

## **The Process of Retiring and Relocating within Cricket**

### **Acknowledgement**

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## **Abstract**

*Objective:* To explore the processes involved with retirement and relocation within cricket.

*Methods:* The participants included 6 ex professionals that have all relocated into managerial or administration roles within cricket. These participants were interviewed using a semi structured interview guide based on the athletes cricket career and transitions. The other participants were 3 county academies. The players were asked to fill out a questionnaire to gain knowledge of the processes through which they were going and if they were similar to those of the interviewees, a comparison was then made. Data collected was then analysed through categorising and coding.

*Results:* Through this small sample, planning, through gaining an education and qualifications, advice/support, reasons for retiring and experience, have been found to change how the ex professionals reacted to the retirement and relocation process. All ex professionals have relocated within game. This study has found within the 3 academies, the players were following the same steps the ex professionals made suggesting they will have a greater chance of also relocating within the game.

*Conclusions:* Retirement, the final transition is effected by all the other transitions and factors within the athletes' life not just athletic factors. Therefore retirement cannot be predicted only planned for.

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## Chapter 1

### Introduction

Long Term Athlete Development is the leading model in sport today. Every sport is trying to set up their system up to allow for this relatively new idea expressed by Istvan Bayli, however plans are being put in place for the first 5 stages, whereas the final stage of retirement and retention is being forgotten and athletes have to deal with this themselves to a certain extent. Researchers have only recently begun to systematically examine the consequence of retirement from sport into different roles (Coakley, 1983; Sinclair and Orlick, 1993).

Cricket has been said to be one of the more advanced sports with more strategies in place to help athletes with retirement (Ex professional 6) giving the reason for choice of topic. These will be explored through interviews and questionnaires of ex professionals and Academy players. Suggestions of further developments will be made after analysis has taken place.

Retirement in sport is different from other career retirements due to the added and unique factor of athletic identity and also the event of 'early' forced retirement as a result of injury (Webb et al, 1998). The other assumption behind retirement in sport is due to the pressure and type of performance athletes are put under as a result of public interest. This seldom occurs in other careers. (Webb et al, 1998). These added issues make the retirement process within sport worth investigating.

Retirement is considered to be a transition; Sinclair and Orlick (1993, p138) state, "Transitions are inevitable and often unpredictable". "Every transition has potential to be a crisis, a relief or a combination of both depending on the individual perception of the situation". (Sinclair and Orlick 1993, p138). Transitions are not only athletic they also include "athletes psychological, social, academic, vocational, financial, and legal course of development" (Wylleman and Lavallee, 2003, p504). These factors will be investigated to help assess the process. Webb et al, (1998) suggests athletes are often psychologically unprepared for these transitions. By collecting data from ex professionals will show how the athletes reacted and planned for their retirement. A comparison of the similarities and differences between the ex players and academies

in the pre planning and support given to help with the relocation and adjustment process that athletes go through during the transition will be drawn.

It is clear that the transition of retirement is a complicated process. Research will be conducted into other studies and literature based on this process to help gain an understanding of all the factors involved within this transition. This should help when analysing this study's findings.

## Chapter 2

### **Literature Review**

When looking at the retirement of a persons' career it is clear the transitions made before hand will affect the transition into this final stage. Various models and literature based on these transitions have been documented over the years; the most prominent model of today is Long Term Athlete Development (LTAD). Istvan Balyi (1999, no page) believes when "coaching in the new millennium the key to Athletic Excellence = Long-term Athlete Development". Balyi's work has been adapted to fit most National Governing bodies' ideologies. Tomlins (2005, no page) states "the ECB have been working for over two years designing a system appropriate for the sport with the focus on establishing a player-centred, coach-led system and a clear and achievable Player Development Pathway from Playground to Test Arena".

LTAD is based on the 10-year rule, for a talented player to reach elite levels the athlete will need to train between 8-12 years (Balyi, 2001,2002,2003). Long-term commitment to training and competition of the sport is needed if the athlete is going to reach optimal performance. Balyi advocates that sports can be grouped into early specialisation and late specialisation sports. By this he is referring to the training method adopted by the sports for example gymnastics is an early specialisation sport due to the fact that early sport specific specialisation training is needed, whereas a game sport such as cricket requires a generalised approach. (Bayli, 2003).

The model of Long Term Athlete Development is made up of stages, over the years Balyi (2001, 2002, 2003) has adapted his model to correspond with the different sports and new research. An example of this would be early specialisation sports only having 4 stages to the model, whereas Cricket being a late specialisation model was first documented to have 5 stages but now the model has 6 acknowledged stages.

The 6 stages of Balyi's late specialisation sports model (2003): -

Stage 1	FUNadmentals
Stage 2	Training to learn
Stage 3	Training to train
Stage 4	Training to compete
Stage 5	Training to win
Stage 6	Retirement and Retention

Correct application and knowledge of these stages and the activities taking place within them, will allow a smooth transition to develop throughout the athletes playing career through to retirement. This will also help with the relocation process. The England and Wales Cricket Board has adapted Balyi's model and created an L.T.A.D model for Cricket to fit in with its new strategic plan for Cricket 2006-2010 (Sport Coach UK). Sport Coach UK (2005) have produced a summary of stages; by doing this they are setting the standards they want to be met and "to inform long term player development strategy" (Tomlins, 2005, no page). "It is envisaged that over the next 4 years LTAD will form an essential role in delivering talented cricketers for the future" (Tomlins, 2005, no page).

Stage 6 – Retirement/ Retention stage

This is the final stage; it is about the activities performed after an athlete retires from competing within the sport permanently. The aim of this stage is to retain players within the game: ex athletes moving into sport related careers such as coaching, sport administration and officiating. Retirement has been described to be "relocation within sport" (Torregrosa et al, 2004, p35). Torregrosa et al (2004, p41) states " the available literature outlines that the more the retirement is seen as a process instead of a particular moment, the smoother it is". Nevertheless it has not always been regarded in this way. During the 1970's psychologists and social scientists started to take an interest in how ex-athlete coped with the retirement from top-level sport, originally this termination was seen as a single event (Wylleman et al, 2004).

Early studies reported retirement to be very negative and often a traumatic experience (Mihoviilovic, 1968; Svoboda and Vanek, 1982; McPherson, 1980). During these early days in terms of research on retirement, sport psychologists were able to draw some ideas by looking at the fields of social gerontology and thanatology: the study of ageing, dying and death processes (Lavalley, 2000). In thanatology the 'social death' method was used to help explain the feelings of isolation and loss of social functioning that often occurs after retirement (Wylleman et al, 2004). Thanatology was also used to help explain denial, anger, and depression again side effects of career termination (Wylleman et al, 2004). However these ideas were soon disregarded due to the fact they were found inadequate for explaining sports career termination because of their non sport specific character (Wylleman et al, 2004). It was assumed that retirement was purely negative as a result of being forced to leave sport, we now know this is not the case. Through researching sport career termination Ogilvie and Taylor (1993), Taylor and Ogilvie (1998) and Webb et al (1998) have found that people retire for two main reasons firstly due to being forced/having no choice by factors such as age, de-selection and injury. The second reason is free choice i.e. because they want to. This voluntarism was not previously thought of when using methods of social gerontology and thanatology. Today it is now reported to be a "common cause of retirement among elite amateur and professional athletes" for social, personal and sport related reasons (Taylor and Ogilvie, 1998, p433).

Webb et al (1998) conducted a study of 91 athletes that had participated in High School, College or professional sports. They were researching the relationship between athletic identity, psychological adjustment to retirement and the reasons for retiring within the two types of retirees (free choice and forced to). After making several hypothesis they sent out a postal questionnaire and analysed the results. In order to analyse the results the athletes forced to leave sports were broken down into 2 parts: - De-selection and Injury. They found the reasons for retirement had different effects on athletic identity and life satisfaction. Athletic identity (both public and private) was significantly related to feelings of uncertainty about the future only among the injury related retirees. Taylor and Ogilvie (1998) found similar findings however they also reported that people who were forced to leave the sports due to injuries as often having psychological and emotional problems. Webb et al (1998) believes de-selection did not cause the same effects as injury because athletes were

rarely fully unaware of deselection. The athlete will often sense a change in the coach's attitude and interaction style and even relationship with team mates might change a little. Also reduced playing time is an indication of possible de-selection, whereas retirement due to injury often leads to a sudden transition. This can be summarized; Webb et al (1998, p345) reported that over the whole sample "feelings of uncontrollability was related to own life satisfaction, more difficulty with retirement and stronger feelings of uncertainty regarding the future" suggesting Athletes that adjust smoothly have often achieved their goals in sports (Sinclair and Orlick, 1993).

More recently research has looked at retirement in terms of a transition, defined as "an event of non-event which results in a change in assumptions about oneself and the world and thus requires a corresponding change in one's behaviour and relationship" (Schlossberg, 1981, p5). Various Transition models have been designed over the years with a range of worthiness. The model of Human Adaptation to Transition designed by Carner and Schlossberg (1986) is a simple model that has been used in researching career termination by a number of people. The model is built up of 3 major factors A) the characteristics of the individual undergoing the transition e.g. gender, age and experience. B) The perception of the transition e.g. role change. C) The characteristics of the pre and post – transition environment e.g. the support systems. Sinclair and Orlick (1994) used the model to help explain the transition involved with retiring. Although transition models accounted for a range of influences Taylor and Orlick (1994) still found the models to lack room for investigation on specific components related to the relocation and adjustment processes needed when retiring. Models were then adapted to try and account for this problem.

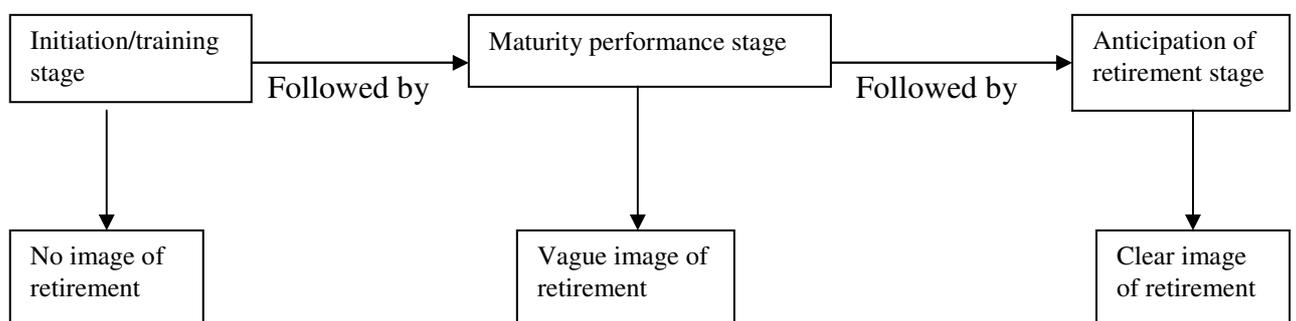
By the 1990s research began to move away from working with one transition for example career termination towards the idea of a life span perspective (Wylleman and Lavallee, 2003). From a review of literature Torregrosa et al (2004) found past research on retirement such as the work of Ungerleider (1997), Grove, Lavallee, Gordon and Harvey (1998) and Swain (1991). These various studies worked using a range of methodologies, however all reported on the problems related with retirement by sampling already retired athletes from top-level sports. Ungerleider (1997) interviewed 57 Olympians to collect data on how the athletes reacted to the transition

from sports to the work place, whereas Swain (1991) used a questionnaire. Within Ungerleider’s (1997) study 42% expressed minor difficulties in making the transition. However they did feel it was the right time to retire because their bodies were tired. More than half of this group returned to school to further their education, helping them move into their next career/ transition. In contrast, 19% of the athletes reported “having very serious problems in making the transition from sport to the work place” (Ungerleider, 1997, p1293). For reasons such as not being prepared emotionally, intellectually or physically for a life after sport. Grove et al’s (1998) study findings corresponded with Ungerleider’s (1997) study by participants not being ready for the transition. Athletes from both studies described themselves as depressed and wished they had planned their retirement (Ungerleider, 1997; Grove et al, 1998). Although all those studied looked at the transition as a life span perspective they only had a retired person’s insight.

To help understand the process of retirement Torregrosa et al’s (2004) main research intention was to add a prospective view of 18 active athletes views of retirement to the existing retrospective view of already retired athletes. From this study 3 Stages were identified, all affected by different goals and criteria.

Fig 1. Sourced from Torregrosa et al (2004, p38)

The different stages in active athletes view of retirement.

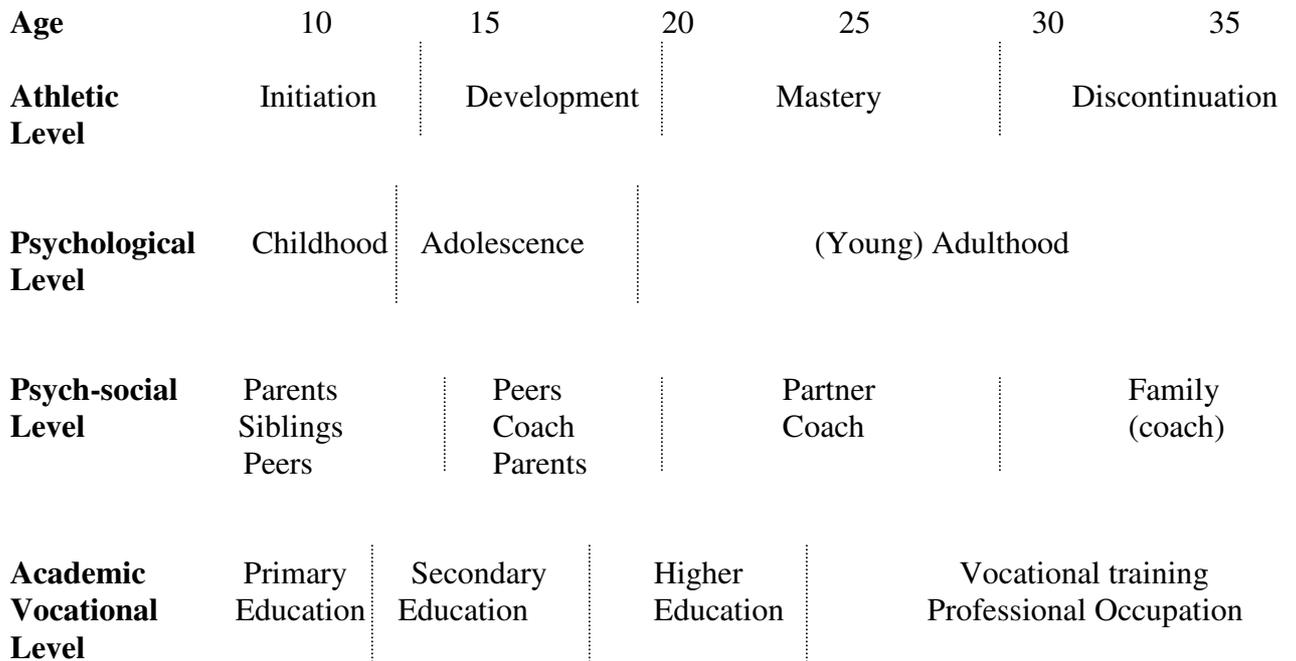


Torregrosa et al (2004) found that athletes within the first stage (initiation/training stage) are young and their aim is to become a top-level athlete. To compare Balyi LTAD model with this stage it is most likely to fit in the Training to complete stage.

Torregrosa et al (2004) states athletes within the Maturity performance stage have reached their goal achieving elite status and there is only a vague image of retirement when thought of injury arises or for females the thought of having a family. He found athletes within this stage reported concerns about education and athletes started to think about combining higher education with sport. This stage would coincide with Training to Win, Stage 5 of Balyi's model. Anticipation of retirement stage has been reported to occur during periods of decreased performance and stagnation (Torregrosa et al, 2005).

Wylleman and Lavellee (2003) (Fig 2) have designed another life span perspective model, factors other than retirement are included. Wylleman et al (2004, p12) describes the model underlining "not only the interactive nature of transitions in different domains of life of an athlete" which social gerontology and thanatology did not take into account, "but also that non-athletic transitions may affect the development of athletes' sport career". This shows that models have come a long way in the last four decades. Models such as Wylleman and Lavellee's (2003) Developmental model can be used by sport psychologists as structure to "situate and reflect upon the developmental, interactive and independent nature of transitions and stages faced by an athlete (Wylleman et al, 2004, p12). Conflicting views by Lavellee (2000, p12) states transitional models that have been utilized within sport have been said to lack operational details of the specific components related to the adjustment process.

Fig 2. A developmental model on transitions faced by athletes at athletic, individual, psychosocial, and academic/vocational level (source from Wylleman and Lavellee, 2003, p516)



To summarise all theoretical models discussed have been utilize within Athletic career termination and as a result have produced some significant findings. However Lavallee (2000, p12) declares they have several limitations that suggest “further conceptual development” is still needed within the area.

A Conceptual model by Taylor and Ogilvie (1998) (Figure 3) examines the entire process involved with career transitions. Components from all other theories are brought together within one model and help to summarise the process of termination. This example of a conceptual model explains the factors involved with adaptation to career transition. With this in mind Taylor and Ogilvie (1998) state the strength of the conceptual models being, once the difficulties of the transition are revealed an action plan and interventions can be suggested.

Within other models Causes of Career termination have already been identified. Other factors including career transitions, distress and resources available for adaptation to career termination have not yet been fully identified. They play a part in athletic

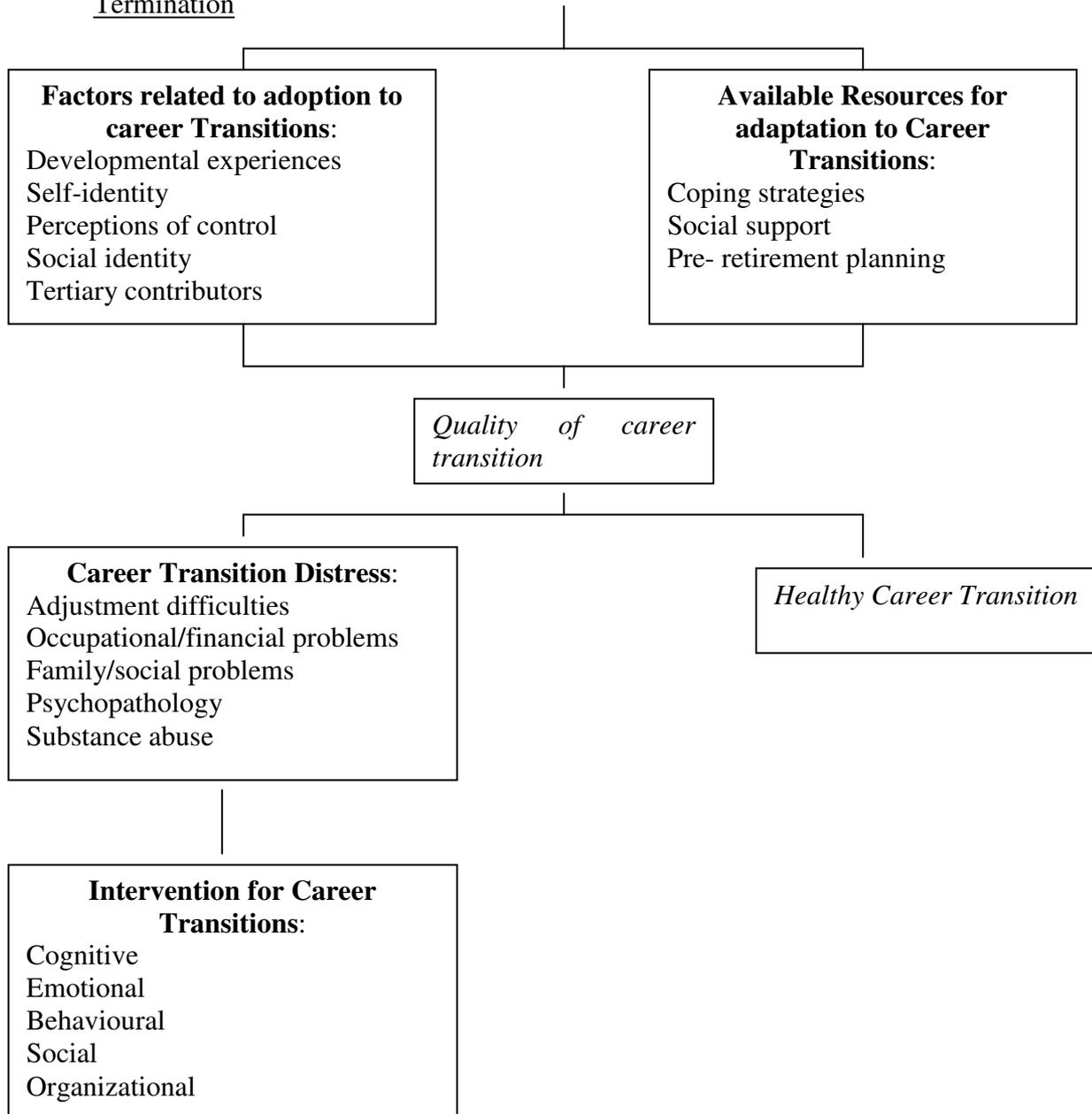
career transitions, therefore will be discussed to see how relevant the factors are within the transition.

Figure 3

Conceptual model  
Adaptation to career  
Termination

**Causes of career termination:**  
Age, De-selection, injury, free choice

Sourced from  
Taylor and Ogilvie  
(1998, p432)



Taylor and Ogilvie (1998) suggest athletes may have to deal with psychological, social, financial and occupational changes within their lives when experiencing a career transition. To help athletes ease the transition a more 'holistic approach to sport development is needed (Taylor and Ogilvie, 1998; Wylleman and Lavallee, 2003).

Governing bodies working with L.T.A.D plans is an example of how sports can involve parents and coaches within youth programmes creating an overall approach. Being aware of athletes' identity can help with adapting from the sport. "Athletic identity can be defined as the degree to which an individual identifies with the athlete role". (Brewer, Van Raalte and Linder, 1993, p237). Athletes start developing talent from a very young age, by the time the athletes reach highly competitive sport their athletic identity has become ingrained. (Webb et al, 1998). When they reach retirement the athletes have been said to find it very hard readapting and shifting the self concept (Webb et al, 1998). Athlete's social status and self-esteem factors are changed by the publics own opinion of the athlete at set times resulting in the public affecting athletes overall identity. Many researchers have reported that individuals that only have sporting interests and do not invest time in other pursuits are "vulnerable to difficulties adjusting to transitions involving athletic role" (Brewer, Van Raalte and Linder, 2000,p35) due to them having little else to identify themselves with once they have left the sport.

The retirement transition is often said to trigger an "identify crisis and coping difficulties" (Sinclair and Orlick, 1993, p139). Athletes have to deal with cognitive, emotional and behavioural changes that they are often not expecting. Athletes cope with these changes differently, some being more effective than others (Taylor and Ogilvie, 1998). A study by Sinclair and Orlick (1993) of 199 ex international athletes that represented Canada in various events looked into the reasons for retirement and the individual coping strategies and support networks, through use of a questionnaire. Effective coping strategies were found to be: finding another job/interest, keeping busy, and training/exercising (Sinclair and Orlick, 1993). Strategies normally associated with retirement e.g. drinking/drugs, seeing a councillor or ignoring difficulties were not viewed as helpful (Sinclair and Orlick, 1993). 91% were said to have had other interests to get involved in instantly when retirement occurred. Out of those that had these other interests 69% had actively got involved prior to retirement (Sinclair and Orlick, 1993). Alfermann et al (2004) conducted a similar study to that of Sinclair and Orlick (1993) but was a cross-national comparison. Alfermann et al (2004) found that accepting retirement was the preferred coping strategy of all three nations questioned. Distraction strategies as with Sinclair and Orlick (1993) study were found to be very helpful when dealing with the transition.

Literature reports along with coping strategies support networks can reduce problems when retiring. Facing retirement without a social support group has led to athletes becoming isolated and lonely (Taylor and Ogilvie, 1998). Werthner and Orlick (1982) and Pepitpas et al (1997) suggest athletes should have a social group outside their sport upon retirement enabling the athletes to share and gain support during their new experiences. Sinclair and Orlick (1993) study supports this suggestion because they found spouse/mates or other family members and friends to be the most supportive group, easing the transition (Taylor and Ogilvie, 1998).

With knowledge of all the models and the interventions included within them will allow future athletes to prepare for retirement better (Alfermann, 2004). Education is the key to helping people understand the transitions and the how they can benefit from planning. Lavalley (2000), Ungerleider (1997) and Pepitpas (1997) have all reported that some athletes need help with planning their retirement. Advice from the PCA (Professional Cricket Association) can help athletes through the transitions. The PCA was founded in 1967 and it is said to be a “collective and representative voice of first class cricketers in England and Wales” (PCA profile, 2006, p10). Its aims are: to safeguard the rights of past, present and future first class cricketers, to provide and improve the welfare of its members, to provide educational, insurance, legal and financial services, to pursue initiatives that will ultimately benefit the membership and finally to promote the sport of cricket (PCA profile, 2006). To achieve these aims the PCA have many programmes that cricketers can access, one example being the Professional Cricket Confidential Help line allowing players to gain one-on-one telephone support and assessment.

There have been other Governing Bodies programmes for example Athlete Career Education programme (ACE-UK) which this was established in 1999. 2002 saw the launch of Cricket ACE-UK education programme. ACE-UK was designed to assist athletes through their career by providing career, education and personal development guidance (Strategy, Ethics and Research UK Sport, 2001). An investigation by North and Lavelley (2004) into the potential users of this career transition service within the UK found that younger athletes that see themselves having a significant amount of time left before they retire do not see the need to have concrete plans about their

career before they retire. Athletes ignore or postpone the thought of their post retirement future (Swoboda and Vanek, 1982; Werthner and Orlick, 1982). However planning has been reported to make the transition much smoother and also helps with the relocation process (Torregrosa et al, 2004; North and Lavalley, 2004; Murphy, 1995; Coakley, 1983; Taylor and Ogilvie, 1998; Petitpas et al 1997; Sinclair and Orlick, 1993). Participants from Sinclair and Orlick (1993) felt pre-retirement planning should be constructed when still playing and that career and educational goals should be followed again while still competing. A study by Cecic Erpic et al (2004) and a review of literature by Perna et al (1999) found conflicting data, planning of life after professional sport was found in some cases to have no effect on the quality of the career transition process.

Literature suggests athletes need to be advised by their coaches and through the various programmes/services to help with what they are going to do after their career terminates (Murphy, 1995). Athletes can improve their options through education for example they could do various courses such as coaching and sport management courses etc allowing athletes to become more experienced while still playing professionally (Botterill, 1982). Athletes from Sinclair and Orlick's (1993, p146) study suggests that "athletes should be involved within the national organisation as a coaching or administration resource", they should also be "offered retirement education programmes while they have national team status or during their transition from sport". Simple advice from these services and involvement in coaching programmes will improve the amount of athletes retained within the sport after retiring (the retention process) (Botterill, 1982). A study by Mihovilovic (1968) found 90% of the participants after retiring stayed within the game through coaching, refereeing or offering support and working for sport organisations. However this data is out of date with it being from 1968. Unfortunately Sinclair and Orlick (1993) reported limited retirement services to national teams. Further research of the topic has found that athletes are often unaware of these services as opposed to the services not existing (Gorley, Lavalley, Bruce, Teale and Lavalley, 2001).

After knowledge of the conceptual model and following it by putting interventions in place athletes are shown to have a smoother transition (Petitpas et al, 1997; Wylleman

and Lavalley, 2003; Werthner and Orlick, 1982). However smooth transitions are not always the case.

As mentioned before, many athletes receive negative feelings toward their retirement. Factors out of the athlete's control that cause retirement (e.g. age) have been found to cause several problems especially psychologically, whereas athletes choosing to retire seem to suffer from fewer side affects (Alfermann et al, 2004; Cecic Erpic et al, 2004; Murphy, 1995; Taylor and Ogilvie, 1998). Research on the reactions to sport career termination by conducting a cross-national comparison by Alfermann et al (2004, p61) concluded that athletes that choose/plan their retirement "have higher cognitive, emotional and behavioural readiness" to the final stage in their sporting career than those who do not plan. Other studies have shown involuntary retirement can lead to lower self efficacy and denial (Alfermann et al, 2004), lower self respect (Alfermann, 2000), lower self control, (Svoboda and Vanek, 1982; Werthner and Orlick, 1982) and feelings of emptiness (Cecic Erpic et al, 2004, Wylleman, 2004). However many studies have reported even athletes that have planned their retirement can suffer from some difficulties psychologically such as an identity crisis (Cecic Erpic et al, 2004; Coakley, 1983), denial, anger (Wylleman et al, 2004) and depression (Murphy, 1995; Wylleman et al, 2004) emotionally e.g. alcohol and drug abuse, (Svoboda and Vanek, 1982; Werthner and Orlick, 1982) physically including health problem and injuries from detraining (Svoboda and Vanek, 1982), psychosocially- loneliness (Wylleman et al, 2002; Botterill, 1988), isolation (Coakley, 1983) and confusion (Murphy, 1995; Taylor and Ogilvie, 1998) and finally occupationally, lack of qualifications (Wylleman et al, 2004). The athletes getting the help they need to cope with the final transition they make into retirement can resolve these problems.

In contrast research has found distress resulted from career transition termination will not necessary occur (Taylor and Ogilvie, 1998; Coakley, 1983). It is wrong to generalise by saying athletes are "overwhelmed by retirement induced stress and are unable to cope" (Coakley, 1983, p6). Synder and Baber (1979) found no evidence among 233 former intercollegiate male athletes that retirement caused problems; sport became a high priority leisure activity for these retirees. Alternatively Coakley's (1983) review of literature shows the studies by Dubois, (1980) and Sack and Theil (1979) have revealed that classmates have the same problems whether they are an

athlete or non-athlete. Coakley (1983) suggests researches do not allowed for these ideas, that problems could be a result from other transitions. Leaving sport occurs at the same time as other transitions as shown by Wylleman and Lavellee (2003) Developmental model. Therefore it can often be difficult to divide the effects of one transition from another.

“Confusion still exists about the dynamics of the retirement process (Coakley, 1983, p6). It must be remembered factors including race, gender, age, socio-economic status, social and emotional support networks all help to decide how athletes will react to the transition out of sport (Coakley, 1983). Studies by Weinburg and Around (1952) and Hare (1971) on boxers described the problems that occurred due to retiring including dramatic decline in income and emotional problems from not finding a job elsewhere. These problems were found to be the result of carefree spending having been used to high incomes and low socio-economic status, which meant they lacked resources to gain help with retirement and the relocation process. Lack of qualifications due to their background also meant they were discriminated against within the job market. These studies show the relevance of looking at the athlete’s background before coming to conclusion of why athletes suffer trauma when retiring. Studies have not always allowed for these different factors, affecting the reliability of the findings (Coakley, 1983).

Lavellee and Wylleman (2000,pxiii) state there is a “growing body of literature on the topic of career transitions in sport. In 1980 McPhearson reported that an extensive literature search identified 20 published references on this topic. Since then, no fewer than 270 empirical and theoretical citations have been identified on sports career transitions and sports career issues”. By investigating this literature based on the retirement and retention process it was clear to see that there is a gap in the research within cricketers. Furthermore a great deal of research has been aimed at formally retired athletes, therefore by conducting research on both retired professional cricketers and academy players (young county cricketers training to become professionals) will hopefully produce some new valid findings to add to the current limited research. Knowledge of all the research and literature has helped to gain understanding of all the factors that are involved with the retirement and retention process, helping to produce the aims of the study. The following chapter,

methodology seeks to gain insight into the processes use to conduct the study into ex professional cricketers and academy players

## Chapter 3

### **Methodology**

Once decided on a topic to research the aims of the study were then created. This chapter will discuss the method used to achieve the stated aims listed below.

- Find out the participants own sporting career transitions.
- Discover the processes individuals have gone through.
- How did the participants deal with retirement?
- How much support and advice was given to participants to help with the transition of retirement and the relocation process?
- What advice/support is being given to the Academy players and ex professional cricketers to help with the transition of retirement and the relocation process? Are they getting enough?
- Are people relocating within the game?
- How, if anything did the participants plan for their retirement? Did this affect their relocation process?
- Are the academy players planning for their retirement giving them options to relocated within the game?
- Are the athletes required to get qualifications by the academy to help with the relocation process?

### **Participants**

#### The first sample

Qualitative data was collected through this sample that consisted of 6 Ex-professional cricketers that have all occupationally relocated within the game:-

Ex Professional 1      -      Ex County A Cricketer  
Employee of England Cricket Board Coach  
Education.

- Ex Professional 2 - Ex County A Cricketer  
County A Cricket Development officer
- Ex Professional 3 - Ex County C Cricketer  
County A Cricket Development officer
- Ex Professional 4 - Ex County B Cricketer  
County B Academy Director
- Ex Professional 5 - Ex International player and County C player  
County C Cricket Club Chief Executive
- Ex Professional 6 - Ex County C Cricketer  
Employee of Player Services, PCA  
(Professional Cricket Association)

The Non-probability sampling method of Snowballing as defined by Gratton and Jones (2004) was used, meaning initial participants were located and then these participants gave names of others that could be potential candidates. An advantage of this method is that it allows you to gain greater trust of the interviewees by being known by members of the chosen population (initial participants) (Gratton and Jones, 2004).

#### Validity of first sampled participants

Interviewing an employee of the England Cricket Board Coach Education (Ex professional 1) provided an insight into methods used to recruit coaches and retain them within the game. Ex professional 2 and 3 were interviewed to see how they were able to relocate from professionally playing into working for County A, particularly looking at support and advice given to them. They were also interview to distinguish their opinion on how well County A is preparing athletes for the various transitions that cricketers go through. Ex Professional 4 allowed insight into how County B, from the academy director's point of view helps to support athletes that are trying to become professionals. By interviewing ex professional 5, County C Cricket Club

Chief Executive enable data to be collected on how County C deals with the retirement and retention process. At the same time an understanding of how the chief executive perceived his own retirement and retention process was achieved. Finally ex professional 6 helped to gain knowledge on what the Professional Cricket Association is actually doing to help ex professionals deal with the processes they encounter during the transitions. Over all participants from sample one have help to achieve some aims of the study.

### The second sample

The researcher contacted 9 Academies requesting their participation within the study. Knowing that the response rate to postal questionnaires is not 100% (Baker, 1999), the non-response rate was built into the sample size and it was anticipated that this would give a large enough sample to conduct the study (Denscombe, 1999).

Cluster sampling was used to select participants because the Cricket Academies were randomly selected and then all athletes within the teams were asked to participate saving a great deal of time (Denscombe, 1998). The advantage of this method is the chosen population can be questioned (i.e. Academy players) and by randomly selecting the Academies has been reported to be the “best method to obtain a representative sample” (Gratton and Jones, 2004, p101) by relying on “random or stratified sampling” (Denscombe, 1998).

### Validity of second sample participants

All athletes within the Academies at some point will go through the transition of retiring and the relocation process. By collecting data on the Academy players will allow ideas to form on how they are planning for these transitions and what they hope to do in the future. A comparison with the ex professionals could then be made.

### Instruments

After studying the processes that athletes go through during retirement and relocation within different sports it has become increasing apparent that numerous studies have

produced conflicting data. Coakley (1983) stated this is due to the design of the studies i.e. methods used to collect data. With knowledge of Coakley's (1983) findings and of other past studies the method was formulated. All research methods have strengths and weaknesses, methods were chosen after studying the aims and considering what best suited the project (Thomas and Nelson, 2001, Denscombe, 1998).

#### Method 1 - Interviewing Ex Professional Cricketers (Sample 1)

Six ex-professional players were interviewed using a semi structured interview guide based on the athletes cricket career and transitions (Appendix 1). Therefore qualitative data was collected. Interviews were chosen over the use of questionnaires as Bryman (2001) suggests a greater insight can be gained. By interviewing the participants and through choice of questions this revealed a greater knowledge of the participant's own sporting career and the different processes and transitions they had gone through over the years. I was therefore able to gain knowledge of their achievements to date. The interviews also allowed insight into what enabled the ex players to relocate within the game and if they thought athletes of today were receiving adequate advice when they come to retiring from playing cricket. An aim of the study was to see if people were relocating within the game. This was achieved by interviewing the ex professional and gaining their opinion on the matters in hand.

The interviews were semi structured allowing scope to develop additional questions depending on the answers, often causing unexpected information to arise (Gratton and Jones, 2004). Robson, (1995) stated interviews to be a flexible and adaptable way of finding out information. The disadvantages of using interviews included them being time consuming and they demanded greater effort from participants. Care was taken when interviewing the participant to ensure that bias was not created through verbal and non-verbal communications such as nodding (Gratton and Jones, 2004).

## Method 2 – Questionnaire for Academy players (second sampled participants)

May (1997) stated that questionnaires are the most frequently used method within social research. Studies have proved Questionnaires to be relevant when collecting quantitative data (Baker, 1999). In order to see if questionnaires were relevant for this research project a pilot study was used, consisting of the Oxford Cricket Academy players. Also by conducting a pilot study this ensures the questionnaire is user friendly (Baker, 1999). After assembling the results from the pilot study, assessment of the use of a questionnaire was made (Appendix 2). The aims of the study required a greater sample to be questioned meaning interviews were not suitable due to the time factor involved when conducting them and the vast amounts of data that is produced after conducting them. Therefore questionnaires were more appropriate. Questionnaires were also chosen due to their accessibility (Bryman, 2001). The Academies are based all over the England making it hard to go in person and interview them, whereas a questionnaire can be sent through the postal system or via email. Another reason for the choice is that they have been found to generally provide highly structured quantitative data, which allows comparisons to be made far more easily than with other methods (Gratton and Jones, 2004).

The pilot questionnaire consisted of all open-ended questions. The disadvantage of using open questions is that participants are often unwilling to give extended answers and it has been said that they are often harder to analyse with their broad range of answers (Gratton and Jones, 2004; Baker, 1999). You are also unlikely to get quantitative research from open questions (Gratton and Jones, 2004). After conducting the pilot study the researcher was able to use the answers given from the pilot study to construct several closed questions. In the pilot study question four asked who or what influenced you to start playing cricket? In the questionnaire used to ask the Academy players, instead of leaving it as an open question the researchers used the answers provided in the pilot studies as the options for the players to tick e.g. school, teachers, parents, role models or other. Gratton and Jones, (2004 p120) have stated using closed questions, “provides the information in the simplest form” making it far easier to analyse (Denscombe, 1998).

Due to the context of the topic, it was not possible to gain all the required information by only using closed questions (Baker, 1999). For example, question fourteen in the questionnaires asks, what would you like to do after you finish playing cricket? The pilot study gave some ideas of how players would answer but the list could be endless and difficult to anticipate the answers. A mixture of open and closed questions were used, allowing relevant data to be collected. This could be considered as a limitation because the raw data was harder to code. Within this study it did not seem to be a limitation, all answers from Academy players followed the same themes and were therefore relatively easy to analyse.

The aim of the questionnaire was to gain knowledge of the processes the Academy players were going through and if they were similar to those of the interviewees, a comparison could then be drawn. Thus showing that the advice and information Academy players were receiving could make the various transitions ahead of them smoother. Additionally if they are preparing themselves to an extent that will allow them to relocate within the game when retirement arises.

## **Procedures**

### **Method 1 – Interviewing First sampled participants (Ex Professional Cricketers)**

Torresgrosa et al (2004) Interview method was utilized within this study due to the fact it has been proved to work. Interviews were conducted at the preferred location of the participant, allowing them to feel more comfortable being within their natural environment, which has been proved to lead to participants freely giving more information (Gratton and Jones, 2004). Before the interviews took place a briefing was sent to each participant explaining more about what was hopefully going to be achieved and what was expected of the candidates (Appendix 3). Question guides were produced and used to help guide the interviewer through the interview by having rough questions to follow. Thus making sure topics discussed were relevant to the study. The guides varied slightly depending on the interviewees' occupation that they had relocated into after their professional career terminated. As with Torresgrosa et al (2004) a tape recorder was used to record the interviews allowing detailed transcripts to be written and analysis of them be carried out at a later date. Permission for use of

the tape recorder was asked within the briefing (Appendix 3) and all interviewees were happy to oblige. The interviews lasted between 30 minutes to an hour and 15 minutes long.

Through the use of semi structured interviews important themes were identified which would not have been discovered had a more structured approach been chosen (Gratton and Jones, 2004). Similar to Torregrosa et al's (2004, p37) study, content analysis was carried out to organise the text into "more relevant and manageable information units" allowing themes and categories to be identified (see Appendix 4) and discussed later within the next chapter.

#### Method 2 – Questionnaire for Academy players (second sampled participants)

The different themes and categories identified through the interviews were then used as the basis of the questionnaire. Emails were sent to the 9 randomly selected Academy directors explaining the research project (Appendix 5) and their part within it, requiring them to distribute the questionnaire to the Academy players and then returned them via the postage system or via emails to the researcher. The response rate was lower than anticipated. Initially 9 Academies were picked, however only 3 Academy replied within the time scale required to critically analyse the data. Denscombe (1998) expresses the response rate from a questionnaire is expected to be low. Follow up producers, such as additional emails and telephone calls were conducted to try to increase the response rate (Baker, 1999) but not they had no affect.

Data from the 3 Academies was coded showing similarities and differences. These were then analysed the results are presented in the next chapter. A comparison was made between what help and advice ex professionals were given during their career to help with the transitions and what the Academy players receive. Another comparison was made between the planning processes that the ex professionals went through to help with the relocation process, and that of the Academy players.

## Summary

Both qualitative and quantitative methods were used and triangulation was achieved by using the various methods. This is vital because it provides more data from a range of viewpoints, which makes the data more substantial while at the same time accounting for validity (Denscombe, 1998). Sample size is relatively small; the ideology of quality being better than quantity was adopted (Kvale, 1996). Having no previous knowledge or pre conceived ideas of the participants and topic resulted in little bias. However when looking at the trustworthiness of the data collected from the questionnaire and interviews, participants could have adjusted their answers to how they feel they should answer them, nevertheless it must be remembered this is the case with most methods of collecting data (Baker, 1999). When conducting social research the issue of ethics, must be taken into account (Bryman, 2001). This study tried to make sure none of the participants were put in uncomfortable and unethical situations

It must be remembered Coakley (1983) stated many past studies have not taken into account sociological differences such as race, ethnicity, etc thus affecting the final findings. This was taken into account when analysing the data collected. Through careful choice of questioning during the interview process it became clearer that all ex professionals were white and within the social grade 1 scale defined by NS-SEC (National Statistics, 2002) to be Upper Middle/ Middle Class by having managerial or professional occupations (National Statistics, 2002). This could be considered as a constraint of the study however it cannot be assumed that knowledge and results gained from this study can reflect the total cricketing population.

Another limitation with the method chosen for the second sample, was Postal Questionnaires have often been reported to produce a low response rate (Barker, 1999). The researcher had allowed for this limitation by building in the non-response rate into the sample size. The research predicted for 5 Academies to reply however only 4 were willing to take part within the study reducing the validity of the data collected (Denscombe, 1998).

The next chapter will explore the findings of the study through analysis of the data collected by various methods just described.

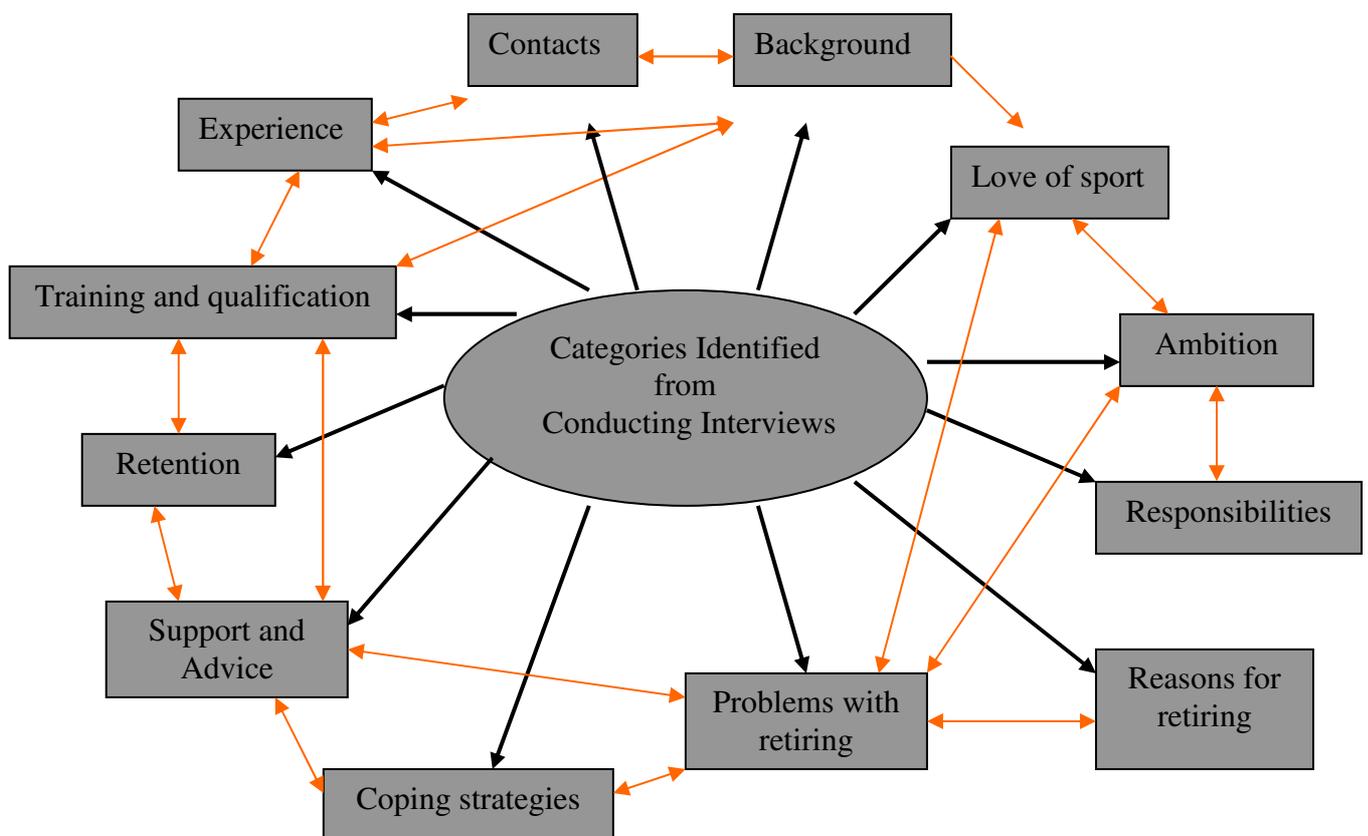
## Chapter 4

### Results and discussion

This chapter discusses the results of the study in three sections. Firstly the data gathered from conducting interviews on ex professionals is investigated. The next section represents the findings of the Academy players. Finally the last section examines the similarities and differences of findings between the ex professionals and the Academy players. All sections are related to literature of past studies in order to aid analysis of the data.

From interviewing the six ex professional several themes and categories were identified and analysed. Categories established are shown in the following diagram:-

Figure 4



Through having knowledge of Wylleman and Lavellee (2003) (Fig 2) Life span perspective model and Conceptual models, an example being Taylor and Ogilvie (1998) (Figure 3) and after interviewing the ex professional it was clear to see that

categories are interlinked (shown by the orange arrows). Non-athletic transitions for example education, the job market and family, as well as athlete factors e.g. athletic identity will affect the development of the athletes' sports career (Wylleman et al, 2004; Cecic Erpic et al 2004)). It was clear to see how the route the participants took affected their retirement process and life after playing, supported by Cecic Erpic et al (2004). These will be discussed further in this section.

The starter questions helped to identify the background of the players and their love of the game. They showed they had great ambition to stay in cricket, ex professional 1 stated his "aim was to always remain in cricket". All participants also showed they had a clear aim of what their future career would hold expressing their wish for career development and progression. They suggested they would hopefully move up the organisational ladder. For example, ex professional 2 would "look at becoming a Director of Cricket Development" from being county A Cricket Development Officer. The Ex professionals were realistic when stating their aspirations. Ex professional 6 said there "aren't that many positions" however he would like to "move into a position with more responsibility somewhere whether it be within the PCA or somewhere else in cricket or even go into another sport". The ex professionals all seemed to always be on the look out for better opportunities. A good example showing this is when ex professional 6 stated "I'm always looking around, its my nature, keeping my options open". Due to the fact all ex professionals seemed to keep their ears and eyes open, this could be one of the characteristics that helped them to relocate within the game. Another factor could be having contacts within the game. Ex professional 2, 4 and 5 kept contacts within the county they played for and now are working for them.

All, bar one, of the ex professionals commented on how they "loved coaching". From an early age all players obtained several coaching qualification while still playing. They were able to use them to gain coaching experience, whilst "having something to fall back on" as stated by ex professional 2. 4 of the ex professionals worked, during the winters coaching. The other two worked for businesses during the winters and for the first couple of years after retiring. Both experiences help the athletes gain invaluable work experience, increasing job opportunities. Ex professional 6 worked

for the PCA during one winter, when he retired he gained a full time job working for them showing experience helps with the relocation process.

Coaching was stated to help with personal development by a couple of the participants. Several of the ex professionals thought coaching qualifications and work experience should be a requirement for Academy players. Ex professional 2 suggested this would allow the players to “realise what working is all about” and using this experience and having these contacts “will give them a bit of a head start”. Ex professional 6 states to get a job “it’s all about what you can do”. This is suggests by getting qualifications and work experience will also help with retention and the relocation process. This is supported within literature, Botterill, (1982) states the more educated and qualified the better the transition is and allows for relocation. Lavallee and Wylleman (2000) express giving back to the sport through means of coaching also seems to help the transition.

Ex professionals were asked if enough people were relocating. Ex professional 2 suggested that there were more jobs being created within cricket however more people were seeking them. Other players suggested there were insufficient jobs to go round; suggesting relocation to be a hard process. However Torresgrosa et al (2004, p41) conceptualises retirement to be a relocation because they found “most elite athletes follow a professional career in sport as coaches, managers, officials, media commentators or by studying sport (Physical Education, medicine, business, psychology)”. This is the case with the 6 ex professionals but they do not feel the same as Torresgrosa et al (2004).

The athletes all commented on the advice and support they were given throughout their career. Literature has shown advice/support being vital when making transitions (Taylor and Oglivie, 1998; Pepitpas et al, 1997 and Werthner and Orlick, 1982). The ex professionals all expressed the same feelings throughout the interviews. Ex professional 1 and 4 both had mentors helping them through the transition and advising on their next step. They used them as a form of coping strategy. All the professionals were given advice by coaches and people within their county to take their coaching qualifications and continue with their studies. Findings by Ungerleider (1997, p1294) support this by stating “coaches and teachers have played a key role in

implementation of mentoring both on the field, in academia and in the work place”. Within this study it was reported that parents also offered support and advice. Ex professional 2 states “one of the things that was said to me at an early age when I first joined the staff was that there was no guarantee that you were going to make it”.

Ratcliffe (2005) states the PCA helps prepare professional cricketers for life after sport, they have organised 10 personal development courses in 2005, 115 people have already attended courses developing themselves for life after sport. Through research and the interviews it has become clear that this support and advice from the PCA and other bodies is relatively new (last 20 years) but is developing greatly with increased funding and awareness (Wylleman et al, 2004), which will hopefully improve the transition process (Murphy, 1995; North and Lavalley, 2004 and Anderson and Morris, 2000) by sporting organisations setting the right environment before the athlete comes to retire (Anderson and Morris, 2000).

Reasons for retiring, was one of the categories identified from the interviews. Similar to literature by Ogilvie and Taylor (1993), Taylor and Ogilvie (1998) and Webb et al (1998) the ex professionals retired for 2 reasons, forced to, or free choice. Injury and de-selection were the reason for 4 of the players whereas ex professional 5 and 6 chose when to retired, ex professional 5 stated “he was too old” retiring at 44 and ex professional 6 stated his career “came to a natural end with injury but I did pull the plug on it”. Research by Sinclair and Orlick (1993, p144) found “Athletes who have achieved their sport-related goals tended to feel more satisfied about life than those who had not accomplished their goals or achieved only some of them”. Ex professional 5 had no problem with retiring he had reached his goal of 100 100s whereas ex professional 1 when released for the first time became “a broken man” and “distracted” he was not ready to retire. In his case it was unexpected and was the result of inconsistent performance. However Webb et al (1998, p340) reported:

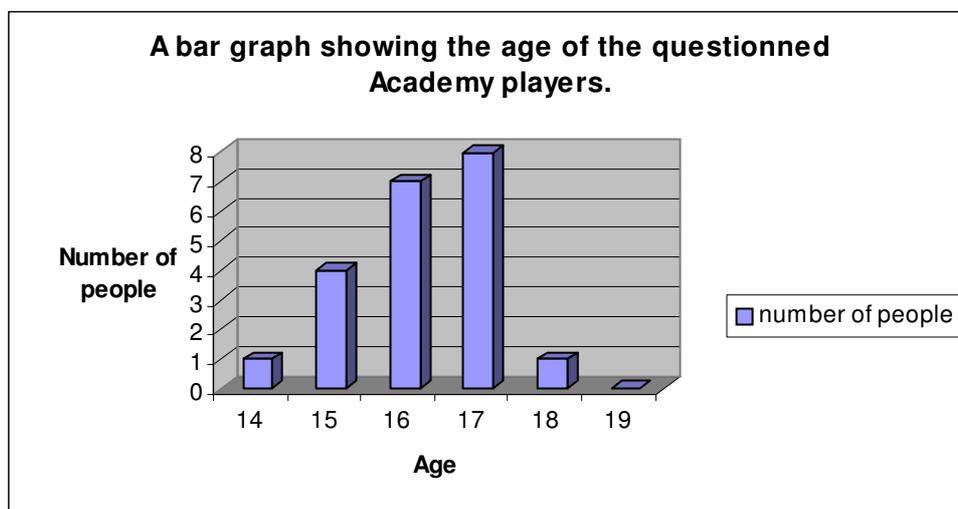
*(an athlete) Forced into retirement by de-selection from a sport is seldom caught totally off guard by the event. Diminished playing time, a perceptible change in the coaches’ attitude and interaction style and perhaps even subtle changes in ones relationship with team mates are cues frequently preceding de-selection.*

Also anticipation of the retirement stage has been reported to occur during periods of decreased performance and stagnation (Torregrosa et al, 2004).The other participants showed similar symptoms identified in other studies, negative problems such as short-term disappointment and initial shock. Similar to ex professional 1 and 6, ex professional 4's retirement only seemed to be seen as a positive event. The day ex professional 4 was released he said it was like “bricks were taken off my shoulders”. This is an anomaly within the results. The athlete having a very poor state of mind could explain this, he saw “playing as a failure and nothing positive could come out of it”. So retirement came as a relief to him even though he wasn't expecting it. Research by Coakley, (1983) has shown that this can sometimes be the case.

## Section 2 – The Academy results

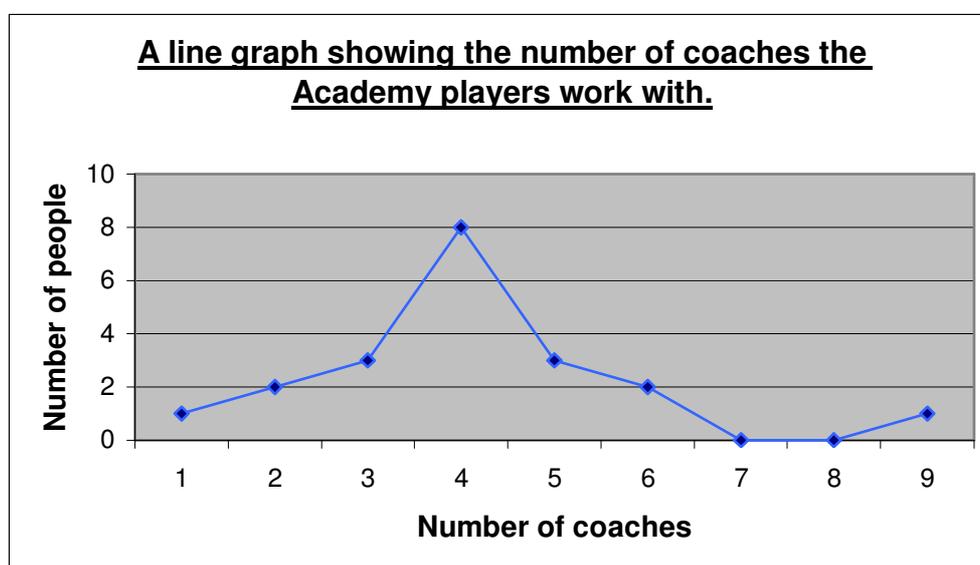
Several findings were identified, firstly similar to the interviewees all participants were males. Within this study as seen in the graph below (Figure 5) the mode age is 17 years old.

Figure 5



The Academy players were asked how many coaches they had. Results are shown in the Line graph (Figure 6).

Figure 6



8 Academy players said they had 4 coaches; resulting 4 being the mode number of coaches academy players work with. When asking the players if they had enough advice/ support 38% of the players said they would like more. Questions 12 (What would you like to receive, with reference to advice/support) helped to identify what the players wanted to receive. The Academy players wanted help with their whole game supporting findings from Wylleman et al (2004) that sporting organisations need to get experts involve to assist athletes through all the processes they go through such as financial help, human resources and personal management just to name a few. A holistic approach is needed to account for all transitions the athletes are faced with (Taylor and Ogilvie, 1998; Wylleman and Lavallee, 2003).

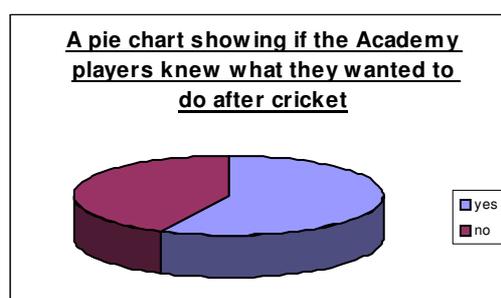
Some of the athletes wanted more help on the technical side of the game. Others wanted to receive advice on organisation and their progress. The 18 year old wanted help with getting a contract. These results were discussed with ex professional 6, employee of the PCA player services. Ex professional 6 the players' view that they are not receiving enough technical help, which is also in the best interest of the coaches, was a worrying factor. He thought it was understandable that players might want more help with life skills because there are only 3 performance lifestyle advisers shared between all 18 counties. Anderson and Morris (2000) and Taylor and Ogilvie (1998) have found that several countries have implemented life skills programmes but

have failed to fully implement them to generate the required impact and result. This seems to be the case here. Sinclair and Hackford (2000, p141) state the programmes must be based on the athletes “needs rather than wants”.

When asked if they had regular meetings with coaches/managers to discuss their progress and career only 2 Academy players said they did not have any. Showing the majority of the players are meeting with their coaches and county to discuss their progress and gaining advice which will help with the transition into the professional game or for retirement. As already mentioned results in a smoother transition (Taylor and Ogilvie, 1998; Peptitpas et al 1997 and Werthner and Orlick, 1982). Meetings ranged from twice a week to twice a year, the mode being once a week.

The advice from the counties allows athletes to start planning their future and look into courses etc whilst helping them relocate after retiring from playing. Ungerleider (1997) reported that athletes need help with transitions and it should be started earlier enough so that players can build structures for the retirement process and develop career opportunities. It has also been said that planning is one of the most effective ways of reducing the problems that occur during the transition by reducing anxiety and increasing feelings of readiness and control (Wylleman et al, 2004; Torregrosa et al, 2004; North and Lavallo, 2004; Murphy, 1995; Coakley, 1983; Taylor and Ogilvie, 1998; Petitpas et al 1997; Sinclair and Orlick, 1993 and Alfermann et al 2004). The ex professionals did not receive the same advice available to today’s players, all commented on how the system has move forward since their playing days giving a holistic approach, which will be a great advantage for the players of today.

When asked if they knew what they wanted to do after cricket 57% said yes (see pie chart Fig 7). The majority of the player said they wanted to go on to be coaches. However some did say they would like to go into the sport sciences such as physiotherapy or sport psychology. Figure 7



### Section 3 - Links between ex professionals and Academy players.

As mentioned already past studies have shown planning is needed during transitions. This study supports these findings, as a youngster playing for county A ex professional 2 was told, “you need to be thinking of the long term” suggesting athletes need to plan. All ex professionals reported having successful careers in and out of playing as the result of planning. Methods such as gaining work experience and qualifications (already discussed) are examples. Ex professional 1 when released for the second time said he was “expecting it” and had been working alongside playing to gain experience. Other players “knew it was going to come to an end” (Ex professional 6) again preparing for it through getting qualifications and experience in fields other than playing cricket. Similar to the ex professional, 71% Academy players said they were following other studies/training to protect themselves. The ex professionals showed when in their playing career they were identified as being within Torregrosa et al (2004) Maturity performance stage. This is when athletes combined higher education with sport. The Academy players are also showing signs of being within this stage because they are following studies such as doing their A levels and GCSE’s while playing.

All of the ex professionals relocated (retention) into managerial and administration roles within cricket after retiring from playing, they had great aspirations to stay within the game. As mentioned earlier all 6 had taken coaching certificates when still playing and at the start of their career and have used them to coach cricket. Both Cecic Erpic (2004) and Torresgrosa reported education assists the transition into retirement. During the interview with ex professional 1, he said they are trying to encourage younger players to get their qualifications. The majority of the Academy players know what they want to do thus showing ambitions while at the same time being realistic, as were the ex professionals. 38% stated they wanted to be a coach when they finish playing cricket. Out of these players only 9.5% (2 players) have actually obtained any coaching certificates. This shows a contrast between the ex professionals and Academies players. The ex players mentioned gaining coaching qualifications aids own development as well as helping stay within the game, showing the Academy players are not aiding the retention process in the ex professional views. 4 of the ex professionals think it is essential that players should be recommended and

advise to continue training and do their coaching qualifications while playing, whereas Ex professional 6 thinks it should be a requirement for academy players. Research has shown that through education and planning and gaining courses helps the transition to be smoother causing fewer problems by assisting with adjustment and life satisfaction through developing life skills (Lavellee, 2000; Pepitpas et al, 1997; Perna et al, 1999).

The ex professionals were under the impression that academy players have regular meetings to give support and help with the various transitions. This has been proved to be the case as stated earlier academy players have meetings ranging from twice a week to twice a year. When asked if they got enough advice with reference to their career all Academy players said they received enough, but when asked if they were given advice on retirement and not making the team, 86% said they were not receiving any, showing conflicting data. The ex professionals agreed with the findings from studies by Taylor and Ogilvie, 1998 and Wylleman and Lavallee, 2003 that athletes need advice and support to help with retirement as problems are less likely to occur when they experience the transition of retirement.

When interviewing the ex professionals, 4 stated that Academy players had access to performance lifestyle advisers to help plan their future and give them opportunities to follow other studies to protect themselves, these results conflict with the academies. Many of the professionals suggested more funding would improve the programmes in place. Ex professional 1 and 6 stated that most of the programmes in place are for the professional players. With this knowledge, it would suggest further support/advice programmes are needed within the Academies.

When investigating the length of time players played professionally Sinclair and Orlick (1993, p138) states “a sport career is much shorter than most other careers or occupations as most athletes retire voluntary or involuntarily, during their mid to late 20s”. Within this study by Sinclair and Orlick (1993) athletes mean retirement age of sampled group was 28.9 years and average length of time competing in sport in general was 13.2 years. Whereas in this sample the ex players mean retirement age was 31.3, showing within this small sample, these cricketers playing careers were longer than the literature suggests. The ex players were all asked what they thought

was the average retirement age the mean worked out to be 33.6 years old, their perceptions suggested cricketers might retire later than in other sports. The Academy players have all been playing for various lengths of time ranging from 5 months to 9 years, not far off the general completing time in Sinclair and Orlick (1993) study. The trend seems to be the older the athlete, the longer they have been playing county cricket. This is expected, however there are a few anomalies. A 16 year old had only been playing for 5 months. We cannot predict their retirement because this study and literature has shown many factors affect the retirement process including all the transitions and other factors such as injury etc.

This study with use of other research papers has been able to analyse the data to produce some interesting findings, adding to the literature already available on cricket, which unfortunately is currently very limited. The next chapter will keep this in mind and will offer future recommendations to assist cricketers through the processes of retirement and relocation, as well as summarizing the main findings.

## Chapter 5

### **Conclusion**

This study has investigated the processes involved with retiring and relocating. By using the various methods and triangulation the aims of the study have been met. The main finding of this study is that sports careers are built up of many transitions, retirement being one. This final transition is effected by all the other transitions and factors within the athletes' life. Taylor and Ogilvie (1998, p440) states these factors control how we react to the retirement and retention process:

*Developmental, psychological and social factors, from early life experiences, coping strategies, perception of control, self and social identity, social support and pre-retirement planning*

All of these factors have been investigated through interviewing 6 ex professional cricketers. A comparison was then made with 3 Academy players to see if the processes these players were going through were similar to that of the ex professionals. It must be noted that all participants within the study were males this could be due to Cricket being a dominant male sport.

The interviews of the ex professionals allowed insight into the factors that affect the retirement process. Categories were identified and were interlinked, supporting life perspective and conceptual models (Wylleman and Lavallee, 2003; Taylor and Ogilvie, 1998).

To summarize, all the players seem to have the same influence and background of getting into cricket. The only difference was the majority of Academy players have not yet taken coaching qualifications. From speaking to ex professional 1 there has been a resent push within the ECB to get younger people into coaching. Suggesting this could soon be a requirement within all of the Academies.

The ex professionals had mixed reactions to retirement; this was the result of the reasons for retiring. The ex professionals were either forced to retire or they chose to. They were all given advice and support from coaches/managers and family. The

Academy players are receiving some advice but just over a third would like more. Literature and this study have shown that more advice and planning by gaining qualifications and experience will increase the likelihood of Academy player relocating. Whilst at the same time helping the players cope with all the problems that come with the transition. Players seem to be following this advice by planning their next step.

The majority of Academy players had ambitions and were following studies/training to help them. By having these qualification/experience this will increase job opportunities and their contacts, improving their chances of relocating. Ex professional 5 says you need to be an “exceptional case to be able to get a job within a managerial or administration” role within cricket. So these Academy players need to start as early as possible if they want to continue within cricket.

To conclude Academy players seem to be going through the same processes as the ex professionals. Continuation of gaining qualifications and experience will give them more chances of relocating within the game and there is more hope for them to follow in the footsteps of the ex professionals. However this study has shown retirement is affected by many factors so it cannot be predicted only planned for.

#### Limitations of the study

There is very little research based on the retirement process of cricket. Therefore this study was only able to use literature based on other sports to help analyse the results. A postal questionnaire was used for the Academies. Follow up emails and telephone calls were used to generate further response but response remained lower than expected reducing the validity of the study. Due to the time limit of producing this study a cut off date was set. The date set for the return of the questionnaires allowed time for analysis of the information. Unfortunately one set of questionnaires from an Academy was received after this date therefore they were not used within the study. They were examined and similar trends were found, therefore if used I feel they would not changed the findings. Finally this study is relatively small and therefore results can only be counted for this sampled population. We cannot assume these findings would be the same for the whole cricket population.

### Recommendations for the Study.

Getting all Academies to fill out the questionnaire could widen this study. You could continue interviewing ex professionals that have stayed within the game, along with interviewing players that have not relocated within the game and identify why they left the sport after retirement. A comparison between both sets of ex professionals and the Academy players could be made.

Another route this study could take is investigate female ex cricketers to see if they are relocating into managerial and administration role within cricket, or if it is just males. All these extra methods would add to the findings of the study and hopefully identify some interesting and helpful findings to add to the lacking literature on the process of cricket retirement and relocation.

### Future recommendations for cricket organisations

From research I would suggest a need to: -

- Increase advice and support given to Academy players
- Allow Academy players to have access to more of the programmes that are set up for the professionals
- Increase awareness of the programmes and intervention strategies that are available.
- Increase awareness of how important planning is for the retirement and relocation process.
- Help players gain contacts within cricket to help with relocation.
- Make athletes aware that the transitions and factors that affected the athlete before retirement effects the retirement transition.

Chapter 6  
**Appendix 1 – Interview Guide for ex professional 4**

How long have you been in cricket?

Playing cricket for how long? - Who for?

How did you start off playing Cricket?

How did you get into coaching?

Did you ever consider anything other than a coaching career?

What does an Academy Director involve doing?

How long have you been working for County B?

How did you work your way up?

What future does your career hold?

What is the average retirement age for playing cricket?

How old did you stop playing professionally?

Why did you stop playing?

How did you react to not playing cricket for a living?

In cricket are people trained enough to cope with retiring from the game?

How are they supported?

Have you (with reference to county B) got enough Coaches?  
Are they the right type of people?

Are they coaching at the right levels? LTAD

Are you keeping enough people in the sport? Retention?

How could you improve this?

What support does county B offer retiring cricketers or players that don't make it into professional cricket to help relocate them within the game?

How much of an advantage do you feel it has been for you to played professional cricket now that you are involved in coaching?

Would you have been better coach if you had played for England?  
Empathy with the players?

## Appendix 2

### Questionnaire for Cricket Academy Players aged 15- 19

**This study is for a dissertation based on the Retirement and Retention process cricketers go through in their career.**

**Please fill in the following questionnaire by ticking or answering the questions in the lines provided.**

1. Sex: - Female  Male

2. Age: - \_\_\_\_\_

3. How long have you played cricket for? \_\_\_\_\_

4. Who or what influenced you to start playing Cricket?

School  Parents  Role Models   
Teachers  Other  \_\_\_\_\_

5. How long have you been playing County Cricket? \_\_\_\_\_

6. How often do you train? \_\_\_\_\_

7. How many Coaches do you have? \_\_\_\_\_

8. Do you feel you get enough advice with reference to your career?

Yes  No

9. Do you have regular meetings with your coaches/managers to discuss your progress, career etc?

Yes  No  (go to question 11)

10. How often do you have meetings? \_\_\_\_\_

11. Would you like more advice/support?

Yes  No  (go to question 13)

12. What would you like to receive? \_\_\_\_\_  
\_\_\_\_\_

13. Do you know what you will do after cricket?

Yes  No  (go to question 15)

14. What would you like to do after you finish playing Cricket?  
\_\_\_\_\_

15. What will happen if you are not taken on as a professional Cricketer?  
\_\_\_\_\_  
\_\_\_\_\_

16. Are you following any other studies/training to protect yourself? If so what? \_\_\_\_\_  
\_\_\_\_\_

17. Have you got any sport qualifications? E.g.. Cricket Level1

Yes  No  (go to question 20)

18. If so what sport qualifications do you have? \_\_\_\_\_

19. What motivated you to obtain the qualifications?

Compulsory  Wished to   
Advised to  Other \_\_\_\_\_

20. Are you given any advice about your retirement and/or not making the team?

Yes  No

Thank you for your time

**Appendix 3 – An example of a briefing sent to the Ex professionals.**

Dear Ex professional 1,

RE: - Briefing regarding informal interview on the 31st October with Ali Bishop.

I am a student at Oxford Brookes University studying Sport and Coaching studies and Geography. I am currently in my third year, and undergoing some research for my dissertation, which is based on the Long Term Athlete Development Plan designed by Balyi. I am looking at the final stage, Retirement and Retention within the game of Cricket. My research will include various interviews with athletes that have retired but have relocated within the game and Academy players that are beginning their cricketing career.

From speaking and asking questions I hope to find out if you believe from your own experience, if athletes are receiving adequate advice when they come to retiring from playing cricket and if enough people are relocating within the sport. I would like to find out the method the ECB Coach Education has for bringing and keeping coaches within the game. I will also like to ask a few questions regarding your own sporting career and the different processes you have gone through over the years to get where you are now.

The interview will be informal and with your permission will be recorded so that it can be used for reference. If you would like any more information please do not hesitate to email me. I will be in contact with you a few days before to confirm. I look forward to our meeting.

Many thanks,

Alison Bishop

**Appendix 4 – An example of an Interview Transcript**

**Interviews coding and analysing sheet**

**Ex professional 5**

Questions	Themes	Categories
<ul style="list-style-type: none"> <li>- <b>How long have you been in cricket?</b></li> <li>- “Since 1958”</li> <li>- “5/6 onwards” “using our fathers bats”</li> </ul>	<ul style="list-style-type: none"> <li>Long career</li> <li>Early start</li> </ul>	Background
<ul style="list-style-type: none"> <li>- <b>Playing cricket for how long? - Who for?</b></li> <li>- “For school, club cricket for my fathers team”</li> <li>- “Came down to at the age of 9 to play county but sent me away because could accept anyone under the age of 10” “nowadays they come down at the age of 5, junior bears and play soft ball”</li> </ul>	Family, school/club	Influence
<ul style="list-style-type: none"> <li>- <b>How did you start off playing Cricket?</b></li> <li>- “ My father was my major influence but did I play it at school”</li> </ul>		Influence
<ul style="list-style-type: none"> <li>- <b>Did you ever do much coaching?</b></li> <li>- “Never really been a coach although I did take the certificates several years ago now”</li> <li>- “I never was appointed as a coach although I did a bit of coaching here and there”</li> </ul>	<ul style="list-style-type: none"> <li>Little coaching</li> </ul>	Coaching

<ul style="list-style-type: none"> <li>- “Not a money earner, it was a good thing to do because it helps within your own game but also we were expected in those days, members would come down and want a net and want a few tips”.</li> <li>- “We did what was called advance certificate of coaching but now you have to go through levels 1,2,3,4”</li> <li>- “Advance certificate would be the equivalent to level 3”</li> <li>- “level 4 is what you need to know because it's not only about coaching the technical side it's about the management side”.</li> </ul>		Personal development
<ul style="list-style-type: none"> <li>- <b>How did you work your way up?</b></li> <li>- “I played from 1958 to 1987”</li> <li>- “I had a very successful career”</li> <li>- “When I first came on the staff in 1958 I also worked for the family time distribution business. I worked in that during the winter months and I went straight through the business right from the shop floor and through to going out and representing it. I did everything within the business and it was one of the best groundings of business. It gave me huge experience within business”.</li> </ul>	Working along playing. Backup business	Experience
<p>“County C and I played 50 times for England. Toured places with England. Then on retirement in 1987 I went into business. I was involved in designing and fitting out office material”.</p> <ul style="list-style-type: none"> <li>- “I came back on the committee straight away, I came back as a non-exe”.</li> <li>- “In 1988 I became a director of a PLC funeral directors. We doubled the size of the company”</li> <li>- “In 1989 recession hit and went into the business interiors after working for the funeral directors for 3 years. That was properly the best business grounding I had”.</li> </ul>		Contacts in cricket

<ul style="list-style-type: none"> <li>- “Then I became chairman of cricket here 12 months later”.</li> <li>- “I didn’t really want to come away I felt I had something to offer”.</li> <li>- “I became chairman 1990-1994”.</li> <li>- “In 1994 I applied for the chief executive position”.</li> </ul>		
<ul style="list-style-type: none"> <li>- “Short listed on interview and got the position”.</li> <li>- “It was good that I could put my business experience together with my cricketing ability to become chief exe”</li> <li>- “10-12 years of touring”</li> <li>- “Was hard with family, things have improved so much. Later on family were allowed to come away for 21 days but now. They pay for the family to go away with the player flights, hotel everything”.</li> <li>- “I missed my children growing up. We would go away 5-6 months at a time”.</li> <li>- “Player are centrally contract and have much income levels, PCA for very active and look after players needs. Get look after much better”.</li> </ul>	Cricket and business	Experience/planning
<ul style="list-style-type: none"> <li>- <b>What future does your career hold?</b></li> <li>- “I’m retiring. It has been talked about for the last 6-9months. I am actively looking around and I hope to continue my association with the club and the consultancy, 2/3 day a week with the club and that will be looking to help to develop the club with more business partners. Possible the building of a new pavilion”.</li> </ul>	Clear plan	Planning

<ul style="list-style-type: none"> <li>- “I still have the energy and the drive and the contacts to do a little bit more but the releasing of the job is the right thing to do after 12 years. We need someone else to come in younger with more ideas drive energy. Its good for the club and good for myself. I’ll still play a part and try and bring some business in for another couple of years until retiring completely.</li> <li>- “Looking forward to it , Mixed feeling. It’s the correct thing. I will miss it”</li> <li>- “Business development consultant”</li> </ul>	Stay within cricket	Ambition - love of the sport
<p><b>What is the average retirement age for playing cricket?</b></p> <ul style="list-style-type: none"> <li>- “Bowlers 34”</li> <li>- “Batters 36”</li> </ul>		
<ul style="list-style-type: none"> <li>▪ <b>How old did you stop playing professionally?</b> “44, I was an exception game has game”</li> <li>▪ <b>Why did you stop playing?</b> “Too old, legs wouldn’t go anymore. My choice was agreed. I was going to stop playing earlier at 39 but some one asked didn’t I want to go and get 100 100s. I had never thought about it. I said if you really want me too and I was still enjoying it and the business thing was fine, one was helping with the other”.</li> </ul>	Own choice	Reasons for retiring Planning - training/qualifications
<ul style="list-style-type: none"> <li>▪ <b>How did you react to not playing cricket for a living?</b> “I was fine, it was my choice” “I was preparing all the time for my retirement so the last few years I was working for the office designing company” “then I become a director of it”</li> </ul>	Working alongside cricket	Planning. Experience

- “I was always playing and forward looking into what I was going to. That’s why I went into business in the winter months so when I did retire I had something to look forward to go into”

**Players that you work alongside where they forward thinking and planning for their retirement?**

“Yeah some finished before I did some went into teaching, one went into banking and then teaching”.

“Other became coaches, umpires, so went off to be coaches of other counties and so managers of other counties. So went off in to more commercial roles”

What support were u given – “none”

Little provided

Retention  
Support

- **In cricket are people trained enough to cope with retiring from the game?**

“Much better advice now but from the employer situation. sometimes we employ former players but its jolly difficult to take on too many their aren’t the positions for them so they have to be an exception case for us to offer a place as a manager or in an administration role”.

Lacking positions. Need experience

Advice/support.  
Retainment.

“Nowadays so different than when I was playing”.

<p>“I choose to do my coaching certificates. Being a good employee these days much more responsible to the employees. Today we try and help them as much as we can, advising them”</p> <p>“One of the most important advice I could give is tell them to go and get coaching awards because you never know. Have as many strings to your belt as you can”</p> <p>“Then sort out an area that you like it might be coaching it might not be”.</p>		<p>Responsibilities.</p> <p>Training/qualifications</p>
<p><b>How are they supported?</b></p>		
<p>“We help to rehabilitate and offer them employment”</p>		
<p><b>-Have you (with reference to the your county) got enough Coaches etc ?</b></p> <p><b>Are they the right type of people?</b></p> <p><b>Are they coaching at the right levels?</b></p>		
<p>“Yes we are very lucky in that department. We have just appointed a new head coach”.</p>		<p>Support</p>
<p>“Academies, directors, Batting and bowling coaches, physios on board, Psychologists, fitness chaps never use to have them around in the old days”</p>	<p>Experts in all areas</p>	
<p>“Don’t have anyone working with organisation but there are people available but not directly with the academy”.</p>		
<p>“The academy is fast tracking the youngsters who come through your county quad and you put in your best 10 players and it’s all funded by Sport England. Try and fast track them into county players as quickly as possible. So it’s not only the technical skills its about lifestyle management, what they eat, what they drink what exercises they do, how to look after themselves, sleep and all the rest of</p>	<p>Lifestyle management</p>	<p>Support and advice</p>

<p>that”.</p>		
<p>“it good isn’t it lot of people do need help, they still need guidance and help. It has been more professional the awareness has become important helping people to create a future”</p> <p>“The positives outweigh the negatives”</p> <p>Negatives – “the players are becoming to soft, we need to harder people up, people can become immature”</p>	<p>Need guidance</p>	
<p><b>Are you keeping enough people in the sport? Retention?</b></p>		
<p>- “A lot of player will go into umpiring and coaching but we can’t fit them all in, we take as many as we can I would have though”.</p>	<p>As many as we can-not enough room</p>	<p>Retention</p>
<p>- <b>What support does the your county offer retiring cricketers to relocate them within Cricket?</b></p>		
<p>- “Staff here we will seriously consider offering more funding, more training, more education, more courses if that’s the way they want to go. Obviously we do want a commitment from those”</p>	<p>Funding needed. Lots of support and advice</p>	<p>Support/advice in County. Courses. Funding</p>
<p>- “the PCA are very good, they play a bigger part now than anybody but we are always here to help that’s part our job to prepare the and guide them. Working together we can just advise them”.</p>		<p>Support/advice from PCA</p>

- **How much of an advantage do you feel it has been for you to played professional cricket now that you are involved in coaching?**

“All very good experience, valuable. Ashley Giles and others that play for England can come in and have a chat about going to Pakistan and what they have to look out for example exhaustion, learning to become patient. Its invaluable because you get to see the world and learn how other people live and what they have to give it’s all a developing experience and we can offer our experience to others”.

Invaluable offer our experience to others

Advice

**Appendix 5 – The email sent to academy directors.**

Dear whom it may concern,

I am a student at Oxford Brookes University studying Sport and Coaching studies and Geography. I am currently in my third year, and undergoing some research for my dissertation, which is based on the Long Term Athlete Development Plan designed by Balyi. I am looking at the final stage, Retirement and Retention within the game of Cricket. My research includes various interviews with athletes that have retired and relocated within the game. I have also asked other academies players from County B and County A if they could fill out a short questionnaire. If at all possible please could you hand out the attached questionnaire to your academy players and then post back to me (I will reimburse the cost of postage) to the following address:- 25, Ablett Close, East Avenue, Oxford. OX4 1XH. I would greatly appreciate it, as it is vital for my study, which is due to be presented by the 23<sup>rd</sup> March. Once the study is completed I am more than willing for you to have a copy of my findings if you are interested.

Many thanks,

Alison Bishop

## Chapter 7

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