, 1995; Lavallee and Wylleman, 2000; North and Lavallee, 2004; Petitpas et al., 1997) can help aid the transition into normal life when a sporting career comes to an end.

2.5 The Benefit of Career Planning and Life-Skill Development on Sport Performance.

According to Svoboda and Vanek (1982) athletes with a more balanced lifestyle are more likely to achieve their sporting goals and are likely to cope more efficiently with
injury and retirement out of sport. Similarly, McKenzie et al (2003) suggested that athletes who engage in education and personal development alongside their sport benefit from knowing they have planned or are planning for life after sport and are therefore less anxious about their future. Furthermore Murphy (1995) suggested that many athletes believe that planning for another career decreases their anxiety regarding the transition process because it allows them to concentrate more fully on their sport. Bryant & Glennon (2006, p.7) summarise the benefits in the following way:

By alleviating anxieties experienced outside of the field of play, athletes can focus better on the field of play. Athletes are scared to leave what they know (sport) for the unknown (real world life and career). By assisting athletes in preparing for that transition to leave sport, they can stay in sport longer and perform without the baggage of worrying about what is next.

In a recent study Price et al (2010) interviewed 143 elite athletes from a variety of sports to identify engagement (if any) in non-sporting pursuits, and whether these pursuits have any perceived impact on sporting performance, length of career, life-balance and well being. The findings suggest that not only do the athletes believe they have time to combine sport with education/and or work, 56% of the athletes were doing so. Furthermore 71% of the athletes studying or working believe that their sporting performance benefited due to less pressure placed upon themselves.

Stambulova et al’s (2007) retrospective study of French and Swedish athletes on the experiences and outcomes post-retirement from elite level sport suggest that retirement planning is associated with higher satisfaction with athletic career and also less negative emotional reaction upon retirement. Furthermore, Alfermann et al (2004) suggest that athletes who plan for their retirement in advance do not waste
their energy and time in wrong directions, thus are able to mobilise and use their resources more effectively than athletes who do not plan for their athletic retirement.

It appears that engaging in career development and pre-retirement planning have the broadest influence on the quality of the career transition. However, the intense demands of training and performance can hamper athletes’ engagement in career development and pre-retirement planning (Vitale, 2002).

2.6 Barriers to Engagement in Career Development and Planning

Due to the increase in standard in high level performance sport over the years, so too has its demands, as a consequence Hughes and Coakley (1991) suggest that athletes are required to sacrifice huge amounts of time and energy to achieve sporting success. Furthermore, Krane et al (1997) note that in sports such as artistic gymnastics; athletes are required to put in many hours in order to achieve success and are encouraged to whatever it takes to win. Research has however over the past 20 years revealed that this relentless pursuit of excellence can potentially jeopardize an individual’s chances of achieving personal excellence (Miller & Kerr, 2002). According to researchers (Baillie & Danish, 1992; Grove et al., 1997; Werthner & Orlick, 1986) the demands of high level sport can restrict or prevent athletes engaging in a range of development tasks across their lifespan. This is, particularly true with regard to those that are required to form a mature and well rounded self identity.

Chamilidis (1995) by way of interviews with former Greek and French athletes found that the athletes who ascribe great importance to their sport involvement are at a greater risk of experiencing retirement problems than those who place less a value on the athletic component of their self identity. This commitment to the athletic role
can lead to a strong and narrow athletic identity which can have a negative effect when the athlete retires from sport.

2.6.1 Athletic Identity

Athletic Identity has been defined by Brewer et al (1993) as the degree to which an individual identifies with the athlete role. Brewer and colleagues have suggested that this is one of the major issues that impact upon an individual’s personal and psychological development. The pursuit of excellence within sport requires incredible sacrifice and dedication which can prevent athletes from engaging in adequate exploration of different roles and behaviours associated with identity formation (Brewer et al., 1993). Moreover those athletes who have a higher level of identity investment in their sport are less likely to engage in career development, thus are more likely to experience anxiety regarding career exploration (Petitpas & Champagne, 1988; Pearson & Petitpas, 1990).

According to Webb and Nasco (1998), developing a strong athletic identity can be problematic as it is formed and internalised early in life and is likely to dominate all other identities. They suggest that athletes start developing talent from a young age, resulting in their athletic identities becoming ingrained by the time they reach highly competitive sport. It is one of the key characteristics Taylor and Ogilvie (1994, 1998) highlight as being one of the psychological issues that influence and determine how an athlete adapts to post-sports life. Although a strong athletic identity has advantages for performance (Danish et al., 1993; Werthner & Orlick, 1986), it can also be a liability when the athlete disengages from sport (Miller and Kerr, 2002).

Previous research (Baille & Danish 1992; Brewer et al 1993; Kerr & Dacyshyn, 2000; Murphy et al., 2006; Stambulova et al, 2007) suggest that athletes with a high
investment in athletic identity often neglect career and lifestyle planning and therefore are prone to a variety of emotional and psychological distresses upon career termination. Miron (2010) notes that the athletes are so engaged within their competitive lifestyle that the opportunities to form other career or educational identities are limited. A further concern of this high level commitment to sport is that of `identity foreclosure` which is the closing off alternative career identities due to a commitment to one specific career identity without sufficient exploration (Marcia 1966). Additionally Danish et al (1993) suggested that this can lead young athletes to abandon their academic qualifications or other employment opportunities in the pursuit of sporting success. Furthermore, researchers Brown and Potrac, 2009; Douglas and Carless, 2005) found that when clashes occur between the demands of education and sport, young athletes usually compromise education and commit to the sporting role.

It appears that career development and the prevalence of an athletic identity are the two key themes within the career transition literature. The existing research suggests that a high level of athletic identity can be a positive factor for athletes as it can lead to enhanced performance, however it can also hinder engagement in and exploration of, different roles such as career and personal development, which are crucial for a life after sport. This suggests that striking the right balance between these two factors can help develop a better rounded individual who not only can thrive within a sporting context, but also in life outside of a sporting domain.
2.7 Existing Focus of Research

A thorough review of the existing literature on career transitions in sport has found a focus on older athletes who are either well established in their sporting role or had some form of professional sports career. The research also highlights that it is young athletes who often fail to engage in career development and post-sports planning (North & Lavallee, 2004). Studies have highlighted that young athletes participating in sports where a professional career may be a long term goal are at a greater risk of discontinuing their academic studies to concentrate on pursuit of a sport career (Donnelly, 1993). For example Parker (2000) found that many young football trainees viewed full time professional player status as an inevitable occupation, therefore dismissed the notion of further educational pursuits or post career planning. In addition Bourke (2003) found that young Irish footballers vehemently rejected career development advice as what was said to them did not fit in with their existing schematic view of themselves, or their perception of what was compatible with their progress in a football career.

Torregrosa et al`s (2004) prospective view of athlete retirement, found that young athletes with an objective of becoming a top level athlete in the forthcoming years, had no image of retirement (initiation stage). Only towards the end of their career where performance was characterised by a stagnation or decrement in results, athletes had a clear view of retirement and what it could imply and therefore looked to combine sport with another kind of job (figure 1.3).
Research has also found that coaches of football academies are reluctant for their players to engage in educational or career developmental pursuits as it can act as a distraction to their development as athletes (Anderson, 1998; Brown and Potrac, 2009; O’Donoghue, 1999). It could be suggested that this is one of the contributing factors that leads to an exclusive athletic identity as young players take on the advice of their gatekeepers. However, when considering that only 85% of young footballers don’t achieve professional contracts (Brown et al, 2009) this is concerning.

2.8 Summary of Research

The review of literature on the career transition of athletes has presented a wealth of research that has largely focused on the retrospective views of older athletes who are reflecting on their retirement experience, or are well established in their sporting careers. The majority of research has targeted sports such as football (Fortunato and Marchant, 1999; Mihovilovic, 1968), Gymnastics (Kerr and Daschyn, 2000) and Athletics (Chamilidis, 1995; Ogilvie & Howe, 1986).
Of particular concern is the paucity of research on young athletes who are about to embark upon or pursue a career in professional sport. What research does exist is largely in youth football (Anderson, 1998; Bourke, 2003; Brown and Potrac, 2009; Donnelly, 1993; O’Donoghue, 1999; Parker, 2000) and found that young athletes often dismiss the notion of career development and pre-retirement planning for a combination of reasons. Firstly it has been suggested that athletes who participate in a sport where a career may be a long-term goal ignore the importance of career and pre-retirement planning (Donnelly, 1993;), secondly it can wait as the young athletes perceive they have plenty of time left in their sport (North and Lavallee, 2004; Torregrosa et al., 2004), thirdly, the extent of an athlete’s identity has a significant impact on the level of engagement in career development (Grove et al., 1997) and finally, coaches and managers are against athletes engaging in education and career development pursuits (Brown and Potrac, 2009; O,Donoghue, 1999).

Furthermore, researchers have suggested that the earlier the intervention in an athlete’s career can assist and prepare athletes for a life outside of professional sport, preventing problems further into their careers (Anderson & Morris, 2000; Lavallee & Robinson, 2007; Ungerleider, 1997). When considering the high attrition rates of professional sport and the high number of young athletes pursuing a career in professional sport (Price, 2007) the effectiveness of such programs are vital. Indeed, it could be argued that these athletes are the most vulnerable, not only considering the high attrition rates in professional sport but also, young athletes are at a stage in their lives where identity formation is the critical “developmental” task of adolescence (Erikson, 1968). It can be suggested that athletes who have had substantial careers are more likely to gain opportunities in or outside of sport due to their careers as athletes. However, a heavy investment in sport for young athletes
could lead to them to identifying heavily with the athletic role and as a consequence ignoring the importance of career development and planning that may lead to disruption and difficulty when their sporting career is jeopardized.

2.9 Rational of Study

The paucity of research on young athletes and the importance placed on career development and planning early in the athletic career provides the rationale for this research. With the Development of athlete lifestyle programs across a range of sports (Football, tennis, rugby and cricket) to educate and prepare athletes for a smoother transition out of sport, the effectiveness of such programmes are vital when considering the high attrition rates of young athletes in professional sport (Coakley, 2001).

This study will focus on a group of young athletes’ part of a professional county cricket academy who are pursuing a career in the professional game. This study will explore the effectiveness of the Professional Cricketers Association’s Personal Development and Welfare programme (PDWP) on the perceptions and attitudes of young academy cricketers, towards career and personal development. The success rate of young cricketers achieving professional contracts at the county in question is 10% (R. Almond, personal communication, March 16, 2012) and highlights the importance of players to engage in career and personal development.

(See Appendix E for programme content).
CHAPTER THREE

METHODOLOGY
3.0 Methodology

3.1 Introduction

As illustrated in the review of literature, there is a wealth of research that focuses on retired athletes or athletes who are more established in their sporting careers and thus the voices of young athletes have largely been ignored. Therefore it is this population that forms the focus of this study. The aim of this research is to evaluate the effect of the PCA Personal Development and Welfare programme on the perceptions and attitudes of academy cricketers towards career and personal development and their preparation for life after sport. Therefore due to the nature of the research question a qualitative research approach was adopted.

3.2 A Qualitative Approach

For the purpose of this study it was considered most appropriate to explore the research topic adopting a qualitative approach. The researchers desire to explore and gain an in-depth understanding of the experiences and perceptions of young academy cricketers lent itself to a qualitative methodology. The goal of qualitative research is to `obtain rich, in depth, and detailed information from an “insider`s” view – one that stresses the perspective of the participant and strives to understand the context or situation in which the experience takes place` (Hardy et al., 1996 p.256). Furthermore, Kelly (1980) suggested the use of qualitative techniques are better to understand people`s needs and aspirations and, as such, allow the researcher to study selected issues in depth and detail.
Previous literature within the area of sports career transition has utilized and advocated the use of a qualitative approach as it allows athletes to give an insight into their feelings and attitudes during the transitional period (Kerr and Daschyn, 2000; Torregrosa et al., 2004).

3.3 Participants

Given the nature of this research project it was considered most appropriate for a purposive sampling strategy to be used to select the participants. This, according to (Cohen et al., 2000) is a non-probability sample whereby the chances of members of the wider population being selected for the sample are unknown. Additionally Cohen and colleagues note that using this sample means that some members of the wider population will definitely be excluded and others definitely included. For the purpose of this research the researcher purposefully selected a particular section of the wider population. According to Patton (1990) a purposive sampling technique is used as the sample are `information rich` and illuminative, meaning that they offer useful manifestations of the phenomenon of interest.

The academy studied contained ten players although a selection of six players were interviewed-two players who are potentially entering the academy next year, two players who are in their second year and two players who have graduated out of the programme. This design allowed the researcher to identify how the players’ thoughts, feelings, attitudes, perceptions and experiences had or hadn’t changed over the course of their time on the academy. It also provided the researcher with information about their current knowledge and engagement with career and personal development, and also the knowledge and understanding of the two participants who had yet to enter the programme. In addition, the Academy Director was also
interviewed which allowed the researcher to get an understanding of the directors attitudes and thoughts with regard to his players engaging with personal and career development. It is important to note here that the participants including the coach of this study have been given pseudonyms in order to maintain anonymity (Table 1).

Table 1. Participant Pseudonym, age and stage of academy.

<table>
<thead>
<tr>
<th>Pseudonym</th>
<th>Age</th>
<th>Academy stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy Director</td>
<td>42</td>
<td>Director</td>
</tr>
<tr>
<td>Shaun</td>
<td>15</td>
<td>Pre-stage (EPP)</td>
</tr>
<tr>
<td>Chris</td>
<td>15</td>
<td>Pre-stage (EPP)</td>
</tr>
<tr>
<td>Henry</td>
<td>17</td>
<td>Middle stage</td>
</tr>
<tr>
<td>Alun</td>
<td>15</td>
<td>Middle stage</td>
</tr>
<tr>
<td>Tim</td>
<td>18</td>
<td>Academy Graduate</td>
</tr>
<tr>
<td>Andy</td>
<td>19</td>
<td>Academy Graduate</td>
</tr>
</tbody>
</table>

3.4 Procedure

The initial contact was made with the academy director to discuss the aims and objectives of the study. Following this, the academy director supplied the researcher with the names and contact details of six of the ten academy players to be interviewed. The players were then contacted initially by an email that detailed the scope and rationale of the study and also to ask if they would be happy to participate in the research. The email also contained a participant information sheet (see appendix B) and an informed consent form (appendix A). As there were four players under the age of eighteen, a parental consent form was sent to those participants who required a parent/guardian signature. When participants informed the
researcher they were happy to take part, contact was made via phone to discuss a convenient time and also a neutral setting for the interviews to take place. Participants were informed that the interviews would last approximately 45-60 minutes and would be recorded on a Dictaphone.

3.5 Data Collection

The data for this study was collected through the use of semi-structured interviews. The interview guides, one for each stage of the academy (appendix C) and a fourth for the Academy Director were designed and included the categories deemed appropriate following an extensive review of the literature. They contained open-ended questions allowing the researcher the freedom and flexibility to explore the participant’s experiences within the context of various themes. Burgess (1990) suggests that:

“An unstructured or semi-structured method of interviewing enables the researcher to employ a set of themes and topics to form questions during the course of conversation. This approach provides the respondents the opportunity to develop their answers outside the structural format” (p.102).

Furthermore, Kvale (2009) suggests that a semi-structured interview is the purpose of obtaining descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena. Kvale states that:

“Through conversations we get to know other people, get to learn about their experiences, feelings and hopes and the world they live in” (p.1).

To answer the research question semi structured interviews were carried out which provided the researcher with the information required, and also in great depth (Smith et al., 2009). Dale (1996, p.308) suggested that we can learn a great deal about the
experiences of athletes if we allow them the opportunity to tell us, via interviews, where they are free to describe their experiences in depth.

The unstructured nature of the interview guide contained open-ended questions to avoid stimulus-response interactions (Dale, 1996). They encouraged players to reflect on their experiences in as much detail as possible, as a cricketer, an academy cricketer, and the effect the (PDWP) has had upon their attitudes and perceptions of personal and career development. The interview allowed for the discussion of where related issues thought important by the participant were allowed to surface and appropriate probing explored (Scanlan et al., 1989). The interview maintained a degree of standardization to ensure all topics driven by the existing literature were covered (Patton, 1990).

3.6 Data Analysis

Due to the exploratory nature of this research, the interviews once transcribed were read over several times allowing the researcher to become familiar and intimate with the data (Bell, 1999). The data contained in the transcripts was analysed using inductive and deductive content analysis using the principles of thematic analysis (Smith, 1995). This was done to identify reoccurring themes within the data which were placed into a hierarchical structure of higher and lower order themes, an approach that has been effective in previous research on young academy footballers (Sagar et al., 2010).

3.6.1 A Model of `Activation States`

To assist with data analysis, a model of activation states was used. This model has been used in research by Brackenridge et al (2005) to indicate the level of activation
of stakeholder groups in child protection in football. For the purpose of this research the model has been used to indicate the level of activation of academy cricketers following participation in the PDWP. The model of `activation` states allows the researcher to map changes over time related to the knowledge, feelings and actions of individuals as a result of participation in the programme.

The model of `activation states` was adopted for this study to measure the activation of each participant under a particular theme. The model contains the following five states:

- **Inactive**, i.e. demonstrating no knowledge or commitment to career and personal development.
- **Reactive**, i.e. demonstrating reluctant commitment and engagement;
- **Active**, i.e. demonstrating satisfactory awareness and involvement;
- **Proactive**, i.e. demonstrating full commitment and advocacy;
- **Opposed**, i.e. either overtly critical of, or covertly against, Career and personal development.

These states were then set against the voices, knowledge, feelings and actions of the academy cricketers when questioned about a particular theme (Table 2). To display the findings, Individual participant tables were compiled which allowed the researcher to identify patterns related to the levels of activation across the academy stages (Tables 3-9).

### 3.7 Pilot Interview

A pilot interview should be considered as a “trial process that assesses the research design with a sub sample of respondents or respondent with characteristics similar to those identified in the main sample” (Veal, 1997, p.118). As advocated by Janesick (1994) before committing the interview for data collection, a pilot interview should be conducted to modify over elaborate wording, and appreciate the maturing shape and
timing of the interview. The pilot interview was conducted with a young International cricketer who is not currently on the Academy programme, however due to the interviewee’s age and cricketing experience allowed the interview guide designed in accordance with the existing literature, to be tested.

The pilot interview which was recorded, allowed the researcher to test the guide and also provide an opportunity practice and hone his interview technique (Janesick, 1994)

After completing and reflecting on the interview a minor adjustment was made to the structure of the identified themes to help with the flow of the interview.
CHAPTER FOUR

RESULTS
4.0 RESULTS

To assist with the data analysis, a model of activation states (adapted from Brackenridge et al., 2002) has been used to code the data. Table 1 highlights the typical responses associated with each activation state, a participant response would be placed into the relevant state, under a particular theme through the researcher’s interpretation of that response. See tables 3-8 below for the analysis of academy participants compiled through the model of `activation states`.

Table 2. An overview of the typical responses that would be associated with each `activation state` (adapted from Brackenridge et al., 2002).

<table>
<thead>
<tr>
<th>State</th>
<th>Response</th>
<th>Voices/discourses</th>
<th>Knowledge and experience</th>
<th>Feelings</th>
<th>Actions</th>
</tr>
</thead>
</table>
| INACTIVE |          | • Don’t know what you’re talking about.  
|          |          | • I’ve never heard of it.  
|          |          | • I’m not sure to be honest.  
|          |          | • What do you mean?  
|          |          | • No engagement.  
|          |          | • No knowledge.  
|          |          | • No awareness.  
|          |          | • No experience.  
|          |          | • No interest.  
|          |          | • No motivation.  |
|          |          | • Ignorant.  
|          |          | • Unwilling.  
|          |          | • Indifferent.  
|          |          | • In denial.  |
|          |          | • None.  
|          |          | • Resistant.  
|          |          | • No engagement.  |
| REACTIVE |         | • I suppose I have to.  
|          |         | • Well, if it has to be done.  
|          |         | • I would rather not.  
|          |         | • I’m not sure I can do it  
|          |         | • Some limited knowledge.  
|          |         | • Some awareness  
|          |         | • Some experience  
|          |         | • Some interest  
|          |         | • Fearful.  
|          |         | • Scared.  
|          |         | • Timid.  
|          |         | • Nervous.  |
|          |         | • Responds after several pushes.  
|          |         | • Professes ignorance.  |
| ACTIVE   |         | • This is important.  
|          |         | • This must be done.  
|          |         | • I want to do this.  
|          |         | • Aware of role  
|          |         | • Knowledge of what must be done  
|          |         | • Knowledge of where to seek advice.  
|          |         | • Accepting.  
|          |         | • Compliant.  
|          |         | • Willing.  |
|          |         | • Applies knowledge.  
|          |         | • Fulfils responsibilities.  
|          |         | • Attends courses  
|          |         | • Reads literature  
|          |         | • Engages actively  |
| PROACTIVE |        | • There is always more to do.  
|          |        | • I’m going to look into this  
|          |        | • Knowledge beyond the minimum  
|          |        | • Confident.  
|          |        | • Committed.  
|          |        | • Positive.  
|          |        | • Evaluative.  |
|          |        | • Seeks wider info.  
|          |        | • Gains additional experience.  
|          |        | • Does extra work.  |
| OPPOSED  |          | • Complete waste of time.  
|          |          | • There’s just no point in this.  
|          |          | • This is stupid.  
|          |          | • Don’t need it.  
|          |          | • Resistant.  
|          |          | • Hostile.  |
|          |          | • Actively opposes.  |
Table 3. Analysis of Shaun (pre academy)

<table>
<thead>
<tr>
<th>THEME</th>
<th>Education/Qualifications</th>
<th>Career and Personal Development</th>
<th>Work experience/Employment</th>
<th>Life skills</th>
<th>Influence of others</th>
<th>Additional career development</th>
<th>External activities</th>
<th>The PCA</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INACTIVE</td>
<td></td>
<td>• Very limited knowledge and experience of career and personal development.</td>
<td>• No current engagement. • Cricket more important at the moment.</td>
<td></td>
<td></td>
<td>• No plan- b at the moment. • No engagement outside of cricket - age</td>
<td></td>
<td>• No knowledge. • No experience.</td>
</tr>
<tr>
<td>REACTIVE</td>
<td>• Education is important. • Parent’s advice to think of plan- b. • Parent’s advice university for future. • Rather go to cricket than do school work although education is important to me</td>
<td>• It will be good to get some work experience when I can.</td>
<td>• Parents advise university for plan -b. • Decisions where cricket and education clash would be down to parents.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTIVE</td>
<td>• Currently in compulsory education. • School work is important.</td>
<td>• Extra cricket and fitness to develop cricket.</td>
<td>• Extra cricket and fitness to develop cricket.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OPPOSED
<table>
<thead>
<tr>
<th>THEME</th>
<th>Education/Qualifications</th>
<th>Career and personal development</th>
<th>Work experience/Employment</th>
<th>Life skills</th>
<th>Influence of others</th>
<th>Additional career development</th>
<th>External activities</th>
<th>PDWP</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INACTIVE</td>
<td></td>
<td>Limited understanding of career and personal development.</td>
<td>No employment – school/cricket commitment.</td>
<td>Cricket more important than employment at the moment.</td>
<td></td>
<td></td>
<td></td>
<td>No knowledge No experience</td>
</tr>
<tr>
<td>REACTIVE</td>
<td></td>
<td>School compulsory work-exp – had to do it.</td>
<td>-accountants was easy option</td>
<td>Might seek employment – summer – bar work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTIVE</td>
<td></td>
<td>Compulsory education - School work more important than cricket.</td>
<td>Education not ignored for cricket.</td>
<td>Exams/revision takes priority if clash.</td>
<td>Education=good job.</td>
<td>Ball boy volunteering through friend.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cricket develops life skills</td>
<td>Identifies skills that are transferrable</td>
<td>Parents encourage school work – work is important to me.</td>
</tr>
<tr>
<td>PROACTIVE</td>
<td></td>
<td>Additional cricket sessions to improve.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OPPOSED</td>
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<td></td>
</tr>
</tbody>
</table>

Table 4. Analysis of Chris (pre academy)
### Table 5. Analysis of Henry (Middle-stage academy)

<table>
<thead>
<tr>
<th>THEME</th>
<th>Education/Qualifications</th>
<th>Career and Personal Development</th>
<th>Work experience/Employment</th>
<th>Life skills</th>
<th>Influence of others?</th>
<th>Additional career development</th>
<th>External Activities</th>
<th>PDWP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STATE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INACTIVE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>REACTIVE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACTIVE</strong></td>
<td>• Sixth form</td>
<td>• This is important</td>
<td>• Aware of skills developed</td>
<td>• Seeing older/ex pros</td>
<td>• University place</td>
<td>• Reading</td>
<td>• Develop as person and</td>
<td>• Develop skills for outside of sport</td>
</tr>
<tr>
<td></td>
<td>• Applied for Uni</td>
<td>• Could get released but</td>
<td>• Skills developed in cricket</td>
<td>• Realise can’t go on</td>
<td>To develop career</td>
<td>• Friends</td>
<td>• Enjoying tasks set, they are important</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Four Uni offers</td>
<td>developed life-skills</td>
<td>can be transferred to other</td>
<td>• Appreciates fall-back</td>
<td>educationally.</td>
<td>• Music</td>
<td>• Enjoying tasks set, they are important</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Balancing time</td>
<td>• Engages in reading and</td>
<td>roles</td>
<td>• PDWP stresses</td>
<td>• Reading</td>
<td>• Develop skills for outside of sport</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Ed/cricket is key</td>
<td>writing for alternative</td>
<td></td>
<td>importance of ed –</td>
<td>• Extra read/writing</td>
<td>• Enjoying tasks set, they are important</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>career</td>
<td></td>
<td>there’s more to life</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cricket can’t go on</td>
<td></td>
<td>than cricket</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fall back option - cricket</td>
<td></td>
<td>• Not thought of before</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>harsh environment</td>
<td></td>
<td>intervention programme</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Results in more relaxed</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>performance</td>
<td></td>
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<tr>
<td><strong>PROACTIVE</strong></td>
<td>• Applied for work</td>
<td>• Applying for work experience</td>
<td>• Seeking employment</td>
<td>• Additional cricket</td>
<td>• Develop as person and</td>
<td>• Enjoying tasks set, they are important</td>
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<td></td>
<td>experience in library –</td>
<td>in library – relevant for</td>
<td>Libraries for plan b</td>
<td>practice to develop</td>
<td>cricket level</td>
<td>• Enjoying tasks set, they are important</td>
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<td>relevant for alternative</td>
<td>alternative career</td>
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<td>• Enjoying tasks set, they are important</td>
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<td></td>
<td>career</td>
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<td>• Library application</td>
<td>• Enjoying tasks set, they are important</td>
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<td>• Extra read/writing</td>
<td>• Enjoying tasks set, they are important</td>
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<td><strong>OPPOSED</strong></td>
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<tr>
<td>THEME</td>
<td>Education/Qualifications</td>
<td>Career and Personal Development</td>
<td>Work experience/Employment</td>
<td>Life skills</td>
<td>Influence of others</td>
<td>Additional career development</td>
<td>External Activities</td>
<td>PDWP</td>
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<td>ACTIVE</td>
<td>Final year school. School work is important. Want to do well at school. I do my best in school A levels an absolute minimum – chosen subjects. Exams before cricket. I will definitely go to university to develop career. Good knowledge Well rounded individual - can adapt. Experienced with cricket PCA. Compatible with cricket for sure. Appreciates the importance of engagement for life. You have to have back up plan to sport. When finish school I will have more time – so definitely will then because its important. Good awareness Has good skills - Proactive, communication, Organisation These can be transferred in other roles Skills being developed from PCA workshops are transferrable. .</td>
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<tr>
<td>PROACTIVE</td>
<td>Moved to new club – higher standard to develop. Every day extra session.</td>
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<tr>
<td>THEME</td>
<td>Education/Qualifications</td>
<td>Career and Personal Development</td>
<td>Work experience/ Employment</td>
<td>Awareness of Life/transferrable skills</td>
<td>Influence of others</td>
<td>Additional Career development</td>
<td>External activities</td>
<td>PDWP</td>
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</table>
| **ACTIVE** | ▪ University – Law  
▪ Degree choice thought through – options in future.  
▪ Balance uni/cricket  
  - managing time key  
  - do work before cricket  
▪ education is high priority  
▪ Exams will always come before cricket matches/training  
▪ I’m realistic I will make sure I have my education done.  
▪ Good knowledge.  
▪ Understanding of the importance of development of life skills.  
▪ Skills are vital to life.  
▪ It’s massively important.  
▪ Back-up plan is crucial for an alternative to cricket.  
▪ Gaining work experience is important.  
▪ Skills developed .  
▪ Communication  
  - Time management  
  - Team work  
  - Organisation.  
▪ Vital for other roles.  
▪ Professional environment.  
▪ Being around pros-realise cut throat sport.  
▪ Seen ex pros under pressure.  
▪ Retired pros advice to plan ahead.  
▪ The PDWP – paints a realistic picture  
  ▪ Coach.  
▪ Important to get away to relax.  
▪ Football  
▪ Friends  
▪ Badminton.  
▪ Worked hard in workshops.  
▪ Really benefited me.  
▪ More to life than cricket.  
▪ Broadens awareness.  
▪ Developed life skills.  |
| **PROACTIVE** | ▪ Built up personal statement for degree choice through work experience.  
▪ Made contact with law firm for work experience this summer.  
▪ Moved club to play higher standard  
  ▪ Gone to university  
  ▪ Seeking law firm experience  
  ▪ Additional fitness work.  |
| **OPPOSED** | | | | | | | | |
Table 8. Analysis of Andy (graduate)

<table>
<thead>
<tr>
<th>THEME</th>
<th>Education/Qualifications</th>
<th>Career and Personal Development</th>
<th>Work Experience/ Employment</th>
<th>Awareness of Life Skills</th>
<th>Influence of others</th>
<th>Additional Career development</th>
<th>External activities</th>
<th>The PDWP</th>
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<tr>
<td>STATE</td>
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<tr>
<td>ACTIVE</td>
<td>- Achieving my grades was important for uni place.</td>
<td>- Good understanding and knowledge.</td>
<td>- Planning to engage in work exp during off season and after university complete.</td>
<td>- I’m developing team-work, leadership, communication and decision making.</td>
<td>- PCA – strong influence on decisions.</td>
<td>- It’s important - You need a break</td>
<td>- Confirmed degree choice.</td>
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<td></td>
<td>- Currently in university to achieve sport coaching degree</td>
<td>- This is important for alternative options if don’t make it as a cricketer.</td>
<td>- Acknowledges benefits of work exp.</td>
<td>- All transferrable to other roles in life.</td>
<td>- Did work exp in coaching.</td>
<td>- Play guitar</td>
<td>- Developed key skills for other roles/jobs outside of cricket.</td>
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<td></td>
<td>- Balance university work with the cricket commitment.</td>
<td>- Developed key skills for other roles/jobs outside of cricket.</td>
<td>- Degree – helps performance – reduces worry.</td>
<td>- Cricket provides invaluable skills.</td>
<td>- Parents always encourage and ask about uni work.</td>
<td>- friends</td>
<td>- Degree – helps performance – reduces worry.</td>
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<tr>
<td></td>
<td>- Getting work done in prep for busy cricket schedule.</td>
<td>- Degree – helps performance – reduces worry.</td>
<td>- Planning to engage in work exp during off season and after university complete.</td>
<td>- I’m developing team-work, leadership, communication and decision making.</td>
<td>- Parents always encourage and ask about uni work.</td>
<td>- Coach.</td>
<td>- Developed key skills for other roles/jobs outside of cricket.</td>
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<td></td>
<td>- Developed key skills for other roles/jobs outside of cricket.</td>
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<tr>
<td>PROACTIVE</td>
<td>- Went into local school and clubs coaching</td>
<td>- Confirmed degree choice.</td>
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CHAPTER FIVE

DISCUSSION
5.0 Discussion

The aim of this study was to explore the effect of the PCA’s Personal Development and Welfare Programme on the perceptions and attitudes of academy cricketers towards their personal and career development. Through the use of an `activation states` model it has been possible to identify and measure the most important themes in relation to answering the research question.

It was found that cricket is the ultimate career goal for these athletes and is highlighted by their commitment to becoming a professional player. This chapter will discuss the impact of PDWP on the player’s knowledge of career and personal development. The impact of the programme in relation to the engagement of young players will also be explored. Finally, the influence of others and the benefit of engaging in career development upon sports performance will be discussed.

5.1 An Athletic Identity

Participants began playing cricket from a young age after watching their fathers play for their local clubs. After taking up the sport participants recognised they possessed talent and quickly became involved in the representative system, and started to excel. Each participant represented their regional side before gaining county honours from the age of eleven.

As their abilities and successes as cricketers continued to develop it became evident that cricket was hugely important in their lives, resulting in them pursuing a career in professional cricket. Tim and Alun stated:

“Cricket has always been a massive focus for me, it’s been a massive thing ever since I can remember, and it’s definitely my main career goal” (Tim).

“A professional cricketer is definitely what I want to be, I couldn’t imagine being sat behind a desk all day” (Alun).
These responses were consistent with all participants and highlight the importance of cricket in their lives. In pursuit of their ambition to become professional cricketers’ participants described how they dedicate many hours of the week to training. Moreover, they described how they take it upon themselves to do extra training outside of scheduled sessions to enhance their development as cricketers and also to give themselves the best chance of succeeding. Henry noted:

“We have our fitness programmes, but I will do extra, I will go for extra runs to keep it up and try and be the best. I will do extra net work on my bowling around organised sessions because I think it’s the extra work that counts”.

This commitment to the athletic role highlights the attitudes and ambitions of these young athletes; however it is important these athletes do not over commit to the athletic role which can be problematic if their progress in sport is jeopardised. According to Webb and Nasco (1998) athletes start developing talent from a young age, however, heavy investment and commitment to the athletic role can be problematic as it can lead to a strong athletic identity -formed and internalised early in life and likely to dominate all other identities. It is evident in the current study that these young athletes have committed to the athletic role, due to their commitment invested in terms of time and their desire to play at a professional level. Research has suggested that although advantageous for sporting performance, a strong athletic identity can cause athletes to neglect career and lifestyle planning which can lead to emotional and psychological distress upon culminating their sporting careers (Baille & Danish 1992; Brewer et al 1993; Kerr & Dacyshyn, 2000). In some cases it can lead to a foreclosed identity often causing young athletes to abandon their academic qualifications, or other employment opportunities, in the pursuit of sporting success (Marcia, 1966).
5.2 Balancing Education and Cricket

A common response from all athletes in this study was the importance they placed on their education. The researcher questioned the choices of the young athletes when a cricketing commitment clashed with education. Although it was common to find that they would rather play cricket, all participants suggested that school work would always take priority as missing the odd game or training, particularly during exam periods would be ok. This suggests that these athletes have not over committed to the athletic role to the detriment of their education. This contrasts with the findings of Brown and Potrac (2009) who found that young athletes placed a lack of importance on educational endeavours. However, a key difference between this study and the current study is the lack of encouragement and support athletes received from their club in seeking further educational opportunities. The support of the club will be explored later.

The ability to manage time effectively was a common finding of this study in regard to balancing the demands of cricket and education. This is one of the key areas that the PDWP aim to help young players and it appears to have had an effect. Andy highlights this by stating:

“It really gave me a heads up about what is needed, like the planning, I don’t think I would have balanced my time as well as I do now without their input, I just don’t think I would of been as effective as I am now with it” (Andy).

Furthermore, the academy director explained how the PDWP had been so beneficial, teaching players to manage time properly so they can achieve academically as well as in cricket – a message that is being acknowledged by this particular group of young athletes.
### 5.3 Knowledge of Career and Personal Development

The youngest participants appeared to have no knowledge of the PCA or the PDWP programmes. In broader terms, when questioned about their general understanding of career development, they had a very limited knowledge, if any at all - an `inactive activation state`. They responded:

> “Ummm no, not sure no....no not really” (Shaun).

> “Umm something about making your career get better or like how uh, umm I’m not too sure really” (Chris).

These responses were somewhat indicative as these players are on the Elite player programme (pre-stage academy, EPP) and have received no input from the PDWP. It could be suggested that the PDWP should be initiated at the EPP stage, considering that an athletic identity is often internalised early in an athlete’s life and likely to dominate all other identities (Webb and Nasco, 1998). An early intervention could raise the awareness of the importance of personal and career development and could prevent an early narrowing of the athletic identity (Anderson & Morris, 2000; Lavallee & Robinson, 2007; Ungerleider, 1997). This in turn could foster appreciation of the difficulties that can be associated with sports career termination.

There was a noticeable shift from `inactive` to an `active` activation state when questioning players who had experience of the PDWP, due to their greater knowledge and understanding of career and personal development. This suggests a positive effect following participation in the programme. Henry and Tim noted:

> “Career development is about being able to develop your career and personal development helps because you develop skills that are used for a career or in that environment” (Henry).
“It’s about developing your skills and career plan, what I can take into the workplace whatever job that might be” (Tim).

These were consistent responses and highlight a good understanding compared to the pre-stage academy players. Perhaps the initiation of a similar programme developed for EPP players would initiate an understanding from an earlier age, thus posing a potential benefit to athletes at a time when succeeding at their GCSEs is particularly important. In addition, by the time they enter the academy, they would already be aware of the importance of career development and the dangers of over commitment to the sporting role.

5.4 The Importance of Career and Personal Development

A key aim of the PDWP is to raise athletes’ awareness of the importance of career and personal development in order to gain the necessary skills for an alternative career. Whilst all athletes in the current study have highlighted professional cricketer as their ultimate career goal, they acknowledged the importance of a back-up plan and appeared to be in an `active state`. Henry (middle stage) has identified journalism and creative writing featuring in his long term future and has offers in place to study at university in September. He states:

“It’s important that I have something secure to fall back on if it doesn’t work out, because cricket is a harsh environment in that sense. As long as I have something to fall back on which will be my English writing hopefully” (Henry).

Similarly Tim and Andy (academy graduates) are currently in university studying Law and Sports Coaching respectively:
“Studying law is my alternative career to cricket; it’s got to come into play at some stage whether that’s when I retire from cricket or when I come out of uni if I’m not lucky enough to be on the professional staff” (Tim).

“I went to university to study sports coaching, I’m interested in teaching, performance analysis and coaching and so that’s my fall back really” (Andy).

This is an indication that the PDWP has had a positive effect on these players. However Shaun and Chris (pre-stage) also highlighted they would like to go to university, they explained that achieving at their GCSEs was a high priority to them, showing a desire to achieve academically, even without PDWP involvement. Thus indicating external factors also contribute. For example, this study found the support of parents and their influence a prevalent factor for these players. It was found that parents were keen for the athletes to achieve academically in addition to succeeding at cricket. Chris was in an `active` state. Whereas Shaun, although acknowledged the importance of education, was in a ‘reactive’ state, reluctantly engaging academically, stating a preference to cricket development. It would be interesting to determine whether this ‘reactive’ state would be positively influenced by PDWP involvement, this would provide further support for programmes such as these.

The importance placed on career development by the academy cricketers is inconsistent with the existing research involving young athletes. Previous research suggests that where a career in sport maybe a long term goal, young athletes dismiss the notion of career development and pre-retirement planning (Donnelly, 1993). Furthermore, Brewer et al (1993) suggested that when a young athletes take initial steps towards a career in professional sport they are likely to quickly develop exclusive athletic identities, as sport becomes a central preoccupation for them. This has been found to be a key obstacle in preventing athlete’s engaging in career development (Baille & Danish 1992; Kerr & Dacyshyn, 2000). This is contradictory to
findings from the current study; although the athletes have identified professional sport as their ultimate goal, they are focussed on careers and personal development.

5.5 The Impact of the PDWP

The positive effects of the PDWP on this particular group of athletes became clear when questioning the athletes (with academy experience) about their knowledge and attitudes towards career development. A common response from the participants was about their exposure to the PDWP; they explained how it has raised their awareness of the importance of developing the skills and qualities that are necessary to thrive outside of the sporting arena. For example:

“It’s not something I had ever thought about really, but it sort of stressed that it’s not all about cricket; it prepares you with the skills you need in life as well “(Henry).

“I had never thought about really, I just thought it was something that comes along later in life and stuff but the programme was good, I now know the importance of it “(Andy).

These responses highlight a shift in activation states and suggest that when the athletes entered the programme they were in an `inactive` state in terms of their knowledge. Evidence suggests that over time these players have developed their knowledge, understanding and an awareness of the importance of personal development for their careers. These athletes are now in an `active state` strengthening the positive impact of the program.

This highlights the efficacy of the `activation states` model as it allows the charting of changes over a period of time, to give a representation of how a programme has impacted upon different individuals or groups within an organisation. In addition, it
can be useful to assess where further action may be required to develop knowledge, or commitment to a particular programme.

Responses highlight the work of the PDWP which seems to be having a positive effect. Athletes noted that tasks set such as; organising events, delivering presentations and public speaking, had developed key transferable skills. Such tasks had developed their confidence, organisation and communicative skills. The importance of developing these skills is well documented as these skills are not only necessary to succeed in a social environment but are transferrable to other domains of life such as home, workplace or school (Danish, 1993; Petitpas et al., 1997; Zunker, 1994). The recognition and development of such skills can not only help to develop a more rounded individual but enable the athletes to cope more efficiently with the challenges of a career outside of sport (Crook and Robertson, 1991; Gordon, 1995; Lavallee and Wylleman, 2000; North and Lavallee, 2004).

The development of life skills is important as the research suggests, however the researcher’s transition out of professional sport in spite of developing such skills was still particularly difficult. The researcher (who never engaged in any work experience or personal development outside of sport) strongly believes that engagement in work experience, employment or further education can develop skills that may be utilised in their life outside of sport. This is supported by the academy director:

“Gaining a degree and doing some work experience and building a portfolio of what you want you to do after your career while you are still playing should facilitate a smoother transition out of the game, and is one of the key aims of the personal development programme” (academy director).
This is where the PDWP needs to have an impact on young academy cricketers, not only to make them aware of the importance of Personal and Career Development but encouraging and influencing them to engage in such activity is important to their professional development

5.6 Effect on Educational Choices

Participation in the PDWP appeared to have an impact upon the educational choices of some athletes. Three athletes explained how the programme had a strong influence on their educational choices. Both academy graduates are currently studying for degrees whilst Henry (middle-stage) is starting later this year. Interestingly Andy described how he initially decided to go to university as it would allow him easier access to train with the professional cricket club; he commented that he didn’t put much thought into his degree choice. However after involvement of the PDWP he realised that his cricket career may be short-lived and thus he pursued a degree of interest that he could utilise in the future. This suggests a positive outcome for the programme and highlights a shift from a ‘reactive’ to an ‘active’ state. This is important and continues to contradict the existing literature in which suggests that in the pursuit of a career in professional sport, young athletes dismiss the importance of educational pursuits and pre-retirement planning (North and Lavallee 2004; Torregrosa et al., 2004), perhaps this difference is due to the involvement of the PDWP.

5.7 Work Experience and Employment

Encouraging athletes to engage in work experience or gain employment is a key aim of the PDWP. This can not only develop the athlete into a more rounded individual and develop key life skills, but also prevent the athlete from over
committing to the athletic role and forming a narrow athletic identity (Brewer et al. 1993; Murphy et al., 2006). This study has found that the message being delivered by the PDWP is having a positive effect on two of the athletes in particular. Tim and Henry are `pro active` and have explored and identified an alternative career path, importantly they are seeking work experience for that career. Tim, who is studying a law degree, discussed how he is aiming to contact a range of local law firms to arrange work placements during the summer. He noted:

“I'm looking to contact some local law firms to get some experience this summer, even if it’s only for a day or a week I’m sure it will be hugely valuable to me for the future”.

Similarly Henry discussed seeking experience in a local library to develop his skills for a career in English writing and also in preparation for university. This highlights the positive impact that the programme is having and has had on these particular athletes, thus justifying the implementation of such programmes.

Having identified alternative career paths to which they intend to gain further experience, it is important that this experience is carried out through the support of the PDWP coach. Through the support of the coach this experience should be facilitated and then reviewed and an action plan can be developed. The challenge for the PDWP coach is striking the right balance between effective support for the players and developing independent responsibility. Indeed, an over reliance on the PDWP coach could prevent the athletes development of key life skills.

This impact needs to continue over the forthcoming years to ensure that the pre-stage academy athletes, who are currently in an `inactive` activation state, develop personal career plans and actively seek experience through the support of the
PDWP coach. As previously discussed, when plans are developed it will be important they are monitored to ensure that they are followed through, and then reviewed by the PDWP coach. It would be interesting to interview the pre-stage academy athletes in two years time to see if there is a change in their current activation state through their participation in the PDWP. This further highlights the efficacy and usefulness of the model of activation states as it allows the monitoring of behaviour change over a period of time.

5.8 The Influence of Others

The findings of the present study suggest that the PDWP is having a positive influence on the athletes’ engagement in career development. In addition the academy director was found to have a positive influence on the players; he was very encouraging and supportive towards the players’ education and their career development. This is an important finding and contrasts with the existing research (O’Donoghue, 1999; Brown and Potrac, 2009) where it is suggested that coaches and managers of teams do not want their athletes focussing on their education or career development, as it can distract them from their sporting development.

This research has found, from the academy director and the organisation’s viewpoints, that it is important for athletes to pursue education and prepare for an alternative career as they acknowledge that players can get injured and their careers can prematurely end. The players shared how honest the academy director is when discussing their chances of achieving professional contracts; he encourages players, along with the PDWP, to achieve their education:

“He told us that probably only one academy player may go on to get a professional contract; it’s that competitive so getting a good education is very important” (Tim)
“The academy coach encourages us to achieve well in our education, he doesn’t like it if someone puts everything into cricket and doesn’t continue with further education because it’s harder than they may think to get on the staff here” (Henry).

It could be suggested that the attitude and ethos of the organisation are vital influences on young athletes and their encouragement and support, along with the PDWP, can create an environment that is ‘active’ and ‘pro active’ with regards to the players’ engagement with career and personal development. The relationship between the academy director, the club and the PDWP appears to be crucial and reinforces the importance of career planning and engagement in personal development and education. In addition current professionals were also found to influence the young players. The young players described seeing and listening to current professionals being under pressure, and not knowing whether they will gain another contract, made them realise the importance of having something to fall back on.

“Seeing the pro’s the ones who are playing now, they are still doing things because their cricket career could be over like that” (Alun).

“Seeing the older professionals, you think like your career can’t go past perhaps forty or something so have to make sure you have something ready” (Henry).

While the PDWP seems to be having a positive effect on this particular sample of players, the combination between the programme, the director, current professionals and also parents, can deliver a powerful message to young players that preparing for life after sport is vital to help aid a smooth transition into another career. However, it could be argued that these influences could also have a negative effect. Seeing older professionals - their role models under pressure due to a decline in performance could be detrimental to the commitment of the young athletes as they
may feel they would be better off in a more secure job. In addition, the change of the club’s contract policies could also have a negative effect. If contracts were only awarded a year at a time providing little security, young athletes may decide to seek another occupation before they are put under that performance pressure. Similarly the honesty of the coach could result in the athletes deciding to not pursue a career as a professional due to the high attrition rates.

5.9 Career Development and Sports Performance

The athletes in this study with experience of the PDWP are either currently in university or are planning to attend this year. Whilst discussing the development of key skills and plans for an alternative career, participants had positive attitudes and were pleased with the security of developing a backup plan. Andy explained that achieving his degree reduces the stress of thinking about what happens if he loses his contract. He suggested that it makes him more relaxed, which has a positive impact on his performances. Responses from all four participants were similar and are congruent to the research of Bryant and Glennon (2006) who suggested that alleviating anxieties outside the field of play can allow athletes to focus better on it, thus they can perform without the baggage of what happens next. This is particularly important and further highlighted by the academy director who explained how encouraging young athletes to pursue education is sensible as he believes that the organisation would benefit in the long run as it leads to better socially and psychologically balanced players, who will generally perform better.
5.9.1 Evaluation

The model of `activation states` has proved effective for this study to identify the level of knowledge and activity of the academy athletes. There appears to be a pattern that suggests that the longer the time spent on the academy the more `active` and `pro active` the athletes have become. This suggests that the PDWP is seems to be having a positive effect on this particular group of players and has raised the athletes’ awareness of the importance of engaging in career and personal development.

However, how much of this is down to the PDWP is difficult to assess as there are a number of other sources saying the same thing i.e. parents, academy director, and senior players. What does appear important is that the combination of these can provide a powerful message and a constructive ethos to young athletes, of the importance of career and personal development.

Perhaps working more closely with the individual players and their specific needs could increase the efficacy of the PDWP. The difficulty however, is the practicality of this suggestion as there are many players, including current professionals, who need the support of the PDWP coach. In addition, if the PDWP coach were to work more closely with the players on an individual basis it could be a detriment to their cricket development as it could cause too much time being spent on a focus away from cricket. It is a difficult challenge for the PWDP coach and also the academy director to strike the right balance between cricket development and career development pursuits.

When considering the influence that senior professionals and or ex professionals can have on these young athletes, incorporating them into the PDWP to work with the
academy players could provide some strong messages about the importance to engage with career development, something for the PCA to consider. It is evident that a culture of career and personal development within the club has a positive influence upon young players’ likelihood to plan for a career after their cricket career.

5.1.2 Limitations and Future Research

There are a number of limitations that may pose problems when trying to generalise findings. Perhaps the most evident limitation is the fact that there are many other contributing factors to the players’ attitude towards career development, it is unclear whether the PDWP has created the change in activation states or whether this is due to other influencing factors e.g. parental influence. This raises questions of external validity.

The sample size is small which makes generalisations difficult, results may be due to individual differences between the players and not just due to the PDWP intervention. In addition, this research has only focussed on one county out of a possible eighteen and therefore it is not possible to generalise the results.

To further research, conducting the study with a larger number of cricket academies (and players) could provide more accurate findings when assessing the effectiveness of the programme; this would also address the sample size issue. It would be interesting to extend the study and track whether the PDWP leads to an improved experience of career transition. A further avenue for research would be to assess academy directors’ views and attitudes and investigate the effects these have on players, this would lead to further insight into whether the PDWP or coaches cause an effect.
CHAPTER SIX

CONCLUSION
6.0 Conclusion

The aim of this study was to assess the effect of the PCA PDWP on the perceptions and attitudes of academy cricketers, towards career and personal development.

Findings suggest that the PDWP is having a positive effect on the players. The programme has increased knowledge and awareness regarding the importance of engaging in career and personal development. This allows players to prepare for a life after sport as they realise that cricket is not an inevitable occupation. Furthermore, the athletes with academy experience were generally ‘active’, taking on the messages being delivered and ‘pro-active’ in developing alternative career plans through university study and work experience. In addition, the athletes found that developing their careers for a life after sport also led to improved cricket performance. However, there was a noticeable shift in knowledge and understanding between the academy stages. The pre-stage players were ‘inactive’, demonstrating no knowledge of career and personal development, compared to the middle stage and graduates of the academy.

An important finding of this study was the influence of the organisation and the academy director on the engagement of career and personal development of young athletes. The ethos of the organisation and the academy director involved strongly believe in their young players engaging in further education and career development pursuits- thus having a positive influence. Furthermore, parents and senior professionals were also found to play a key role. The combination of all sources is delivering a powerful message to young athletes about the importance of engaging in personal and career development.
Overall this study has found that the attitudes of players have been positively influenced by the programme and the organisation. The study seems to provide support for athlete lifestyle programmes being delivered early into an athlete’s career, thus encourages them to develop alternative career plans which can aid a smoother transition out of sport. However it is important that the coaches and the organisation have an ethos of encouraging and supporting young athletes with their educational endeavours.
REFERENCES
References


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APPENDICES
APPENDIX A
INFORMED CONSENT

I have read the participant information sheet and fully understood the request to be a subject of Mr. Adam Harrison’s research. I understand what I have to do and the risks involved. I understand that participation is entirely voluntary, and that withdrawal is possible at any time. I understand the measures that will be taken to uphold confidentiality as far as possible.

I agree to participate.

Signature:

Print Name: Date:

Cardiff School of Sport
Cardiff Metropolitan University
CF236XD, United Kingdom
E. A.J.Harrison2@outlook.cardiffmet.ac.uk
PARENTAL CONSENT

I have read the participant information sheet and fully understood the request for my child to be a subject of Mr. Adam Harrison’s research. I understand what my son will have to do and the risks involved. I understand that participation is entirely voluntary, and that his withdrawal is possible at any time. I understand the measures that will be taken to uphold confidentiality as far as possible.

I agree to give consent for my child to participate in your research

Signature:

Print Name: Date:

Cardiff School of Sport
Cardiff Metropolitan University
CF236XD, United Kingdom
E. A.J.Harrison2@outlook.cardiffmet.ac.uk
APPENDIX B

PARTICIPANT INFORMATION SHEET

Dissertation title: What impact is the PCA Personal Development program having on Academy cricketer’s perceptions and attitudes towards personal and career development?

This document provides:

- the background and aim of the research,
- my role as the researcher,
- your role as a participant,
- benefits of taking part,
- how data will be collected, and
- how the data / research will be used.

The purpose of this document is to assist you make you aware of the project and help you to make an informed decision about whether you wish to be included in the project, and to promote transparency in the research process.

1) Background and aims of the research
As an elite athlete your sporting career will inevitably end at some stage. That stage could come at the end of your career in retirement, or more unpredictably such as retirement prematurely through injury, not being successful, or choosing to finish through personal choice. Research has highlighted the importance of planning for life after sport to ease the transition process and prepare you for alternative careers. With this in mind the researcher wants to research the effectiveness of the PCA Performance lifestyle program and what impact it is having on your perceptions and attitude towards personal development and the need for pursuing alternative career options alongside sport. The views of the academy director will also be explored.

2) My role as the researcher:
The project involves me (Adam Harrison), the researcher; conducting a one to one interview with you to get your views on the impact the PCA personal Development program has had on your perceptions of personal development and the need to pursue alternative career options.

3) Your role as a participant:
Your role is to attend an interview with me and answer questions as honestly as possible. The interview includes questions about your attitudes to life and sport in general, and about your experiences of working with the PCA personal development programme. You will not have to answer every question if you do not wish to do so.
4) Benefits of taking part:
The information we obtain from this study will allow better understanding of how effective the program currently is and if necessary where the program needs to be developed or edited to provide a high class program.

5) How data will be collected:
The data will be collected solely from the interview conducted with you which will be arranged by contacting you. The interview will be recorded and the data transcribed however participants have the opportunity to look through and check the data.

6) How the data / research will be used:
In agreeing to become a voluntary participant, you will be allowing me to use your responses to the interview questions and include them within a larger data set that includes the data of other participants. Your personal data will be anonymous and will not be reported alone, but within the total sample of participants.

Your rights
Your right as a voluntary participant is that you are free to enter or withdraw from the study at any time. This simply means that you are in full control of the part you play in informing the research, and what anonymous information is used in its final reporting.

Protection to privacy
Concerted efforts will be made to hide your identity in any written transcripts, notes, and associated documentation that inform the research and its findings. Furthermore, any personal information about you will remain confidential according to the guidelines of the Data Protection Act (1998). Participants will check the transcribed data to make sure nothing is reported that maybe of a concern or not true.

Contact
If you require any further details, or have any outstanding queries, feel free to contact me on the details printed below.

Adam Harrison
Cardiff School of Sport
Cardiff Metropolitan University
CF236XD, United Kingdom
E: A.J.Harrison2@outlook.cardiffmet.ac.uk
APPENDIX C

Interview guide

University/school/college

1. Are you in University/college or school?
2. If yes, what are you studying?
3. Do you enjoy doing this?
4. Why did you choose to take this course?

Cricket History/Narrative

1. How did you get into cricket? Influences on you? How old were you?
2. Where did you start playing? Club?
3. Did you spend much time at the cricket club? Playing and training? – How long roughly a week?
4. So how did you develop in terms of County level/international representation?
5. Have you always played your club cricket at that club?
   Yes – why? No – why?

Present

1. Who are you presently playing for?

Future Goals

What are you hoping to do in the future for a job? Have you thought about this yet?

What have you or what are you doing about this?

How much time have you put into this?
The understanding of career and personal development

1. What is your understanding of career and personal development?
2. Is this something that you have ever thought about?
3. Do you think it is important?
4. Why? Why not?
5. Have you had any experience of career and personal development?

If yes, what have you done? What was your reason/s for doing this?

Has someone encouraged you to do this or have you taken it on yourself

Why?

1. What are you currently doing in terms of work/experience?
2. Why did you choose this? Do you see a potential career in this job?
3. What are you gaining from this that will benefit you in the future?

No engagement

1. Why are you not doing anything?
2. Do you think you are taking a risk? Backup plan?
3. Are there any distractions preventing you from further education or gaining some work exp/employment?
4. What skills do you think you have developed or are developing that will help you through your career?

Self Identity and others

1. How would you define yourself?
2. How do you think other people define you?
3. Do you like being identified in this way?
4. If no, how do you think people would identify you?
5. Are you happy with this?

Athletic identity
1. How much time do you dedicate to your sport?
2. Is this more or less than you spend on your school work/college work?
3. Why is this?
4. Are you thinking about it a lot? (Your performance/goals targets etc?)
5. Do you think this is more or less than you think about school work?
6. Why? Is cricket main focus at the moment?
7. So is your ultimate goal to become a cricketer?
8. How much of your time does this take up?
9. Are you happy with this?

Away from cricket

1. What other activities do you engage in when not playing or training for cricket? Anything at all?
2. How often?
3. Do you think this is beneficial to you?
4. What would you do if you have a situation whereby gaining a place on the cricket academy clashed with studying and or work?
5. What would take priority?
6. Why this?
7. Would anyone else have an influence on your decision?
8. So how important would you say cricket is to you in relation to work experience or employment? What takes priority? Why?

Personal development and achieving cricket

1. Do you think that personal development and becoming a cricketer are two separate things?
2. Can they both be developed together? Or does one have to take priority?

The Cricket Academy
1. What process did you go through to get on the academy?
2. Before entering did you know what to expect and what was expected of you?
3. Has the academy experience been what you expected? If yes why? if no why?
4. So did you know what you needed to do to gain a place on the academy?
5. Could you tell how the programme typically runs?
6. Does it clash with school work/commitments? How do you get around it?
7. What has the academy done for so far with regards to your cricket?
8. What about as a person?

Professional cricketers association

1. Do you know who the PCA are and what they do?
2. What experience have you had working with them – PDWP?

Personal development and welfare programme

1. How does the PDWP work?
2. What do they do?
3. Do you know why you take part in this programme?
4. What were you told?
5. Do you think that you should be going through this?
6. Have you always thought this or has this view changed since you have been on the academy?

Workshops

1. What are the workshops about?
2. How often do you have them?
3. At your stage in the academy, has the content changed? How do you feel about this?
4. Do they contain tasks that you have to complete or have homework marked as an assessment?
5. So how have you found it? Are they worthwhile?
6. Have they had an impact on you? Why?
7. What have you learnt as a result of the sessions?
8. Do you anything differently now as a result? If yes what are you doing?
9. Are you gaining work experience as a result of the sessions or have you had or are you continuing to develop your skills? If no why? if this is important why are you not doing anything?

1. How often are you working with the personal development and welfare coach?
2. What about your academy coach? Does he talk to about your career development? Life outside of cricket?
3. So has this programme had an impact on your views to your cricket and your career? If yes – what? If no- why?
4. Are these views a direct result from your experience through the PDWP?
5. So overall has this programme impacted on your perceptions and attitudes towards personal and career development?
6. Do you think the programme could be improved? How?
7. Do you have a plan for the next two to three years with regards to your personal development and career development?
APPENDIX D

AN EXAMPLE OF A PARTICIPANTS INTERVIEW TRANSCRIPT

Adam  OK what are you currently doing at the moment, are you in University?
Tim   Yes in University studying Law in my first year.
Adam  Do you enjoy it?
Tim   Yes I do
Adam  Enjoying it are you, why did you choose to do Law?
Tim   Well I have done it at GCSE and ‘A’ level. I wasn’t sure about Uni, I sort of got into that and I’ve enjoyed it.
Adam  So why were you not sure about University?
Tim   Well at the start, with my last year of GCSE’s, because there was plenty of jobs out there, but with what’s happened with the economy there’s not many jobs out there I thought it be better to go to University, it’s a good degree if I get it.
Adam  So you are currently in University at the moment then, right so about cricket, how did you get into cricket.
Tim   Well my brother is five years older than me and he started playing and I used to go and watch him, and when I was like 7 I started playing for the under 11’s at Blackwood.
Adam  Blackwood.
Tim   Yeah.
Adam  So your brother who is your main influence on your playing cricket?
Tim   Um well my dad sort of plays, he’s not a very good standard but he plays and he got my brother involved in it. I went up afterwards, so watched him play and I thought I’d have a go and look at the training sessions and started playing when I was a bit younger.
Adam  How old were you when you were playing?
Tim   Seven, I started playing with like a hard ball and stuff but I was always on the side messing about.
Adam  Did you used to spend much time at the Cricket Club then, playing or training or
Tim   Well yeah when I was down there they used to train like a Sunday morning and play whenever the weather was OK during the week, but I was always up there, when I was
younger with my Dad, used to chuck a tennis ball round there.

Adam: So how much do you say roughly a week would you be up there?

Tim: When I was younger? Probably at least six or seven hours a week I’d say.

Adam: That’s quite a lot then, maybe an hour a day or so

Tim: Yeah.

Adam: Have you always played at Blackwood?

Tim: Well from when I was seven until fourteen I played at Blackwood and then when the premier league came in, the academy suggested me to move to premier league club so I took it upon myself and I went to usk then for a year and they got relegated so I went to Bridgend.

Adam: Just tell me a bit about that then, so who are you currently playing for? Bridgend?

Tim: Well Minor counties, when the Academy play but obviously now I am playing for the second team if selected obviously.

Adam: So how did you like develop from when you started playing to where you are now.

Tim: It’s probably coz, obviously, I’m a keeper now and I never started out as a keeper I used to bowl some off spin but one day the keeper was ill or something, so I said I’ll have a go at it, I enjoyed it and that’s how I started. I then did the Gwent nets from eight or nine.

Adam: Were you nominated to go to the Gwent nets?

Tim: No actually because they are like a feeder squad and I went to the feeder squad to start with and then obviously did quite well, so then the year after I trained with the main squad I could play and that’s how it started off and then Gwent selected and put forward for Welsh trials.

Adam: What did you say you started on for Gwent?

Tim: Yeah, I was at Gwent sorry.

Adam: Did you play under 10’s, 11’s, 12’s

Tim: 13’s, 14’s, 15’s.

Adam: Went to 15’s.

Tim: Yeah.

Adam: What about Wales.

Tim: Wales under 11’s I sort of didn’t play much in the squad, didn’t play too much in them from 12 onwards
Adam: At that age was cricket like your biggest sort of focus? Was it the most important thing to you?

Tim: Since I can remember it’s always been a massive thing yeah.

Adam: So you’ve gone from Gwent to Wales all the way up and where form Wales then, what happened then.

Tim: From Wales, selected for trials for West of England.

Adam: Where to was that?

Tim: I did 14’s, there under 13’s xxxx first year, under 14’s xxxx the second year, xxxx in Loughborough and 15’s in the xxxx festival. So played that and from there they pick the England team, didn’t get into the England team but my next stage now is obviously the second sort of xxxxxxxxxx

Adam: How did you find that, you didn’t get into the England team?

Tim: Disappointing, it was disappointing I felt I had a good week, but there’s a keeper from Surry I think he was, he obviously had a bit of a better week than me, so he got in.

Adam: It didn’t like put you off

Tim: It didn’t put me off or anything, disappointing, I wanted to get in, but it was a bit more motivation to to move on with it.

Adam: So what about the present now, who are you currently playing cricket for.

Tim: Um well obviously Club Bridgend, I am training the Academy on a Sunday morning, and the odd occasion when I fit around my Uni, the first team as well. Hopefully the second team again next year.

Adam: Did you say on Sunday morning your with the

Tim: Sunday morning with minor counties and the Academy.

Adam: They train together.

Tim: Yeah they train together, I know the Academy training meets on a Wednesday evening as well, but obviously can’t do that.

Adam: You’ve finished in the academy?

Tim: My last year was my last of the Academy yeah

Adam: They train together do they?

Tim: Yeah they do the Academy started in November I think but Minor County start last week

Adam: Yeah it’s good; it’s good to be fair. So how often did you say you are playing cricket
then.

Tim What during the Summer.

Adam Well Winter and Summer.

Tim Winter it’s probably, cricket based training probably twice a week, x x x x doing fitness whenever you can, during the Summer it’s probably, after exams I’m probably away four days during the week and Saturday, four or five days out of seven.

Adam Really busy.

Tim Yeah very busy, I wouldn’t have it any other way, I enjoy it.

Adam So in the Winter it’s a couple of times a week.

Tim Yeah probably cricket based twice a week, more towards the season maybe three times and then you know extra fitness.

Adam And do you do all the fitness.

Tim Yeah, well I try to as best as I can.

Adam Is this the amount of time you want to put into your cricket or not.

Tim The most amount of time I feel I can put in with University, obviously going to University, you know I am trying to put much more in, but try to get balance the most, I think it’s probably the most I can do.

Adam How do you do that? How do you balance your work?

Tim It is difficult, obviously I know when training is, so I can try and do all my work before the training, you know when times are busy I may have to decide one over the other but.

Adam What would you do then?

Tim Well yeah, obviously if it was coming towards my degree’s end it would be the degree that would have to come first, but if I had career in cricket, I’d choose cricket every time so. It is difficult.

Adam Ok so what are your plans in the future regards cricket?

Tim With cricket I’ve got quite a big season in my first year in Uni, balance both, I’d like to perform quite consistently for the second team and just put my name in with a shout of getting some contract element.

Adam So is professional cricket then what you want to do?

Tim Yes.

Adam That’s your main goal is in terms of a career?
Tim: My main goal yeah that would be to be a professional cricketer.

Adam: What is your reason for wanting to be a professional cricketer?

Tim: Well I suppose it’s not really a job, it is a job but more of like what I enjoy doing, so it’s not in an office 9-5, it’s a hard life though, I’d enjoy every day of it.

Adam: So what about three and four years and beyond then, where do you want to be?

Tim: In three or four years I’d love to be on the staff at Glamorgan and obviously I would have achieved my degree, the three years I am doing it, with a good degree classification, and ideally play cricket for the length of time they play sort of mid 30’s and after that go into Law side of it, that would be ideal.

Adam: So for you to become a professional cricketer then, what do you think you’ve got to do to achieve it?

Tim: Well work hard, you know when I trained with the first team squad I see how much time they spend on, what their weaknesses and their strengths, so it’s training hard really but ultimately performing in the Summer, you have to perform.

Adam: So in terms of your cricket then, what are you currently doing to help you achieve it, how much time you spending?

Tim: Obviously training hard is the main thing. I am training flat out one to one’s with the coaches, I am doing specific things to me, trying to work on my weaknesses.

Adam: How often are you on one to one?

Tim: Well it would be one; probably two hours a week, just the one session for two hours now and when we get closer to March, April, start of the season, probably four hours a week. Obviously the coaches dictate that as they’re obviously busy with the first team.

Adam: Would you say you’d do anything it takes to become a cricketer, at the expense of other things like, would cricket for you come before your education or?

Tim: Um it is a tough one point, if I was not guaranteed, but above my percent, confident that I could get on the staff here I would think about it but at the end of the day its only for 30 now, twenty years maybe, well I’ve got fifteen years, it’s not so massively paid you play, like football you work after it. I think my education has still got to be very high on my list of priorities, because it’s a long time after retiring.

Adam: Have you got a back-up plan then?

Tim: It is my degree. I want to do my three years law, and then do my solicitor’s course and you know one day practice as a solicitor, preferably after I’ve done cricket for numerous years but we will see.

Adam: What made you think in this way, what made you plan for an alternative career?

Tim: Well being around, playing in the second team since I was fifteen, not every day, but regularly I’ve seen boys you know pressure for the place and you know staff players...
that have lost their contract at the end of the year, and you know it’s very cut throat
sport, I suppose you know I could fall over break my leg and never be able to play
again, things like that I suppose.

Adam  So how do you think then being in University doing this course, how do you think that will help you?

Tim  Well with Law it’s very, well I found it a very hard course to do, you know it pushes me to a limit but I suppose it’s quite a very solid degree and it opens, up a lot of doors, not just solicitors/barrister’s side of it, it opens up a lot of options for me rather than just the one option.

Adam  Career, personal development then, What is your understanding of career and personal development, what do you know about it? Do you know what it is?

Tim  Yeah it’s just developing skills and career plan, what I and others can take to the work place whether through cricket or whatever job it is.

Adam  So is it something that you’ve ever thought about then, engaging in career and personal development?

Tim  Well obviously learning different skills as you do, you know through cricket, you meet a lot of new people playing cricket, it’s quite good for your inter-personal skills but you know the degree and things like that is always good with it as it is also developing my career.

Adam  OK, do you think personal career development is important?

Tim  Oh yeah massively, I suppose you only get one chance to do what you want to do in a year, getting the career that you want, I suppose a job that you don’t enjoy is difficult

Adam  What is it a career that you want, is professional cricketer your hope?

Tim  Yeah definitely

Adam  And you’ve got a back-up plan; you’re doing your degree in Law.

Tim  Yeah, which is, it is a back-up plan, but it’s got to come into play at some stage, whether it’s after I retire in cricket or when I come out of Uni if I am not lucky enough to get on the staff.

Adam  So you are quite aware then, you know it’s not a straight forward process, a professional cricketer, it might sort of not happen as it you say its cut throat. If that situation happens you think you are prepared to go straight into Law then.

Tim  Well yeah, the degree is three years, so obviously it’s a long time and a lot can happen in three years in cricket so you know, my ideal is professional cricket but there is you know a set routine, you do a three year degree, then you do your solicitors course and then you are a practising solicitor. So if cricket it would be difficult if cricket was still an option after the three years, but I just think to myself that If Im not within the three years breaking through onto the staff then that it’s probably not likely to
happen. But obviously either way I've got another interest and alternative.

Adam: I was going to say have you had any experience of career and personal development, but I suppose you have because of what you are engaging in now.

Tim: I managed to get playing when I was quite young, I am not experienced for second team but I suppose for an 18 year old I've played quite a few and met quite a lot of big names within Glamorgan so it’s been good to hear from them as well, people who are now retired and now off the staff to see what they saw.

Adam: In terms of your personal development, what sort of skills do you think you take from what you are doing now into other jobs?

Tim: From the cricket or?

Adam: Yeah from the cricket.

Tim: Well like I said earlier, you meet a lot of new people, you know people you’ve seen on the T.V. and stuff, so it’s quite intimidating but you get a lot from that, and obviously with the Academy, managing time, communication, working as part of a team. I think I am good at these. I've worked for my ‘A’ levels, GCSE’s and stuff, but hard work as well I think, you know the more work you put in the more you get out, every Winter I've been in the Academy I've improved so it’s just trying to keep that improvement going now.

Adam: So has someone ever encouraged you to go to University or is it something you've done off your own back.

Tim: It’s something I’ve done off my own back, I wanted to go you know, whether what anybody has said has influenced me I still wanted to go myself, but I suppose in University, I’ve given myself another three years, three years sort of time period where I can still study but also have a chance with cricket, if I wasn’t in Uni now I’d have to try and get myself a full-time job and I couldn't put as much time in cricket, so I think it’s extended my chances by a good two or three years so I am not regretting it at all.

Adam: OK so in terms of work experience then, are you doing any, have you got a job or are you doing anything?

Tim: I've haven't got a part-time job at the moment. I’ve done work experience when was i, first applied to University which helped to build my personal statement to come to University and also in Uni during the summer they do like vacation schemes for law firms so I've been looking to get involved in that cos as much as cricket is very competitive, unfortunately so is Law, so I've got to do the extra work for both as well. I am planning on writing to some solicitor’s like in the next month to get work experience, that sort of thing.

Adam: You've got no work experience at the moment?

Tim: No I haven’t at the moment. The work experience within the Law School at Cardiff is more aimed toward second and third years, as you need experience in the Law to sort
of help with the course. But yeah I am looking do something soon.

Adam  Do you think you’d benefit by you know doing some sort of experience?

Tim  Oh definitely, as much as I enjoy law, I am still not 100% sure what day to day the work involves but you know experience would be valuable to me sure.

Adam  OK, so you are not actually doing anything at this very moment in terms of work or employment?

Tim  No not at the moment.

Adam  But you said in the Summer, did you say in the Summer you are going to be doing some experience?

Tim  That’s when most Law firms do their you knowing stuff, obviously I need to fit around cricket as well, which is another dilemma and exams and stuff, but I will try and find time and balance it all up.

Adam  So how are you doing that then, how are you balancing it. How do you work that situation when it comes to it?

Tim  Well I speak to the staff, my coaching staff at Glamorgan are very like positive about exams and i don't play now if exam on, they are very good like that, so obviously speak to them it is and see if I can get other games and see if I can possibly miss that and play the next few.

Adam  Is it Richard?

Tim  Richard yeah he’s the Academy coach

Adam  If you had an opportunity for work experience or had exams, then you’d go with that work experience would you and not do the exams.

Tim  Yeah.

Adam  Put that on the back burner and do your cricket.

Tim  What I try and do is, I try and start revising for exams early so then if an opportunity to play cricket comes up I can say yes because I've done the work beforehand, where as if I left everything to the last minute I would find it harder to do. Ideally I want to do both, it’s not xxxxxxxxxxx it’s practical, but hopefully If I start early enough should I be OK.

Adam  OK, so about yourself then, how do you define yourself? What would your identity be? What do you think of yourself as?

Tim  What career wise?

Adam  Just generally.
Tim: I am quite a laid-back kind of guy. You know I don’t get too uptight about things. You know I try to plan a lot to the future, career wise, but I am quite easy going, you know not uptight, relaxed, try to take things as they come, nothing big surprises me.

Adam: What do you think other people would say to define you? They think of Tim how would they describe you?

Tim: Well I hope good haha

Adam: Would they give you an identity; do you know what I mean?

Tim: I think most people would think I’m probably a cricketer because most people that know me well, know that it’s what I want to do, my parents will tell you that, grandparents, friends will all say that, but I think they know that they know how hard it is to play professional cricket, so they know that I have ulterior things to do but yeah I am pretty sure I’m identified me as cricketer, it’s always been a big thing to me.

Adam: Is it something you like, do you like being thought of like to that.

Tim: Yeah, like I said, I love the cricket, I love playing it so I have no issue with that, it’s always been a big part of my life, so I understand why people would say that I’m a cricketer

Adam: OK, I know we touched on this earlier but how much do you dedicate to cricket in terms of playing and training.

Tim: Probably during the winter, before Christmas it’s not too much, it’s light training I suppose just keeping your fitness up, after Christmas, hours probably with the Sunday mornings, it’s probably five, six hours a week cricket, or four, five, six hours a week cricket, and fitness wise it’s sort of probably 5 out of 7 days doing some kind of fitness, on a Sunday after training we run yeah it’s probably five out of seven days, fitness wise probably for an hour and a half, or however long it takes and obviously that the cricket then usually when I get back in.

Adam: You go back over

Tim: Yeah, it’s got to be done unfortunately.

Adam: Are you happy with this the amount of time, do you think it’s OK to spend so much time on your cricket.

Tim: Yeah like I said the more I can do the better it is for me, so if I find myself having an easy week work wise I will try and do more, and obviously if I’ve got more work to do then I won’t have as much time for cricket, but I want to do as much as I possibly can.

Adam: What about thinking about cricket, is it something you think about a lot, all the time the cricket. Your performance or goals, targets.

Tim: I do actually, starting University I had quite a difficult season last year I didn’t perform that great, I was thinking a lot about I am going to be involved with Glamorgan this
year, speaking to Rich and he assured me that I’ve still got second team opportunities
to come, so yeah I do think about it quite a lot, and as it’s what I want to do.

Adam So you say you had a bad season last year, how do you take that, do you get feed-back
from coaches.

Tim Immediately at the start of the year, Rich asked our goals, what I am planning on
doing xxxxxx obviously I am not xxxxxx to the first team so I trying to establish
myself in the second team and at the end of the season and sometimes during the
season, like last year I met with a psychologist to have a chat with him about things,
he does it with all the Academy guys, and at the end of the year we have a chat with
him and Rich xxxxxx and moving forward like, it was very positive and when I xxxxxx
this year xxx again. The second team this year so.

Adam When you say you had a poor season last year, how did you sort of take that, did it
really get you down or, how did you keep going?

Tim I wouldn’t say it got me down, but you know it was playing on my mind xxxxxx the
more bad performances you have the more it plays on your mind until you have a good
one, I had one good innings towards the end of last year so xxxxxxx everyone has sort
of got me back in for the rest of the year so. You know you are only sort of one
innings away from getting yourself back in to some sort of , but yeah it did play on my
mind a bit yeah.

Adam Do you feel it’s too much on your mind or, or do you think it’s OK.

Tim No, during the Summer xxxxxxxxxx University xxxxx playing cricket, x xxx I’m away
four, five days a week with it, no I wouldn’t say it was a bad thing, and made me want
to xxxxxx obviously.

Adam If you can achieve the goals that you set out to do in that particular match or does it

Tim No, I am quite laid back, xxxxxxxxxxxx chucking helmets because they get that
frustrated but I am not really like that you know, it is what it is, there’s a lot worse
things I could be doing that playing cricket, so xxxxxx

Adam Right do you think then that your spend more time thinking about your cricket than
perhaps you do on school work, or are you thinking about school xxxxx

Tim Um mostly what I am doing is school/college work, thinking about that but then I
suppose I never sit in the living room thinking about college work, it is more related to
cricket, if I had a choice between a career in cricket, career in law it would be a career
in cricket so I suppose that’s what I naturally think about but not too much, xxxxxx
cricket, yeah I am always thinking about it. It’s always on the telly isn’t it; it’s played
all year round.

Adam Do you think then you’ve got the right balance, you are not too much into cricket?

Tim No, you know I don’t, I think I’ve got quite a good balance with regards having to get
decent education behind me as well. Obviously in an ideal world I would be playing
much more cricket to give me a chance to do what I really want to do but I have to be realistic, I think Rich was saying before probably one out of the whole Academy will get a contract, because it’s that competitive. You know its hard work so you have to have a back-up plan. There are seven or eight people you have to have a career in something else.

Adam  It’s good that you are aware of how important that is.

Tim  Oh yeah at the end of the day it’s like a dream playing professional cricket where if it happens it’s amazing, but you know I play cricket xxxxxxx good a paid what a career is, or whatever it would be, cricket would be.

Adam  So would you say cricket is your main focus then, most important or are you between

Tim  I’d probably say 50/50 I know I am sitting on the fence a bit but yeah repeating what I said, cricket is what I want to do, but I’ve got to be realistic about my chances.

Adam  So when you are not playing cricket, what other activities do you engage in away from cricket.

Tim  I’ve played a bit of sport during the Winter, I don’t play football but I train with football, play a bit of badminton, bit of tennis, nothing too serious just messing around, obviously like to socialise with my mates as much as anyone else.

Adam  How often do you say you engage in other things away from your cricket?

Tim  During the winter, obviously because you are not spending much time on cricket, probably, I think probably about half as much time as I spend on cricket, doing like you know social events come up once in a while, me and my mates go and play badminton, nothing like organising for a laugh.

Adam  Gives you a break from cricket?

Tim  Yeah it does, I won’t go out as much some people with careers, I won’t go out with my mates and talk about it like, you know I like to relax

Adam  So when you go out you just switch off from cricket?

Tim  Yeah switch off yeah I think you have to.

Adam  So you think this is like beneficial for you to take a break away from cricket?

Tim  I think it is yeah, it’s never too far from my mind but yeah, when I am playing, when I am keeping, after the ball’s bowled I sort of switch off for that time because it’s so intense when you are playing but yeah, you know there’s a big world out there, there’s lots of other things out there other than cricket.

Adam  You finished the Academy now; you’ve graduated from it. When you were on the Academy did you ever choose your work ahead of your cricket, or did you always have a balance.
Tim: I suppose xxxxxxxx years when I first started the Academy I probably would have chose cricket, it’s not as important like the ‘A’ levels are more important than GCSE’s xxx ‘A’ levels, so I suppose the younger I was the more xxxxxxxx I was, but I as I’ve matured and realised how important the work is, you know I’d much prefer to be doing cricket, don’t get me wrong, but I suppose there comes a time that xxxxxxxx work.

Adam: So did you do well in your GCSE’s and your ‘A’ levels?

Tim: Yeah pretty well actually, I think I got those predicted grades, so I was happy to get what I got yeah.

Adam: So you said when you were a bit younger that you did more cricket, than work perhaps, what sort of changed that then? How did you sort of mature over those couple of years, were you having some input or how did it happen?

Tim: As I am getting older, you know I speak to more people, as I’ve got more experience in cricket I realise how cut throat the environment is. Don’t get me wrong I concentrated hard on my GCSE’s but then when I got to ‘A’ levels, cricket was still massive, but I realised that maybe my chances weren’t as high as I thought they were. Not because anything changed but because maybe when I was younger I was a bit more in a dream land rather than actually realistically there’s not, you know. As much as I give myself a good chance, it is not as likely as I thought it was going to be.

Adam: Yeah, when you are at the Academy and you went through personal development welfare programme. How much of an influence how the way you matured. Did that make you think that there’s more to life after cricket, or did you already know.

Tim: Yeah well that’s where it started for me, We did it that after our sessions in Neath and Cardiff we did a lot of good things in that. We had to do presentations in front of what was then Matt and Mark, presentations in front of them and a lot of other things, organising the charity events, we spoke in front of a group of chief executives and people like that, we do a lot of things, there is a lot more to the cricket side of it than just cricket and things like that, so yeah it was really good.

Adam: What kind of things did you do on that programme. Was it compulsory to the Academy?

Tim: Yeah, I think every other Sunday after training we’d come up and do some stuff with the psychologist, but then we’d start with, I can’t remember what we did, but it was more, we have a goal so at the end of the year, xxxxxxx we were going to organise, I think sort of the last year I was at the Academy we had a charity run and we had to run, however, I can’t remember how long it was, but around the stadium, they organised it for people to come from say November to March we were organising that, so we have a goal every Sunday to do by next Sunday, we go away and we had to keep in contact with each other or whoever it was and organising that, so I suppose.

Adam: What kind of skills do you think that gave you?
Communication definitely, over text, phone, e-mail etc. I suppose communicating with people you are not too familiar with. We had to phone a couple of people in the office you know I've never spoken to before, the Academy, do you mind, to be fair the you go for it. Again that probably comes with maturity a lot so, got to do this by myself, can't ask Rich to do it for me.

So did like that have any influence on the way your thought about your future, or did you, you said you wanted to be a cricketer, but you are very sort of, you engage well in your life outside of cricket don't you? Your education, you know what you want to do in the future, what you have to do to get there.

Yeah.

What made you sort of, start to think like that, is it a thing you've always?

Yeah, I think I suppose the more mature I've got the more I've realised cricket is not a guaranteed career. But those activities, again they took you away form cricket for a bit, they took you away and make you realise there is much more to being professional cricketer as well as outside professional cricket.

So what do you think the aim then of that personal development programme is what they were trying to achieve?

I think it's quite clear really, there are quite a few years for us to develop, that and with the psychologist for us to develop more skills. I know somebody, the Academy coach hates to sort of divulge everything into cricket, people that don't go to University you know because they focus on cricket, they are not maybe as good as they think they are, so trying to get people to realise there is a lot more out there, and it's much harder than you may think so he is really encouraging, the more I've got into the Academy, the more I've realised that it's really, really hard to get a job on the staff here, so just making us more aware of what realistic chances are I suppose.

And have you done anything differently because of that programme you've been through, did you do anything

Probably not that I know of but I suppose it's given me a lot of communicative, you know since I've been to University I am always communicating with a lot of people I don't know.

So you definitely some skills.

Oh definitely, it was a much xxxxxxxx you do your training, you do all your fitness xxxx it was like that was then and we absolutely xxxxxx I think that works.

Do you have, obviously on your first year of the Academy a few years ago you went through it, how did it work in the second, third year, did it change every year or are you just going through the same stuff?

It's obviously quite similar, the year before I was on the Academy I was training with them but I xxxxxxx and then the first year was obviously all new to me, but the second
and third year, second, third, fourth, whatever it was, it was very similar don’t get me wrong but I wouldn’t class it as boring or anything like that because at the end of the day if you are going to be a professional cricketer, that’s what you are going to do, you are going to hit balls, xxxxxxxxxxxxxxxx out whatever you want to do, xxxxxxx you know it’s a hard, you know people think they go out and smack a ball around, it’s a hard job, it’s a hard career, but you know it’s gives you the sort of xxxxxxxxx we don’t do hardly you anything of what the staff boys do, because obviously they are xxxxx levels about us but they give us a glimpse in to what a career in cricket would be like.

Adam So just go back to those workshops you do. Xxxxxx they set you task, different tasks, did you have them assessed or anything like that, is there a way of marking.

Tim Yeah I think most of the tasks were, usually two, so there was like five or six of them, and we’d have to like report, sort of stand out the front and report back, I remember one of the things we had to do, we were in two groups and we had to recommend somebody that Glamorgan should sign for the next year, so we had to go away as like a group and research players we think would fit into Glamorgan xxxxxxxxxx that were really good players, and we had to go up the front, Mark Wallace, Ian Thomas, xxxxxxx sort of thing and we presented to them who we thought they should sign for the year. And then xxxxxx they thought was the most convincing argument. Xxxxxxxx then they’d give us feed-back on what we did well, I remember when we did it, we all had to say certain bits off the screen and like one of us would stand there, and then sit down, the other one should stand up, they should we should all stand up the front, because it’s like a group project so you know you do remember the feed-back you get.

Adam In terms of the xxxxxxxxxx programme then, you said it did change for you slightly year by year you weren’t repeating the same things through the year, you wasn’t xxxxxxx the same thing

Tim Well not with the development programme no.

Adam What other xxxxxxxxxxxxxxxxxx on that programme that weren’t very good or whatxxxxx

Tim There was a lot of sort of, we’d all sit round a big table and just discuss whatever we were doing, like organisation things, communication, lot of that to do. I think they develop the same kind of skill, I can’t remember the activity, but they try and do the same king of skill but in a different way, rather than a different thing. So xxxxx skills,

Adam And do you think those things then will benefit you.

Tim Oh yeah, no doubt about it. With cricket you always xxxxxxx to xxxxx people.

Adam What about outside of cricket, do you think it’s. Life outside of cricket.

Tim The more skill you have the better xxxxxxx it can’t do you any harm I suppose. The more you have the better.

Adam So do you think the time you spent on the Academy and going thorough that programme, do you think that influenced the way you see things, or the way you may have done things. Is there anything because of the programme you went through or
I wasn’t already doing it, because I when I was fifteen, sixteen, my communication skills were awful, I was never getting in touch with people, you know I am getting selected for the games next year, I am getting phoned or e-mailed xxxxx and I just go hungry, and that could make me miss the chance of playing the game.

So on the personal development and welfare programme is there anything you thought was a waste of time and it could have been better or?

No I don’t think so, because we didn’t do it like every week, so it wasn’t monotonous and boring, I suppose the psychology work-shops we had with the psychologist, they were quite repetitive.

What was the aim of them then?

It was like goal setting, what your targets are, you know positive thinking, turning negative into positive, and they were very good, meeting with the psychologist that was affecting my game or anything. Obviously three or four years, don’t get me wrong they are not boring but they do get a little bit if you’ve done them before but we had three new guys in the Academy last year so they had to do it.

I wondered like, because you might be in the third year, do you find in the first year you still all come together.

Yeah, with new people coming on, I suppose you learn about your team mates, as much as your learn about yourself, like it’s hard for new people to come on to adapt the third year.

Do you think you’ll be any better then perhaps two sessions a week or something, and then you had a group session and then maybe you had a session that was tailored for Level III students Academy one.

Yeah, yeah I suppose group session we discuss anything, yeah I suppose that’s a good idea, but again you are finding the time but that would work for me.

So why would you say then that you had to go through that programme of the Academy, what was the reason or it.

Definitely to give you a perspective of other things comes with being a professional cricketer with the media but obviously obviously but yeah it’s all to develop you personally, and as much as the psychology was related to cricketers specifically, there are other things like the organising of events that was completely separate from cricket. I suppose it’s planned to give you, not give you a break from cricket but think you know, there is a lot more to cricket and outside cricket I suppose.

And so your decision to go to University, do you think that PCA, personal development welfare programme had influence on those decisions or were you already sort of
thinking that way.

Tim    I think I would probably xxxxx I was already thinking that way. Um, you know they may have helped but I am sure I xxxxxxxx

Adam   You would have xxxxxxx yeah. Do you think that's xxxxx to go through.

Tim    Yeah, I would definitely recommendxxxxxx in. For me personally I thought it was xxxxxxx to confidencxxxxxxx, yeah for me I would xxxxx

Adam   What were the main things they covered then? What were the workshops on? You said psychology.

Tim    Yeah we had presentation, and within that psychology they had four of five workshops a year, one would be goal setting, one would be confidence, whatever, and then the other thing which was more, which was slightly xxxxx but more separate from cricket and which was like the events organising, presentation, communication with xxxx people I suppose that was the two separate.

Adam   So how did you find the workshops then, were they worthwhile?

Tim    Yeah, definitely worthwhile. Psychology ones like I said as much as they were slightly monotonous wards the end of my third year, they definitely helped me in my first two years and the other ones, yeah again presentation skills and things like that, definitely helped. I know this year I am not actually in the Academy this year, but xxxxx visited the Fire Station in Tonypandy just to see what their job is like, xxxxx they showed us around the station, showed us what kind of job they do, just again to show us, something else, it's good for them and it's good for the Fire Department and it's good for us just to see how other people do there.

Adam   And you've got xxxxxxxx coach, Ian Thomas, how often do you speak to him, or do you speak to him or xxxxx

Tim    When I was on the Academy, I think he comes to every other session during the xxxxxxx we have a lot of one to one time with him, he was very much how is your education going, are you managing to, you know, fit both in. Your cricket and your education xxxxx do you have a problem time managing, obviously I could talk to him and he was xxxxxx

Adam   Is he easily accessible.

Tim    Very, yes. I only know him, I actually played against him xxxxx at Port Talbot, I didn't know him before the Academy, but yeah you know he gives us his number and xxxxxx

Adam   That's good. So do you try xxxxxx attending workshops, are you gaining work experience as a result of the tests you've had of any personal skills.

Tim    Well I suppose, I guess what I am trying to get at, is that I am trying to see how effective this programme xxxxxx because of xxxxx I think my, from Ian, Ian Thomas the time management aspect for me personally has got much better xxxxxx psychology
it’s amazing how much cricket is sort of psychologically based.

Adam  What kind of things do you do on there then?

Tim  Well we go on about how you goal set, like xxxxxxxxxxx realistic, xxxxxxx timeframe and stuff, I never used to go through how to set, I know we used to set goals for ourselves and we used to have to e-mail the psychologist with what our goals were for the week, obviously the day before we met him again, we'd e-mail again to say have we met our goals, what we could have done differently to meet them, anything to hinder the way we are thinking about our goals and stuff, um so yeah they were quite intense the psychology bit, I think with cricket it is very psychologically based, so it’s not bad at all.

Adam  I was going to say how often you work with the personal development rather than xxxxxxx coach.

Tim  Oh all xxx

Adam  Now you’ve just xxxxxx to the Academy xxxxxx

Tim  Oh I suppose

Adam  It’s down to you to contact the xxxxxx

Tim  Yeah, I think because I done it for three years I know most of the basics to it, If I had an issue personally I’ve xxxxxxx e-mail so I’d do him an e-mail. I am sure if I needed them

Adam  Xxxxxx OK, so what influence do you think that programme has had on your dealings on personal development. Because I know you said you didn’t really

Tim  No, yeah, I suppose psychologically everything influences xxxxx what you are thinking but because at University you goal set, quite obviously cricket and sport mainly, you know in an office job you’d goals that were set for you and I suppose they sort of developed me personally to understand what I might face, not only with cricket but with a job in the outside world and again I think it’s all quite skills for the jobs related with the stuff with Ian, you know organise the events, you know presentations, xxxxx part of everyday life.

Adam  So it sort of broadens your skills of you like?

Tim  Yeah definitely

Adam  Obviously xxxxx on your cricket, you’ve got that

Tim  The new skills and probably if you ask somebody whose just going into the Academy they wouldn’t think that they’d be doing it but, you know it’s something extra that’s.

Adam  So what about Richard then, did he ever talk about your life outside of cricket, or did cover your about stuff in cricket.
Tim: Yeah, he does take an interest in my exams and I have e-mailed him my time-table, so we can fit our cricket around it. But yeah he is obviously very cricket related but xxxxx xxxxxxxx yea definitely, he’s on about University and I know he’s quite keen on people going to University because xxxxxxx two or three years. He’s always you know when we’ve got exams xxxxx can’t do it, he’s very supportive.

Adam: So do you think the programme then has sort had an impact on the way you view your cricket and the way you view your career?

Tim: Yeah, well like I say when I was really young I just started cricket, I suppose I thought I am going to be the best cricketer, that’s what I want to do, but the more I’ve grown up the harder it seemed, these skills can only like you know, only one in eight in the Academy will get a contract, so to get the skills that you can use elsewhere, like the last Glamorgan will want is to bring up eight Academy people and only one of them get a contract and send the others down the way with no skills to do anything else so, I am sure that xxxxx

Adam: And so do you think these views are as a result of that programme?

Tim: Yeah, oh yeah, like I said I personally, I can’t speak for everyone but I personally enjoyed the programme, most people seem to have enjoyed the programme, most people seem to enjoy it.

Adam: Its had an impact then

Tim: Yeah.

Adam: So do you think the programme then could be improve in any way, or anything you would change for the future to improve it.

Tim: I think during a last year, I have spoken to xxxxxxx about it, not specifically the programme but with the Academy, obviously last year was my last year in it, during my exams and when I was having such a good run, I felt, not alone but, I didn’t really know where, because obviously I was having a poor season, I didn’t, I was never like reassured you know, oh you know, our third choice keeper or whatever and yeah I just felt, I sort of requested, not requested, but asked Rich for a meeting just at the end of the year where he came in and he said, you know we still view you as maybe a long-term replacement keeper for when we xxxxx retired and stuff, and if I had that during the season, I am sure it would have done me the world of good, so maybe just a bit more. I think when you are playing during the season, then it’s hard, because it’s so much time devoted to playing, you don’t get to sort of speak to each other about xxxxx for the season, you don’t train as much as perhaps you should during the season because you train all the winter then, if something is going wrong during the season, because it’s so congested, it’s finding time to train, I think maybe xxxxxxxxxxxxxxxxxx training sessions started through the Summer might be helpful.

Adam: And then group xxxxxxx
Tim: Yeah, all Winter, and then you know different Wales and stuff, so maybe coming together a few times during the summer.

Adam: Do you have a plan then for the next two or three years with regard to your personal career development. I know you are at University so you are already.

Tim: Yeah, we do a lot of career events in University.

Adam: Is that for the Law?

Tim: Yeah for the Law, so obviously career wise for Glamorgan, I suppose just playing and performing is the main thing to enhance my career with them, but for the Law side, there is a lot of vacation schemes, job applications, and things to do for the future. Like I said first year is quite quiet, once we go onto second and third year a bit more knowledge, but yeah this year, if I can get a week’s work experience during the Summer, with just a local firm.

Adam: Do you like doing that or?

Tim: Yeah, my parents, actually know someone that works in a solicitors firm so that’s one way but, there’s probably five or six little ones in Blackwood so I’ll e-mail them or go in and hand in a mini sort of C.V. and sort of do work experience, even if it’s for a day, just to shadow them, I am sure it would be valuable to me.

Adam: OK, last couple of questions then. Did you think that to enter to become a cricketer and devote your time to be a cricketer and also engage in career development and having back up plans, and sort of training for that in way, do you think that they can work together, or do you have to rely on focussing on the one, or focus on the other, do you think they work together?

Tim: Well they are definitely compatible because, like I say, the xxxx who we do our workshop cricket with Ian and the psychologist, they definitely, as much as this kind of xxxx they definitely try to move you away from the cricket to have a better perspective on xxxx you know with the Club and with the coaches, their main priority is obviously to get people to go and play on the field for them and perform so they can win trophy’s or whatever, so obviously they care that you have a career outside cricket, if cricket fails but you know at the end, but their job, Rich’s job is to perform people xxxx to perform xxxx develop people, so he is very related to cricket, but you know down to us to manage xxxx I know some people, I won’t mention his name, but he’s gone to play for Gloucester, he’s bad at school xxxx but if it works for him then it’s fine but it’s a big risk.

Adam: Xxxxx he’d go through this programme as well, xxxx the Academy so it would be interesting to see if how that

Tim: Yeah, for me personally I don’t xxxx if I was sure I’d get through to xxxx I’d think about it but because it’s so like hit and miss I wouldn’t

Adam: You are aware that it’s not always
Tim: I wouldn’t xxxxxxxx as much xxxxxx

Adam: Just a thing I should ask you, do you know if you had a decision to make with regards to your University work or cricket, you know whether it be, putting your education on hold or getting work that needs to be in on time and playing cricket, who’d have priority over that. Would that be your decision or do you have someone else influencing your decision.

Tim: What I would do, I’d obviously speak to see what the situation was, and then I would speak to my University, the people who deal with the problem I suppose, I’d speak to them and I’d, at the end of the day it’s my personal decision, so I would do what I think would be best for me personally, but you know it’s not, as much as their opinions would influence, Rich’s obviously, or whoever is at the University, it’s technically down to me what I choose to do.

Adam: It sounds like in fairness to you your quite xxxxx Tim

Tim: Well yeah hopefully.

Adam: I think that’s the aim of the programme at the end of the day, to make you aware of the bigger picture and make sure that you know of the importance of what you are doing about it to make sure. So in the worst case scenario happened now, do you think you are ready for life?

Tim: Ready for?

Adam: Ready for life

Tim: Yeah I think so

Adam: So do you think that the programme has had a big impact on you.

Tim: Oh massively!

Adam: Do you think, because you’ve got these back-up plans, it impacts your performance in any way?

Tim: I think it puts much less pressure on you I suppose because if I didn’t xxxxxxx University and had no job, xxxxxxx the xxxxxxx would be so pressurised, because I’d know I’d have to be you know hitting all the score runs, to make an impression, but having a career outside it would definitely make it easier, well it doesn’t make it easier, but it’s not easy don’t get me wrong, but it’s not as much pressure you know.

Adam: Yeah. So you feel it helps your performance because less pressure?

Tim: Yeah i think so , im not adverse to pressure, it is nice to play under conditions which are not so pressurised and having a backup plan allows that, because if cricket was my only career path then there would be so much pressure to impress every time I step out to play.
Adam: Yeah I see what you mean, seems as though it helps you.

Tim: Yeah definitely, i mean career and personal development stuff is important because it helps me as a person because of the skills that i can transfer to another setting or workplace.

Adam: Like what?

Subject: Well like umm, communication, organisation, presentation which can be taken into the workplace or somewhere else.

Adam: Yeah definitely.

Adam: Right, brilliant, thanks a lot. We'll stop there.
APPENDIX E

“Enable individuals to excel and develop sustainable performance within and outside cricket”

The following provides an overview of the Personal Development and Welfare Programme (PDWP) and outlines the guidance, support and advice this programme provides to academy and professional players throughout the different stages of their careers.

WHY IS PERSONAL DEVELOPMENT AND WELFARE IMPORTANT?

It is crucial that an elite cricketer is able to manage the competing demands in their life both on and off the pitch so that they can perform at the highest level possible. In order to succeed within a high performance environment players have to fit many aspects of their lives into and around their training and competitive programme. When striving for cricketing excellence it is often easy for players to miss the bigger picture and ignore some of the fundamental aspects in their everyday life that need to remain intact.

THE AIMS OF PERSONAL DEVELOPMENT AND WELFARE PROGRAMME WITHIN CRICKET

The Personal Development and Welfare Programme (PDWP) is a personalised support service which recognises that cricket is likely to be the main focus in a player’s life. Trained Personal Development Managers provide players with guidance on how to maximise their cricketing focus whilst also fulfilling their other important commitments such as education, career, family and friendships. The aim of the PDM is to work closely with cricketers, coaches and support staff as part of an integrated team so as to minimise potential concerns, conflicts and distractions, all of which can be detrimental to a player’s performance, and at worst, may end a career prematurely.
The Personal Development and Welfare Programme has 7 areas of support:

1. DUAL ASPIRATIONS

**Educational Support**: Making the right educational choices to fit into cricketing demands and develop parallel careers, professional, vocational and academic courses, flexible learning routes and funding options, gaining flexibility in an existing study programme by liaising with school/colleges and course providers.


2. ELITE PLAYER AND ENVIRONMENT PREPARATION

3. INTERPERSONAL SKILL DEVELOPMENT


4. EXPERIENTIAL LEARNING

Community Projects, Interactive experiences, Problem Solving and Decision Making, Increased Accountability & Personal Responsibility, The Importance & Value of Perspective, Lifestyles of other Professionals (incl- Sportsmen & Women)

5. SELF AWARENESS AND MANAGEMENT

Psychometric development tools (MBTi), Sponsorship & Promotion, Financial Planning & Budgeting, Time Management - Relieving Boredom (winter), Personal Organisation, Nutritional Cooking/Preparation, Practical planning for Retirement

6. PERSONAL WELFARE AND WELLBEING

Understanding, knowing & using your Support Staff, Supporting the Cricketer – guidance for Parents/significant others. Access to help with Complex Issues including Addictions: Smoking, Gambling, Alcohol, Drugs

7. TRANSITIONAL SUPPORT

Education and timely support using referral network to help players anticipate, support & deal with/manage change: Typical transitions in sport during movement through England Cricket Pathways include injury, moving county, contracts, and personal changes: marriage, children etc.

GET IN TOUCH

If you would like to discuss the Personal Development and Welfare Programme in any more detail contact your regional Personal Development Manager Ian Thomas on:

Tel: 07920575578
Email: ithomas@thepca.co.uk
National Personal Development Manager

Counties: Somerset CCC, Glamorgan CCC and Gloucestershire CCC