ADHERENCE TO PSYCHOLOGICAL SKILLS AND FITNESS TRAINING IN THE CONTEXT OF WOMEN’S CRICKET

by

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Abstract

Adherence to Psychological Skills and Fitness Training
in the Context of Women’s Cricket.

Evidence suggests that athlete adherence to structured fitness and psychological skills training programmes is low (e.g., Bull, 1995a; Palmer, Burwitz & Smith, 1998). This research project responds to requests for a greater understanding of the adherence process within sporting populations (e.g., Daw & Burton, 1994).

An interpretive framework enabled a detailed investigation of the England Women’s Cricket Team’s (1996-1997) fitness training and psychological skill behaviours. An eclectic approach of interpretivist methods was used to gain an in-depth understanding of the players’ training adherence perspectives. This included a period of direct experience, the review of documentary evidence and interviews with the players and sport science support staff. An approach based on Grounded Theory (Glaser & Strauss, 1967) was used to gather pertinent adherence issues.

This research project has fulfilled four dominant aims. First, through critical discussion of the interpretive framework and methods employed, this research project has continued, and actively contributes to, the philosophy of science and research method debate currently developing within sport psychology. Second, through a commitment to the cricketer’s perspective, this project has promoted an understanding of the player’s sport science experience and her consequential fitness and psychological skill training behaviours. This includes a better understanding of the process of training programme adoption and adherence, and the complex array of determinants that led to player fitness and psychological skill training behaviours. Two themes were dominant. First, the player’s present and historical interaction with the non-cricket-related socio-cultural
environment highlighted determinants relating to her personal training needs awareness, perceived training benefits and training experiences. Second, the player’s interpretation of the cricket-related socio-cultural environment provided understanding of a host of training determinants related to her team-mates, the sport science support programme’s delivery and the sport’s governing body. These understandings have been combined within a population-specific conceptual framework of the training adherence process. Finally, theoretical interpretation of the players’ experiences is used to promote reflection and debate within the sport science profession, and to propose fundamental changes to the approach and support of the athlete. This includes the recommendation of a three-tier approach to the development of sport science delivery and the adoption of critical subjective-based research frameworks, with the primary purpose of promoting the need for player empowerment.
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And in loving memory of my dear uncle

Raymond Richard Blackman

who supported and encouraged me throughout this project, but unfortunately died in the knowledge that I was nearly, but not quite, finished.

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Introduction

0.1 Research Rationale

Research demonstrating the effectiveness of techniques designed to promote an athlete’s fitness and psychological skill is abundant within the exercise physiology and sport psychology literature. However, as Burwitz, Moore and Wilkinson (1994, p. 98) noted, “There is little value in providing athletes with programmes designed to improve their fitness, (and) mental skills ... unless they maintain a commitment to such work throughout a designated period.” Experiential and empirical evidence suggest that adherence to the structured training programmes required to develop fitness and psychological skill is low, thus reducing the potential positive performance effects that could be achieved. In an era where the sport science disciplines are acknowledging their need to demonstrate greater accountability (Petitpas, Giges & Danish, 1999), and where funding bodies are requiring justification of their investment, the challenge to understand adherence processes is paramount for the sport science profession.

Although the need to investigate adherence within sporting populations has been strongly endorsed within the literature throughout the last ten years (e.g., Daw & Burton, 1994), to date, only a few studies have been conducted (e.g., Bull, 1995a; Palmer et al., 1998). In 1991, Gould et al. specifically proposed the “special need to examine the effectiveness of those consultants who provide psychological services ... as viewed by all those involved in these programmes - the coach, athletes, administrators and the consultants themselves” (p. 112). This project meets this request for both sport psychology and physiology through an in-depth investigation of the athletes’ and sport scientists’ experiences within a real sport science support programme (SSSP), specifically that of the England Women’s Cricket Team (EWCT) between the years 1987-1997. The support programme to the EWCT was chosen primarily as it was seen to be an example of: first, an established; and second, a typical, Sport England funded support programme, which due to the adherence research interests of the SSSP director, was further seen to provide
'good practice'. An interpretivist methodology was employed to achieve the pertinent adherence-related issues within this applied sport science setting. This methodology focuses specifically on the lived experiences and meanings that the individual possesses of the world around him/her. This has enabled a detailed and rich portrayal of the processes and determinants of the cricketers' adherence to the fitness training (FT) and psychological skills training (PST) programmes prescribed by the sport scientists. As such, a greater understanding of the players' adherence process and the contributing determinants has been attained.

0.2 The Assumption of Sport Science

Applied sport science in general and this project specifically, are based on the assumption that increased fitness and psychological skills (PS) enhance sport performance. As Noakes and Durrant (2000) summarised however, little is known about the physiological and psychological demands of cricket, except that these demands are rapidly increasing within the modern day game. From a physiological perspective, their research on the South African men's team demonstrated that throughout a one-day game, a fast bowler runs 1.9 km in 5.3 minutes (average speed 21.6 km·h⁻¹) and engages in 64 episodes of upper body action and lower body deceleration. Based on the assumption that a batting partnership had scored 200, Noakes and Durrant also estimated that a batsman would run 3.2 km in 8 minutes (average speed 24 km·h⁻¹) with a minimum of 110 decelerations, whilst, fielders are engaged in 3.5 hours of vigorous fielding throughout a one-day series. From these calculations they summarised that the cricketer requires a high anaerobic and aerobic endurance capacity, whilst also being capable of withstanding eccentric muscular contraction fatigue induced by the repeated deceleration.

A parallel estimation of cricket's psychological demands has not been completed. Regan's (1997) review of bowling speeds implied that a ball travelling at 40.2 m·s⁻¹ will reach the batsman in 439 ms, whilst a spin-bowled ball travelling at 18 m·s⁻¹ will reach the batsman 940 ms after release. With an estimated combined reaction and movement time

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1 PS shall be used throughout this project to represent psychological skill or psychological skills as appropriate.
of 350 ms, the batsman can have as little as 90 ms to estimate initial ball flight, whilst also needing to detect late fluctuations in ball flight. These conditions clearly demand that the cricketer is in a peak psychological state to promote perception-action coupling. Beyond this, the general sport psychology literature suggests that PS promote the performance of numerous motor skills (e.g., Hanton & Jones, 1999; Patrick & Hyrcaiko, 1998). Further, a complement of PS are required to attain the flow states and trust that promote optimal performance and automaticity (Jackson, 1992a; Moore & Stevenson, 1994).

0.3 The Fitness Training and Psychological Skills Training Adherence Problem

Throughout the last twenty years the sport PS literature has increased dramatically to become the most dominant area of research within sport psychology (Biddle, 1997, Vealey, 1994). As Daw and Burton (1994, p. 37-38) noted, “The general consensus of this growing PS literature is that a) psychological factors have an important impact on competitive success and b) systematic psychological training can enhance performance.” This second issue is key, as PS are “the desired outcomes (e.g., increased self-confidence, reduced anxiety) associated with the implementation and practice of psychological methods” (Hardy, Jones & Gould, 1996, p. 11). In keeping with Vealey’s (1988, p. 319) “educational approach in which PS are viewed as learnable”, an athlete needs to engage in a PST programme if PS are to be developed sufficiently to meet competitive demands. PST thus involves the structured development of confidence, concentration, motivation, imagery, and correct arousal states through the practice and implementation of psychological techniques such as self-talk, thought control, goal setting, visualisation, relaxation and energising respectively. If the performance gains cited in the literature (e.g., Beauchamp et al., 1996; Patrick & Hyrcaiko, 1998) are to be achieved, it appears that athletes should maximise the PS which they often develop and practice haphazardly (Ravizza, 1986) by dedicating time to structured training.

Despite the enhanced acceptance of, and demand for, sport psychology, PS and PST, experiential and empirical evidence suggest that low adherence rates to PST programmes are common. Experimentally, Bull (1990a) reported that of the twenty two sport psychologists providing support to British international athletes, 22.7% believed that their
athletes did perform the prescribed amount of PST, whilst 22.7% did not believe that their athletes adhered as prescribed. The remaining 54.5% believed that their athletes adhered sometimes. In total, therefore, 77% of the sport psychologists believed that adherence rates were, or could be, a problem. Empirical support for low PST adherence has been provided across PS delivery procedures, including a six week PST programme comprising two group educational workshops and complimentary handout material (Albinson & Bull, 1986) and a series of one-on-one consultancy sessions (Shambrook & Bull, 1995a). More relevant to this project, Bull (1995a) also reported low PST adherence in his ‘real-world’ investigation of elite British junior tennis players. Average adherence rates of 83.7 and 24.7 minutes duration, and 3.7 and 2.1 frequency, per week were reported respectively for the residential players who received individual sport psychology support fortnightly, and for those who received support four times a year at regional training camps. Despite the residential player’s relatively high average adherence rates, only three of the eleven players performed the prescribed minutes of PST per week. Further, a negative relationship existed between the consultant’s desired adherence rates and minutes reported by the players.

The literature supporting the use of FT programmes for improved functional capacity is extensive (classic studies include Eriksson, Gollnick & Saltin, 1973; Karlsson et al., 1972). Although a plethora of literature pertaining to FT adherence within clinical and normal exercise settings exists (e.g. Dishman, 1994; Biddle & Mutrie, 2001), adherence research specific to international sporting populations is limited (Palmer et al., 1998). The empirical evidence that does exist within this field however, also suggests low FT adherence among international sport performers (e.g., Knapp et al., 1984; 1985). Most relevant to this project however, is Palmer et al.’s (1998) study that reported low FT adherence rates among the England women’s netball squads, a similar population to the EWCT. Of 25 players, only five completed the 13 aerobic sessions of 20 minutes duration and the perceived exertion rating of 14 (Borg, 1982) prescribed by the sport physiologist. Further, no significant difference was reported between players’ baseline and post-training VO2 max scores as measured by the multistage fitness test (MSFT).
The investigation of FT adherence determinants within the exercise and health setting has received considerable research attention and government funding. This knowledge has led to the development of numerous models that have aided the understanding of adherence within these environments (e.g., Ajzen, 1985; Maddux, 1993) and enabled the consequential development of exercise promotion programmes. Despite this base of knowledge, it would be naïve to assume that the adherence understanding gained from these normal or clinical populations may be generalised to elite athletic populations. Similarly, the techniques used to promote exercise within such populations may not be as appropriate for international sports performers.

In conclusion, the present employment of sport scientists by national and professional sporting bodies within Great Britain is unparalleled. With sport scientists becoming an accepted part of the support team to many Olympic and international squads, the sport science profession’s credibility, and ability to secure future funding, now lies on ensuring that athletes develop their fitness and PS and, indeed, improve their overall performance levels. Following extensive experience within the field of interdisciplinary sport science, Burwitz et al., (1994) cited the need to investigate adherence to FT and PST programmes within elite athletic populations as a research priority. Such research is seen to promote successful engagement with elite sporting communities. To date however, this request has received little attention. Indeed, the few studies that have been conducted with high-level sport performers (Bull, 1995a; Knapp et al., 1984, 1985; Palmer et. al., 1998) have identified low FT and PST adherence rates. This further incites the need to investigate the determinants preventing adherence among elite sporting populations and forms the rationale for this research project.

0.4 Project Aims

Due to the interpretivist nature of this research, the exact aims of the project will evolve as the investigation progresses. The following are this project’s overall aims.

1. To continue, and contribute to, the philosophy of science and research method debate that is currently developing within sport psychology.
2. To raise the profile of the athlete’s perspective within sport psychology research and to represent the athlete in a way that will promote understanding of their sport science experiences and consequential FT and PST behaviours.

3. To provide a conceptual framework of the adherence process that will stimulate further understanding and research of sport-specific populations.

4. To promote reflection and debate within the applied sport science profession as to their approach and support of the athlete.

The research for this project was completed during the EWCT’s 1996/7 winter training period. It is appreciated that it could be thought that the findings of this study are already out of date. Due to the holistic nature of this project however, many issues yet to be addressed within the sport psychology and physiology literature have been identified. Recent personal experience working with the England Netball Development Squad and discussions with applied sport scientists to a variety of professional and amateur sporting bodies, has highlighted that many of these issues are still apparent among our sporting clients, and that sport science as a profession has still to explore and discuss such issues.

0.5 The Situating and Organisation of the Project

This project is grounded within the elite sport context and, as such, intentionally, and primarily, draws on the FT and PST adherence literature relating to sport populations within sport psychology. However, due to its interpretive approach, this project also draws on the philosophy of science literature. Further, the broad base of issues raised by the players’ perspectives has required the application of aspects of the exercise physiology, exercise psychology and sport sociology literature. To capture this detail and diversity, this project is longer than a traditional empirically based sport science PhD.

This project has three dominant themes; philosophical consideration, the discussion of the findings and research reflections, each of which are outlined below. First, this project has occurred within an exciting time for sport psychology. Although eclectic in its research methods, sport psychology has traditionally been grounded within positivistic frameworks. Recently however, the philosophical assumptions that guide research
practices have been questioned and debated. Chapter One is concerned with this philosophical debate. Specifically, it investigates the philosophical underpinnings of the present sport PST and FT adherence literature, and provides a rationale for the adoption of an interpretivist approach to further an understanding of the area. As the philosophical debate is still in a nascent state, the chapter continues to highlights the axioms of the interpretivist paradigm, providing the basis for the methods employed and the themes that will run throughout this project. The second section, Chapters Two to Eight, mark a change in emphasis from the philosophical and the pragmatic, to the research findings and outcomes. Chapter Two describes how conceptual frameworks of FT and PST that are representative of the EWCT players' adherence processes, progress beyond the models within the current literature. Chapters Three to Seven bring the reader into the world of the EWCT players by presenting the determinants that influence their progression through the identified FT and PST adherence process. These are discussed in relation to present exercise psychology and sociological research to encourage sport psychology/physiology researchers and applied consultants to diverge beyond their immediate disciplines for future research and consultancy practices. Chapter Eight provides an overview of theoretical and consultancy implications derived from the previous analysis chapters. In the final section, Chapter Nine reflects on the issues personally experienced throughout the research process and how my research and consultancy philosophy have changed as a result of this project. The final conclusion, Chapter Ten, highlights that all of the project's aims (Section 0.4, above) have been met. Finally, appendices have been used to provide supporting information of; EWCT cricket context, the analysis procedures completed, player FT case-studies, and the FT barriers faced and overcome by the EWCT players.
Chapter One
A Question of Research Philosophy and Method

1.1 Asking Research Questions

As research into the PST and FT adherence of sportspersons is in its infancy, it is appropriate to consider the present literature base and to determine how this research project can further develop the field. Fundamental to the nature of the knowledge gained through research are the underpinning philosophical assumptions of the research question investigated (Jackson, 1995), as these, in turn, guide the methods employed and the answers sought. Smith (1996) identified three research philosophies (positivism, interpretivism and the critical) as the primary modes of research throughout the twentieth century, a categorisation adopted here. The central differences between these philosophies concern their approach to questions regarding the nature of reality; that is, their ‘ontology’, and to the nature of knowledge; that is, their ‘epistemology’ (Guba, 1990). To demonstrate how these different philosophical perspectives govern the question addressed, the ontology and epistemology of the positivist and interpretivist approaches1 will be now sketched, as these bear most directly on this research project.

Positivism adheres to an external-realist ontology where the world is seen to exist in a form that is external and independent of the human. Due to this separation of the knower and what is to be known, any phenomenon, be it physical or social, can be studied and measured from a neutral perspective, allowing the one right answer to the question set to be determined in principle. Positivism thus adheres to an objectivist epistemology,

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1 The broad range of approaches that are collectively terms as critical research are united in their central concern for the promotion of emancipation (Gibson, 1986). Due to their absence within the sport psychology and sport adherence literature however, such approaches will not be discussed within this project.
whereby knowledge can be achieved in a dispassionate form. Here, a broad conception of ‘the scientific method’ is taken to guarantee success, if deployed correctly. Given this position, positivists employ extreme research practices to explain a phenomenon. For example, following observation and contemplation of likely solutions to a problem, an extreme form of reductionism is performed to reduce complex phenomenon, such as the human being, into a number of discrete (independent) variables that can be viewed and tested in isolation. This then enables the scientist to determine each variable’s unique role within a complex phenomenon’s operational existence (dependent variable). Hypotheses are, therefore, generated around the expected outcome of the testing procedures, that is the proposed relationship between the dependent and independent variables. No alternative solutions to the question regarding alternative influences of the phenomenon’s behaviour are offered. Instead, the tested variables are either accepted or rejected as influences, with the latter outcome committing one to accepting the null-hypothesis. To allow one neutral answer of the isolated variables’ relationship to be determined, the researcher strives for ‘validity’\(^2\), a methodological control that aims to ensure that the experiment measures the relationship that it is supposed to without the interference of extraneous variables (Thomas & Nelson, 1996). Various techniques are used to promote internal validity, including the conducting of experiments under laboratory conditions and the separation of the researcher from the experimental procedure. Typically large, homogeneous samples are employed to prevent individual idiosyncrasies from compounding the selected relationship. Further, statistical analysis and the achievement of a predetermined level of statistical significance determine whether the independent variable is indeed accepted or rejected as a feature of the dependent variable’s behaviour, and thus an answer to the problem set. As a consequence of the systematic testing of isolated variables, a greater knowledge of the variables and the relationships that comprise the phenomenon’s existence is proposed to be achieved. Consequently, this knowledge of “singular or particular statements” are assimilated to form a “general or universal statement” (Blaikie, 1993, p. 132). A coherent and holistic theory or model of

\(^2\) ‘Validity’ will be used to denote ‘good’ research from a positivist perspective, as the methods used meet the philosophical principles of positivism. The term ‘goodness’ or ‘good’ will be used throughout this project to denote research that meets the requirements of the philosophy adopted.
what causes the phenomenon's behaviour is thus provided (Martens, 1979, 1987). As a model's relationships are repeatedly confirmed, positivism's ultimate goal, the prediction of how the average individual will interact with a given situation, is achieved through the formulation of universal laws (Pelham, 1993).

1.1.1 The Present Philosophical Position of the Sport Psychology Literature

Positivism has undoubtedly been the main philosophical framework utilised throughout the history of sport psychology, and indeed, mainstream psychology. As Fahlberg, Fahlberg and Gates (1992) explained, the early 20th century psychologists assumed the positivistic axioms employed by the natural sciences in to an attempt to gain credibility within the scientific world. Similarly, sport psychology adopted positivism to gain prestige within the sport sciences and the parent discipline of psychology. Today, sport psychology's seat of scientific opinion still lies predominantly within the positivistic boundaries of acceptability, although an eclectic range of methods that adhere to positivist ideals to varying degrees are employed. However, as identified by Martens (1987), many sport psychologists have been schooled into the ways of positivism and equate the adoption of positivistic methods with the process of doing 'science'. This position is reflected by the sport FT and PST adherence literature. Although diverse methods have been used, each predominantly pertain to positivist ideals of validity. This suggests that despite aiming to achieve new forms of understanding, researchers are either restricted by their positivistic schooling or do not appreciate the philosophical grounding of method.

1.1.2 Psychological Skill and Fitness Training Adherence Research Findings Review

The sport PST and FT literature has identified three important aspects of adherence. First, a large amount of individual variation has been highlighted through differences in reported/measured adherence behaviour, for example, high standard deviations in both adherence duration and frequency (Bull, 1991; Palmer et al, 1998), and the diversity in the relevance of self-reported and operationalised PST and FT determinants (e.g., Bull, 1991; Shambrook & Bull, 1995b; Palmer et al, 1998, 1999). Second, many adherence-influencing determinants are proposed to be embedded in the athlete's unique and
specific context. This was recognised by Bull (1995a) who purposefully extended his study of student athletes (Albinson & Bull, 1986; Bull, 1991; Shambrook & Bull, 1995b, 1996) to an elite junior tennis population. Further, findings that individual and team sport athletes had different adherence rates (Shambrook, 1995), led Shambrook and Bull (1999) to conclude that their Model of Adherence to PST (M of A to PST) would have different relevance for athletes of different sports. Third, both the M of A to PST (Shambrook & Bull, 1999) and Grove et al.'s (1999) application of the Stages of Change Model (Prochaska, DiClemente & Norcross, 1992) to PST, and Palmer et al.'s (1999) adoption of Maddux's (1993) Revised Theory of Planned Behaviour for FT, propose adherence as a process.

The recognition of these three FT and PST adherence issues has progressively led to the employment of diverse methods to promote their encapsulation, for example, single-case research designs (Shambrook & Bull, 1995b), interviews (Bull, 1991; Shambrook & Bull, 1995b) and naturalistic design (Palmer et al, 1999). However, it is the proposal of this thesis, and specifically, the following section, that such methods have not optimised the discovery of the individual, or to his/her context and adherence process due to their positivistic underpinnings. First, with the exception of Palmer et al.'s (1999) naturalistic study, none have promoted the in-depth investigation of the athlete's personal perception of adherence-influencing determinants as their primary research goal. This has limited the exploration of personal and contextual determinants believed by the individual to be relevant to his/her adherence behaviour/process. Where interviews have been conducted they have fulfilled only a secondary role, with limited coverage in published work. Further, in keeping with positivism's demand for extreme reductionism, human complexity has been reduced through the setting of hypotheses designed to test the contribution of a few, isolated independent variables, for example, self-motivation and sport goal progress to adherence behaviour (e.g., Albinson & Bull, 1986; Bull, 1991, 1995a; Knapp, 1984, 1985; Shambrook & Bull, 1995a, 1996). Further, the predominant measurement of such variables through psychometric questionnaires (Bull, 1991, 1995a; Knapp et al. 1984; 1985; Shambrook & Bull, 1995a) has assumed their ability to capture the essence of that variable for the contextualised individual. Finally, the predominant
interpretation of data through statistical analysis (e.g., Bull, 1990a; Palmer et al., 1998), has promoted an understanding of the sample group’s average behaviour, and as such, has not represented any individual.

In recognition of the athlete’s context, the completed research appears to have given credence to positivist external validity. In particular, Palmer et al. (1998, 1999), Knapp et al. (1984, 1985) and Bull’s (1995a) investigations of the England netball squads FT, Olympic speed skaters summer training and British junior tennis players’ PST respectively, provided an insight of adherence to real-life sport training programmes. Further, even those training situations specifically developed for research purposes have reflected typical practice structures (e.g., Albinson & Bull, 1986; Bull, 1991; Shambrook & Bull, 1995b, 1996). Despite this however, no study specifically intended to investigate contextual influences, and as stated, athletes were given insufficient opportunity to contribute his/her perception of his/her contextual determinants.

Finally, with regards to the adherence process, no protocol has allowed the influence of time on the adherence process to be established. Although Grove et al.’s (1999) research has demonstrated that there are different stages of PST adherence and that athletes move through these changes over time, the present body of literature has not been able to demonstrate how this change occurs. Further, despite Shambrook and Bull’s (1999) application of health/exercise adherence models to create the M of A to PST, research has yet to be conducted on the proposed process.

1.2 The Proposal of an Interpretivist Approach to Adherence

The above discussion reflects the dissatisfaction with the application of postivism’s tenets to the investigation of the social world that has started to emerge within sport psychology. Both eminent, (e.g., Fahlberg et al., 1992; Strean, 1998; Vealey, 1994) and ‘young maverick’ (Dale, 1996; Jackson, 1992a) researchers have initiated discussion, and encouraged the use of different epistemological frameworks and methods. This, in turn, has promoted the notion that positivism provides only one way of viewing and coming to understand the social world, whilst the adoption of alternative approaches would allow
different questions to be asked and thus a broader, and different, picture of sporting phenomenon to be achieved. One such approach is Smith’s (1996) second philosophical category, interpretivism. Adopting an internal ontology, interpretivists believe that phenomenon within the social world are the “product of individual cognition” (Burrell & Morgan, 1979, p.1), suggesting that all facts are relative to the meanings that individuals attribute to them. There are, therefore, not one, but multiple perceptions of, and answers to, a set question, as each person will put forward his/her own solution relative to his/her unique construction of perceived information (Jackson, 1995a); and each such solution will typically be worthy of consideration. Epistemologically speaking, therefore, knowledge is of a unique and essentially personal nature, based on the individual’s perspectives and as such, clearly requires a different approach to the study of human phenomena to that of positivism.

In particular, interpretivism rejects the idea of just one scientific method. Although human limitations and the desire to promote understanding incites some form of reductionism (in the sense that not every difference can be acknowledged), the interpretivist aims to treat the individual as complex and holistic, existing within a particular socio-cultural environment. As such, in contrast to hypothesizing the relationship between predetermined, isolated variables, attempts are made to approach the research field without theoretical perspective and to explore the experiences and perspectives of the individuals within their own context. This is due to the belief that the precise meaning of an individual’s actions are engrained in his/her own specific and multidimensional social environment (Bowe, Gewirtz & Ball, 1994), within which, the individual has both the capacity to react to the environment in accordance with the personal meaning ascribed to the situation, and the ability to incite environmental change.

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3 The term ‘interpretivism’ has been used to infer two levels of philosophical thought. First, at a higher level comparable to positivism, interpretivism embraces a whole family of approaches originating from anthropology and sociology (Sparkes, 1992). Although the central research focus of these approaches rest firmly in the improved understanding of the individual, each pertains to it’s own distinct theory and methods (Siendentop, 1989). Interpretivism, along with other approaches such as hermeneutics and phenomenology, has also been used to explain one particular approach at this level.
(Schempp, 1987). This notion of dialectic psychology (Shilling, 1991) promotes the understanding of how the athlete can, to an extent, choose his/her environmental interpretation and consequently choose his/her course of training action. For example, this investigative stance will help to promote an understanding of how attitudes promote or prevent training barriers. This personal, or 'emic' perspective (Fetterman, 1991), also enables the study of how time influences adherence behaviour by: first, providing information of the relative importance of determinants at any one point in time; and second, how their relevance changes over time. In contrast to the traditional investigation of a static property that is then inferred back into the dynamic world of the individual, therefore, interpretivism's holistic emphasis also incorporates the meaning attributed to different determinants at different times. This allegiance to the holistic individual's perspective negates the need for statistics and generalisation, for it is the importance of issues to the individual or to his/her own behaviour, and not a predetermined notion of (statistical) significance and prediction to the average person, that is seen to be relevant.

To conclude, Bull (1990b) stated that, if the training adherence process is to be fully understood, all determinants need to be considered, even if it is experienced by only one athlete. But what are all the determinants? Due to the above stated limitations, previous PST and FT adherence literature has highlighted the importance of the contextualised individual, but has failed to give him/her credence within the research process. Interpretivist methods here are ideally suited to provide a rich and detailed examination of the PST and FT adherence determinants that are pertinent to the unique contextualised athlete, and how such determinants interact temporally within the adherence process. Interpretivism will, therefore, ground this project’s attempt to further the understanding of PST and FT adherence among international sports performers.

### 1.2.1 An Explanation of Interpretivism's Main Tenets

As Strean (1998) noted, debate of the varied assumptions, issues and methods of different philosophical research frameworks is still rare within the sport science literature. Consequently, despite an increase in the use of non-traditional research philosophies, the limited discussion or justification of why or how such research was conducted, has left
those who wish to use/understand such frameworks in an ill-informed and confused state. To promote an understanding of this project’s assumptions and consequential methods, this section will briefly highlight further important aspects of interpretivism.

1.2.2 The Researcher’s Position within the Interpretivist Research Process

Interpretivism’s promotion of multiple perspectives and rejection of one right answer to a question, influences the researcher’s position with the research process. In keeping with Patton’s (1990, p. 480) statement that “distance does not guarantee objectivity; it merely guarantees distance”, interpretivists dismiss the claim that the stringent use of certain methods ensures the researcher’s detachment from his/her studied human phenomenon, and thus not to effect its behaviours. Instead, interpretivists believe that nothing within the social world can exist in a pure, unadulterated form, as the meaning attributed to a behaviour or experience can only be a perspective or interpretation that has been formed through the association of his/her personal ways of understanding (Smith, 1989). The scientist cannot, therefore, gain exemption from the values and feelings enwrapped in his/her humanity as every investigative decision from sampling to data analysis and interpretation, influences the investigation’s progression and consequently the knowledge gained. For example, a researcher can only interpret a cricketer’s fitness score through the consideration of his/her own interests and purposes, such as, personal fitness values and understanding of training expectations. However, due to their own experiential background and needs, the applied physiologist, cricketer, coach and selector may all have different, but equally appropriate, perspectives of the player’s fitness score. To gain a fuller understanding of a player’s fitness score, therefore, it is appropriate that the researcher use his/her own perspectives and sensitive qualities to listen to; and to try and understand, the perceptions of others. As such, the interpretivist employs techniques that position him/herself at the centre of the investigative process, acknowledging and optimising the aspects of his/her humanity that create the most appropriate machine for understanding the intricacies and complexities of the multiple perspectives of those within the psychosocial world (Douglas, 1985).
Packer and Addison (1989, p. 34) refer to the interpretivist research process as "the circularity of understanding." The starting point is the "establishment of a point of view" which Packer and Addison refer to as the first criteria of scientific understanding. This occurs when an individual considers previously achieved understandings that s/he perceives to be of relevance to the phenomenon, thus providing an appreciation of his/her position of both understanding and misunderstanding. A degree of understanding is achieved through the reasonable application of present knowledge to the investigative scenario, whilst misunderstanding occurs when such knowledge does not account for the entire phenomenon. The circle is completed through a process of evaluation, thus meeting Packer and Addison's second scientific inquiry criteria. Here, the previous knowledge is examined in respect of new evidence gained through the researcher's interaction with those within the investigative setting and adjusted or confirmed accordingly. It is here that interpretivism receives the most criticism, as traditional science advocates highlight that the failure to engage in objective evaluation techniques leaves the researcher open to personal biases and to finding what s/he was looking for. Although such a stance could be taken to concede the possibility of unbiased research, more appropriately it could be construed as a warning of the need for appropriate detachment. By nature however, the researcher is driven by the desire to reduce his/her misunderstandings of a particular issue within his/her field. As such, it is in the researcher's interest to remain open to new perspectives and to constantly challenge his/her own position (Packer & Addison, 1989) by actively seeking, and then integrating as best s/he can, the different perspectives of those within the social world, until a more holistic understanding of the phenomenon is achieved. The 'circularity of understanding' is thus an ongoing process of analysis situated within the researcher him/herself. From the first conception of its study, the researcher specifically concerns him/herself with creating a considered perspective of the investigative field, and continues to evaluate this ever-changing level of understanding and misunderstanding in a circular fashion until a satisfactory conclusion has been attained. Within a philosophical framework that endorses multiple perspectives, the end product of the investigation can thus be no more than the accumulation of all of the researcher's field experiences that, through the
development of tacit knowledge and the processes of self-reflection, has led to an enhanced personal phenomenal understanding.

1.2.3 Judging the Quality of Interpretivist Research

Interpretivism's belief in the personal nature of knowledge requires alternative ways of judging quality of its research, as positivism's conception of validity that promotes detachment and control are clearly inappropriate. It is on the judgement of interpretivist research that the sport psychology literature appears most confused. This is, in part, due to the term 'qualitative research' being used interchangeably to denote a research method that uses words as the primary data source, and a study assuming an interpretative approach (Jackson, 1995a). Further, as Sparkes (1998) suggested, the majority of the discipline's qualitative research is 'parallel' to positivism's notions of validity, in that methods are employed with the aim of finding one right, neutral answer to the research question set. Although, therefore, such research (which will be termed 'parallel qualitative research' throughout this project) aims to access and gain the benefit of multiple perspectives, the new set of data-collection and analytical techniques used appear to be specifically designed to force these varied perspectives generated, into one perspective with which everyone can agree. It appears once again, therefore, that a 'creep' approach is being assumed by qualitative sport psychology researchers to gain credibility and acceptance within the predominantly positivistically 'schooled' field. Further, as Krane, Anderson and Strean (1997) suggest, this situation has primarily occurred due to the unquestioning acceptance of Scanlan and Gould's methods (e.g., Gould, Finch, & Jackson, 1993; Scanlan, Ravizza & Stein, 1989), such as structured interviews, member checking and consensus validation, and of Lincoln and Guba's (1985) criteria of trustworthiness.

Although Sparkes (1998) appreciated that the parallel qualitative research approach had promoted the legitimisation of qualitative research within the field, he had three main

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4 'Trustworthiness' is the term employed by Lincoln and Guba (1985) to denote 'good' research within the naturalist research tradition they commend.
concerns. First, Sparkes opposed the adoption of Lincoln and Guba’s (1985) method criteria, whereby the use of certain methods are proposed as essential if the research is to be seen as ‘trustworthy’, and thus paralleling positivism’s primacy of methods. Second, Sparkes rejects Hardy et al.’s (1996, p. 370) suggestion that “qualitative studies in sport psychology should be judged in a specific way, using specific criteria from a specific framework that holds a specific view of validity and the legitimisation problem in qualitative inquiry.” Finally and consequently, Sparkes’ third concern is the replacement of an enforced set of criteria with ‘guiding ideals’ (Schwandt, 1996) that allow the researcher to meet the assumptions of interpretive research in a way that is appropriate to the present study, at the present time. This meets Smith’s (1984) suggestions that there can be ‘no court of last resort’ to determine ‘good’ and ‘less good’ interpretations, and that criteria should be viewed as characterising traits that change according to the context and time, as opposed to an all encompassing standard against which a judgement is made. In acknowledgement of the concern that the absence of set criteria would push research into a state of flux where everything goes, Smith continued that if the researcher is clear in his/her intentions for the project, then it is possible to discern whether the researcher has optimised the opportunity, within pragmatic limits, to meet these intentions. Guiding ideals, therefore, should be used that: first, promote this optimisation; but, second, allow the flexibility to meet the researcher’s specific intention.

The present issue, therefore, is to consider ‘guiding ideals’ that are appropriate for this study. Two general ‘ideas’ seem rightly influential at this time. First, to remain true to interpretivism’s ontological position (Reason, 1981) and thus to concern oneself with the acknowledgement of the individual(s) and with achieving coherence of his/her perspective. Second, ideals need to optimise the opportunities available whilst providing pragmatic guidance, that is enabling research progress, whilst accepting the human limitations of the project, for example, time or the ability to access perspectives due to an

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5 Within this paper, Hardy et al. (1996) refer to qualitative research as a philosophical framework promoting multiple perspectives and not as a method employing words as a primary data source.
individual’s self-analytical and verbal skills. The following suggestions are, therefore, put forward to promote interpretivist ideals and pragmatism within this study.

In agreement with Sparkes (1998), it is inappropriate to adopt Lincoln and Guba’s (1985) method-based criteria as they fail to acknowledge multiple perspectives. However, it also seems inappropriate to disagree with method criteria on the basis that it is pivotal to positivist validity. Instead, method should be a central concern enabling the project to meet the first guiding ideal, to remain true to interpretivism’s ontological position. Interpretivist methods should, therefore, encourage researchers to adopt the method which optimises the processes of human engagement and coherence/social agreement (Smith, 1989) as is appropriate for the individuals and settings encountered. To achieve this, Lincoln’s (1995) ideals of ‘reciprocity’ and ‘sacredness’ will be assumed here. Reciprocity reflects the importance of developing trusting relationships, whilst sacredness aims to make the individual feel a valued part of the research effort, through respect of his/her dignity and rights. Also, part of the ethos of Manning’s (1997) ‘ontological authenticity’ will be assumed by using techniques to encourage the individual to collaborate and to increase his/her conscious exploration, and thus discussion, of his/her experience. This ideal also aims to encourage the individual’s growth and enhanced awareness of other’s perspectives, with the eventual goal of promoting tolerance or empowerment: however, these progress beyond this project’s purpose.

The above ideals that focus on the achievement of multiple perspectives, though important, relate to only one part of the research project. The second part concerns the development, and textual representation, of the achieved understanding. This project is explicit in its purpose to promote an understanding of the EWCT’s perspectives in regard to their FT and PST adherence, and in turn, the desire to achieve an understanding of how sports scientists could promote such adherence. With this aim in mind, it is appropriate to consider how best to represent the EWCT player’s perspectives. Both Manning (1997) and Lincoln (1995) have discussed the textual representation of voice. Manning (1997, p.101) is concerned with the ‘fairness’ of presentation, ensuring that “the complex and heterogeneous voices” within a context are all represented to promote an inclusive
portrayal of the various value systems and assumptions at play. Alternatively, Lincoln is more concerned with giving voice to those who are rarely heard. This project, by its nature, gives voice to those who are rarely heard as, as exemplified in Section 1.1.2, athlete’s perspectives are still rarely given credence within the sport psychology literature. However, it will not specifically highlight the voices of those within the setting who are rarely heard, nor will it specifically meet Manning’s ideal of fairness, as this is seen to suggest that all individuals’ perspectives should be given equal weight. Instead, this project will use both aspects by juxtaposing the perspectives of individuals as appropriate, to provide an understanding of their situation in a way that is understandable and relevant to the sport psychologist. In some cases, this will lead to the weighting of certain perspectives over others, as some appear to provide a more detailed understanding of the issues faced by the players. For example, in cases where a player has had little experience of FT prior to joining a national squad. In other instances, different perspectives will be presented to demonstrate the diversity that exists among the players, and the issues that such diversity raises for sport scientists. Throughout, attempts will be made to ground a player’s perspective in line with her adherence behaviour, thus enabling the reader to appreciate the understanding achieved of how such perspectives lead to an individual’s adherence behaviours.

Ultimately, the representation provided is the result of my efforts to gain coherence of both the individual’s, and of a collection of individuals’, perspectives. This is not the only way to understand the data, but represents an interpretation borne through the desire to adhere to interpretivist principles and through personal values, feelings and influences. Given my central position within the investigative process, it is essential to highlight how these personal perceptions have influenced the collation and interpretation of the EWCT players’ perspectives. Three techniques will be used throughout to promote such understanding. First, Lincoln’s (1995) ideal of ‘positionality’ will locate the text in accordance with my own socio-cultural orientation. Second, samples of experiences and reflections that formed my detailed understanding of the research environment will be reported. Third, my commitment to interpretive principles will be displayed by openly deliberating research problems from an interpretivist perspective.
Finally, my interpretations were generated through the study of a specific group of sports women. It is not, therefore, appropriate to expect the interpretation of such unique and subtle personal and contextual variations (Earls, 1986a; Jackson, 1995) to extend beyond those specifically investigated. Instead, it is hoped that the textual techniques used to highlight the players' perspectives will stimulate the sport scientist to consider the perspectives of his/her client athletes and sport science support settings. This, in turn, will help him/her to determine whether aspects of the interpretation provided here are appropriate, and thus useful for his/her own consultancy practices and for the promotion of FT and PST among his/her client athletes.

1.3 Developing the Circle of Understanding

As Strean (1998, p. 337) noted, “In many qualitative studies in sport psychology, excessive concern with 'valid' analyses has taken away from the primary consideration of collecting good, rich data. ... Superficial data cannot be salvaged, no matter how deep the analysis.” The remainder of this chapter will highlight some of the methods used to attain a detailed understanding of the EWCT players' FT and PST adherence perspectives and thus 'good, rich data'\(^6\). In accordance with this project's first aim, the philosophical basis of method will be discussed to demonstrate how interpretivist principles and the identified ideals have been met, and how they contrast with those of the parallel qualitative research. Essentially, the process of data collection and analysis has followed the path of Glaser and Strauss's (1967) Grounded Theory. The understanding of this method has become confused within the sport psychology literature due to the predominant adoption of Strauss and Corbin's (1990) procedures that according to Glaser (1992) forces and tortures the data into preconceived categories. In keeping with the original ethos of Grounded Theory and with interpretivist aims, this project will use the data as the basis for the identification of the important issues that give rise to the players’

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\(^6\) It is important to note, that whilst positivism's linear portrayal of the research process is intended to promote the impression of structure and detachment, the logical presentation of the process completed within this chapter is an attempt to organise the flux of this data in a comprehensible sequence.
perspectives and FT and PS behaviours, and thus as a basis for theoretical development. Further, as Glaser and Strauss (1967) propose, receptivity to these new perspectives requires an untheoretical approach to the investigative field. For this reason, a traditional literature review has not been completed, as it was believed important to enter the field without expected theoretical explanation. In contrast to Grounded Theory's distanced researcher position however, a central role was played in the achievement of perspective understanding and, in turn, the development of a plausible theoretical explanation.

1.3.1 Case Studies

Although rare within the sport psychology literature, the detailed investigation of a single case study has demonstrated the in-depth understanding and theoretical insight that can be achieved (e.g., Krane, Greenleaf & Snow, 1997). As such detail meets interpretivist ideals, a case study design was implemented to achieve the specific, holistic and contextualised understanding of the athlete's FT and PST adherence processes. Following detailed consideration, the EWCT who had received PST and FT support through the Sports Council funded Sport Science Support Programme (SSSP) since 1987 was chosen as the most appropriate case to study. Although concern that the 'scientific' world would view the study of a squad for whom my supervisor was the SSSP director and sport psychologist as both incestuous and replete with predisposition, and that the achievement of the athletes' detailed perspective of the SSSP could affect his consultant-athlete relationship and delivery was noted, these were outweighed by numerous benefits. First, the EWCT SSSP was typical of Sports Council funded support provided to British squads at the time, and indeed, of most today. Second, as detailed in Appendix A, since winning the 1993 World Cup the EWCT had struggled against India and failed to achieve victory against New Zealand in the three one-day and three-test series. This occurred against a backdrop of increased recognition of fitness and PS within the international game that according to the SSSP staff had not been reflected in the EWCT players' training practices. Third, previous personal attendance at an EWCT training weekend had highlighted a range in fitness and PS levels, and provided an acquaintance with several players, the EWCT's existing training and social structures, and some of the Women's Cricket Association's (WCA) political processes. Fourth, the psychologist's
recognised position within applied sport psychology and interest in PST adherence would enable the investigation of a sample that had received 'good delivery practice'. The assessment of this SSSP's delivery effectiveness was, therefore, seen as appropriate for developing future applied practice. In addition, access problems were not anticipated, and previous research interviews had highlighted a good level of player articulation and honesty, qualities perceived as beneficial to this investigation.

1.3.2 Data Collection

Figure 1.1: The Use of Multiple Techniques within the Research Process

Four data collection techniques, (writing-in, direct experience, the review of documentary evidence and interviews) were chosen to capture the meaning ascribed by the EWCT players to their adherence behaviour. In contrast, to the parallel qualitative research view of triangulation, the use of these four methods subscribes to Bloor's (1997, p. 39) view, that one method cannot validate another method's findings, as "all research findings are shaped by the circumstances of their production." That is, that (roughly) each method can answer its questions only (at best); and that other methods reflect other questions, or other perspectives on a question. Within this project, therefore, each method was
employed to explore the aspects of adherence for which it is most suitable, whilst allowing for the personal evaluation of previous understandings by combining the common, conflicting and unique aspects revealed by each technique to provide a newer interactive form of tacit knowledge. Figure 1.1 diagrammatically portrays the temporal sequence of the four methods and thus how each consequently contributed to my perspective of understanding and misunderstanding. The following discussion demonstrates the type of information gained from each method and how these understanding combine to provide an understanding of each player’s adherence process.

1.3.2.1 Writing-In

As Douglas (1985, p. 39) noted, “as a general rule, no one should be an explorer of human beings unless... he has already undertaken a great deal of self-exploration.” ‘Writing-in’, a formal process of active self-consideration was, therefore, used to, first, establish my point of understanding and misunderstanding (Packer & Addison, 1989), and second, to discern the potential of my perspectives to affect my openness to the perspectives of others within the environment (Addison, 1989). For example, how my evident FT commitment would influence the players’ discussion of FT issues and how my perception of a player’s fitness levels would influence my ability to understand her story. In contrast to Jackson (1992b), this writing-in process was not seen to provide ‘empathetic neutrality’, the achievement of a state of no perception. Instead, it was a deliberate attempt to promote my ability to encompass the players’ multiple perspectives.

Although ‘writing-in’ is traditionally completed prior to field entry, as Addison (1989) recommended, personal perspectives were constantly reviewed to promote continued successful environmental interaction. My personal reflections followed three inter-related themes recommended within the literature. First, ‘paradigmatic deliberation’ of the philosophical and procedural decisions taken were recorded (Hughes, 1994) to enable the circumstances of data collection that led to the project’s focus and direction to be appreciated. Second, a ‘researcher deliberation’ theme, recorded the nature, intensity and change of personal feelings and attitudes (Addison, 1989), and the development of skills induced through reflective immersion in the field. Third, and in keeping with the more
traditional view of 'writing-in', an 'environmental deliberation' theme recorded personal thoughts of environmental interaction. Extracts of these reflections are provided throughout this project in accordance with Lincoln's (1995) positionality.

1.3.2.2 Documentary Evidence

A review of documentary evidence contributed information that existed at other times to my circle of understanding, whilst acknowledging the uncertainty generated when an author's motives are not explicitly portrayed (Patton, 1990). Documentary evidence was used for two purposes. First, as proposed by Halliwell (1990), it was hoped that reading documents such as the women's page in Cricket Monthly, squad listings and FT diaries would demonstrate to the players my interest in their world and thus promote rapport development. Second, a review of cricket-related sport science literature (e.g., Brooks, 1993; Bull, 1994, 1995b) provided a better personal understanding of the EWCT SSSP's history and of the scientific assumptions behind the support given.

1.3.2.3 Direct Experience

Direct experience involves spending time or 'hanging out' in the investigative environment to gain a personal view of the researched individuals' environment. As Earls (1985b, p. 43) noted, "Direct experience by the researcher in the field facilitates understandings that can hardly be acquired by other means." The term 'direct experience' has been adopted in preference to 'participant observation' to reflect the desire to achieve a complex and multi-sensory interaction with the players. Direct experience fulfilled two aims. First, it enabled a contextual appreciation of the individual's actions by: enhancing the ability to use personal experiences within the environment as a data source; sharing time, communications and experiences; providing an opportunity to notice any situation that could insight misunderstanding; and highlighting information of performed behaviours and routines which, despite being of importance to the player, may not be noted by the individual herself. Second, direct experience was also vital for rapport development and thus the development of a trusting and information-providing relationship. Details of field experiences and the impression management methods used to optimise this interaction are provided in Section 1.3.2.3.3.
1.3.2.3.1 Gaining Entry

Interpretivism's position on the perceptive and contextualised individual acknowledges that the researcher's environmental interaction can influence those within the setting and thus the phenomenon under study. As Hammersley and Atkinson (1983, p. 10) warned, the researcher needs to promote 'ecological validity' by reducing (as far as possible) the effect of the researcher's presence on the physical environment and, as Earls (1986b) emphasised, the social context and individuals' behaviour. Careful consideration was thus given to how this interaction should be conducted to reduce these dangers, whilst promoting the positive interaction required for achieving trust and understanding.

Field entry conditions are particularly important as they determine how the researcher, and the research, is socially defined within the setting, which in turn, affects the acceptance and trust bestowed upon the researcher by the participants, and thus, the integrity of the data gained. Packer (1989) suggested that due to an inevitable lack of field understanding, the researcher can never be totally sure of the correct way to enter the field. However, careful consideration was given to three 'entry' issues: first, how the WCA Committee (the gatekeeper) should be approached to gain permission; second, the role to be assumed; and, third, the reasons given to achieve access. Such decisions were seen to influence the likelihood of gaining the required regular access to the EWCT training setting, and consequently, the players' provision of access to their interpretations. Consequently, Patton's (1990) advice of a 'reciprocity model' was heeded, and the covert role of the physiologist's assistance equating to my previous EWCT training weekend encounters was adopted. Although ethical issues associated with a covert role (Bulmer, 1982) were recognised, this role was seen to provide assistance to the squad, whilst minimising the effect on player behaviour and enabling the collection of otherwise unavailable data by giving a legitimate excuse to 'hang around' and ask seemingly innocent questions (Shaffir, 1991). As Van Maanen (1991, p. 35) noted, guides whom the gatekeepers deem credible, "run interference for the field worker, provide testimony as to the field worker's aims and character." Fortunately, the position of a supervisor on the WCA's EWCT Management Group placed him in an ideal position to negotiate my
access with the WCA, whilst the physiologist’s positive relationship with squad members would initially afford credibility of my professional and personal skills to the players.

1.3.2.3.2 Entry Preparation

Prior to field entry, ‘writing-in’ procedures highlighted many issues. Of particular concern was that I was inwardly disappointed, and outwardly apologetic, for studying the EWCT. The consideration of this issue will be used here to exemplify the role that writing-in can play in improving field entry. After long deliberation, Kleinman’s (1991) explanation of how her anger and confusion of women’s acceptance of subordinate roles dissipated on realising its reflection of patriarchal views and not the women’s perceived choice, enabled the coherent formulation of my feelings as reflected below.

To a large extent, the witnessing of some players’ low fitness levels has led me to question their worthiness of international sports status. With my own personally high fitness values and high prioritisation of FT, I could not forgive those who were seemingly unbothered by fitness standards common to the couch potato. Standards of which I, a mere fitness freak and non-international athlete, would personally be ashamed. This, combined with the high esteem that I hold for elite athletes due to their endless dedication in the pursuit of the highest levels of physical, psychological and technical proficiency, led many of the cricketers to fall short of my high expectations of international athletes and thus my respect.

... I now realise that these feelings were induced by seeing the players through the lens of the patriarchal framework within which I have developed. I failed to see the women within their own context. A context created by male sporting domination and a consequential lack of media interest. It is these determinants, and not the lack of player commitment, which has led to insufficient sponsorship and consequently insufficient societal commitment and encouragement. This, in turn, has prevented the creation of female cricket networks, access to local teams and the resources required to allow for intense training programmes to be conducted. Basically, I failed to appreciate that the players are playing cricket against the odds, and that they, and their adherence behaviours, are in fact victims of this circumstance. (23rd October, 1996)

The appreciation of the players’ ‘against the odds’ context was crucial, as my previous lack of respect could have endangered rapport development and consequently, reduced
player disclosure and my ability listen. In contrast, I was not as disturbed by those who did not appear interested in PST. This was due to my perception that sport psychology was generally less accepted because of its association with 'psychological problems', and the lesser ability to form a perception of player PST from direct experience.

1.3.2.3.3 Field Interaction

With one exception due to illness, I attended all of the EWCT’s 1996/7 winter training sessions, within which the majority of the year’s SSSP was provided. This amounted to twelve day sessions and three training weekends. When absent, the physiologist’s report of players’ questions of my whereabouts and good wishes indicated their acceptance of me as part of the SSSP team. Training camp attendance provided four direct experience scenarios, each involving different forms of interaction and thus data collection strengths and weaknesses. First, in keeping with my role, I copied the SSSP staff’s involvement with, and assistance of, players. This included helping with fitness tests, fitness sessions, warm ups, and playing throwing/batting games with injured players. These activities provided an invaluable insight into the players’ lives and personality traits, and seemed to promote my credibility among the players. For example, whilst playing catch with one injured player, she discussed her representation of the EWCT at a promotional/political event, highlighting required commitment beyond that of training/playing. Being so ‘close to the action’ also provided a good vantage point for experiencing player and player/staff interaction. For example, during MSFT administration, issues including: pre-test comments and behaviours; support structures; ability and motivation to work through pain; and comments relating to satisfaction with, and reasons for, the test level gained; were all witnessed. Second, during technical sessions, hanging around the nets or observing from the balcony provided the opportunity to observe training behaviours and squad interaction, and to have informal discussions with support staff, facility staff, selectors and player family members. The latter provided further contextual understanding of issues such as squad selection criteria and the EWCT’s internal politics. For example, a selector discussed the relative importance of fitness and cricketing technique for selection, whilst player relatives discussed the commitment required and demands placed on the EWCT players. Third, sitting in on team meetings, enabled a
perception of the ethos, priorities and management skills of the coach and manager to be attained, along with indications of the players’ responses to these principles and staff members. Finally, close proximity to player social situations such as meal times and informal evening activities, enabled further experience of behaviours and conversations.

The co-operation of those within the environment is however, not guaranteed (Shaffir, 1991), neither is gaining access a “one-off activity that prefaces the real work ... [but is] negotiated and renegotiated throughout the research process” (Burgess, 1991, p. 43). Various ‘impression management’ techniques (Hammersley & Atkinson, 1983) were, therefore, utilised to: ensure that the initial ‘halo’ benefits afforded through the gatekeepers’ credibility were maintained through my own behaviour; to negate insecurities associated with outsiders; and to promote the development of trusting relationships. This included: being respectful, genuinely interested in (Shaffir, 1991), and sympathetic to the players’ needs and circumstance (Van Maanen, 1991); and adhering to the environment’s social etiquette whilst following Fetterman’s (1991) advice to remain true to personal identity and style. Fortunately, I felt at ease within the setting and, whilst, remaining respectful of the social hierarchy, released aspects of my character in-line with my increased appreciation of each player’s personality and needs.

1.3.2.3.4 Field Notes

As Patton (1990, p. 102) suggested, field notes are “the observer’s raison d’etre. If he is not doing them, he might as well not be in the setting.” In accordance with Hughes (1994), two forms of field notes were compiled. First, observation notes initially described and recorded the basic field structure such as names, the setting and daily events, but then developed to record new or contrasting experiences (Mandell, 1991). Where possible these were taken during training, however when not, for example, out of respect to the Head Coach during team meetings, notes were written on leaving the setting to prevent loss through memory decay. Second, theoretical notes recorded initial attempts to give meaning to events recorded in the observation notes (Oakley, 1994). Together these enabled the constant progression and formulation of my tacit knowledge.
1.3.2.4 Sport Science Personnel Interviews

Semi-structured interviews were conducted with the SSSP sport psychologist and physiologist in March 1997 to gain a greater appreciation of the EWCT’s SSSP and thus extend/negotiate knowledge gained through direct experience and documentary evidence. Issues of interview design will be discussed in Section 1.3.2.6.3, but the adoption of semi-structured interviews with the sport scientists allowed the achievement of specifically-required information, and the flexibility to discuss and discover other relevant data. Questions related to five areas; first, their perceptions of the psychological and fitness demands of cricket; second, the acceptance of sport science within cricket (both in and outside of the EWCT); third, their respective roles within the SSSP; fourth, their personal views of each player’s adherence levels; and fifth, their PST and FT delivery methods. This latter area probed for their perspectives of the players’ SSSP experiences, their PST and FT expectations of the players, the adherence promoting techniques used and their view of the SSSP’s integration into the EWCT’s environment.

1.3.2.5 Combining Sources of Understanding

As stated in Section 1.3.2, each of the four data collection techniques provided different ways of viewing, and served as a reference point for understanding, the players’ perceptions. Direct experience provided the opportunity to combine observed behaviour and informal discussions to create my own personal perception of the setting. In contrast, the review of documentary evidence and sport scientist interviews provided a recent and historical view of the players’, sport scientists’ and journalists’ thoughts and experiences of the athletes’ present and past FT and PST perceptions and adherence behaviours. The purpose of including these four data sources was, through the process of ‘writing-in’, to create a pool of tacit knowledge that would provide three specific benefits within the player interviews. First, the consideration of understandings and misunderstandings provides a basis for discussion. Second, previously achieved knowledge reduces unconditional acceptance of the player’s story, and thus promotes further questioning, challenge and consequential coherence. Finally, and most importantly, these previous findings and experiences promote nothing more magical, yet non-magical, than the normal everyday situation where two people who know each other can communicate on a
shared level of mutual understanding. With the benefit of previous knowledge, the interview, the last data collection stage, provides the greatest opportunity for the player to forward her own perception of her adherence behaviour and influencing determinants.

1.3.2.6 Player Interviews

Interviews are one-on-one discussions between two people, where one (the interviewer) has a specific purpose for the interaction and the other (the interviewee) are helping the interviewer to meet his/her purpose. As such, interviews have more of a specific purpose than just conversations, and in relation to other data collection methods allows the researcher to discover the unobservable world of the individual (Patton, 1990). From an interpretivist view, therefore, a quality interview, involves the exploration of the individual's feelings, values, thoughts, intentions and previous behaviours, so that the researcher can come to understand how the individual organises meaningful events to create his/her personal perspective.

1.3.2.6.1 The Interview Sample

Consideration of the number of players to be interviewed became a matter of paradigmatic debate. Although small sample numbers promote interpretivism's demand for an in-depth appreciation of the individual's subjective experience, within the present academic climate dissemination of this project's findings would be enhanced by larger sample numbers. The final decision was guided by the then current qualitative sport psychology literature that endorsed sample numbers of fifteen to eighteen (e.g., Cote, Salmela & Russell, 1995; Gould, Jackson & Finch, 1993a, 1993b; Rose & Jevne, 1993), with the appreciation that studying one sport team reduced concerns of achieving sport-specific contextual understanding. Unfortunately, the financial and time consequences of this decision prevented direct experience of the players' home environment to be gained. This is discussed further in Chapter Nine. Criterion sampling procedures (Patton, 1990) were used to ensure that selected players were 'adherence-information rich'. Chosen players were to meet three criteria: first, to have been in the EWCT for at least one year and within the 1996/7 winter training squad; second, to have experienced international competition and thus possess some perception of the psychological toughness and fitness
levels required; and third, to have received SSSP psychological and fitness support. Fifteen players met these criteria. In addition, two further players, one who left the squad after the 1993 World Cup and the other after the 1995 India tour, were also selected via snowball procedures (Patton, 1990) to provide rich experiences of the SSSP’s early days and thus provide a context for its changes in delivery throughout the ten years.

1.3.2.6.2 Gaining Interview Access

To promote the research’s legitimacy, the physiologist asked each player who met these criteria if she would be prepared to be interviewed. The players were informed that the ¾ to 1 hour long interview would form part of my PhD research that aimed to improve the delivery of sport science support. No player requested not to participate. To attain the benefits of inter-personal processes, the players were to be interviewed face-to-face and each was telephoned to arrange a personally convenient interview date, time and venue, where we would be unlikely to be disturbed, and where she would be at ease. This was to promote personal comfort and thus disclosure. All but two players invited me to her home, of these, one was interviewed at a local sport club and the other at the Lilleshall National Training Centre. Although initially wary of asking to intrude on their time and lives, each player’s keenness to participate and hospitable offers of meals, nights out and places to stay, indicated her openness and the credibility that she afforded.

1.3.2.6.3 Interview Structure

Following Cote et al. (1995), unstructured interviews were implemented to maximise the discovery and coherence of each cricketer’s poignant adherence issues by promoting a more natural (as is possible within a formal context), as opposed to an artificial form of, human interaction. Instead of being restricted by predetermined categories, the unstructured interview focuses the interviewee’s attention on broad topic areas, whilst still allowing for the exploration and forwarding of the individual’s own unique points of view (Jackson, 1992b). This allows for the issues that the interviewee deems relevant to arise as opposed to those previously deemed relevant by the researcher (Bloom, Durand-Bush & Salmela, 1997). The unstructured interview structure chosen again departs from sport psychology’s parallel qualitative literature which suggests that the achievement of a
'good' interview is determined by strict adherence to methods (for example, use of the same question wording, order and tone of voice within all interviews), that reduce the interviewer's influence on the interview setting (as much as is possible). However, from an interpretivist view, this quest is seen to be both impossible and nonsensical. To explain: first, it is not humanly possible to treat all interviewees in exactly the same way (as claimed), and second, the interpretivist's acceptance of the cognitive and complex nature of humanity, proposes that whatever setting the interviewer creates, an individual will interpret it in keeping with his/her own perspective and interact accordingly. In contrast the parallel researcher's attempts to minimise interaction, therefore, the interpretivist actively seeks to promote the benefits that can be gained through interaction. As such, through the freedom allowed by an unstructured interview, the researcher actively works to create a trusting and intimate environment that promotes the accurate representation and thorough harnessing of an individual's perceptions (Patton, 1990). In contrast to the parallel researcher's concern with method, therefore, beyond method techniques to maximise the benefits of human interaction and interviewee self-analysis and disclosure, the interpretivist is more concerned with the outcome of the interview. Although, therefore, the questions and interaction techniques used will vary in accordance with the individual and the interview's progression, unstructured interviews attain similar outcomes, that is a coherence of each individual's perspective, from all interviews. In contrast to an interview structure, therefore, an informal interview guide, comprising issues that had been previously identified as possibly relevant to the player, and potential global areas, such as work, home life, club cricket etc, where written down. This guide was not used intended to lead the players in anyway, but to ensure that I was appropriately prepared for the interview and to act as a check at the end to ensure that the player had covered all issues that were relevant to her.

1.3.2.6.4 Last Minute Interview Preparation

To prevent the formation of social barriers and to promote personal comfort, I dressed casually, but tidily. Before each interview, previously achieved player information was read as a reminder of the player's history, previous discussions, observed behaviours, and of the sport scientist's adherence-related perceptions of the player. Further, my thoughts
of interviewing the player were recorded on to a ‘Dictaphone’ to: first, review specific areas that required clarification/discussion; and second, to contemplate how best to help the cricketer to provide a detailed and reflective account of her adherence perspective. In case of technical problems, spare batteries and tapes were packed and the tape recorder checked.

1.3.2.6.5 The Interview

At the start of the interview, each player was thanked for her time and it was re-emphasised that the interview was primarily for my PhD research, but that the information provided would seek to assist future sport science practice. It was hoped that each interview could be taped recorded as first, this provides an accurate record of ‘real speech’ with all the detail of description, phraseology and tonal expression which is essential for later interpretation and second, the need to take comprehensive notes is reduced thus allowing the attention to the player’s words required for promoting interpersonal processes and for following the interviewee’s path. In recognition that players may be distracted or concerned at being recorded, each player was asked if she objected: none did. At this point the tape recorder was started, and a quick conversation held to ensure that both parties were audible. To reduce the recorder’s hindrance to intimacy (Douglas, 1985), it was placed in an unobtrusive position and the player was given permission to turn it off/decline from answering any question, at any time. In addition, consent was gained to use her quotes within the final documentation and she was assured that anonymity would be maintained through the use of pseudonyms. As Mergendoller (1989) suggested, the ability to take the occasional note ensured that important issues are remembered and covered later without interrupting the player’s flow. This was also explained to the player and again her permission was attained.

To focus the player’s attention, she was informed that my interest lay in her experiences of PST and FT, and that the interview would comprise of two halves, one pertaining to each. Beyond that, it was emphasised that the direction of the interview would be determined by her answers. I was keen to foreground the idea that the player was the expert, and that I was interested in understanding any thoughts, feelings and experiences
of FT and PST that she believed relevant, both within, and outside, of the national cricketing arena. Each player was then asked if she accepted the situation and was prepared to continue. All of the players willingly agreed.

1.3.2.6.7 Memory Recall and Time Binding

Gould et al.'s (1997) evocation of long-term recall within a 'naturalistic' interview setting was cited as a study strength, however, the time span that retrospective interviews should seek to explore has provoked considerable debate within the sport psychology literature (e.g., Eklund, 1996; Hanin, 1986; Imlay et al., 1995). This study was guided by Sudman and Bradburn's (1982) suggestion that memory salience is influenced by the unusualness, associated rewards, and continuing consequences of an experience. As a player's England status, and thus the SSSP, has great consequence to her life, it was assumed that the players' memory recall would be good. In keeping with Scanlan et al.'s (1989) recommendation that time binding enhances memory recall, players were asked to specifically recall the period since the 1993 World Cup or selection, to the time of interview (March to May, 1997). This time frame was chosen as the team's 1993 World Cup success was a significant turning point for the SSSP and because it was deemed a suitable period for the discovery of a wide number of adherence-related issues. To prevent this time binding from being too restrictive and reducing the holistic view of the individual, each was told that she could extend beyond this time if she deemed it appropriate to her coherence of her perspective, and was actively encouraged when such offerings did arise. Further, each player was told to take her time and to say if she could not remember (Gould et al., 1993b).

1.3.2.6.8 Interview Questions

In contrast to Scanlan et al. (1989) and Gould et al. (1993a), who defined their investigative variable, the provision of an adherence definition was not deemed appropriate. This was due to the technical nature of the term, and that the adherence requirement would have different meanings among players depending on the programme specified by the sport scientists. The investigative question was, therefore, not based
around "Do you adhere to FT and PST?" but "What makes you do the training that you do?" and "What stops you from training any more?"

1.3.2.6.9 Promoting a Conducive Information Sharing Environment

The creation of an information-inducing interview environment requires the curiosity and investigative skills of the scientist, with the social skills of a counsellor (Douglas, 1985). Various verbal techniques enhanced the quality of the interview by demonstrating respect for the player (and thus meeting the guiding ideals of sacredness) and motivating her provision of detailed and accurate responses (Patton, 1990). Principally, the use of Agar's (1986) ‘funnel approach’ provided the benefits of both open and closed questions. As Earls (1985b) suggested, open questions promoted player disclosure by allowing the freedom to direct the interview in accordance with their experiences and to use her own words. As the interviewee’s responses led to enhanced coherence or indeed to a greater awareness of misunderstood aspects, closed questions, predominantly in the form of elaboration and clarification probes, were used to complete the funneling effect. This, where necessary, included the challenging of discrepancies between provided and previously achieved information (Dean & Whyte, 1978). This interplay between questioning styles allows for the “negotiation of meaning (including the recycling of descriptions, emergent analysis and conclusions to respondents)” (Packer & Addison, 1989, p. 227), which proved particularly effective for gaining enhanced understanding of the most self-analytical players. For example, some provided a detailed description of the relative importance and interaction of adherence issues over time. Further interview enhancement techniques included: asking only one question at a time to reduce confusion and forgetting; the use of the cricketer’s own language (Bloom et al., 1997; Cote et al., 1995); highlighting deliberate changes in emphasis to help adjust focus; the provision of supportive, positive feedback to reassure the player that her information was useful; and allowing the player to set the interview pace.

Post-interview reflections highlighted that my questioning technique improved throughout, thus creating a greater aura of empathy and mutual understanding, and consequently greater player disclosure. Improved techniques included: the increased use
of silence, elaboration and clarification probes as these appeared successful in achieving additional information and rapport development; giving the player more time to answer questions; and the ability to react to, and interact with, the player.

Dean and Whyte (1978, p.34) suggested that the main limitation associated with interview data is that, at best, “The informant’s statement represents merely the perception of the information, filtered, modified by his cognitive and emotional reactions and reported through his personal verbal usages.” Two interrelated processes were used to reduce the filtering processes over which the interviewee has conscious control. First, ‘controlled intimacy’ (Douglas, 1985, p. 76) was achieved by: abiding rules of social space: maintaining an open stance; and employing mirroring and verbal tracking techniques (Cote et al., 1995). Second, various techniques were operationalised to reduce deliberate interview distortion (Douglas, 1985, Dean & Whyte, 1978) including: the reduction of potentially threatening or high avoidance incentives by reassuring the players of anonymity and that disclosure would not effect selection; the reduction of ulterior motives by confirming that no personal power was held to influence the EWCT environment; implying the player as the expert to reduce the desire to provide the ‘correct’ response; and taking care not to judge disclosed information.

1.3.2.6.10 Evaluation of Rapport Development and Disclosure

The players appeared open and sincere throughout, with several specific instances of disclosure demonstrating the success of the techniques used at developing trust and the recognition that there would be no repercussions. For example, one player who was experiencing a particularly difficult life period came to openly discuss the issue and how it had affected her recent FT. Several players also took the opportunity to air her views of upset and frustration caused by the EWCT soci-cultural environment. These scenarios coincide with Sparkes’ (1992) account of the interviewer as therapist. Beyond these, many appeared to enjoy the experience, with most interviews lasting for 1½ hours with casual chat continuing afterwards. Memory recall did not appear to be a problem, with players easily recounting experiences in a manner that implied their importance. The
analytical level achieved by some players was also surprising, for example, one player came to realise how she could fit PST into her life, after years of not finding time.

1.3.2.6.11 Interview Closure

As each player finished exploring and discussing her PST and FT adherence perspective, she was asked if there were any other relevant training issues that she would like to introduce or discuss further (Bloom et al., 1997). Where appropriate, she was invited to do so, whilst confirmation of a ‘saturated’ state demonstrated the completion of detailed probing. At this point, the interview guide was checked to ensure that no potential area of discussion had been inadvertently omitted. She was then asked to highlight the top three determinants that first promoted, and second prevented, FT and PST. Finally, each player was thanked for her assistance, honest reflections and time.

After the interview, Patton’s (1990) three recommendations were followed. First, the tape recorder was checked to ensure correct functioning. Second, I reflected on my interview performance to ensure that quality had been maintained and to attain ideas for further improvement. Finally, thoughts regarding the social setting, interview progression, and adherence issues were recorded on to a ‘Dictaphone’. These reflections were acted upon in future data collection and analysis. A thank you card was also sent.
Chapter Two

Contributions to the Understanding of the EWCT Players’ Training Behaviour and Change Processes

Chapter One described the methods and techniques used to gain information relating to the EWCT players’ FT and PST behaviours. As demonstrated, constant reflection and analysis occurred throughout to ensure that Strean’s (1998) request for good, rich data was met. However, these procedures form only part of the analytical process. In 1991, Fetterman proposed that the process of analysis changes the investigation’s focus from the ‘emic’ or individual’s perspective, to the ‘etic’, whereby the researcher tries to make sense of the data that s/he has collected in terms of both the investigated individual’s and his/her own ‘scientific’ understanding. Here, this predominantly involved combining collected data with my personal understanding of theoretical and applied sport psychology. Appendix B details four main stages of analysis used to further understand and interpret the players’ perspectives, with the aim of developing a theoretical overview of the important issues that contributed to the EWCT players’ FT and PST adherence. These analytical stages are displayed in Figure 2.1. In brief, the analysis was again guided by Glaser and Strauss’s (1967) Grounded Theory, with a similar recognition that my perspectives were instrumental to the generation of understanding. Specifically, in an attempt to maintain context, each player’s interview data was considered in light of knowledge gained of her adherence to training through the other data sources. This led to the development of two frameworks, the Conceptual Framework of Fitness Training Behaviour (CF of FTB) and the Conceptual Framework of Psychological Skills Behaviour (CF of PSB), which describe the manner in which the EWCT players’ completed their FT and PS behaviours respectively. Chapter Two specifically indicates how these two frameworks provide the sport scientist with a more appropriate representation of the players’ behaviours than previous exercise and PS adherence frameworks. This will be achieved by highlighting the specific contribution of each framework over and above those within the present literature.
Stage 1

Player Interview Data Familiarisation

The Creation and Labelling of Meaning Units

Maintaining Context:
The Development of a Training Category / Effect (TC/E) Coding Framework

TC/E Coding Framework placed onto NUD.IST

Stage 2

List of Training Determinants

TB/E Framework

Constant Comparison Analysis of
Meaning Units

Coding Meaning Units into
Coding Framework

Negative Case Analysis

Meaning Units do Not Fit into
Existing Determinant Nodes List

Rework Determinant Definitions

Further Development of
Training Determinant List

Meaning Units do Not Fit into
TB/E Framework

Rework TB/E Definitions

Further Development of
TB/E Coding Framework

Development of Coding Rules

Meaning Units do Fit into
Determinant List / TB/E Coding Framework

Stage 3

Final Cross-Checking Procedures

Stage 4

Returning to an Holistic Interpretation

Figure 2.1: The Analytical Process of the Interview Data

2.1 The Conceptual Framework of Fitness Training Behaviour

Although the provision of a FT adherence definition had been resisted within the player interviews, it became progressively obvious that to understand and contextualise the differences in the players’ FT behaviours realised throughout direct experience, that their
FT behaviour must be maintained throughout the analysis. This, as explained further in Appendix B and demonstrated throughout Chapters Three to Seven, would enable the issues that led to differences between players’ FT behaviours, and within a player’s behaviour at different points of time, to be discerned. An appropriate benchmark on which to review FT behaviour was the periodised FT programme that the physiologist wanted all players to complete and on which she based her FT advice. This programme was designed to develop fitness throughout the winter, thus leading to the attainment of peak competitive batting and fielding fitness, and was based on the American College of Sports Medicine’s (ACSM) (1990) guidelines. For example, to achieve ‘aerobic development and the maintenance of cardio-respiratory and muscular fitness’ continuous exercise for 20-60 minutes at 60-90% max HR (50-85 % VO$_2$ max) for 3 to 5x/wk was recommended. Specifically, the periodised FT programme comprised three main mesocycles each with a specific physiological development aim. The first mesocycle, October to December, comprised an aerobically based programme to improve the players’ stamina and strength endurance. Between January and April, this work continued, with a progressive amount of anaerobic (speed) and agility work added as the season approached. Throughout the third mesocycle, the domestic cricket season, the winter’s aerobic base was to be maintained, whilst further emphasis is placed on speed and agility. Adherence to the periodised FT programme, therefore, requires the player to complete the frequency, duration and intensity of FT, at the appropriate time of year. In order to capture the players’ FT behaviours, all the data sources available for each player (See Table 2.1 for 1996/7 MSFT results) were scrutinised and compared to the periodised FT programme. Through the process described in Appendix B and displayed in the right-hand side of Stage 2 in Figure 2.1, the CF of FTB was developed and amended until it fully represented all the FT behaviours that each player had demonstrated (See Appendix C for example case-studies).
### Table 2.1: EWCT Players’ Pre and Post Off-Season Multi-Stage Fitness Test Scores

<table>
<thead>
<tr>
<th>CF of FTB Category</th>
<th>Pseudonym</th>
<th>Pre 1997 Season Test: Pre Level</th>
<th>Post Level</th>
<th>Est. VO₂ max</th>
<th>Change in Level</th>
<th>Rank Order VO₂ max</th>
<th>Rank Order VO₂ max Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year Round (YR)</strong></td>
<td>Sport / Trainer</td>
<td>Laura</td>
<td>11.2</td>
<td>11.2</td>
<td>50.8</td>
<td>Nov – April = 0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Siobhan</td>
<td>10.1</td>
<td>11.0</td>
<td>50.3</td>
<td>Nov – April = +0.9</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Heidi</td>
<td>9.8</td>
<td>10.0</td>
<td>47</td>
<td>Nov – April = +0.2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lucy</td>
<td>Injury</td>
<td>9.4</td>
<td>44.5</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Sport / Exerciser</td>
<td>Lorraine</td>
<td>8.9</td>
<td>10.1</td>
<td>47.2</td>
<td>Nov – April = +1.2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Exerciser</td>
<td>Sue</td>
<td>8.8</td>
<td>Deselected</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>Two Meso. Main., One Meso. Occ.</strong></td>
<td>Sport/Trainer</td>
<td>Sarah</td>
<td>9.2</td>
<td>10.8</td>
<td>49.3</td>
<td>Dec – April = +1.6</td>
<td>3</td>
</tr>
<tr>
<td><strong>Two Meso. Main., One Meso. Nothing</strong></td>
<td>Trainer</td>
<td>Kirsty</td>
<td>Injury</td>
<td>7.1</td>
<td>36.8</td>
<td>Feb – April = +1.1</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Sport/Trainer</td>
<td>Miriam</td>
<td>8.8</td>
<td>8.4</td>
<td>41.1</td>
<td>Nov – April = -0.4</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ella</td>
<td>8.6</td>
<td>Retired</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td><strong>One Meso. Main., Two Meso. Sporadic</strong></td>
<td>Trainer</td>
<td>Belinda</td>
<td>7.1</td>
<td>9.2</td>
<td>43.9</td>
<td>Dec – April = +2.1</td>
<td>8</td>
</tr>
<tr>
<td><strong>One Meso. Main., Two Meso. Nothing</strong></td>
<td>Exerciser</td>
<td>Helen</td>
<td>8.7</td>
<td>9.4</td>
<td>44.5</td>
<td>Feb – April = +0.7</td>
<td>6</td>
</tr>
<tr>
<td><strong>Sporadic</strong></td>
<td>Sport/Trainer</td>
<td>Julia</td>
<td>7.1</td>
<td>Injured</td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Sport / Exerciser</td>
<td>Anne</td>
<td>8.5</td>
<td>8.7</td>
<td>42.1</td>
<td>Nov – April = +0.2</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Exerciser</td>
<td>Jo</td>
<td>4.0</td>
<td>4.0</td>
<td>26.0</td>
<td>Feb – March = 0</td>
<td>15</td>
</tr>
</tbody>
</table>
The CF of FTB (See Table 2.2) comprises two interactive dimensions that combine to create 35 Training Behaviour categories. The first, the Mesocycle Continuum, fractionates the FT year into the periodised FT programme’s three mesocycles, and then further again into Maintenance, Occasional and Sporadic, to denote the amount of FT completed throughout each mesocycle. Maintenance highlights that the individual’s FT meets the recommended ACSM (1990) frequency and duration guidelines. Occasional denotes regular FT, but for less than the recommended three times a week. Sporadic implies that FT behaviour does occur, but infrequently and with no regularity in terms of the number weekly sessions or when in fact FT will occur. The final category, Nothing, encompasses periods of over a year when no FT beyond playing cricket was completed.

The CF of FTB’s second dimension, the Training Format Dimension, is a series of five categories relaying how the players sought to achieve fitness gains. Although not a continuum, these are represented horizontally across the framework, suggesting that as the player moves right across the framework her FT increasingly meets the periodised FT programme. The five categories comprise three main methods. First, Training denotes exercise that is completed with the goal of achieving peak fitness for cricket, a Trainer, therefore, aims to develop both aerobic and anaerobic energy systems. Second, several players completed either the aerobic or anaerobic training component and, as such, did not gain the all-round physiological development required. This behaviour was termed Exercise, and the player who completes only one component an Exerciser. Third, fitness gains were also achieved by default through training for/playing in other sports. These were primarily completed for reasons that were distinct from specific attempts to get fit for cricket. Physiological gains developed in this manner were termed Sport. To clarify, training for/competing in cricket was not classed as Sport, as the aim of FT should be to be fit for cricket. However, training and competing in rugby would be termed Sport as such encounters provide benefits that would improve fitness for cricket. To encompass the twelve players who completed Training or Exercise and Sport, two further categories Sport/Exerciser and Sport/Trainer were also incorporated.

1 FT, i.e., Fitness training will be used as a global term to represent ‘training’, ‘exercising’ and ‘sport’ when no further stipulation is warranted.
Table 2.2: The Conceptual Framework of Fitness Training Behaviour in the Sampled England Women Cricketers.

*Normal font = player categorisation for the 1996/7 off-season.*  
*Italics font = previous player categorisations.*

<table>
<thead>
<tr>
<th>Training Format Dimension</th>
<th>Sport</th>
<th>Exerciser</th>
<th>Sport/Exerciser</th>
<th>Sport/Trainer</th>
<th>Trainer</th>
</tr>
</thead>
<tbody>
<tr>
<td>YR Main.</td>
<td>Sue</td>
<td>Lorraine</td>
<td>Lucy, Heidi, Siobhan, Laura, Ella&lt;sup&gt;2&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Meso. Main., 1 Meso. Occ. / Sporadic</td>
<td></td>
<td></td>
<td>Sarah, Belinda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Meso. Main., 1 Meso. Nothing</td>
<td>Siobhan Lorraine</td>
<td>Miriam</td>
<td>Kirsty</td>
<td>Belinda, Miriam</td>
<td></td>
</tr>
<tr>
<td>1 Meso. Main., 1 Meso. Occ. / Sporadic</td>
<td>Helen</td>
<td></td>
<td>Kirsty</td>
<td>Belinda, Miriam</td>
<td></td>
</tr>
<tr>
<td>1 Meso. Main., 2 Meso. Nothing</td>
<td></td>
<td></td>
<td>Helen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Meso. Sporadic</td>
<td>Julia</td>
<td>Jo, Ella Lorraine</td>
<td>Anne</td>
<td>Julia</td>
<td></td>
</tr>
<tr>
<td>Nothing across the 3 Meso.</td>
<td>Helen, Anne, Jo</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The CF of FTB highlights the FT behaviours that are feasible if both dimensions are fully operationalised. 15 of the 35 possible Training Behaviour categories were actually representative of the EWCT players’ yearly FT behaviours. These are all

<sup>2</sup> Unless otherwise stated Ella shall be included as a YR Maintenance player throughout the analysis, as she remained in this category until half way through the off season when she contemplated, and then, retired from cricket leading her to change to the Sporadic categorisation.
displayed in Table 2.2 with the pseudonyms that shall be used throughout this project, highlighting the 1996/7 and previous player categorizations. Some had changed her FT within the two direct experience mesocycles, as such, her 1996/7 categorisation was determined through analysis of her personal efficacy, and behavioural and cognitive preparations, to continue her new FT regime through the competitive mesocycle.

2.1.1 The CF of FTB's Contribution to the Understanding of Adherence

Within the exercise adherence literature, both Sonstroem (1988) and Dishman (1994) have advocated the use of stage approaches to exercise promotion. Through its grounding in the players’ FT behaviours and the interaction of the Training Format Dimension and the Mesocycle Continuum, the CF of FTB categories can also be viewed as a series of stages to the adoption and maintenance of the periodised FT programme. Specifically, a player’s progression towards the periodised FT programme, represented by the top right hand category YR Trainer, can be achieved in two ways. First, by horizontal movement across to the right of the Training Format Dimension, that is from Sport, through Exerciser, Sport/Exerciser, Sport/Trainer to Trainer. Second, by vertical movement up Mesocycle Continuum, whereby the player increases her frequency of weekly FT and/or the number of the year’s FT mesocycles trained for. This section will highlight how the CF of FTB better encapsulates the EWCT players’ FT than previous stage frameworks.

Overall, the CF of FTB is the first adherence framework that specifically aims to describe the FT of a sporting population. The most obvious way in which this has been achieved, is through the encapsulation of the FT year’s three mesocycles which encourages athletes to consider whether they are completing the appropriate mode, intensity and duration of FT for the time of year. Second, by further reducing the Mesocycle Continuum to encompass Sporadic, Occasional and Maintenance, a useful account of the amount of FT completed on a typical weekly basis is provided. This again is particularly important for the international performer, as FT Maintenance is required if physiological development is to be achieved. This distinction has not been included within previous models. For example, no application of Prochaska et al.’s (1992) SCM to exercise has made reference to the frequency of exercise behaviour.
Instead, the Occasional or Maintenance players could both be placed within the SCM's Action or Maintenance stages, depending on the number of months that the player had been FT or by her cognitive and behavioural stage. Third, the CF of FTB also supersedes other stage models in their application to the EWCT players by recognising the different ways in which players sought to achieve fitness gains. Although it is appreciated that the three 'Sport' categories are due to player preference as opposed to necessity, the 'Exerciser' and 'Trainer' categories originate from the requirement for the players to complete both aerobic and anaerobic training. Research has yet to contemplate adherence to multiple forms of exercise or FT in one programme. Instead, exercise has typically been conceptualised or operationalised in one of three ways. First, research has gained an overall measure of an individual's exercise/activity levels (e.g., Cardinal, 1995) by either conceptualising exercise as a global construct or by not discriminating between exercises of different intensities or forms. Second, with the aim of improving the specific health of a specific population, exercise has been operationalised as a unidimensional concept, for example, aerobic-based work or weight training. Finally, when two forms of exercise have been operationalised within one FT programme, they typically involve progression from one form to another, for example, from walking to jogging within a ten-week exercise programme, as opposed to both being required within the same week. To progress the understanding of the EWCT players' FT behaviours however, it was important that their multiple forms of FT were encapsulated within the CF of FTB.

2.1.2 Implications for Sport Science Support Practice

Ultimately, the CF of FTB is a visual tool that clearly identifies the required aspects of FT and the consequential stages at which players can be located. For the player, the CF of FTB, therefore, enables her to identify her own personal stage, and in turn, clearly see how her stage compares to the behaviour prescribed by the physiologist. This in itself is useful for the physiologist, as it clearly highlights any discrepancy and thus provides a medium for enhancing awareness, discussion and education. More specifically however, Cardinal (1995, p. 88) stated that "knowing an individuals' stage can assist researchers and practitioners in developing and testing stage appropriate physical activity interventions." Knowledge of a player's CF of FTB
position can, therefore, be used to promote a player’s FT stage Maintenance and then progression by adapting the support provided to her stage position.

In 1995, Gorely and Gordon stated, “a stage perspective suggests that adopting exercise behaviour may be best facilitated by encouraging a number of small steps” (p. 322). In light of this view, the CF of FTB is particularly useful as its detailed breakdown of FT mesocycles, frequency and format provides a whole series of small steps that a player can make to improve their adherence to the periodised FT programme. Interestingly, the ACSM (1998) recently adopted this approach when they acknowledged that the ‘normal’ American population had failed to achieve the recommended amount of exercise required to promote ‘aerobic development and the maintenance of cardio-respiratory and muscular fitness’. The realisation that an individual’s perception that the ‘fitness’ guidelines were unattainable may prevent him/her from adopting exercise behaviours, led the ACSM to recommend an ‘active lifestyle’ guideline, providing a smaller, more achievable step for non-exercisers to make. In a similar vein, the CF of FTB provides a series of small, attainable and measurable steps that can be taken by the player to eventually promote diagonal movement (up and right) across the framework. Specifically, six steps through the Mesocycle Continuum can be made within each of the Training Format categories, whilst ten changes in Training Format Dimension are possible within each Mesocycle Continuum category. These ten possible steps originate from the fact that Training Format Dimension is not a continuum, as such, movement can occur from one to any other Training Format category in one step as displayed in Table 2.3

Table 2.3: A Summary of the Ten Possible Training Format Changes.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Exerciser</th>
<th>Sp/Ex’r</th>
<th>Sp/Tr’er</th>
<th>Trainer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport</td>
<td>XXXXXXXXX (1)</td>
<td>XXXXXXXXX (2)</td>
<td>XXXXXXXXX (3)</td>
<td>XXXXXXXXX (4)</td>
</tr>
<tr>
<td>Exerciser</td>
<td>XXXXXXXXX (5)</td>
<td>XXXXXXXXX (6)</td>
<td>XXXXXXXXX (7)</td>
<td></td>
</tr>
<tr>
<td>Sport / Exerciser</td>
<td>XXXXXXXXX (8)</td>
<td>XXXXXXXXX (9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sport / Trainer</td>
<td>XXXXXXXXX (10)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trainer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The CF of FTB should, therefore, be conceived as a series of vertical and horizontal helices that are conceptually similar to the cognitive and behavioural dimensions of Prochaska et al.’s (1992) SCM. Whilst six spirals exist vertically (i.e., a change in the Mesocycle Continuum for each of the five Training Format Dimensions), a further seventy helices exist for movement across the Training Format Dimension (i.e., a ‘Training Format Dimension change within each of the seven Mesocycle Continuum categories). In total, therefore, the CF of FTB proposes three hundred and fifty possible ways in which a player can change their FT behaviour. Although this sounds excessively detailed, it reinforces that whatever, and however small, the movement made within the CF of FTB, the player will be required to progress, and supported through the SCM’s cognitive and behavioural stages.

The main contribution of the CF of FTB, is therefore, twofold. First, the Mesocycle Continuum alerts the practitioner to different training behaviours across the training year, and possibly alludes to the player’s willingness or ability to engage in training behaviours at certain times of the year. Second, the acknowledgement of the Training Format Dimension highlights that the process of the EWCT players’ FT behaviour change requires a two-dimensional framework, and not the one-dimensional perspective as advocated by Prochaska et al.’s (1992) SCM.

In reference to FT adherence, no other research has specifically analysed the specifics of a sport’s periodised FT programme. As such, the CF of FTB provides an original, specific, but simple guide of how the sport physiologist can encourage his/her athlete to make the next, small step towards the periodised FT programme.

2.2 The Conceptual Framework of Psychological Skills Behaviour

As with the FT data, Stage 1 of the PST data analysis (See Figure 2.1) led to the realisation that many different PS behaviours were being performed by the EWCT players. In contrast to FT data analysis however, there was no benchmark against which to compare PS behaviours beyond that of the formal definition of the structured and systematic development of PS accepted within sport psychology and outlined in Section 0.3. It was, therefore, considered important to try to distinguish between different PS behaviours to promote the understanding of the EWCT players’ PS
adherence. Further, the details given by the players as to how and why they had changed their PS behaviour warranted a detailed examination of the behavioural change process. Stage Two of the analysis sought to develop a framework that would encapsulate both the diverse range of behaviours completed and the change in behaviours over time. This process (detailed in Appendix B) eventually led to the development of the CF of PSB (Figure 2.2) that shall be discussed throughout the following section.

2.2.1 The Identification of PS Behaviours

Although Shambrook and Bull (1999) acknowledged that PS behaviours were performed in both home, technical training and competitive environments, these distinctions did not account for all of the PS behaviours discussed by the EWCT players. First, five situations where PS behaviours occurred were identified, these were; Match (within a competition), Match Preparation (in preparation for a competition), Nets (within technical training), Nets Preparation (in preparation for a technical training session) and Home-Based (in a non-cricketing environment). Preparation was deemed to occur from two days prior to the start of a specific competition/technical training session as this was the maximum time period that players mentioned being engaged in preparatory behaviours for a specific match. Further, PS were used within the four match and net situations to improve current performance, or indeed, as a deliberate attempt to develop PS so that their implementation would be more appropriate and successful within future competitive situations. These two behaviours were termed Use and Training respectively and were appended to each of the four match and net situations to create eight PS behaviours or Training Behaviour Categories, for example, Field Use, Field Training, Field Preparation Use etc.

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3 Shambrook's (1999) categorisation occurred after this research project had conceptualised such distinctions.
Habitual Use, Training and Practice of Complex Psychological Techniques relating to All PS

Intentional Use/Training/ of PS

Habitual Use/Training of PS

Decision Not to use/train/practice PSB

Decision to use/train/practice PSB

Intentional Non Use/Training/ Practice of PS

Contemplation of PS use/training/practice

Habitual Non Use/Training/ Practice of PS

Receptivity

Non-Contemplated, Hab-Non Use/Training/Practice of PS

Pre-Contemplation

Prior Use/Practice of PSB

Continued Exposure to Psychological Support

Introduction of Psychological Support

Initial Reaction to Psychological Support

Preventing Contemplation

Contemplation of PS

Intentional / Habitual Home-Based PST: Structured Purposeful Unstructured Unstructured

Increasing Complexity in PS Use/Training/ Practice

Figure 2.2: The Conceptual Framework of Psychological Skills Behaviour.

*Bold boxes indicate actual stages that the player can rest within or move through. Dotted boxes indicate subsidiary stages. Thin line boxes and lines indicate the progressive delivery of the sport psychology support service.*
The analysis of the EWCT players’ PS behaviours conducted in a non-cricket environment, that is outside of the two day preparation period for specific competitions/training sessions, revealed that PS were completed in three different forms. First, some players systematically planned and conducted PST to improve their PS in a non-cricket environment, thus meeting the traditional view of PST. This was termed Structured Home-Based PST. Second, players completed unplanned and unstructured sessions in which they did practice their PS. These occurred in two ways: either the player spontaneously decided to complete PST; or alternatively, a spontaneous cricket-related thought or image was then consciously turned into a PST session. For example, a player may make the decision that now is a good time to visualise a successful performance, or she may spontaneously daydream about playing cricket and decide to turn the daydream into a visualisation session. Although these two situations, which were both termed Purposeful Unstructured Home-Based PST, were not, therefore, planned, they did involve consciously concentrating on practicing a PS. Finally, spontaneous thoughts that the players’ allowed to run their true course without conscious control, for example, daydreaming of a good performance or getting the winning catch in the World Cup final were termed Unstructured Home-Based PST.

The above eleven PS behaviours were employed to varying extents both across and within individuals. As with the FT behaviour above, it was deemed important to maintain these PS behaviours’ context by acknowledging how regularly each was used, as again the regularity of PS behaviour completion appeared to be determined by different adherence determinants. Four Training Effect Categories that encompass these differences in PS behaviour regularity were, therefore, developed. First, some PS behaviours (both conscious and subconscious) occurred as a matter of course and were termed Habitual. Second, some players deliberately employed PS on particular occasions, whilst third, they deliberately decided not to employ PS at other times. These two terms were labeled Intentional and Intentional-Non(Use) respectively. Fourth, some players had never completed, or had even considered, using/training/practicing PS. These were labeled Habitual Non (Use). As a consequence, it can be seen that each of the eleven forms of PS behaviour can be used to four differing extents.
It was at this point, that it was decided not to categorize players into the CF of PSB as: first, there was less differentiation between players’ behaviours; and second, as most players employed different PS in different situations and to different extents, it was seen that categorization would become too complex to be useful. Table 2.4 does however, provide an indication of the EWCT players’ PS behaviours. Particularly, it reinforces that the players’ PS behaviours were more distinct and varied than previously conceived, and that beyond Field Use, Field Preparation Use and Nets Use (in at least one PS), most of the players do not engage in PS behaviours. With reference to the traditional structured view of PST, no player completed PST on a habitual basis, though five did intentionally.

Table 2.4: A Guide to the EWCT Players’ Psychological Skill Behaviours

<table>
<thead>
<tr>
<th>CF of PSB Category</th>
<th>Habitual</th>
<th>Intentional/Intentional-Non</th>
<th>Habitual-Non</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Use</td>
<td>7</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Field Training</td>
<td>1</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Field Prep Use</td>
<td>5</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Field Prep Training</td>
<td>1</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Nets Use</td>
<td>4</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Nets Training</td>
<td>0</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Nets Prep Use</td>
<td>4</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Nets Prep Training</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Structured Home-based PST</td>
<td>0</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Purposeful Structured Home-based PST</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Unstructured Home-based PST</td>
<td>6</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Receptivity</td>
<td></td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

As with the CF of FTB, the adopted interpretivist framework has enabled a detailed investigation of the EWCT players’ specific circumstances and PS behaviours, which consequently, led to the development of the CF of PSB which provides a more complex picture of the PS adherence process than previously conceived (e.g., in Prochaska et al.’s (1992) Stages of Change Model and Shambrook and Bull’s (1999) Conceptual Framework of Adherence to Psychological Skills Training). Specifically, five major advances have been made, each of which are detailed below.
2.2.2 The Early Stages of the Adherence Process

The importance of understanding the early stages of the adherence process has been reiterated within the sport psychology literature. Theoretically, Greaser (1994) highlighted the potential impact of the early days of support on the acceptance of, and adherence to, psychological techniques. Alternatively, from practical experience of consulting within collegiate, amateur and professional level sport, Ravizza (1988, 1990) highlighted many barriers to entry. The EWCT players also demonstrated the significance of the early stages of support by describing how their personal PS beliefs, attitudes and perceptions of subjective norms influenced their early impressions of sport psychology and consequential acceptance. Further, by relating their initial, and changes in, reaction to the initiation and continuation of sport psychology support, the CF of PSB has been able to capture how the two entwine (This is detailed in Chapter Six). It is due to these vivid portrayals that the CF of PSB has been able to provide a more detailed framework of the players' early sport psychology experiences and consequential change in PS behaviour change, than previously portrayed. First, the CF of PSB proposes two starting points, that is; Pre-Contemplation and Prior Use/Practice of PSB. The recognition of Prior Use/Practice of PSB is important as it changes the expected starting point of the consultancy process. To explain, whether they were aware of it or not, many players used some form of psychological technique to help improve their performance, however, none realised that they were using recognised psychological techniques or aspects of sport psychology, until the sports psychologist's mention brought it to their attention. As such, their Prior Use/Practice of PSB appeared to have no impact on their anticipatory and initial reactions to receiving psychological support. Although the focus of this framework is firmly grounded in the EWCT players' behaviour, the formal inclusion of Prior Use is also warranted by other groups who have reported completing similar unguided behaviours. For example, 15 of Grove et al.'s (1999) sample of 37 elite junior baseball players, reported being in the SCM's (Prochaska et al., 1992) maintenance phase prior to the start of an education programme. Similarly, Chen and Singer (1992) reported that performers often use psychological techniques without considering their initiation.
The CF of FTB's second advancement is the inclusion of the Introduction of Psychological Support and Continued Exposure to Psychological Support, and their links to Initial Reaction and Receptivity, specifically reinforces the importance that the players' ascribed to these occasions for their initial and future PS behaviour. The Introduction to Psychological Support was perceived as a major event within all of the players' cricketing careers and provoked strong Initial Reactions. It was, therefore, deemed important to add the Introduction into the framework as a reminder that, although in time, it is a one-off event, the EWCT players' experience highlight that it must not be separated from determinants that influence the anticipation of its occurrence (See Chapters Five and Six). For example, whether a player received the very first EWCT psychology support session, or joined the squad once the support had been long established, her Introduction to Psychological Support was influenced by the social environment (See Chapter Five). The inclusion of Continued Exposure to Psychological Support specifically aims to promote the recognition that a player will continue to judge any psychological support provided, which will in turn, influence the continued shaping of her attitude towards sport psychology and PS behaviours.

Finally, Receptivity was included to mark the stage at which the player came to recognise the potential importance of sport psychology and/or psychological techniques for improved performance. Although strictly speaking, Receptivity is a non-use state, its achievement was shown to mark a considerable change in the individual's acknowledgement of sport psychology and PS, and a considerable success for the sport psychologist. Again when combined with its determinants, the formal recognition of Receptivity enables the consideration of how to progress players to Receptivity and on towards Contemplation.

2.2.3 The Identification of Four Non-Use States

The detailed review of PS behaviour determinants demonstrated that different determinants led to non-use states at various points of the adherence process. Further, these non-use states could be either temporary or long-term in nature (that is Intentional or Habitual). The identification and inclusion of Pre-Contemplation, Non-Contemplated Habitual, Contemplated Habitual and Contemplated Intentional (Non-
Use/Training/Practice of PS), therefore, intends to acknowledge that a player who is not using/training/practising PS could be at any one of four cognitive stages, which are caused by corresponding determinants. Further, the practical recommendations and techniques used to reduce the likelihood of a player entering these states should be matched to their CF of PSB stage. Again, the need for the formal distinction between non-use stages could be insinuated from Le Scanff’s (1995) research. Of 25 table tennis players, five chose not to participate in a sport psychology education programme, whilst a further six dropped out during the programme. It is possible, that if investigated, different determinants may have been exhibited among those players who chose not to participate from the outset, as opposed to those who withdrew after the initiation of the support.

2.2.4 The Intentional / Habitual Distinction

It is with the introduction of Intentional and Habitual completion of PS behaviours that the CF of PSB departs most from previous PST adherence frameworks (Prochaska et al., 1992; Shambrook & Bull, 1999), as they perceive that over a period of time the individual’s PST becomes more cognitively established. That is, individuals will actively seek to perform a behaviour with the intention that it will become more habitual, for example, from Action to Maintenance (Prochaska et al., 1992). Although, drop-out is noted, it marks a change in the individual’s cognitive and behavioural state. In contrast however, the EWCT players Intentional Use/Non-Use of PS behaviours suggests a marked distinction as an engaged period of Intentional PS behaviours does not lead to Habitual behaviour. Whilst Habitual is akin to Shambrook and Bull (1999) and Prochaska et al., (1992) Action/Adherence and Maintenance stages, Intentional acknowledges that PS behaviours occur as one instance, decided upon on a day-to-day, match-to-match basis and not as part of an overall intention to continue to participate in their use for a period of time. This recognition is important for application, as it suggests that athletes do not always consider the need to intentionally engage in PS usage/training for a period of time in order to develop an appropriate PS base.
2.2.5 Psychological Skill Complexity

The EWCT players' experiences clearly demonstrate different levels of skill complexity being utilised at both Intentional and Habitual levels. The initial stages of the CF of PSB acknowledge that several players complete Prior Use/Practice of PS before their Introduction to Psychological Support. On receiving this support, several players came to realise that she was conducting a recognised psychological technique but then continued to complete the PS behaviour in her original manner. These skills were often quite basic in their form and application. For example, a player may have established some form of pre-performance routine, but had not fully developed this routine to ensure the consistent achievement of her peak performance state. Within Intentional and Habitual Use/Training/Practice of PS, therefore, the PS behaviour is viewed as a continuum of increasing PS complexity, with each increase in complexity requiring the player to move through all of the CF of PSB stages from Continued Exposure and Receptivity to Intentional/Habitual. This continuum of PS complexity accounts for Vealey's (1988) sustainment and coping phases, which state that psychological technique implementation should become more advanced as the athlete's PS levels increase. The player does not, therefore, reach the top of the PS complexity continuum until she is able to successfully utilise the PS successfully under extreme and diverse conditions.

2.2.6 Situation and Psychological Skill Application

Although the CF of PBS is displayed as a unidimensional figure, it does in fact need to be repeatedly applied to account for all of the dimensions identified. First, the Intentional and Habitual strands have to be applied to each of the PS Field, Net and Home-Based situations (e.g., Field Use, Field Training). Second, the framework has to be applied to each PS separately, as it was common for an individual to a technique for one skill, for example, an anxiety management technique, but not for another, for example, concentration. The end point of the CF of PSB and the psychologist's goal, therefore, is for the player to engage in the Habitual Use, Training and Practice of Complex Psychological Techniques relating to All Psychological Skills. Again this involves the player conducting these PS at a complexity level that would enable her to achieve her peak performance state under extreme and diverse competitive conditions.
2.2.7 Implications for Sport Science Support Practice

The CF of PSB has considerably enhanced the understanding of the adoption and adherence of PS behaviours within a traditional SSSP setting. Each stage, when considered in relation to the determinants that lead to its achievement and maintenance, provides further information of how to approach the consultancy situation and promote PS behaviours. Such promotional recommendations will be made throughout Chapter Three to Eight. Further, beyond using the framework to promote PS behaviours, its recognition of numerous PS behaviours and comprehensive system of stages can also be used as an indication of the sport psychologist’s success. Grove et al. (1999, p. 112), initiated the use of Prochaska et al., (1992) SCM for measuring a programme’s success, “The stage of change approach assumes that subtle behavioural changes will proceed more durable and obvious ones, and that these more subtle changes will be measurable and relevant for documenting program impact.” Following Grove’s discussion, with sport psychology’s increasing need to demonstrate accountability by showing that they are progressing the psychological toughness of players, the CF of PSB, particularly with its inclusion of Receptivity and different Non-Use states, provides a more subtle marker of progress.

2.3 Conclusions

This chapter has highlighted that the development of the CF of FTB and CF of PSB has provided a far more complex and appropriate representation of the EWCT players’ FT and PSB behaviours. This, in turn, provides a more comprehensive and useful tool for promoting such behaviours and for monitoring a sport scientist’s success in helping athletes to progress through the frameworks. The following chapters highlight the determinants and issues that led to the players’ positioning within, and changes across, these frameworks.
Chapter Three

The EWCT Players' Personal Determinants of
Fitness Training and Psychological Skill Behaviours

Chapter Two introduced two socio-cultural environments that have influenced the EWCT players' FT and PS behaviours. Chapters Three and Four present the determinants that are related to the Personal/Non-Cricket Socio-Cultural Environment. Chapter Three specifically highlights the majority of the FT and PS behaviour determinants associated with this environment, whilst Chapter Four deals specifically with the Training Experience. Although, the personal FT and PST determinants of sports people have been reviewed previously in the literature (e.g., Bull, 1991; Palmer et al., 1999), the interpretive framework adopted for this project has provided a more detailed insight than previously achieved with an athletic population. Specifically, the categorisation of players (See Chapter Two) has enabled general trends with the CF of FTB / CF of PSB and personal determinants to be reviewed and has provided an understanding of more fundamental issues in the adoption of PS than previously suggested within the literature. This chapter will discuss issues relating to, first, FT and second, PS behaviours.

3.1 Personal Determinants of Fitness Training

The analysis procedures produced two higher order categories that encompassed thirteen Personal FT behaviour determinants, these were the Personal Benefits of FT and Indicators of Personal FT-Motivation. Table 3.1 summarises the promotional and preventative effect¹ of each Personal FT determinant and the order of discussion.

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¹ Please note that the use of the term ‘effect’ is not meant to infer causality, but suggests whether the determinant was perceived by the player, or interpreted to, positively or negatively influence her FT and PS behaviours. This footnote applies for the use of ‘effect’ throughout this project.
<table>
<thead>
<tr>
<th>Higher Order Categories</th>
<th>Fitness Training Determinants</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal-Benefits</td>
<td>Physical Benefits:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Weight Control</td>
<td>+ ve</td>
</tr>
<tr>
<td></td>
<td>• Feeling Fitter, Livelier and Healthier</td>
<td>+ ve</td>
</tr>
<tr>
<td></td>
<td>• Being Fitter For Sport</td>
<td>+ ve</td>
</tr>
<tr>
<td></td>
<td>• Being Overweight</td>
<td>- ve</td>
</tr>
<tr>
<td></td>
<td>• Counteracting Negative Effects of Ageing</td>
<td>+ ve</td>
</tr>
<tr>
<td></td>
<td>• Perceptions of Natural Fitness</td>
<td>- ve</td>
</tr>
<tr>
<td></td>
<td>Psychological Benefits:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Short-Term:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• During-FT Affective States (See Chapter Four)</td>
<td>+ ve</td>
</tr>
<tr>
<td></td>
<td>• Post-FT Affective States</td>
<td>+ ve</td>
</tr>
<tr>
<td></td>
<td>Long-Term:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Enhanced Personal-Esteem</td>
<td>+ ve</td>
</tr>
<tr>
<td></td>
<td>• Prevent Stress-Related Psychological States</td>
<td>+ ve</td>
</tr>
<tr>
<td></td>
<td>Indicators of Personal FT- Motivation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Goal-Driven FT</td>
<td>+ ve</td>
</tr>
<tr>
<td></td>
<td>• High Prioritisation</td>
<td>+ ve</td>
</tr>
<tr>
<td></td>
<td>• Exercise History</td>
<td>+ ve</td>
</tr>
<tr>
<td></td>
<td>• Intention to Continue Fitness Training after Retirement from England Cricket</td>
<td>+ ve</td>
</tr>
</tbody>
</table>

3.1.1 *The Personal Benefits of Fitness Training*

All players, except Anne the Sporadic Sport/Exerciser, mentioned Personal Benefits of FT as a determinant. However, a striking difference in the importance attributed to Personal Benefits of FT by the players across the CF of FTB categories was highlighted by their Top 3 FT determinant citations. Specifically, five of the seven YR players and Sarah, the Two Meso. Main., One Meso. Occ. Sport/Trainer cited Personal Benefits of FT within her Top 2 FT determinants, with three rating it as her primary determinant, and three as her second. Two YR players specifically stated how she felt about herself both physically and psychologically as a life priority, “I have this big thing really about how you feel about yourself. That seems to motivate me, sought of for most things” (Lorraine) and “It is about feeling good about yourself. To me people who neglect the body they are, just not feeling good about themselves” (Laura). In contrast, no player below the top two CF of FTB categories highlighted Personal Benefits of FT within her Top 3 FT determinants, with some citing only an incidental role. As highlighted by Laura and Lorraine’s comments above, Personal Benefits of FT comprised two child nodes, Physical Benefits of FT and Psychological
Benefits of FT. Although, the two are difficult to separate and were typically combined within the players' Top 1 and 2 FT determinant citations, the following two sections will highlight particular benefits gleaned within each node.

3.1.1.1 Physical Benefits of Fitness Training

All but three players cited Physical Benefits of FT. The three exceptions were three of the four players from the lowest CF of FTB categories, Helen, the One Meso. Main., Two Nothing Exerciser, and Jo and Anne, two Sporadic players. This suggests that, first, those players in the higher CF of FTB categories complete FT as she values the gain of physical benefits, and second, that the players in the lower CF of FTB categories may not value the physical benefits or, indeed, actually experience any. This latter proposal could be due to these players predominant failure to meet the ACSM (1998) ‘active lifestyle’ guideline recommendations (See Chapter Two). Physical Benefits of FT had four child nodes Weight Control, Feeling Fitter, Livelier and Healthier, counteracting the Physical Effects of Ageing and Being Fitter for Sport each of which will now be addressed.

Five YR players, Miriam and Kirsty, the two Two Meso. Main., One Meso. Nothing players, and Julia, the Sporadic Sport/Trainer, mentioned the Weight Control benefits of regular FT. It appears however, that the maintenance of a fit and toned body image was more important to the YR players than any other. This was demonstrated through these players’ greater ability to verbalise her long-term body image experience, her awareness of body weight or composition changes, the value attributed to her athletic body image and her intention to maintain her body image in the future.

Lucy: I think the sought of feel good factor. You know when you are feeling reasonably fit, and you know when you are feeling really out of shape and it is a horrible. I don’t really like feeling like that... So I think everyone has a reasonable perception of when they are in a kind of acceptable satisfactory sought of state, and then once you have got over that initial starting point, where you have got to get going because you are feeling out of shape, and then it is just a snowballing thing and I think it keeps going after that.

Lorraine: Yeah, I think how you look in terms of build. I mean you know yourself, you know, an inch here and an inch there, that sought of thing. How your skirt fits. So yeah, it is a way of sought of
building up your self-prestige without building up huge pectorals or huge muscles. You know when yourself, you’re feeling in good shape.

The proposal that the five YR players placed greater importance on maintaining a fit and toned body image than the other players who cited Weight Control, has two forms of support. First, Miriam, Kirsty, and Julia, three non-YR players, were three of the four squad members with the highest percentage body fat, and second, each player’s own admissions implied that she was not typically motivated to control her weight. For example, Miriam mentioned a prospective need to prevent weight gain as she progressed into her thirties however, there was no reference to previous weight or body image concerns. Alternatively, Kirsty and Julia had both experienced recent periods of weight loss that they viewed positively. Although Kirsty did cite weight loss as her Top FT determinant, she elaborated that despite her wedding the following year, her motivation was to impress the selectors and not to gain positive personal effects. Her FT was thus motivated For Selection purposes as opposed to personally valued weight control and was classified accordingly.

Kirsty: Yeah, I want to lose weight for the wedding!... The real reason is the only thing. The only reason why I have not been selected for the last four or five years is my weight. And I don’t think that it has anything to do with my ability, it is if the face fits, and if the face fits through the door!

This project defines the Sporadic Trainer as one who typically FT infrequently and irregularly, with a maximum period of a few weeks of regular FT. This definition is examplared by Julia who suggested experiencing physical benefits following an exceptional Periodic bout of FT.

Julia: In February, I was like really geared up for it. I had lost loads of weight and I was like dead fit and everything. And you can feel it when you are at work. When I’m out training you can feel like I’ve lost that and everything.

Despite the enthusiasm generated, her return to her typical Sporadic FT pattern suggests that Weight Control is a positive consequence of FT, but not a determinant in itself. Incidentally, the fourth high body fat player was Jo, the Sporadic Exerciser. When contemplating future swimming, Jo acknowledged that knowing that swimming would be ‘good for her’ was at the back of her mind however, this was her only reference to a Personal Benefit of FT throughout her interview. Further,
retrospectively she stated that Being Overweight had been a preventative, and not a promotional, FT determinant, as will be reviewed in greater detail in Chapter Four.

Feeling Fitter, Livelier and Healthier was cited as a determinant by all twelve players who mentioned Physical Benefits of FT. Taking this a step further, three YR players (including Ella below) stated enjoying a hyper-fit and healthy state where she felt physically capable of doing anything as her Top FT determinant. This hyper-state was not cited by any other player.

Ella: Well one key thing is the way it makes your body, sought of body shape and feel and body image as well. You know that your clothes fit better and you can eat as much as you like, and drink as much as you like, without really having any impact. ... And health benefits like being less tired, and picking up fewer colds and stuff like that. I found that definitely a benefit. ... So, I don’t know, yeah, the feeling of just being able to do whatever you want to do. I think it is really nice physically, I just think “Oh I’ll just nip out for a run” or “I’ll do these sprints or something.” ... And I can say, “Oh, I never used to be able to do that”, and “I feel really good” when I get back and all this kind of stuff.

Counteracting the Negative Effects of Ageing was highlighted as a Physical Benefit of FT by six of the seven players over the age of 28. Whether this aim was for personal or cricket-related reasons is also indicative of the value that the player attached to FT for personal benefits. The three older YR players stated the need to FT harder to offset the natural decline induced by the ageing process and to maintain her previous fitness level. This was motivated by each player’s desire to continue to optimise her cricket performance and to maintain the previously cited positive personal benefits of Weight Control and Feeling Fitter, Livelier and Healthier.

Interestingly, Miriam and Kirsty, the two players who had recently increased their FT to become Two Meso. Main. players, each stated that she had to increase her FT as she could no longer rely on her Natural Fitness, “When you are younger you can rely on natural fitness. As you get older you have got to work harder at it” (Kirsty), and “Yes I do enough now, but in the past I haven’t, because I have always got away with it because I was younger and you think you can do anything don’t you?” (Miriam).

Perceptions of Natural Fitness were thus acknowledged as a preventative FT determinant. Finally, Jo, the Sporadic Exerciser acknowledged that she should FT harder to offset age as she wanted to continue to play for years to come, however, she
responded negatively when asked whether she had increased her FT to account for this. Review of this section indicates that although each of the six players wanted to Counteract the Negative Effects of Ageing to maintain their cricket performance, only the three YR players also cited personal physical reason, again indicating that the higher category players place higher personal value on physical benefits than those within the lower categories. For Jo, this concern was acknowledged, but again no real indication of intention to change was given.

The final Physical Benefit of FT, Being Fitter for Sport was cited by four YR Sport/Trainers, and Julia, the Sporadic Sport/Trainer. Although Julia was mentioned as appreciating the weight loss and feelings gained from a few weeks of FT, her enjoyment of other sports, and her appreciation that fitness improved her sporting performance, was her only genuine personal and cricket-related FT motive (Top FT determinant). Four inter-related reasons were relayed by these players. First, and foremost, each player acknowledged that fitness increased her enjoyment of other sports. This was due to the second and third reasons that increased fitness enabled the player to make the most of her technical skills, “if you have got the skills to play, it is a shame to waste it by the sheer fact that you are not fit enough or you are too out of breath to do it” (Siobhan), and as, Laura specified, increased fitness enabled her to give 110% to her sport without worrying about becoming tired towards the end of the match or feeling bad the next day. Finally, three YR players, Ella, Lorraine and Laura suggested wanting to be fitter to meet the higher expectations and greater physiological demands of their other sports. As Laura demonstrated, the England football team possessed a much higher FT norm and expectations than the EWCT.

Laura: I definitely think that the level of fitness (in the EWCT) is absolutely diabolical. You know I go back to the football and say, ‘Oh someone dropped out at level 7 on the Bleep Test’ and they just fall around laughing.

CM: What level do you have to get to in football?

Laura: We don’t have to, but I would say the majority..., everybody is over 10, you know.
3.1.1.2 The Psychological Benefits of Fitness Training

The Psychological Benefits of FT can be divided into Short-Term and Long-Term Benefits. The Short-Term Benefits were further divided into During and Post-FT Affective States, the latter of which will be addressed here, whilst due to the detail provided by the players, the latter will form the basis of Chapter Four. Seven players, four YR, two Two Meso. Main. players, and Helen, the One Meso. Main. Exerciser, cited experiencing positive Post-FT Affective States. Once again, the players in the higher CF of FTB categories appeared to experience greater levels of positive emotions than Helen as indicated by their greater enthusiasm and articulation of their experiences. For example, Helen’s positive state appears to be primarily due to the avoidance of guilt of not completing the work expected by the EWCT demands more than the gain of actual positive affective states, “I feel guilty probably sometimes if I have not done what I should be doing ... so to make me feel better I do it! ... and it wakes me wake up I suppose!” (Italics my emphasis). Alternatively, the affective states of the other players incorporated feelings of self-righteousness, congratulations and pride at her day’s training achievements. As Laura and Lucy stated,

Laura: Another thing which keeps me going is I know how good I am going to feel when I have done it. Sometimes when I come back in here, like if I just go for a road run or something, and I’ll be like sweating cods (heavy breathing) and doing a few exercises, and then I will sit here and feel so self-righteous and “Aren’t I brilliant!” And it is that feeling that keeps me going.

Lucy: I think it is the feeling of having done it. You know, that is the best sought of feeling.

The citation of these Post-FT Affective States provides more detail than that presently within the exercise and affective states literature. Ekkekakis and Petruzzello’s (1999) review highlighted that almost all self-report measures had suggested an improvement in affective states shortly after exercise cessation. This study suggests however, that although positive affective states are experienced post-exercise, the intensity of the Affective state appears to be influenced by the player’s overall FT commitment, or possibly, as could be inferred from Chapter Four, a greater matching of FT skills and challenge.
Two Long-Term Psychological Benefits of FT were cited. First, as demonstrated in the previous section, twelve players stated that FT made her feel physically better which, in turn, had positive long-term psychological benefits including Enhanced Self-Esteem. Second, Lucy, a YR Sport/Trainer, was the only player who acknowledged that these benefits accumulated to Prevent Stress-Related Psychological States. This may have been particularly prominent to Lucy as she was returning to regular FT following six months of injury-enforced relapse. She reflected,

Lucy: That was one thing which I found really hard, because you don’t have that outlet. You get kind of wound up and ratty in different ways, and I think it is a good release of tension. And I feel that if you are out for a number of months, not that your personality changes particularly, but you do feel the influence of the lack of opportunity really.

Lucy’s experience of decreased psychological well-being could be in accordance with Biddle and Mutrie’s (2001) suggestion that exercise helps individuals to maintain Affective states similar to normative values, rather than inducing positive states above the normative value.

In summary, therefore, the personal FT benefits cited by the EWCT players are similar to those commonly recognised within the exercise psychology literature (Willis & Campbell, 1992). As all but one Sporadic player cited the Personal Benefits of FT it could be suggested that these players are little different to those within a ‘normal’ population. However, what is interesting to sport scientists is that it appears that typically only the YR players and Sarah, the Two Mesa. Main., One Mesa. Occ. Sport/Trainer, really valued these benefits, and further, that these players appeared to experience greater levels of such benefits. This was reflected by the higher CF of FTB players’ Top 2 FT determinant citations, their higher frequency within the Personal Benefits of FT nodes and their more enthusiastic citations. The exceptions to this postulation were Siobhan, the YR trainer who acknowledged limited personal benefits (See Chapter Four), and Julia, the Sporadic Sport/Trainer, who cited Being Fitter For Sport.
3.1.2 Indicators of Personal FT-Motivation

Beyond self-benefits, four further determinants were seen to indicate the EWCT players’ personal FT-motivation. Each of these shall be addressed in turn.

3.1.2.1 High Fitness Training Prioritisation and Goal-Driven Fitness Training

It is reasonable to suggest that players who are personally motivated to perform FT are more likely to afford FT a high life priority and to set specific goals in line with their valued personal benefits. The creation of the CF of FTB clearly highlights the frequency of exercise completed throughout the 1996/7 year by the players within each category. This categorisation was supported by the fitness test scores (See Table 2.1) that demonstrated that those players within the higher categories possessed predominantly higher levels of aerobic fitness. The players placement on the CF of FTB’s Mesocycle Continuum is, therefore, indicative of her prioritisation throughout the year, as the more mesocycles that a player is actively engaged in FT the higher her demonstration of FT prioritisation. Further, as highlighted in Appendix D, the FT priority afforded by the EWCT players is also recognised by the achievement of maintenance status as it appears that whilst in maintenance all players were able to overcome all but the occasional daily FT barriers. As such, all but the three Sporadic players do provide FT with a high priority for at least one mesocycle/year.

Further, although players stated Personal Benefits of FT as a FT determinant, no player set self-related goals. Instead, as shall be highlighted in Chapter Four, the players in the higher CF of FTB constantly set and monitored short-term FT goals to ensure that she maximised her FT time. Although, therefore, self-related goals were not explicitly stated, the setting of such goals does ensure that the individual is meeting her need for personal physical and psychological benefits, which, as stated above, were highly important to these players. Alternatively, the lower category players only cited long-term cricket-related goals, for example, to be selected or to get a certain MSFT level, however these did not appear to motivate the occurrence of FT sessions, or indeed the level of FT commitment invested during an actual FT session.

2The players’ FT barriers and the techniques used to overcome them are presented within Appendix D.
3.1.2.2 Intention to Continue Fitness Training after Retirement from England Cricket

The third FT determinant indicative of a player's personal FT motivation is the EWCT players' intention to continue to FT after she retires from England cricket, and thus is no longer influenced by the determinants associated with her England teammates, the SSSP and the WCA (See Chapters Five, Six and Seven). Without being asked three YR players specifically stated her intention to continue to FT After Retirement from England Cricket. This included Sue, the YR Exerciser, who despite her four-year commitment to regular circuit training was one of the YR players with the least Exercise History (See Section 3.1.2.3). As will be relayed in Chapter Four, Sue had grown to enjoy her circuit classes leading her to conclude that she would continue post-England “... but now I have started enjoying circuit training and fitness. So although I’ve got to do it, I think I would do it anyway. If I weren’t playing for England or for Yorkshire I would still do me training! Now.” Kirsty, who had recently Changed Up to a Two Meso. Main., One Meso. Nothing Trainer, was the only other player who implied an intention to continue to FT post-England. As relayed earlier, she had appreciated the self-esteem benefits gained from losing a stone for selection purposes. This led her to prophesise that even if she was not selected she would continue to exercise, though for only half the frequency and only to lose another stone.

3.1.2.3 Exercise History

Player interviews and informal discussions highlighted a trend between the players Exercise History and her CF of FTB category, with those in the higher categories typically having a greater involvement in sport/FT prior to her exposure to the SSSP’s FT requirements. Specifically, as Table 3.2 shows, the amount and competitive level of sport engagement decreased with the CF of FTB category. This decrease in competitive level is also typically indicative of an increase in the social and recreational focus of the player’s participation. Finally, those players within the lower categories who had not previously engaged in any sport beyond cricket had only lived an active lifestyle or attended school P.E.
Table 3.2: Player Exercise History In Relation To Their CF Of FTB Category.

<table>
<thead>
<tr>
<th>CF of FTB Category</th>
<th>Sport/Exercise Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>YR Main.</td>
<td>Five players: Competitive Sport</td>
</tr>
<tr>
<td></td>
<td>Two players: Lower Level of Competitive Sport</td>
</tr>
<tr>
<td>Two Meso. Main., One Meso. Occ. Sport/Trainer</td>
<td>Two (including Belinda prior to relapse): Competitive Sport</td>
</tr>
<tr>
<td>Two Meso. Main., One Meso. Nothing</td>
<td>Lower Level of Competitive Sport</td>
</tr>
<tr>
<td>Two Meso. Occ.</td>
<td>Socially-Oriented Club Sport</td>
</tr>
<tr>
<td>One Meso. Main., Two Meso. Nothing</td>
<td>Active Lifestyle</td>
</tr>
<tr>
<td>Sporadic</td>
<td>One: Recreational Sport</td>
</tr>
<tr>
<td></td>
<td>Two: School Exercise History</td>
</tr>
</tbody>
</table>

The difference between the YR and the Sporadic players' sporting histories are exemplared by the following comments from Laura and Anne respectively.

Laura: With always having played sport and being sporty, you know, like in school I played County hockey, County netball, I played just about everything, so I have always been fit. I have always been running around, I have always had something to do to keep me fit.

Anne: It was all a bit of a shock when I got to England and had to do fitness work. I hadn't done anything like this before except school cross-country.

Viewing the players' Exercise History in relation to the CF of FTB implies that a player's previous Exercise History influences the likelihood of her adoption of the EWCT's periodised FT programme. In consideration of this chapter's previous discussion, it is possible to suggest that a player's Exercise History is instrumental in the experience of self-benefits and is further indicative of her personal motivation. For example, Exercise History could in be instrumental in: first, the initial development, and consequential desire to maintain a toned body image and a fit and healthy state; second, the appreciation of, and the desire to continue to receive, the long and short-term psychological benefits of FT; and third, the development of planning behaviours and routines used by the players to promote FT maintenance. (See Appendix D). Taking this line of thought to its full conclusion, it could be implied that those players with a long and involved Exercise History have demonstrated a long-term intrinsically-motivated commitment to moderate to high levels of physical activity.
To conclude, the player's Exercise History seems instrumental in her adoption of the periodised FT programme. A player's personal motivation can also be inferred through her prioritisation of FT over other life areas, her goal-setting procedures and her intention to continue to FT when the FT demands of the EWCT are removed. Again, it appears that those players within the higher CF of FTB categories demonstrate more indicators of personal FT-motivation than those within the lower categories.

3.2 Implications for Sport Science Delivery

Table 3.3 provides a summary of all of the Personal Determinants of FT behaviour. This highlights the reduction of positive personal determinants with movement down the CF of FTB, though it must be appreciated that such a table is not able to display the relative importance of benefits to different players as indicated by the above discussion. As highlighted by my reflections in Chapter One, it was not expected that national sporting representatives would not personally value exercise or indeed, not have a long history of exercise or competitive engagement. The above discussion clearly highlights that many of the EWCT players do not possess such a history or values, thus requiring a new perspective and a new starting point for the FT delivery. First, even though the players in the lower CF of FTB categories do not predominantly experience the personal benefits of exercise, it would be naive to assume that they are not aware of the benefits. Due to the importance of such benefits for the higher CF of FTB players and their instrumental role in the promotion of exercise, the physiologist could place greater emphasis on enabling the lower category players to develop a programme that would initially, promote positive life effects, with the fitness demands of cricket playing a secondary role. Instrumental to this could be the development of personally-orientated FT goals, which could place emphasis on both the physical and psychological benefits identified depending on the players needs. Second, the realisation that players do not have an exercise history, leads to the need to provide greater support to players who have not developed supportive behavioural routines or how to train. Instead of treating all players as individuals who need to adopt a required programme, it would be more beneficial to discover the player's cognitive and experiential stage, and then, in combination with the small steps identified in Chapter Two, match the support provided accordingly.
Table 3.3: The Personal FT Determinants in Relation to the CF of FTB.

*Numbers in bold = positive FT Determinant.*  
*Numbers in italics = negative FT Determinant.*  
*Numbers in bold italics = no effect*

<table>
<thead>
<tr>
<th>CF of FTB Categories</th>
<th>Physical Benefits</th>
<th>Psychological Benefits</th>
<th>Indicators of Personal FT-Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weight Control</td>
<td>Feeling Fitter</td>
<td>Being Fitter For Sport</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YR Main. (n=7)</td>
<td>5</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Two Meso. Main.,</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Meso. Oc/Spor (1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Meso. Main.,</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>One Meso. Nothing</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Meso. Main.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Meso. Nothing</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three Meso. Sporadic (n=3)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Nothing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.3 Personal Determinants of Psychological Skills Behaviour

The EWCT players’ Personal Determinants of PS behaviours (See Table 3.4) were very different to those of FT, and required a much deeper level of interpretation. Two societal reasons could be put forward for this. First, the use/training/practice of PS are not as common as FT within our society, as such, it is unlikely that an individual will have a PST History through which he/she would have experienced the personal effects of PS behaviours. Consequently, and second, as the costs and benefits of PS behaviours do not form part of our society’s conversation, for example, in a way that the weight control benefits of exercise do, reasons for completing or not completing PS behaviours are less accessible. The following discussion will highlight that beyond one player’s Personal Benefits, Personal Determinants are more concerned with the players’ positive perception of her personal PS and consequently, her low perceived need to complete PS behaviours.

Table 3.4: The Personal Determinants of Psychological Skills Behaviour

<table>
<thead>
<tr>
<th>Higher Order Category</th>
<th>Determinant</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Benefits of PS Behaviour</td>
<td>General Life</td>
<td>+ve</td>
</tr>
</tbody>
</table>
| Personal PS and the Perceived Need to Complete PS Behaviours | Prior Use and Natural Use of PS behaviours  
  - Desire to Improve Beyond Prior Use  
  - Prior & Natural Use of PS Are Sufficient  
  Personality Traits:  
  - Desire to Improve Beyond Personality Traits  
  - Young and Cocky  
  - Personality Traits Are Sufficient (Failure to Re-evaluate Following Negative Experience; Discounting Need to Develop: Other PS Behaviours) | +ve  
| | | -ve |
| | | +ve  
| | | -ve |
| | | -ve  
| | | -ve |
| | | -ve  
| | | -ve |
3.3.1 Personal Benefits of Psychological Skills Behaviours

In extreme contrast to FT, Belinda was the only player to cite a Personal Benefit of PS behaviours. Belinda was aware that her bouts of low confidence affected both her general life and cricketing performance and consulted a hypnotist. Although she had previously regularly performed Purposeful Unstructured Home-Based PST, her recently learnt ability to use self-hypnosis provided a framework through which she could intentionally practice positive visualisation and self-affirmation statements. This, she stated that she was most likely to complete Intentional Structured Home-Based PST when she was experiencing low life-confidence. Her appreciation of the Personal Benefits gained through her Intentional Structured Home-Based PST, led Belinda to rate General Life Benefits as third within her Top 3 PST determinant citation, “And as I say I am much more assiduous about it when I am not feeling so great and I guess I am more conscious of needing to do it almost.”

Beyond Belinda’s General Life determinant all of the stated determinants that promoted PS behaviours were for cricket-related reasons. Some of these will be reviewed in the remainder of this chapter, whilst the majority will be reviewed within Chapters Five to Seven.

3.3.2 Personal Psychological Skills and the Perceived Need to Complete PS Behaviours

Two personal PS determinants were found to influence the EWCT players’ perceived need to complete PS behaviours: first, the player’s Innate and Natural Use of Psychological Techniques in the Field; and second, the players perceived Personality Traits. Both of these determinants had the capacity to both promote and prevent PS behaviours.

3.3.2.1 Prior and Natural Use of Psychological Skill Behaviours

Eight of the fifteen players stated that she had developed techniques to help her cricket performance prior to the Introduction of Sport Psychology support. This is examplared by the comments of Jo and Sue who had previously developed and employed pre-performance routines in the field (Field Use) and Unstructured Home-Based PST, respectively.
Jo: Like when going out to bat, or bowling..., and you do the same thing. But like everybody does do that, and it is not until you actually stop and think about it that you actually realise that “Hold on a minute, that is what I do.” And you do the same thing over and over again. And if something different happens, like someone shouts at you just as you are about to do it, then instead of carrying on, you stop and you compose yourself, and you start all over again. And I am sure that people are beginning to say “Yeah. That is what we are doing.”

Sue: I sought of did it a bit on my own before. I do sought of daydream, and think sometimes that I am hitting a six or bowling at somebody, um you know, a really good bowl, and taking a wicket, and catching, and things like that. So I did that before which he classes as visualising.

The prior development of these techniques, which also include positive self-talk and concentration cues, is reflected within the CF of PSB by the inclusion of Prior Use/Practice of PS. The realisation that her techniques were similar to those discussed by the sport psychologist promoted the achievement of Receptivity within all of these players. On achieving Receptivity however, the Prior Use/Practice of PS had both positive and negative consequences for the further adoption of PS behaviours. Four players specifically stated that the realisation that she already completed PS led her to increase the structure, clarity and complexity of her PS use/practice (Desire to Improve Beyond Prior Use). For example, Kirsty, who was initially openly sceptical of receiving sport psychology support, explained how she eventually came to appreciate the benefit of adding greater control to her daydreams to promote, and thus achieve the benefits of, more effective visualisation. (These and other improvements in PS are again noted in the CF of PSB by Increasing Complexity in PS Use/Training/Practice.)

Kirsty: I suppose I developed that myself as well. I mean, (the psychologist) made me aware of it when we were doing the things in '88 before the World Cup. He actually said “Well, this is what you can physically do, and you can practise taking a stumping, or a good shot, or whatever”, and I took that on board and... But then I thought “Well at the end of the day you dream about doing things well, don’t you?” So if you dream about doing things well, why not make the dreams more technical, which is what I did.

In contrast however, twelve players reported that she did not complete Field or Nets PS Training or Home-Based PST for certain PS because her previously developed techniques were already sufficient to ensure the required PS levels. This applied to at
least one PS for each of these players, and between their PS techniques all of the recognised PS were accounted for. Further, each player claimed that these skills occurred naturally in the field when required. As Laura stated,

Laura: Because I don’t think it is something which you can sit down and practice. It is something which happens there and then, because as I say sub-consciously I am aware of it. I don’t have to sit there and think “Right concentrate, ek, ek.’ It comes…, it switches on and off, without really thinking about it.

A knowledge of this Prior & Natural Use of PS Are Sufficient perception is important because it implies these players’ belief that she can call upon, and optimise her performance with the use of her PS whenever she so desires. Indeed, as Chapter Seven demonstrates, few players actually use PS in low-level matches. This severely contests the accepted view within sport psychology that PS need to be developed (e.g. Vealey, 1988), and against this projects, and the above players’ suggestions, that PS have varying levels of complexity.

3.3.2.2 Personality Traits

In addition to the Prior and Natural Use of PS, the players’ perceptions of Personality Traits were also interpreted to be an important PS determinant. In total, sixteen Personality Traits were cited to either prevent or promote PS behaviours throughout the CF of PSB stages.

Chapter Six will provide a more detailed account of the Personality Traits and other PS determinants associated with the delivery of sport psychology. However, it is appropriate to note here, that the players’ perceived Personality Traits, for example, I'm Not Analytical/Academic and I Am Methodical, influenced her engagement within sport psychology sessions and consequently her achievement of Receptivity. With hindsight, three players suggested that Being Young and Cocky prevented her Receptivity to sport psychology and psychological techniques. For example, despite having achieved a BSc in Sport Science, Miriam explained how her youthful arrogance caused her to remain in Non-Contemplated, Habitual-Non Use/Training/Practice of PS for a considerable period after receiving sport psychology support.
Miriam: I was very young. I mean it’s probably, God it must be ten years ago since this programme started. So I was 21-22 and you sought of think that you know it all, don’t you at that age? Playing for England and, you know, you’re a bit cocky. ... You know, 21, “I know everything.”

As with the Prior and Natural Use of PS, the players’ achievement of Receptivity was also influenced by the realisation that the PS to which the sport psychologist referred where, indeed, similar to her everyday life Personality Traits. However again, the players’ consequential PS behaviour rested on whether she felt that PS could assist her over and above her natural Personality Trait (Desire to Improve PS Beyond Personality Trait). For example, as discussed above, Belinda’s perception that she was not always a Confident person within general life, had led her to seek further ways of using and developing her PS. In contrast, however, nine players commented that she did not need to complete certain PS behaviours as her perceived Personality Traits led her to believe that she already possessed the required PS level (Personality Traits are Sufficient). Specifically players cited possessing combinations of natural Competitive, Positive, Relaxed, Mentally Hard, Motivated and A Thinker Personality Traits, as leading her to remain in Non-Contemplated/Contemplated, Habitual-Non Use/Training/Practice of PS for at least the relevant PS. This finding echoes Bull’s (1991) report that undergraduates who volunteered to participate in a PST programme had graded themselves significantly lower on concentration, and approaching significance with lower anxiety management skills, than the non-volunteers. These results appear to suggest that individuals will not enter a PST programme or complete PS behaviours if he/she perceives his/her PS to be adequate.

3.3.2.3 Challenging the Adequacy of Prior and Natural Use of Psychological Skill Behaviours and Personality Traits for Optimal Performance

It would be wrong of a sport psychologist to assume that a player has to complete PST to improve his/her PS as, indeed, there have been many examples throughout history of sport performers who have achieved extraordinary levels of performance without the assistance of a sport psychologist. However, despite the players’ convictions that her Personality Traits and Natural Use of PS rendered her infallible, the recent performance of the EWCT and, more specifically, the stories recounted by seven of the nine players whose perception of possessing appropriate Personality Traits and
Natural Use led her to remain in Non-Contemplated/Contemplated, Habitual-Non Use/Training/Practice of PS, questioned whether she really did possess the PS ability to achieve her optimal performance state in her specified PS under high pressure competition. These stories relate to one of three themes. First, specific competitive situations where the player stated that she did not cope (Failure to Re-evaluate Following Negative Experience). Second, where the player highlighted her perceived Personality Trait strengths to the detriment of a less characteristic PS that she admitted required development (Discounting Need to Develop Other PS Behaviours). Third, where player highlighted the strength of a PS in one role-identity, whilst discounting the lack of ability to implement the same PS within other roles (Discounting Need to Develop PS for Other Roles). Each of these shall now be discussed in turn.

Five players relayed stories where her proposed Personality Trait strength did not enable her to cope with the competitive situation. These varied in level from domestic competition to the 1996 New Zealand series, however, the most dramatic citation came from Laura, an experienced bowler and international competitor. Laura believed that her team-mates perceived her as “happy, laughing”, whilst she described herself as naturally competitive, laid back and confident. Indeed, regular contact with her confirms this general disposition. Despite this, she recalled a bad experience against New Zealand’s top batswoman, in the second one-day match of the series. When asked if she had used her PS enough, Laura admitted..

Laura: No, I don’t think I did. She won hands down on that one. I remember coming off the pitch, and this is most unlike me, I was really close to tears. I was like choking up. Cause I just thought “Where the hell do I bowl it next?” because I had tried everything. Pitching it up to her, trying it short. I tried this field, I tried that field, and whatever I seemed to do, she just seemed to have the answer to it. Like I say she had won hands down. I just didn’t know what to do to pull it round.

This experience caused her to question her previously unquestionable mental toughness. After four years of sport psychology support, and experience in the World Cup, European Cup and India tour, Laura learnt that in future she had to prepare better and think more about her game when playing against tough opposition.

Laura: I should have stepped back a bit more and thought “Woe. Let’s stop. Let’s start again and lets look at this a bit more objective’. But I
diedn’t. ... I was steaming in and going mad and just wanting to get her out, instead of thinking about it a bit more...

Having "got it right in my own mind" she bowled much better in the next match. However, this was the extent of her learning. In her interview, less than a year later and prior to any further international competition, she cited her natural Competitiveness, Confidence and ability to use PS in the field whenever she wished, as preventative determinants leading to Habitual Non-Training/Practice of PS, “But I think that for me... because I am confident in my own abilities. I am confident that I will stand at the top of that run up and it will work alright anyway.” Thus despite such a harsh lesson, Laura had managed to restore her perception that she naturally possessed the PS characteristics that would enable her to perform to her optimum without completing any PS training or practice. As did Laura, it appears that the other four players who had also experienced situations where she had lost control were not concerned of her ability to remain psychologically tough in future competition. This suggests a worrying concern that all four players had Failed to Re-evaluate Her PS Following Her Negative Experience. Of greater concern, is that three of these players were yet to experience top level competition or a strenuous tour / Championship conditions.

By emphasising the infallibility of her Personality Traits that led to perceived proficiency in one PS, five players discounted the need to develop other PS behaviours or her PS for other cricketing roles. First, most players emphasised the PS at which she was naturally competent to the detriment, and discounting, of others that she had not mastered. For example, Kirsty who perceived that she possessed a Relaxed Personality Trait and able to remain relaxed under pressure, appeared to ignore the need to develop her concentration. Second, players typically considered her ability to successfully employ PS for her most familiar and accomplished role-identity to the detriment of other roles. For example, throughout the interview, Helen, the Captain, dismissed the need to Train/Practice her PS due to her Confident Personality Trait, her Natural Use of Concentration Techniques in the Field, and the lesson of experience that cricket “ain’t over ‘til the fat lady sings.” Right at the end of the interview however, she admitted occasions where she had found it hard to
concentrate and remain positive due her perception that her Captaincy decisions were constantly being criticised.

Helen: People have different opinions, and if you think you are doing something right, it is not necessarily so for people on the sideline and that for me has been a crucial thing really since 1993. Because at one stage if I had had 50 fielders on the field, I probably wouldn’t have got them in the right place. And I’m a very, how shall I say it, a temperamental person really. I have heard voices in my head from the sideline thinking “That’s wrong”.

Helen had, therefore, dismissed the need to develop the concentration and confidence skills that were required to cope with the different challenges encountered within her Captaincy-role, due to her emphasis on her natural employment of PS skills whilst in her more familiar role as a bowler. Further, four players stated that she used psychological techniques in one performance role but not another (Non/Intentional PS Field Use). To explain, with the exception of all-rounders, cricketers specialise in batting, bowling or wicket keeping, whilst all are required to bat and field. Of these four players, two intentionally employed her PS for her specialist skill and two used PS for her secondary skill. The determinants of this differential use varied between players. For the two Secondary Skill PS Use players, Intentional PS Field Use was determined by perceived need, with Helen realising that her Confident Personality Trait was insufficient to overcome a period of low batting confidence, whilst Heidi who preferred to bowl under pressure needed to induce relaxation for her batting. Alternatively, the two Primary Skill PS Use players negated the need to employ PS for their secondary skills. For Julia this was because despite naturally employing relaxation techniques whilst bowling, she dismissed the need to relax whilst batting as “everyone gets nervous”. Alternatively, Belinda acknowledged that despite knowing that she could be a useful “tight, controlled bowler”, she would have to invest a lot of effort to be taken seriously. Further, if she were to try and improve her bowling performance then she would be required to consider herself as a bowler and perform accordingly, “‘Well hang on a minute I am a bowler here’ then I have got to do it. You know, I have got to put my money where my mouth is.” As an established bat however, she has decided to concentrate on developing her PS for batting, “My main concern is to bat and to be ready to bat, and yes I will have a bit of a bowl but that is my number one, the batting.”
In summary, the above discussion highlights that Belinda was the only player who used and practised PS for her personal benefit. This leads to the conclusion (as will be supported in Chapters Five to Seven) that players typically only use/train/practice PS for cricket-related determinants. The above discussion also highlights a discrepancy however, in that most of the EWCT players were not able to achieve her optimal psychological state in all of her performance roles, particularly under pressure conditions. As such, although all players appreciate the importance of PS for performance and do use/train/practice PS to improve her performance, few had actually employed PS behaviours in a way that was likely to enable the achievement of her desired optimal performance state. This implies that most players have a Lack of Awareness of the level of PS possessed, the extent to which PS can be developed, and consequently, of the need to use/train/practice PS. All of the issues from this discussion that have led to this conclusion are presented in Table 3.5 in relation to the CF of PSB.

3.3.3 Implications for Sport Science Delivery

Summarising the results of Bull (1991, 1995a), Bull (1994) stated that self-motivation was the most predictive variable for PST within the adherence stage of the CF of A to PST (Shambrook & Bull, 1995a). Interpretation of this project’s data suggests that although a lack of self-motivation to perform PS behaviours is apparent, a focus on self-motivation as the key variable promotes a superficial view of the player and her situation. Instead, it appears that the players’ lack of Habitual and Intentional Use/Training/Practice of PS is grounded in her Lack of Awareness of the need to complete such PS behaviours.

Self-Awareness has received little attention within the sport psychology literature. Moore and Stevenson’s (1994) Hierarchy of Psychological Skills Leading to Trust identified self-awareness as a basic psychological trait required for the acquisition of all skills. Although they do not define self-awareness, their trust training programme (Moore & Stevenson, 1994) refers to the need for an awareness of the aspects that are required for motor execution. Alternatively, Ravizza (1986) suggests that the athlete requires an awareness of his/her ideal and present performance state, to enable the initiation of control-orientated behaviours. The findings from this project require
Table 3.5: Summary of the Personal Determinants of Psychological Skills Behaviour in Relation to the CF of PSB

<table>
<thead>
<tr>
<th>CF of PSB Category</th>
<th>Determinant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured Home-Based PST</td>
<td>General Life</td>
</tr>
<tr>
<td></td>
<td>Desire to Improve Beyond:</td>
</tr>
<tr>
<td></td>
<td>• Prior Use</td>
</tr>
<tr>
<td></td>
<td>• Personality Trait</td>
</tr>
<tr>
<td>Purposeful Unstructured Home-Based PST</td>
<td>Desire to Improve Beyond:</td>
</tr>
<tr>
<td></td>
<td>• Prior Use</td>
</tr>
<tr>
<td></td>
<td>• Personality Trait</td>
</tr>
<tr>
<td>Unstructured Home-Based PST</td>
<td>Prior Use</td>
</tr>
<tr>
<td></td>
<td>Natural Use</td>
</tr>
<tr>
<td>Habitual Use/Training of PS Intentional Use</td>
<td>Desire to Improve Beyond:</td>
</tr>
<tr>
<td></td>
<td>• Prior Use</td>
</tr>
<tr>
<td></td>
<td>• Personality Trait</td>
</tr>
<tr>
<td>Intentional Non-Use/Training/Practice of PS</td>
<td>Already Possess Required PS Level:</td>
</tr>
<tr>
<td></td>
<td>• Prior Use PS Are Sufficient</td>
</tr>
<tr>
<td></td>
<td>• Personality Traits Are Sufficient</td>
</tr>
<tr>
<td></td>
<td>• Failure to Re-evaluate Following Negative Experience</td>
</tr>
<tr>
<td></td>
<td>• Discounting Need to Develop:</td>
</tr>
<tr>
<td></td>
<td>○ Other PS Behaviours</td>
</tr>
<tr>
<td></td>
<td>○ PS for Other Roles</td>
</tr>
<tr>
<td></td>
<td>= Lack of Awareness</td>
</tr>
<tr>
<td>Receptivity</td>
<td>Realisation of Prior Use</td>
</tr>
<tr>
<td></td>
<td>Realisation of Personality Trait / PS Similarity</td>
</tr>
<tr>
<td>Non-Contemplated, Hab-Non Use/Training</td>
<td>Personality Trait:</td>
</tr>
<tr>
<td>/Practice of PS Pre-Contemplation</td>
<td>Young and Cocky</td>
</tr>
<tr>
<td></td>
<td>= Lack of Awareness</td>
</tr>
</tbody>
</table>

...an extension of Ravizza’s perception of self-awareness beyond the competitive situation to the very core of the player’s self-understanding. What appears to be required is an awareness of how a player perceives herself, in terms of her Personality Traits, natural ability to use PS in potentially high stress situations and her ability to use PS under different role conditions.

Research into the Transtheoretical Model (of which the SCM Model (Prochaska et al., 1992) is part) has recommended the need for conscious raising techniques for those within the Precontemplation and Contemplation stages. It appears that such
techniques are required to promote self-awareness of a player's PS needs and status. Performance profiling (Butler & Hardy, 1992) has gained in popularity as a form of athlete assessment within recent years. This profile aims to give ownership to the athlete by encouraging him/her to consider the skills that promote optimal performance and then to consider his/her competence in each. This tool could, therefore, be used to promote the player's awareness that he/she is discounting weaker PS and the use of PS within less familiar roles. However, the key issue for sport psychologists is to enable players to more realistically appraise her Natural Use of PS and Personality Traits to enable optimal performance. This would require a more specific and in-depth discussion with the player. Particularly, it appears that the opportunity to learn from negative past experiences is important. For this to occur, it is important that the player is helped to appropriately assess the contribution of PS to her performance, and to come to appreciate the inconsistency of untrained PS.

Finally, the finding that eight players reports of Prior Use/Practice of PS was instrumental in her achievement of Receptivity has large implications for the sport psychologist. As shall be revealed in Chapter Six, the EWCT sport psychologist, and sport psychology at large, has progressively adopted techniques to demystify sport psychology and to make it more accessible. By emphasising the 'naturalness' of using psychological techniques, the sport psychologist automatically shares a bond with the athlete as they are on common ground. The starting point should, therefore, not be on the education of PS, but of discovering what the player actually already does and then ascertaining whether, and how, the player could develop her Natural PS further.

### 3.4 Conclusion

This chapter has highlighted a range of personal determinants that were both cited and interpreted to influence FT and PS behaviours. Of special note, is that personal FT benefits are more common than PS behaviour benefits, but that both play an important role in behavioural promotion. The Lack of FT History and the identification of the Natural Use and Personality Trait issues that prevent awareness of the need for PS behaviours, highlights that the EWCT players require considerable support to promote both the perceived need, and the supportive behaviours, for behaviour change.
Chapter Four

The EWCT Players’ Fitness and Psychological Skills Training Experience

Chapter Four focuses specifically on the Short-Term During FT-Affective States, a sub-category of Personal Determinants of FT, to demonstrate how the players’ perceptions of the FT Experience influenced their FT behaviour. Although, previous research has investigated during exercise/performance affective states within ‘normal’ and sporting populations respectively (e.g., Ekkekakis & Petruzello, 1999; Hardy & Rejeski, 1988; Terry, 1995), this project provided information of the affective FT states of sports people. Further, this chapter will reveal the specific issues relating to the EWCT players’ FT Experience that appear to effect the Short-Term During FT-Affective State experienced. Both of these issues are rare within the sport science literature, and thus, important implications for FT promotion among the EWCT players are proposed. This includes the need for sport scientists to reconceptualise their perception of the international cricketer within the FT environment.

Chapter Two highlighted that the Habitual/Intentional Non-Use of Structured and Purposeful Unstructured Home-Based PST was typical among the EWCT players. Further, Chapter Three illustrated a lack of Personal Benefits of PS behaviours among the EWCT players, indeed perceptions of possessing appropriate Personality Traits and the Natural Field-Use of PS predominantly prevented the perceived need to complete Structured/Purposeful Unstructured Home-Based PST. During the interviews, several players discussed issues regarding the actual completion of PST. As some players relayed her PST Experience with direct comparison to her FT Experience, it is appropriate that this chapter takes the opportunity to introduce to the sport psychology literature the PST Experience determinants that were identified to both promote and prevent PST. Consequently, through consideration of the issues and with a comparison to the FT Experience possible solutions to promote the
Structured and Purposeful Unstructured Home-Based PST Experience will be proposed.

4.1 The Fitness Training Experience

At a simplistic level, Enjoyment or Lack of Enjoyment are the two dominating determinants within the FT Experience. Specifically, if a player enjoys the FT-Experience she is likely to participate, if however, she does not enjoy the experience she is less likely to engage. The following discussion will highlight the players' FT experiences that appear to induce these two contrasting affective states with the aim of gaining greater understanding of how to promote FT Enjoyment and thus increase FT adoption and adherence. Table 4.1 displays the FT Experience determinants and their consequential effect on FT behaviour.

4.1.1 Enjoyment

Ten EWCT players, all nine players within the top two CF of FTB categories and Julia, the Sporadic Sport/Trainer, cited derivatives of 'enjoy' within her interview when referring to non-Sport-related FT (that is traditional fitness training competed away from another sport's training and competitive situation). Scrutiny of their comments suggests that four forms of enjoyment were experienced, with most players experiencing different forms on different occasions. Each of these forms will now be reviewed. First, Laura and Sue (two YR players) achieved feelings of exhilaration due to the reinforcement gained of her high FT ability status which, in turn, led her to challenge herself to work harder and thus gain even greater feelings of mastery and exhilaration (Demonstrate Skill Mastery within a Challenging FT Environment). Laura, the squad’s most dedicated fitness trainer, was finding it increasingly difficult to motivate herself to go FT. Typically however, she managed to overcome this problem by reinforcing the feelings of vivacity achieved during and immediately after FT. Similarly, Sue stated enjoying the mastery-reinforcement
Table 4.1: The Fitness Training Experience Determinants and their Effect on Fitness Training Behaviour.

<table>
<thead>
<tr>
<th>Higher Order Categories</th>
<th>Middle Order Categories</th>
<th>Lower Order Categories</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoyment</td>
<td>Forms of Enjoyment</td>
<td>• Demonstrate Skill Mastery within a Challenging FT Environment.</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Anticipated Achievement of Valued Goals</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Change of Focus and Reduction in Stress Levels</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Play</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Promotion of Mastery-Focused Enjoyment States</td>
<td>• Regular FT Routine.</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Constant Performance Monitoring</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Daily and Periodic Progress Assessment</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Constant Progress-Orientated Goal-Setting</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Inability to Measure and See Improvement</td>
<td>-ve</td>
</tr>
<tr>
<td>Lack of Enjoyment</td>
<td>Low FT-Efficacy</td>
<td>• Behavioural Avoidance</td>
<td>-ve</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Low FT Persistence</td>
<td>-ve</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Social Anxiety</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Low FT Environment Attendance-Efficacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pain/Hard Work</td>
<td></td>
<td>-ve</td>
</tr>
<tr>
<td></td>
<td>Boredom</td>
<td></td>
<td>-ve</td>
</tr>
</tbody>
</table>

gained from her thrice-weekly circuit-training session as she was able to compete successfully against a variety of male athletes.

Laura: But there aren’t many reasons for not doing it because I do enjoy it. ... Once I am out there and I am running around it is brilliant because I am pushing myself saying, “Go on, one more lap” or “Go on, one more this.”

Sue: So I enjoy doing like short sprints, being fast.

CM: What do you enjoy?

Sue: I prefer that to like long stuff, and running and things like that, but because I am quite good at it, and when we do circuit training and that, like all the blokes, the men there all race me, and it is like really good just to be beating them all. Probably just because I am good at it, I enjoy it.
The remaining five YR players and Sarah, the Two Mesa Main., One Mesa Occ. Sport/Trainer, experienced the second form of Enjoyment in that although she did not always enjoy the actual FT process, she did enjoy the fact that she was working towards, and achieving, her goals (Anticipated Achievement of Valued Goals). Although like Laura and Sue, therefore, these players did create challenging environments against which she tested her fitness skills, the Enjoyment occurred through the anticipation of future gains, and not through the present situation. An example of this Enjoyment situation is provided by Heidi.

Heidi: And also with the running machines, or the rowing machines, or whatever, which is why I enjoy using the gym and getting into a routine, because even when you not enjoying it to be able to do that bit more, and to go that bit further each week or whatever, or every couple of weeks, is rewarding. So you know it is worthwhile and you know if you keep going then that result will come.

The third ‘enjoy’ experience is associated with the opportunity provided by FT to have a break from life pressures, and specifically to Change Focus and Reduce Stress Levels. For Lucy and Lorraine (two YR players), FT provided a specific escape from work pressures, “There are sometimes when I am running round and I think ‘Thank God, I am out of the office’” (Lorraine), whilst for Belinda, Ella and Julia (a previous Two Mesa Main., One Occ. Sport/Trainer, a YR Sport/Trainer and a Sporadic Sport/Trainer respectively), FT provided a release from a generally hectic life schedule. For example, Belinda came to associate going to the gym as time for herself away from everyone else’s demands. This she found “very therapeutic, in that I wasn’t... Hockey, I was Captain. Cricket, I was Captain. All this sought of stuff. But for this hour, or hour and a half, there was just me, and I could do what I wanted to do.”

Heidi was the only player to cite the fourth form of FT enjoyment. In contrast to the above forms of enjoyment, hers was not associated with challenge, mastery or stress release, but with the provision of an opportunity for relaxed play. Her comment suggests that on the odd occasion her FT is driven purely for the attainment of autotelic rewards.

Heidi: If I have a little bit of time and it is a nice day or whatever, there is nothing which I would rather do than train, like jog to the gym, train,
come back or whatever. ... (It) maybe not doing real specific fitness stuff like (the physiologist) has said, but I will run around all day.

4.1.1.1 Understanding the EWCT Players’ Enjoyment

Kimiecik and Harris (1996, p. 146) have recently contested that enjoyment is a process, synonymous to flow, “an autotelic experience accompanied by above average feeling states that begins when perceived challenges and skills are above average, and are in balance.” However, a review of the EWCT players’ FT enjoyment experiences suggests that the existence of the circumstances required for flow are only apparent within two of the four enjoyment forms. For example, Laura and Sue’s enjoyment achieved through the Demonstration of Skill Mastery within a Challenging FT Environment, clearly involves the balance of above average skills and challenge, as does the Anticipated Achievement of Valued Goals. However, the occurrence of flow does not explain the final two forms of enjoyment, Play and Change of Focus and Reduction in Stress Levels, as there was no suggestion of an intention to invoke challenge or to add to personal mastery experiences, although Heidi’s Play does suggest the occurrence of at least one of flow’s basic elements, a loss of self-consciousness and a distortion of time (Csikszentmihalyi, 1990).

Table 4.2: The Four Forms of Enjoyment and their Composing Elements

<table>
<thead>
<tr>
<th>Enjoyment Determinant</th>
<th>Create a Challenging Environment</th>
<th>Fitness Improvement Inferred</th>
<th>Time-Based Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration of Skill Mastery within a Challenging FT Environment</td>
<td>Yes</td>
<td>Yes</td>
<td>Present</td>
</tr>
<tr>
<td>Anticipation and Achievement of Valued Goals</td>
<td>Yes</td>
<td>Yes</td>
<td>Future</td>
</tr>
<tr>
<td>Change of Focus and Reduction in Stress Levels</td>
<td>No</td>
<td>No</td>
<td>Present</td>
</tr>
<tr>
<td>Play</td>
<td>No</td>
<td>No</td>
<td>Present</td>
</tr>
</tbody>
</table>

A consideration of whether the player’s attention is focused on improving her present affective state does, however, explain the different forms of enjoyment experienced by the EWCT players. This also requires the consideration of whether the focus is present or future-orientated. Table 4.2 displays the elements that comprise the four enjoyment forms, and thus indicates how each form is experienced. First, as stated above, the Demonstration of Skill Mastery within a Challenging FT Environment and
the Anticipated Achievement of Valued Goals both meet the criteria for flow, in that they involve the player pitting their fitness skills against a challenging environment. For the player who enjoys the feelings associated with the experience of Demonstration of Skill Mastery within a Challenging FT Environment a present-orientated focus will optimise her positive sensations. However, for some players this challenging experience is not beneficial to her present state of mind. As such, she adopts a future orientated-focus in an attempt to over-ride the present negative state with positive feelings that are associated with anticipations of future fitness development, mastery and goal achievement. In contrast to gaining enjoyment through challenge and the present or anticipated feelings of mastery, the final two forms of enjoyment, Play and Change of Focus and Reduction in Stress Levels, are achieved as the player uses exercise/exercise time to reduce the pressure associated with a challenging external environment. Enjoyment is thus achieved when FT provides a more relaxing environment than that experienced within other life areas. Both of these forms are present focused as the individual changes from a less pleasant past focus, to enjoying the more personally pleasing present state induced through FT.

In summary, therefore, ten of the EWCT players cited four forms of FT enjoyment within non-Sport-related forms of FT. These four forms induce enjoyment by enhancing the players’ present Affective state in one of two ways, first, through the achievement of FT mastery-related information or, second, through the inducement of more personally preferable affective states. Although both have their place in FT promotion, enjoyment related to the Demonstration of Skill Mastery within a Challenging FT Environment and Anticipated Achievement of Valued Goals, are most conducive to the fitness development, and were thus most keenly sought by all of the players within the top two CF of FTB categories. The following section, therefore, specifically highlights the procedures used by the high CF of FTB category players to promote the mastery-related forms of enjoyment. This will, in turn, provide a basis for contrast with those who did not enjoy the FT Experience and who did not predominantly appear to achieve the appropriate FT intensities required for fitness development.
4.1.1.2 The Promotion of Mastery-Focused Enjoyment States

Four YR players, Sarah, the Two Meso. Main., One Meso. Occ. Sport/Trainer, and Belinda, when referring to her previous Two Meso. Main., One Meso. Occ./Sporadic behaviour, highlighted the importance of a Regular FT Routine. This enabled Constant Performance Monitoring, Daily and Periodic Progress Assessment and Constant Progress-Orientated Goal-Setting, and in turn, the achievement of the required mastery-orientated focus. As Lucy noted,

Lucy: I think once you get into a set pattern and you have a programme that you follow, that makes it easier and you want to go down and you can see more improvement in that sense, whether you are building up the weights that you are lifting or repetitions and things like that, or whether it is on the treadmill and running a bit faster or for a bit longer.

Four Regular FT Routine players trained in a gym. Each specifically mentioned that the electronic equipment provided the Constant Performance Monitoring, and thus motivation, to ensure that each FT session was ‘better than the day before.’ Only Lucy and Sarah actually recorded each session’s achievements, however all four verbalised a detailed knowledge of her training distances, times and speeds. For example, Heidi stated how this knowledge enabled her to constantly challenge herself to improve and thus achieve her overall goal of getting fitter.

Heidi: No, I don’t keep a record but I know that if I do 20 minutes on the running machine or whatever. I know what would be good for me, what would be average, or what I would like to be able to achieve and stuff like that. So I know that when I use the rowing machine how many metres I’ve gone and what the stroke rate, is and all that kind of stuff. I’m aware of what it (the computer screen) should be saying and what I would like it to say. So I do enjoy..., I like having to challenge myself. That is going back to like, I would always like to be able to do more.

Laura and Siobhan (who had recently Changed Up to become a YR Sport/Trainer) were the only two players who managed to create a similar goal setting strategy whilst FT outdoors. The following statement demonstrates that Siobhan had become adept at pace setting and knew the times that she should be achieving at various points of her run. This constant reinforcement of development was particularly important for Siobhan, the YR player who least enjoyed the FT process, and thus needed to focus on the Anticipated Achievement of Valued Goals.
CM: So what motivation do you actually use whilst you are out FT?

Siobhan: Time, to a certain extent, I'll... you know, you look to see what time it is because I will generally go on the same route and try to improve, you know, as I am going along I am thinking that I am probably not cracking on the pace that I was, I don't know the previous day or the week before, so I try and push myself. And then set, say towards the end of a jog, set a certain level where I am going to sought of increase my pace, and try and go as fast as I can, for as long as I can. And things like if I am doing repetitive sprints maybe timing those to a certain extent or a few more, or longer distance or something like that. So it is a similar sought of thing that I am doing each week. So you set yourself some sought of improvement.

CM: So what you do is quite measurable?

Siobhan: Yeah, because my FT isn't particularly specific as in it is not on a running track or it is not in a gym where you can time yourself, so although it might be a bit arcane I think that is the way I sought of set my standards.

The above comments, suggest the importance of measuring and monitoring performance to ensure that improvement is occurring and enjoyment achieved. Further, Lucy and Belinda's FT was negatively influenced when they were not able to create a FT environment that enabled such progress monitoring (Inability to Measure and See Improvement). Lucy, the YR Sport/Trainer's dislike of traditional sprint training, in part stemmed from her difficulty in measuring her performance. This prevented her from achieving or anticipating feelings of mastery-related progress, and thus created a motivational stumbling block, "I think also it's harder because the improvement is slighter. You know, you improve at a small amount, knocking seconds off rather than knocking minutes off and things like that. So I am a bit thick in that sense, I don't see the relative value of it!" Similarly, Belinda's motivational difficulties occurred when she moved away from her gym and the machine's measurement precision and started to run outside. Without any obvious method of performance monitoring, Belinda could not assess her performance, or motivate herself to achieve higher levels of mastery.

Belinda: Another reason why I prefer running on a treadmill is because you can focus on something, and you have got all the electrical bits haven't you and the timing, and I can set myself things for that minute, or "I am just going to get to that next minute." And I'm sure that I run for longer on a treadmill than I do if I am just running out here.
Belinda and Lucy’s experiences, therefore, highlight the motivational problems incurred when the ability to monitor FT performance and thus gain the information required to achieve enjoyment is reduced. Miriam was the only player from the lower CF of FTB categories who tried to create a challenging environment and attain mastery-related information. However, as she only set FT goals spontaneously, beyond short-term motivation, her goals did not allow the constant source of monitoring and performance awareness, or indeed, the FT enjoyment and mastery cited by the higher category players.

In summary, therefore, all of the top two CF of FTB category players enjoy their FT in some form, but utilise regular routines, constant monitoring and goal-setting techniques to promote the required mastery-orientated enjoyment focus and training intensity. In the absence of such techniques, two players disliked certain aspects of FT or preferred alternative FT locations. The ability to create situations where such monitoring behaviours are attainable, therefore, appears to be important for ensuring that an appropriate FT focus and FT intensity can be attained, and enjoyment consequently experienced. Beyond the top two CF of FTB category players, Miriam gained motivation from her spontaneous goal-setting, but not enjoyment, as these procedures failed to provide adequate mastery-information. Further, Julia, the Sporadic Sport/Trainer, enjoyed FT through the provision of personally preferable affective states and not through attempts to improve FT performance. Although these two examples suggest that less structured forms of goal-setting are beneficial for short-term FT motivation, and that other forms of enjoyment are available from a non-mastery FT focus or intensity, these, and the remaining EWCT players, did not achieve either the enjoyment, or appear to attain the appropriate FT focuses or indeed, the FT intensities of the players in the top two CF of FTB categories.

4.1.1.3 Lack of Fitness Training Enjoyment

All but two EWCT players, Laura, a YR Sport/Trainer, and Sarah, the Two Meso. M ain., One Meso. Occ. Sport/Trainer, stated experiencing less optimal FT affective states. For the remainder of the YR players, less optimal states where experienced in their least preferred FT aspect, whilst for the other players, these states were to some extent representative of both aerobic and anaerobic components of the periodised FT.
programme. Specifically, the states of Low FT-Efficacy, Boredom, Hard Work and Pain were cited as preventative FT determinants. These shall be reviewed in turn.

4.1.2 Low Fitness Training Efficacy

Four players perceived that she possessed low fitness skill levels or Low FT-Efficacy, and as such, believed that she was not able to meet the fitness challenge of the periodised FT programme. These players' Low FT-Efficacy appear to play an important role in behavioural determination. As the following case-studies show, Low FT-Efficacy led to Behavioural Avoidance and a Lack of Persistence under perceived difficult FT conditions. Further, these players' varied CF of FTB categorisation highlights that regardless of activity/fitness levels, Exercise History, the importance of Personal-Benefits of FT, FT values and apparent FT competence, any player can be prevented from completing components of her FT due to a Low FT-Efficacy. Lucy, the YR Sport/Trainer, is a prime example. As a P.E teacher, a competitive hockey player and the epitome of the fit and graceful cricketer, Lucy would not be expected to experience Low FT-Efficacy, a notion reinforced by the way that she unassumingly tucked into squad fitness or fielding drills. Due to her improvisation of anaerobic training techniques she has been classified as a Sport/Trainer, and not a Sport/Exerciser, however, she only completes traditional sprint training just before the start of the season as "I run like a cart horse. I sought of plod along for a while, but I can't gain any acceleration!" This situation, as explained above, was exacerbated by her Inability to Measure and See Improvement. Further, Lucy's low sprinting-efficacy promoted the need to sprint in a secluded place as she could not bear people thinking of her, "What a right Burke. Is that sprinting?" This suggests that the preventative effects of Lucy's Low FT-Efficacy were worsened by the presence of others as she believed that they would view her negatively. This concern echoes Leary's (1992, p.346) social anxiety, a negative affective response that occurs "when people are motivated to make certain impressions but doubt they will successfully make those impressions." Ultimately the only way that Lucy could bring herself to complete sprint training was to change her life routine and go to school early so that she could sprint in the gym prior to anyone else arriving.
Similarly, as stated above, Belinda, who prior to her 1996 relapse (See Appendix D) was a Two Meso. Main., One Meso. Occ./Sporadic player, now ‘enjoys’ the gym. Initially though, her perceived FT incompetence made her resist attending a gym despite the physiologist’s recommendations to prevent a reoccurring injury.

Belinda: Going to the gym was a big step because I just felt very ins... Well I just didn’t feel very good about going. “No, I will be hopeless.” “Everyone else will be really strong”, you know, “massively fit”, and I was like falling about all over the place. ... And I went the first time and there was all these humping great men there, and I had to ask one of them to unscrew one of the bolts because I couldn’t do it. “Oh, I am so strong!” “Thank you!” (in a pathetic voice).

Jo, the Sporadic Exerciser, did not doubt her ability to perform exercise, however her concern over how others within the FT environment would view her overweight physique prevented her from entertaining the notion of exercising in public. Despite providing a long list of preventative FT determinants, this Low FT Environment Attendance-Efficacy, akin to Leary’s (1992) social physique anxiety, appears to be the underlying determinant that prevents her from going to the gym or swimming without the support of a good friend. Despite receiving a free gym membership, therefore, she had only attended a couple of times as ..

Jo: It is one of those things where you start going and then you think “Oh, I don’t want to go on my own.” I just need someone to go with me, that is all there is to it... I just feel a bit of a dingbat going in on my own I think. I just need someone to just be there.... I’m just... I am pretty sure it is confidence to be honest.

CM: Why do feel like that when you are on your own?

Jo: I don’t know. Perhaps it is because people look at me and think “Oh my God. She’s a big girl. What is she doing in the gym?” ... And I think “Oh they are all looking at me” you see. So that doesn’t help very much.

Bandura (1986) suggests the existence of an efficacy threshold over which individuals will engage in behaviour if so motivated. Sue, the YR Exerciser, appeared to achieve this threshold, thus enabling her to go for the occasional jog. However, it appears that her jogging-efficacy failed to meet a further threshold required to promote persistence when she got tired or bored, “Stamina things.... I find it really difficult once I am out
of breath to keep going. ... All the time you're thinking, "I am tired. I am tired. I am tired." So I stop.

If viewed through this chapter's explanation of the EWCT players' forms of enjoyment, it can be seen how Lucy, Belinda, Sue's and Jo's Low FT-Efficacy led to their FT Avoidance or Low Persistance. First, players did not want to engage in an environment that would challenge her specific Low FT-Efficacy skills, as she anticipated that it would reinforce her perceived inadequacy, and thus induce a negative present-orientated focus. Due to the severity of these feelings it would be difficult for her to dissociate from the present experience and induce a future-orientated focus, as by its nature, self-efficacy is a present-orientated, self-conscious state. This would be particularly the case for Jo and Lucy who both possessed forms of social anxiety. Second, each player's negative perceptions would prevent her from entertaining the plausibility of entering the FT environment to induce personally-preferable affective states.

4.1.3 Boredom

Kimiecik and Stein (1992) proposed that boredom occurs when personal skills are perceived to be greater than the situational challenge. This does not appear appropriate for the four players; Sue, Miriam, Anne and Jo, who cited Boredom as a preventative determinant of jogging. Table 2.1 highlights that these players' possessed estimated VO$_2$ max scores of 41.1 (Miriam), 42.1 (Anne) and 26.0 ml.kg$^{-1}$.min$^{-1}$ (Jo) (Sue's score was not recorded due to deselection). However, when it is considered that the mean estimated VO$_2$ max score for a non-age specific untrained population is 33-40 ml.kg$^{-1}$.min$^{-1}$ (National Coaching Foundation, 1995), these players' MSFT scores do not suggest that they possess high aerobic levels or skill. Further, the minimal pre/post-winter changes in MSFT level (Miriam = -0.4, Anne = +0.2 and Jo = 0) suggest that FT is not completed at the intensity required to create a challenging environment. This suggests that instead of possessing skills above the demands of the situation, these players become bored as they do not FT within an environment that encourages them to test their skills and achieve mastery.
Support for this notion was provided by Kirsty and Sue who typically found jogging hard work and boring. Following a period of 'forced' adherence, however, both noticed improvements in her jogging ability (jogging-efficacy), which in turn, promoted enjoyment as they became able to achieve previously unattainable goals. Continuing with Sue, the YR Exerciser's story, her training partner had succeeded in taking her out jogging twice a week for a couple of months. She attributed this enhanced enjoyment to his companionship and the varied countryside providing a more stimulating jogging environment than the streets on which she previously jogged.

Sue: Now that I have been doing it for a few weeks and I have been..., I've got a little bit better at it and not so knackered, it is more enjoyable. ... I don't enjoy it enough to actually go out and say "Right I am going to go out for an hour." But with him we are discussing things ... It is quite enjoyable.

The players' boredom within traditional FT situations could be also explained by the fact that three of these players completed part of her FT through sport. In continuation, two specifically contrasted her inability to motivate herself to go, or to continue, jogging to her ability to keep running during competition. This suggests that these players find FT boring relative to her sporting endeavours. For example, Miriam, a Two Meso. Main., One Meso. Nothing Sport/Trainer, stated with reference to treadmill running,

Miriam: I start off slow and I just gradually build the speed up. I don't mind that. I can run for 20 minutes for 2 miles and a bit or something. I am quite happy with that. It is just you get, it is just a bit boring isn't it after a while, just jogging. You know if there was a carrot in front of my nose or a cricket ball, then I would be as daft as anything and I would never stop running after it. But I just do not enjoy it.

The players' perceptions of the availability of mastery and challenge opportunities within FT as opposed to those within cricket or other sports appears to be of greater relevance to this discussion. This is particularly pertinent as the EWCT players have chosen to play cricket, but within the present cricket climate, did not expect or chose to complete FT (See Appendix A). As Wankel (1993) identified, sport provides clear, objective feedback of the effectiveness of one's skills against the challenge of the opposition or environment. Cricket in particular provides this information on a ball-to-ball basis. Additionally, league systems or international Championships in cricket
and the players’ other sports promote the likelihood of pitting skills against appropriately matched and challenging opposition/situations, thus providing a situation to set relevant goals, which in turn provide a challenge and if successful feelings of mastery. As revealed above, no player in and below the Two Meso. Main., One Mescocyle Nothing CF of FTB categories cited experiencing mastery-related enjoyment. Further, they do not set specific FT goals or monitor their performance that would promote the opportunity for flow elements to occur. With the exception of Sue who competes within her circuit class, none of the players who find aspects of her FT boring have created a competitive training environment akin to the sporting situation. Again, therefore, if the player does not find an environment stimulating it is more difficult for her to motivate herself to enter such an environment were she can gain mastery-related enjoyment.

4.1.4 Pain and Hard Work

Three players cited Pain and/or Hard Work preventative FT determinants. Both Miriam and Kirsty blamed her well-endowed physique for her dislike of jogging, “Because I am heavy and it is hard work!” (Kirsty). Ella’s preference for aerobic over anaerobic work, is based on the confidence that she can achieve an equilibrium between her jogging ability and her self-induced jogging demands, thus achieve mastery-reinforcement. In contrast however, the pain caused through an imbalance of sprinting ability and physiological demands prevented her from achieving a similar positive, enjoyable state.

Ella: Ah now there’s a key thing, because with a run you can go at your own pace can’t you. So I can say “Oh, I’ll just run for an hour”, or “I’ll just run for this long”, and I know that I can do it, and I can say “Oh I never used to be able to do that”, and “I feel really good when I get back” and all this kind of stuff. Whereas you don’t get that when you really push yourself do you, because you actually feel pretty shit. When you are doing your sprints, pushing yourself, you are always going beyond your levels of fitness a little bit so you feel pretty... So you actually get a negative vibe there.

Again, this avoidance behaviour can be explained through this chapter’s forms of enjoyment, as unpleasant perceptions of pain and hard-work prevent either player from creating the challenging environment required for mastery-related enjoyment. Again a future-orientated focus on the Anticipated Achievement of Valued Goals
could help to reduce the negative perceptions and hard work. However, when it is considered that Kirsty and Miriam had no personal FT-motives, and that Ella admitted that she had been able to withstand pain when she used to compete against an old training partner (See Appendix D), it appears that they are hindered by an absence of valued goals.

4.1.5 Fitness Training Preferences

All of the players with FT Preferences provide credence to Bandura's (1986) suggestion that under external constraints such as limited time an individual is likely to engage in the behaviour that will produce the most positively perceived outcome. Due to her previously cited anaerobic-training efficacy, “I have always been favoured, like sprinting,” Sue chose to spend her time on her perceived strength anaerobically-based circuit training rather than jogging. As such, the need to attend net training as the cricket season approached caused her to forego a recently adopted jogging session whilst maintaining her thrice-weekly circuit-training class. Lucy agreed that it is easier to devote time to perceived strengths than to perceived weaknesses.

Lucy: I think that tends to be because if you identify your sought of strengths and your weaknesses, you tend to do the things that you find easier or prefer to do so you are getting better. And not allocating enough time to sought of improve your weaknesses.

No player who cited the preventative determinants of Low FT-Efficacy, Boredom and Pain/Hard Work were recognised within Chapter Three as possessing Personal FT Determinants. The exception to this were the YR trainers, Lucy, Ella, Lorraine and Sue, and Belinda the previous Two Meso. Main., One Meso. Occ. player who were intrinsically motivated to perform their FT Preference but not for their least favoured FT aspect. It is, therefore, possible to suggest that the FT behaviours associated with these preventative determinants are completed for externally-motivated reasons, that is to meet the periodised FT programme and not for intrinsic gain.

The above discussion highlights a general distinction between the YR players and those of the lower CF of FTB categories. The YR players appear to experience flow through the desire to FT to specifically achieve these positive affective states. Further, they are motivated to utilise techniques such as short-term goal-setting to
promote the challenges required to test their skills, and consequently, the likelihood of achieving flow states. In contrast, the players in the lower CF of FTB categories, or those YR players with specific FT Preferences, do not Enjoy FT/components of FT due to Low FT-Efficacy, Boredom, or Pain/Hard Work. Experimental evidence has reported that exercising at self-selected intensity levels can improve feeling states (Zervas et al., 1993, cited in Ekkekakis & Petruzzello, 1999) and uncouple RPE from typical indicators of relative metabolic intensity (Dishman, Farquhar & Cureton, 1994). This could explain why some YR players experience mastery-related enjoyment during the FT components of their preferred intensity, but not those conducted at other intensities. Similarly, as the non-YR players appear to be predominantly extrinsically motivated, it could be summised that they would typically choose not to FT and, as such, no training intensity is likely to induce positive affective states.

4.2 Fitness Training Experience Conclusions

This chapter has highlighted Enjoyment and Lack of Enjoyment as two crucial FT determinants. This finding concurs with other population specific research, most comparably Palmer et al., (1998), who reported lack of enjoyment as the main barrier to FT adherence within national netball players. The similarity in results between these studies is significant, as both represent British, national level, amateur, female, sporting populations. The findings of this project have superseded previous research however, by proposing a more detailed account of how Enjoyment effects behaviour, the manner in which enjoyment is experienced and techniques that promote mastery-related enjoyment. Specifically, Enjoyment has been found to have two effects on FT behaviour. First, it appears to determine the amount of FT completed. This was demonstrated by the nine players within the top two CF of FTB categories who experienced FT-related enjoyment. Alternatively, with the exception of Julia, the Sporadic Sport/Trainer, who enjoyed the Change of Focus and Reduction in Stress Levels provided by her occasional jogs, no other player mentioned enjoying the FT experience. In fact, the remaining players typically cited Lack of Enjoyment for not FT. Second, Enjoyment also appears to determine the FT component completed (i.e., the aerobic or anaerobic system). Of all of the determinants cited within this project, Enjoyment or Lack of Enjoyment is the main determinant for the Exerciser and Sport
CF of FTB classifications. Specifically, the Exercisers typically only completed the FT component that they enjoyed/preferred, a finding that is also common to some players who were classified as Trainers though to a lesser extent. Similarly, two players specifically stated that she sought to achieve fitness gains through Sport because she preferred to FT within the sport training and competitive context as opposed to an independent FT environment. These findings of the effects of Enjoyment on each of the CF of FTB categories are summarised in Table 4.3.

4.3 Implications for Sport Science Delivery

Biddle and Mutrie (2001, p.33) emphasised the importance of including emotions in the consideration of future motivation theory, and proposed that, "the reinforcement of exercise through positive affect is likely to be an increasingly important topic for exercise psychology in future". The results of this project and those of Palmer et al. (1998) reinforce that the role of Enjoyment needs to be seriously considered when working with sports people who are required to incorporate specific FT programmes into their lives. It is, therefore, recommended that sport scientists who like myself (See ‘Entry into Field’ Writing-In extract, Chapter One) assumed that national level performers would possess high levels of physical competence in all areas of physicality, and have positive perceptions of, and enjoy, the FT Experience, should be receptive to, and prepared for, alternative FT perceptions and experiences among their international athletes. Consideration of this project’s FT Experience findings, enables the suggestion of the following practical recommendations which are summarised in Figure 4.1.

First, as this chapter’s findings demonstrate, past FT experiences influence a player’s anticipated future affective experiences. Thus if a player has evaluated her previous exercise experiences as boring, painful or beyond their capabilities, she is likely to project these feelings onto future, similar experiences leading to the aforementioned consequences. The first recommendation, therefore, is for the physiologist to determine the player’s previous affective responses to exercise and her anticipatory affective perceptions of each component of the proposed FT programme. This should then serve as a guide for future support.
Table 4.3: Summary of the 'Fitness Training Experience' Determinants in Relation to CF of FTB category.

*Numbers in bold* = positive FT Determinant.
*Numbers in italics* = negative FT Determinant
*Numbers in brackets* = Belinda prior to relapse

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<td>One Meso. Main. One/Two Meso. Occ/Sporadic (1)</td>
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<tr>
<td>One Meso. (1) Main., Two Meso. Nothing</td>
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<tr>
<td>Three Meso. (3) Sporadic</td>
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<tr>
<td>Three Meso. Nothing</td>
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<td>Sport</td>
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<tr>
<td>Exercise / FT Preference (Sp.T/T)</td>
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<td>Trainer</td>
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</table>
• To accept that not all players enjoy FT and that they experience affective barriers.
• To determine anticipated affective responses to each component of the periodised FT programme.
• To promote player control and responsibility.
• To promote the likelihood of achieving flow by:
  o Promoting choice, including the exploration of appropriate Sport/group opportunities.
  o Discussing the appropriateness of attending a local exercise class to provide a source of support and flow elements.
  o Using Bandura’s (1977) Self-Efficacy sources to promote FT-Efficacy.
  o Promoting the use of internal and external feedback to promote mastery.
  o Promoting the setting of short-term fitness goals to create a challenging environment.
  o Reinforcing any positive experience to promote positive affective association.

Figure 4.1: Practical Recommendations for the Promotion of FT Enjoyment

As demonstrated in both this and Chapter Three, the EWCT players were more likely to complete the fitness behaviours that she personally valued. It is, therefore, important that the physiologist provide the opportunity for the player to explore and operationalise her preferences. Opportunities should be sought for the player to accept ownership of the FT programme, so that although the player should receive assistance from the physiologist, the player should be encouraged to assume responsibility for developing her own personally appropriate FT programme and to identify and provide solutions to her FT barriers.

The majority of the players met their FT Preferences through Sport. The physiologist should help the player to explore further Sport opportunities, ensuring that the training completed within these environments provides the required aerobic and anaerobic development. Outside of the sport context, Sue was the only player who FT within a group context. This had positive consequences as it provided the competition and support required to enable her to achieve mastery-related enjoyment. In addition to Sport, the physiologist could help the player to explore local group FT activities. Carron, Hausenblas and Estabrooks (1999) reported that group exercises are attractive to the individual as they provide group identification and commitment, social reinforcement, competitive stimulation and the opportunity for team activities. All of these help create a positive FT environment, which in turn could promote adherence.
Low FT-Efficacy has been identified as a preventative FT determinant across the CF of FTB categories. The physiologist should, therefore, be aware that Low FT-Efficacy could lead to FT resistance. To promote FT-Efficacy the physiologist should help the player to implement strategies in accordance with Bandura’s (1977) four sources of self-efficacy. For example, as performance accomplishments are the greatest predictor of self-efficacy (e.g., McAuley, 1985), the physiologist should guide the player through the required FT session, highlighting safety points and indicators of appropriate FT intensity. As highlighted above, internal and external information and motivational feedback should be encouraged/provided, and a plan for future development devised.

As demonstrated, the associated FT-experiences of Low FT-Efficacy, Boredom and Pain/Hard Work are not inherent within the activity, but can all be explained through the absence of mastery-related enjoyment elements. The core of any programme that aims to promote enjoyment and thus FT, must, therefore, originate through the investigation of how an individual can adapt her FT environment to promote the likelihood of achieving a present focused, mastery-related state. Although it is appreciated that individuals will have different preferences the previously discussed procedures such as the setting of a regular FT programme and constant performance monitoring and goal-setting provides a starting point.

Little emphasis has been placed throughout this chapter on the present-focused, personally preferable affective states induced by a Change of Focus and Reduction in Stress Levels and Play, as they typically fail to incite the appropriate FT intensities required for fitness development. However, reinforcing exercise as a way to induce enjoyable states such as relaxation and play could promote FT frequency among the lower category players, and particularly the Sporadic players who cited Fatigue as a preventative FT determinant (See Appendix D). This co-incides with the need to promote personal benefits as identified within Chapter Three. Further, the future focus of Anticipated Achievement of Valued Goals implies that enhancing a player’s ability to dissociate whilst FT and her association between FT and goal attainment could be initially beneficial. Again this goal attainment should be linked with personal goals.
4.4 The Structured Home-Based Psychological Skills Training Experience

The FT Experience, where players engage in fitness behaviours outside of the cricket environment, provides a comparable situation to the completion of Structured Home-Based PST. As highlighted in Chapter Two, no EWCT player completed Habitual Structured PST and only two players engaged in Intentional Structured PST. An increased understanding of any determinants that prevented Structured PST are thus important to the sport psychologist if s/he is to promote the likelihood of PST adoption. Four PST Experience determinants were highlighted (See Table 4.4), of which three were explained through a comparison to FT. A review of these determinants provides possible strategies for promoting Contemplation and Intentional/Habitual Structured Home-Based PST.

Table 4.4: Summary of Psychological Skills Training Experience Determinants in Respect to CF of PSB Category

<table>
<thead>
<tr>
<th>CF of PSB Category</th>
<th>Determinant</th>
<th>Effect</th>
</tr>
</thead>
</table>
| Contemplated Habitual / Intentional Non-Use of Structured Home-Based PST | • Difficult to See Improvement  
• Lack of Effort Reinforcement  
• Difficult to Find / Structure Appropriate Time  
• Impossible to Practice Away from the Match Setting | -ve  
-ve  
-ve  
-ve |

First, two players suggested that it is harder to see the results of PST (Difficult to See Improvement) and thus it seemed more worthwhile to spend their time on FT. Seeing the results of PST is difficult for two reasons: first, because PS take time to develop “it is the instantaneous results that you don’t see, (which) means that you tend to forget about it” (Sue), and second, a technical session or a high-level competition is required to see whether PS development has occurred. In this second situation, seeing the results of PST is further complicated by the multi-dimensional nature of improved cricketing performance, for example, a player’s concentration could have improved due to the practice of concentration techniques and the consequential development of concentration techniques or, indeed, by improved aerobic fitness. Second, PST does not provide the previously mentioned positive feelings associated with completing a hard FT session (Lack of Positive Post-PST Affect). For example, two players stated
that there was no sense of achievement or effort investment following a PST session and, as such, it seemed as if they had not achieved anything. Third, players found it easier to prioritise and structure time for FT than for PST.

Sarah: Well, when it comes to the mental stuff I don’t really set myself time aside and think “Right”, like you go to the gym “this is going to be my fitness training.” So I don’t sit here and think “Right, this is going to be my mental training.”

On review however, the Lack of Time or Low PST Prioritisation cited to prevent Structured Home-Based PST appears to be underpinned by Problems Achieving an Appropriate State of Mind, “No. I never structured it because I think you have to be in the right frame of mind” (Kirsty). Whereas all FT maintenance players were able to overcome Fatigue (See Appendix D), it appears that the Fatigue or a Busy Mind caused by Work Pressures was not as easy to overcome to complete PST. As Kirsty, a policewoman, who completes Intentional imagery PST noted,

Kirsty: Well I certainly couldn’t go to bed having had a really awful day’s work and think, “Well, how am I going to take a leg side stumping.” We are living in the real world. If I was a professional wicket keeper, a professional cricketer, then yes, maybe I would have it a bit more structured, but I am not. I have enough stress and strains at work to not go home and think, “Well, how am I going to do a leg side stumping.”

Further, Belinda and Miriam, two of the EWCT’s most diligent Purposeful Unstructured / Intentional Structured Home-Based PS trainers, both stated that Habitual Structured Home-Based PST had negative Work Connotations. Belinda admitted that her rebellious streak reduced the likelihood of her doing something because she was told to, “I am of that ilk that says almost “Well if I have got to do it, then it is almost a chore.” Even though I know that it is beneficial to me,” Similarly, Miriam stated that having to perform Structured Home-Based PST would reduce her enjoyment.

Miriam: I don’t like the word ‘working’. I think it is important to train mentally but it depends on what is best for you. I just couldn’t... I would just feel really awkward “Right, I’ve got to do my mental training. Sit down and think about it.” I wouldn’t enjoy it at all. I just prefer, I mean I know I do it, but it is not a chore to me, whereas it would be if “Right, five o’clock tonight I have to sit down.
In addition to the PST determinants which arose out of comparison to FT, four players questioned the Ability to Perform PST Away from the Cricket Environment. This, they inferred, is due to the real match situation being the most appropriate or only place where PS can be practiced. An appropriate PST Experience can not, therefore, be achieved as it is not possible to simulate a match day conditions. After continued questioning to ensure that Jo only completed Field Use and Preparation and not PST, she remarked, “What’s this bloody practice business. I think that the best place to practice it is actually when you are waiting to go out to bat and sat waiting, or when you have been told that you are bowling the next over.” The requirement for real situations applies to different psychological techniques for different reasons. In relation to arousal control, Jo elaborated that relaxation techniques could only be practiced whilst waiting to bat, as it was only then that she experienced a highly anxious state that she could practice reducing. Laura found visualisation difficult to complete without a real situation to relate it to. This, was because she believed that every situation was so unique that it was not possible to know what she would need to be thinking within a game, thus completing visualisation of a particular scenario pointless.

Laura: But if we were sat here now and you said to me “Right, picture yourself at the top of your delivery stride” or whatever else. “What are you thinking?” I would be thinking “Well, I don’t know what I am thinking.” Half the time I might be thinking “Oh four more overs and I can have a cup of tea.” You know silly things like that.

Finally, with reference to confidence, despite completing Purposeful Unstructured Home-Based Confidence Training, Lucy and Sarah both noted that the best place to build batting confidence was in the middle or in the nets. “But then again if you are not playing well it is better just to go out into the nets and practice more, so that your confidence does come back” (Sarah).

4.5 Implications for the Promotion of Structured Home-Based PST

Through comparison to the FT Experience and consideration of techniques used by the players to promote Purposeful Unstructured Home-Based PST, four solutions to reduce these preventative PST determinants are apparent (See Figure 4.2). First, Problems Achieving an Appropriate State of Mind and Work Connotations could be reduced by adopting techniques used to achieve an appropriate state of mind for a
good exercise session. These include going to a specific conducive environment where the sole purpose is to exercise and believing in the expectation that once started a positive reinforcing states will occur. For example, during her interview Ella realised that in hindsight she should have gone to the cricket club half an hour before technical training to complete her PST as this environment stimulated cricket-related thoughts. This suggestion does however, require time and could be seen by some players as work-related. More useful, therefore, are the players’ accounts of when they completed Purposeful Unstructured Home-Based PST. To complete such PST they needed to Have Time to Myself, Be Relaxed, Have Nothing Else on My Mind, and actually Be Looking for A Life Distraction. Five situations were identified as conducive for achieving the state of mind required for Unstructured/Purposeful Home-Based PST, none of which would encroach on a player’s life and could, as such, reduce the negative work connotations. Spontaneous Unstructured Home-Based PST occurred during quiet times in the working day, whilst FT or travelling, and when in the bath. Similarly, Purposeful Unstructured PST was induced whilst FT, “I am oblivious to everything else which is going on. ... It is a good like the psychological training and the physical training, I quite like the way they link up” (Lucy); whilst in the bath “because I am relaxed and have space in my brain” (Miriam); whilst travelling long-distances on the train and seeking a distraction from work (Belinda); and in bed (Kirsty).

- Use the achievement of an appropriate state of mind and not time to complete PST.
- Promote the benefits of PST for general life management, for example, to relax after a busy day.
- Use improvements in general life management ability as a marker of PS development.
- Develop a PST routine that promotes the likelihood of gaining an appropriate state of mind.

Figure 4.2: Practical Recommendations for the Promotion of PST Enjoyment

Shambrook (1995) suggested that structuring PST time within an athlete’s daily life would promote adherence. However, the EWCT players comments imply that it may be more appropriate to identify when an appropriate state of mind is typically achieved and to make a conscious effort to employ PST at that time. The state of
mind is thus the stimulus for PST and not the arranged time. This may be of particular benefit for those players who regularly experience thoughts or daydreams (either spontaneously or Intentionally) due to their love of, and ambition within, cricket, and how resent 'having to work at it'. Similarly, it could be a less demanding step for those new to, or not so prepared to commit to PS development. To achieve the most from these Unstructured Home-Based PST situations however, it is essential that a player is aware of the complexity of her current psychological techniques (Chapter Two), and thus how an increase in complexity could maximise the use of her personally appropriate PST time.

The Lack of Positive Post-PST Affect could be dependent on the type of PST being completed. However, in consideration of the players' busy lives and minds, less positive affect-inducing practice could be combined with relaxation or positive imagery as these should not only increase positive affect, but should also help the player to combat her life stresses. For example, the above mentioned Unstructured/Purposeful Structured Home-Based PST appeared to be completed to achieve feelings of mastery or to induce a more personally preferred affective state. Further, Belinda’s gain of ‘General Life Benefits’ through the completion of hypnotic imagery and self-affirmation (See Chapter Three) suggests that PST can provide both short and long-term benefits. These scenarios also provide a solution to the Difficult to See Results issue, as a short-term stress release and an increased awareness of improved coping in other life areas, for example, the ability to cope with the stresses of work or meeting new people, could be taken as positive feedback. This further encourages the promotion of a variety of PS for enhancing life-related forms of coping and enjoyment as well those related to cricket.

Finally, most of the YR Fitness Trainers engaged in a regular FT routine to enable them to monitor progress. Belinda, the most diligent Intentional Structured Home-Based PS trainer, stated that her use of hypnosis had provided her with a routine that enabled her to achieve an appropriate state of mind for the remainder of her PST session. By combining the aspects of PS that would promote both life benefits and a conducive state of mind into a PST routine, the player may be more successful in her implementation.
Belinda: I actually have a set routine which I do, and I know that I can get myself into that relaxed state fairly quickly and I know that it makes me feel a lot better. ... I mean essentially it is the same sought of stuff. It is the positive talk, it is that visualisation thing. But I suppose that it has given me a framework or a method through which I can do all that rather than think “Oh I have got to do some visualisation.” I put it all into this context of this self-hypnosis thing and positive affirmation, and therefore I am in a state where perhaps I am more receptive to those things rather than thinking “Oh I have got to do ten minutes on the kind of thing that (the psychologist) has been talking about.”

4.6 Conclusions of the Training Experience

This chapter has highlighted the importance of enjoyment for the completion of both FT and PST, and how positive experiences are attained within each environment. When referring to both forms of training, the EWCT players have firmly stated that they are more likely to perform behaviours that they themselves have chosen to do and enjoy. With reference to PST, this chapter has expanded the present literature on the PST Experience, and has identified some crucial issues that need to be considered in PST delivery. Finally, the players experiences have been used to provide specific recommendations for the sport scientist to promote such enjoyment, and consequential, FT and PST adherence.
Chapter Five

The EWCT Player and the Influence of her EWCT Team-Mates on her Fitness Training and Psychological Skill Behaviours

Chapter Two proposed the existence of a cricketing socio-cultural triad that through a process of reciprocal determinism influences the individual EWCT cricketer and her FT and PS behaviours. This and the following two chapters will each look specifically at the influence of one of the triad’s three aspects. This chapter investigates the triad’s central point, the individual EWCT player’s attitudes and beliefs towards the cricketing role of FT and PS behaviours. It then progresses to highlight the training determinants of the triad’s first reciprocal relationship, that of the individual player and her team-mates. Previous sport psychology research has investigated individual athlete FT and PST determinants (e.g., Bull, 1991; Palmer et al., 1999), and the individual’s perception of how others will perceive him/her as a determinant of him/her seeking sport psychological support (Brooks & Bull, 2001; Van Raalte et al., 1992). However, this project’s grounding in a specific sport subculture has provided a more in-depth understanding of the individual’s FT and PS behaviour beliefs, and greatly extends the psychological literature on the team’s influence. Further, discussion of the player/team reciprocal relationship is rare within the physiological literature. This chapter, therefore, greatly extends this line of inquiry. Issues relevant to FT and PS behaviours will be revealed in turn, whilst common theoretical and practical implications support provision are provided at the end of the chapter.

5.1 The EWCT Players: Individuals and Team Mates – Fitness Training

Table 5.1 summarises the EWCT Players: Individuals and Team-Mates FT determinants discussed within this chapter.
Table 5.1: Summary of ‘The EWCT Players: Individuals and Team-Mates’ - Fitness Training Determinants

<table>
<thead>
<tr>
<th>Higher Order Categories</th>
<th>Fitness Training Determinant</th>
<th>Effect</th>
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</thead>
</table>
| The Importance of Fitness for Cricket Performance | • To Maintain Concentration  
• To Bowl Well Throughout an Innings’  
• To Chase Balls in the Field  
• To Stay at the Crease  
• To Run Quick Singles  
• To Continuously Run Twos and Threes         | +ve    |
| How The Player Came to Realise the Importance of Fitness | • Actual Experience of Improved Performance Due to Fitness  
• Failure To Compete Against the Opposition and Identifying Fitness as a Key Weakness  
• Acknowledgement of the Sport Physiologist’s Advice  
• Witnessed an Increase in Fitness’s Importance within the World Game and the England Set-up | +ve    |
| Low Fitness Importance                        | • Low Energy Demands of Spin Bowling  
• Questionable Understanding of Fitness Principles  
• Questionable Understanding of the Physical Demands of Top-Flight International Cricket | -ve    |
| The Relative Importance of Fitness and Technical Ability | • Fitness and Technical Ability are Both Important  
• Technical Ability is More Important than Fitness | +ve    |
| The Importance of Fitness for Being a Team Player | • Commitment to Team-Mates  
• Not Letting the Team Down                       | +ve    |
| Encouragement from EWCT Team-Mates             |                                                                                              | +ve/no eff. |
| Perceptions of Adequate Fitness Levels and Fitness Training Effort | • Place More Importance of Being Seen to Work Hard than Achieving High/The Required FT Levels  
• Lack of Awareness of Team-Mates Fitness and FT Behaviours | -ve    |
| Perceived Genetic Limits                       |                                                                                              | -ve    |
5.1.1 The EWCT Players: Individual Cricket-Related Attitudes and Beliefs

5.1.1.1 The Importance of Fitness for Cricket Performance

With two exceptions, all interviewed players acknowledged fitness as an important part of the international game. For eight players the increased appreciation of its importance had actually led to an increase in FT behaviour. For five of these players, this enabled a change in CF of FTB category, whilst for the remaining three players (two YR players, and Sarah, the Two Mesa. Main., One Mesa. Occ. Sport/Trainer), it promoted a greater FT commitment during her maintenance mesocycle (See Table 5.2). Further, nine players from across the CF of FTB categories cited the importance of fitness for improving her performance with, seven citing it as her primary FT determinant, and two, as her second. As would be expected for players with different performance roles, a variety of benefits were highlighted. However, the ability To Maintain Concentration, To Bowl Well Throughout an Innings, To Chase Balls in the Field, To Stay at the Crease, To Run Quick Singles and To Continuously Run Twos and Threes, were frequently highlighted. All of these players cited How She Came to Realise the Importance of Fitness. Most relayed Actual Experience of Improved Performance Due to Fitness; a Failure To Compete Against the Opposition and Identifying Fitness as a Key Weakness; an Acknowledgement of the Sport Physiologist's Advice or had Witnessed an Increase in Fitness' Importance within the World Game and the England Set-up. Issues relating to these determinants will be further displayed by quotation from players, where relevant, throughout Chapters Five to Seven. However, two players are examplared here to indicate how they came to appreciate the importance of fitness for improved performance and increased her FT behaviour accordingly. First, Miriam, one of the squad's most overtly competitive players, reviewed her own, and the team's, performance following the New Zealand series (Summer 1996).
Table 5.2: Summary of Changes in Player CF of FTB categorisation and cited Importance of Fitness for Cricket Determinants.

<table>
<thead>
<tr>
<th>Cricketer</th>
<th>Direction of Change</th>
<th>Category Change: From</th>
<th>To</th>
<th>Reasons given for change</th>
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<tbody>
<tr>
<td>Lorraine</td>
<td>Up &amp; Right</td>
<td>2 Meso, Sport</td>
<td>YR, Sport / Exerciser</td>
<td>Increased importance of fitness within cricket and the introduction of the SSSP.</td>
</tr>
<tr>
<td></td>
<td>Up &amp; Right</td>
<td>Sporadic Exerciser</td>
<td>YR, Sport / Exerciser</td>
<td>Defeat by New Zealand = realised should be fitter to compete internationally.</td>
</tr>
<tr>
<td>Siobhan</td>
<td>Up &amp; Right</td>
<td>2 Meso Main, Sport</td>
<td>YR, Sport / Trainer</td>
<td>Realised should be fitter for peak cricket performance.</td>
</tr>
<tr>
<td>Heidi</td>
<td>No category change, but FT increased.</td>
<td>YR Sport/ Trainer</td>
<td>YR Sport/ Trainer</td>
<td>An international cricketer should be fit. Told to increase by physiologist (SSSP).</td>
</tr>
<tr>
<td>Lucy</td>
<td>No category change, but FT increased.</td>
<td>YR Sport/ Trainer</td>
<td>YR Sport/ Trainer</td>
<td>Increased importance of fitness within cricket and the introduction of the SSSP.</td>
</tr>
<tr>
<td>Sarah</td>
<td>No category change, but FT increase.</td>
<td>2 Meso Main / 1 Meso Occ, Sp/Trainer</td>
<td>2 Meso Main / 1 Meso Occ, Sp/Trainer</td>
<td>Increase in the importance of fitness for selection.</td>
</tr>
<tr>
<td>Miriam</td>
<td>Up and Left</td>
<td>2 Meso Occ, Trainer</td>
<td>2 Meso Main, Sp/Trainer</td>
<td>Defeat by New Zealand = realised should be fitter to compete internationally.</td>
</tr>
<tr>
<td>Kirsty</td>
<td>Up and Right</td>
<td>2 Meso Occ, Sport / Trainer</td>
<td>2 Meso Main, Trainer</td>
<td>Increased importance of fitness within cricket</td>
</tr>
<tr>
<td>Helen</td>
<td>Up and Right</td>
<td>Nothing</td>
<td>1 Meso. Main, 2 Nothing</td>
<td>Increased importance of fitness within cricket</td>
</tr>
</tbody>
</table>

Realising that she needed to be fitter to remain competitive at international level (Failure To Compete Against the Opposition and Identifying Fitness as a Key Weakness), she Changed Up her FT from Occasional to Maintenance for two mesocycles.

Miriam: Last season, the game... I didn't feel that as the England team we performed as we could. And I think one of those reasons was we weren't fit enough. So I think at top level you have got to ask yourself the
question. You might be able to kid yourself for so long, but you have got to ask yourself the question “How much more work do I need to do in order to be better than the team which has just beaten us.” Which is what I asked myself after the NZ tour. And I thought fitness was one thing that I had to improve. (Italics my emphasis)

Likewise, Siobhan Changed Up from a Two Meso. Main., One Meso. Nothing Sport to a YR Sport/Trainer as she reconsidered the importance of fitness in today’s game. In particular, in preparation for her first tour, she Acknowledged the Sport Physiologist’s Advice that enhanced fitness would be essential to cope in India’s hostile conditions.

Siobhan: With the one-day cricket it is becoming more and more important, and I suppose in the four dayers as well. I think that especially when we went out to India with the heat and the things like people are saying to you “You might have to bat for a whole day.” You know, “How are going to cope with that?” And such things as, “You run two runs. You run three runs. You’ve got to be ready when the bowlers coming up to play. That you’re not thinking “Oh I am knackered. I will just sought of plod that back because I can’t be bothered to run.” Things like that are important. And bowling as well. By the time you have got the ball in your hand and you are ready to run up again, you should really be recovered enough to bowl a ball. So yeah, so.. I think it is important.

The two players who did not exalt the importance of fitness (Low Fitness Importance) for her game were Anne, the Sporadic Sport/Exerciser, and Jo, the Sporadic Exerciser. These two players, the only two spin-bowlers in the squad, deviated most from the periodised FT programme. Anne cited the Low Energy Demands of Spin Bowling for her perceived lack of fitness importance: “But I mean, I’m alright because I am a spin bowler. I use a certain amount of energy bowling, but I’m not a quick bowler and I don’t go pounding in.” In her view then, spin bowling does not require such high levels of fitness as the other fast/medium bowling techniques that have longer and faster run ups. As such, she believed that she could bowl effectively with the fitness levels she possessed. Although spin bowling does have lower energy demands than other bowling techniques, this cannot negate the need to be fit to achieve optimal batting and fielding performance. Anne’s denial of this requirement suggests that she has assumed a spin-bowler, and not a cricketer role-identity, as discussed within Chapter Eight. Jo, the Sporadic Exerciser, did acknowledge the need to perform in these other performance
roles; however, with regard to fielding, she initially implied that effort, and not fitness, determined effective chasing ability, "It is difficult to run faster than you can run anyway. So when you are chasing a ball to the boundary you still give everything you have got, no matter how fit you are." When challenged that fitness would enable faster retrieval, especially when repeatedly fielding balls, she continued that players should not need to repeatedly chase balls if the Captain plays a tactically correct game.

Jo: O.K. so if you have to chase three times to the boundary, then fitness will come into it, but that is very, very rare unless, you know, you are playing against a batsman..., in which case the Captain should be moving the fielder out anyway. So I think cricket is a game where you know who your better fielders are and you put them in those positions. So they are put there not because of their fitness, but because they have a better throw or you know. So there are reasons why you put people in certain positions and so it is swings and roundabouts. (Italics my emphasis)

Jo’s lack of appreciation that fitness can effect aspects of performance, such as fielding, especially during long innings, could either be due to denial or, as interpretation of her comments suggests, a Questionable Understanding of Fitness Principles. When questioned whether fitness was important for batting and running between the wickets, she stated “Well if you hit the ball rather hard, you don’t have run too much anyway!” Questioned further, she agreed that she was required to run, although she was content with a ‘guestimate’ of her capability and with an ‘O.K.’ performance.

Jo: O.K. So between the wickets... In my instance, apart from running with Lorraine and Laura and those which are really quick anyway, most of the time, especially like Miriam or somebody like that, I am sure that I am capable of running 3’s and, you know, sought of not doing too badly. (Italics my emphasis)

Jo’s comparison of herself to Miriam also suggests a Lack of Awareness of Team-Mates Fitness and FT Behaviours as Miriam’s Two Meso. Main., One Meso. Nothing CF of FTB categorisation highlights greater FT commitment, and her estimated VO2max of 41.1 ml.kg⁻¹.min⁻¹ is substantially higher than Jo’s 26 ml.kg⁻¹.min⁻¹. In addition, Jo’s initial comment suggests that she does not appreciate that the aim of the EWCT’s FT programme is to prepare players to compete against those opposition who can hit the boundary three times, that is to compete successfully against the best opposition in the
world, who by definition are rare. This again suggests a Questionable Understanding of the Physical Demands of Top-Flight International Cricket.

5.1.1.2 The Relative Importance of Fitness and Technical Ability

Both Anne and Jo said that Technical Ability is More Important than Fitness. Anne commented, “I mean after all skill is a major... If you are not skilful, well you may as well, you know, you’re crap really. If you’re not skilful enough to play, then you can be as fit as you want but... .” Similarly, Jo demonstrated her belief in the over-riding importance of ability by constantly interjecting statements such as “Or hopefully if you have got the ability as well, even though I haven’t got the fitness” throughout the interview. When directly asked about the relative importance of fitness and technical ability she noted, “I think ability is more important. Obviously you need a certain level of fitness, but I actually think that ability is more important than fitness.” Although the importance of technical ability should obviously not be underestimated, relative to all their team-mates who (as previously recorded) did cite The Importance of Fitness for Cricket Performance, these two Sporadic players weighted the comparative importance of technical ability more highly. The other players expressed the importance of fitness in its own terms without cross-referencing to other aspects, or suggested technical skill, fitness and mental toughness, to be of equal importance for the international performer (Fitness and Technical Ability are Both Important). The only player to distinguish between the importance of fitness and technical skill was Kirsty who, as mentioned within Chapter Three, recently changed from a Two Meso. Occ., One Meso. Nothing Sport/Trainer to a Two Meso. Main., One Meso. Nothing Trainer to get fitter For Selection. Consequently, at the time of interview, she viewed fitness as the most important aspect of her training and used her time accordingly.

5.2 The EWCT Players: The Individual/Team Reciprocal Relationship

5.2.1 The Importance of Fitness for Being a Team Player

One marker that furthers the discussion of the perceived importance of FT for performance, is a player’s perception of The Importance of Fitness for Being a Team
Player: perhaps players who perceive fitness as important will want to be fit so as not to let the team down. Alternatively, if fitness is not perceived as important, then a lack of FT behaviour and subsequent fitness will not be seen as endangering the team’s performance. An alternative view would be to assess a player’s belief as to whether other players’ lack of fitness is letting her, and the team, down. This, and the following section, will investigate these two issues to determine whether a team norm, a standard of behaviour expected of, and by, group members (Carron & Hausenblaus, 1998), regarding FT expectations and commitment exists among the EWCT.

Six of the eleven players within or above the Two Meso. Main., One Meso. Nothing Sport/Trainer category cited Commitment to Team-Mates or Not Letting the Team Down as FT determinants, with four players citing this as a Top 3 FT determinant. Miriam and Lucy exemplify such thoughts.

Miriam: Everybody’s responsibility is to the team. If that isn’t the case then they shouldn’t be playing in a team sport. And it is not pressure from the rest of the team, it is your responsibility to the other individuals which should motivate you. That is what motivates me.

Lucy: I think it comes down to the old phrase of personal responsibility, really, to deliver excellence. And in that situation, then you have got to do as much work, and if not more than all the other members of the team, otherwise you are not a team player really.

The only cricketer in a lower category who stated Commitment to Team-Mates and Not Letting the Team Down was the Captain, Helen. Her sense of responsibility led her to “work hard” by running most weekday mornings in the mesocycle leading up to the competitive season or a tour. The following was given as her Top FT determinant.

Helen: Commitment. (CM: To?) Helen: The cause! To cricket really. I feel that letting people down is the biggest thing for me, as a Captain. I am in a responsible role. My commitment lies with them. My commitment lies with the team, because I have been put in a position to accept responsibility really, and if I let anybody down, if I trundle onto a cricket pitch knowing that I am half fit, I will not be doing myself any good, and I won’t be doing the rest of the guys any good. So it is commitment to them really.
Conspicuous in their absence within The Importance of Fitness for Being a Team Player category are the three Sporadic players. When asked whether her team-mates influenced her FT, Jo was the only Sporadic player who noted their contribution. Instead of being motivated to give to the team however, she mentioned that the example set by a couple of her team-mates encouraged her to FT. Thus the only determinant within the entire England cricket system that encouraged Jo to exercise was Encouragement from EWCT Team-Mates.

Jo: There are a few other people who I think would like to see me fitter, who are “come on, you have to do it” and try and motivate me.

CM: Does that work?

Jo: Yeah, I think I do need motivation. I think that I am one of those people who do need a bit of a kick up the backside. ... Laura is very, very good at it. She is like, well no, she just says “Come on. Just think how good you would be if you were a little bit fitter.” “Oh yeah, Laura.” (Reply said in a disparaging tone)

CM: You have mentioned Laura already, but what about the whole atmosphere of the England training camp? Is there anything there that encourages you to keep training?

Jo: Lorraine. I mean obviously she is the best cricketer in the world, as far as I can see anyway. But she has always been, well she always appears to be very, very fit, um, and knowing that she is a lot older than all the other youngsters, and the amount of time and commitment that she puts into it, I just feel that “O.K. I have to keep going and keep going”, because I still want to be playing when I am her age. Even though there is no possibilities whatsoever, unless I am good at cricket!

One further indication that Julia and Anne (the Sporadic Spört/Trainer and Sport/Exerciser respectively) did not attribute fitness with much importance is their FT patterns following their initial England selection. As stated within Chapter Three, both Julia and Anne had a limited Exercise History, with Anne not experiencing any form of exercise beyond school P.E., whilst Julia claimed that her junior England squad experiences had not prepared her for senior level. On first being selected, both started
"Specifically, I went out and did something" (Anne); however, Julia warned that the novelty soon wore off and complacency set in.

Julia: It was difficult because I came in when I was young. ... The age difference between myself and everyone else was really like high, and to actually go... go in there and do the training at the thing was really daunting. So like I came out of it and thought, "Oh, I've got to go and do loads of training." So I started off training hard. More than what I did with the Juniors. ... I did lots of training and then I like got into the squad and then in a way you fall into the situation where, "Oh, I'm in the squad now, I can like relax."

Despite their initial good intentions, therefore, Julia and Anne progressed from Sporadic Sport and Nothing to their present respective CF of FTB standings, with no evidence from themselves, the physiologist or their team-mates suggesting that they had ever achieved a higher position. Evidently, their initial shock was insufficient to maintain any real FT commitment.

5.2.2 Perceptions of Adequate Fitness Levels and Fitness Training Effort

The above sections indicate that Anne and Jo, the two players whose FT behaviour least resemble the periodised FT programme, did not perceive The Importance of Fitness for Cricket Performance and believed that Technical Ability is More Important than Fitness. In addition, none of the three Sporadic players cited The Importance of Fitness for Being a Team Player as a FT determinant. Although these determinants can discriminate the least dedicated fitness trainers, perceived fitness importance for the individual's or team's cricketing performance does not appear to discriminate between the variety of FT behaviours displayed by the non-Sporadic players. It was, therefore, deemed important to continue to search all data sources regarding the players' fitness standards for less overt discriminating determinants. Initially, interpretation within and across player interviews enabled a comparative view, as a player often discussed her own FT standards in relation to what she perceived to be the standards of others. Players' fitness levels and fitness changes achieved throughout the 1996/7 off-season were also reviewed (See Table 2.1). Of course, as will be noted in Chapter Seven, fitness test scores must be taken with caution due to the players' motivation levels. In addition, comparisons across players are
difficult as tests were completed at different times in the off-season and progression within a player is often hampered by injury. However, when the results are considered using direct experience knowledge of each player’s injury and fitness test history, the general standard that the player has achieved, and the amount of effort that the player invested in-between tests, is indicated.

Two players (namely, Helen, the One-Meso. Main., Two Meso. Nothing Exerciser, and Miriam, a recently Changed Up Two Meso. Main., One Meso. Nothing Sport/Trainer) acknowledged the importance of being fit to ensure playing to the best of her ability and to not let her team-mates down. However, both players appear to use her own fitness standards as a benchmark of acceptability. This implies that both perceive only those who are less fit than her are putting the team at risk, whilst everyone who invests a similar amount of effort or has achieved similar levels of fitness to herself are training appropriately. Initially, both of these players attribute the level of fitness achieved to her high levels of effort. Interestingly however, both perceive that her Genetic Limits, and not her FT behaviour, are accountable for the level of fitness achieved, or indeed that which is achievable. First, in answer to the question “Have you found that the game has become more demanding over the years?” Miriam replied.

Miriam: Oh yeah, definitely. Definitely. The standard has increased, the fielding is better, the bowling seems to have got tighter and tighter, and you have got to be as fit as you possibly can. Everybody has their sought of own limits within which they work. You have got some thin people, you have got some big people, and as long as you are at a happy medium I think with your fitness, and not letting anybody down because you are too slow, or you can’t keep running, or, you know, that is the right way to look at it, that you are not letting people down (Italics my emphasis).

When discussing her fitness goals she continued.

Miriam: I think things like the Bleep Test are fairly much individual. I mean somebody like Siobhan, for example, who was really chuffed with her Bleep Test, you know, she gets up to 11, and I think it is unrealistic for me to get say 11, 12 on the Bleep. I mean if I get up to about 10, I will be pretty happy with that. ... I think your goals have got to be realistic and if you start comparing your performance with someone else who is an entirely different build and probably does an entirely different thing on the
cricket pitch, then you may sought of disillusion yourself a little bit. I think you have got to be realistic.

Although it is appropriate that players do not compete against each other, and accepted that genetic limits do occur, the physiology literature would question that Miriam’s Genetic Limits would have been reached by her ‘realistic’ goal of level 10 (Astrand & Rodahl, 1986). Although she had suffered a chest infection in March, Miriam’s MSFT score actually decreased slightly throughout the 1996/7 off-season from level 8.8 (estimated VO$_2$ max = 42.4 ml.kg$^{-1}$.min$^{-1}$) in November to 8.4 (estimated VO$_2$ max = 41.1 ml.kg$^{-1}$.min$^{-1}$) in April. This suggests that although her fitness is within the ‘good’ normative range for the average population, she had not improved throughout the winter, or indeed, achieved her own ‘realistic’ goal of level 10. This suggests that although she is FT and competing regularly throughout the off-season in other sports, she is not achieving the required FT intensity or duration to produce improvements in her aerobic fitness. This could be due to her acceptance that ‘as long as (she) is at a happy medium’ among the other EWCT players, then she will be O.K. and fulfilling her duty to the EWCT.

A similar interpretation can be made of Helen, the One Meso. Main., Two Meso. Nothing Exerciser. The following statement suggests that she perceived herself as one of the players who invested an appropriate amount of FT effort. This seems to provide her benchmark standard for acceptance and ‘fairness’.

Helen: You will always get a split division of people. You have got those who train really hard, and those who get a couple of weeks in before (squad) training and see how it goes. And you always know who they are, because they are always the same ones year in and year out. It is up to them really. My biggest problem was as Skipper is, if I don’t think that they are doing the work then I thought they were putting the rest of the team in jeopardy. *It’s not fair if half the team are working so hard and the others are not.* And I think that that has got to be, um, fitness has got to be measured fairly. *We are not all the same you know. Some people are marathon runners and others are not.* So it has to be kept into context. But working hard, to be shown to be working hard for the rest of the team is a vital thing in training.
Three lines of thought are apparent from this response. First, Helen believes that completing one mesocycle of jogging and remaining ‘active’ throughout the summer qualifies her for the ‘works hard’ category. Second, she also perceives that her fitness is restricted by Genetic Limits in relation to other players. Third, she appears to Place More Importance of Being Seen to Work Hard than Achieving High/The Required FT Levels. When questioned, the sport physiologist stated that Helen trained hard “when she has to.”

A knee injury had prevented Helen from FT from October to Christmas 1996; however, in the eight weeks from 16th February to 13th April, she had improved her MSFT score by +0.7 to an estimated VO$_2$ max of 44.5 ml.kg$^{-1}$.min$^{-1}$. Although this improvement was ranked 6th within the squad, the fact that her activity levels prior to this date were limited by her injury, and that her FT was very predominantly aerobically-based, the physiological literature suggests that a greater amount of improvement should have been experienced in that time had the required ACSM (1990) guidelines been met (Astrand & Rodahl, 1986).

In summary, therefore, both Miriam and Helen believe that she invests enough effort, but contextualise and excuse her own fitness status in relation to the fitter players, by stating that the fitter players are of “an entirely different build” or “marathon runners.” As such, they both perceive that it is easier for such team-mates to be fit. Further, their comments imply the perception that a MSFT score of above level 10 is personally unachievable as despite perceiving to invest the same amount of effort as the fitter players, her fitness levels are limited by uncontrollable genetic factors. Examination of the higher CF of FTB category players’ interviews, FT behaviours and MSFT scores question this assumption, however. First, as Table 2.1 shows the players whose FT most closely fit the periodised FT programme are generally the fittest aerobically, as the players within the YR or Two Meso. Main., One Meso. Occ. possess the six highest MSFT scores. Sue is the only YR player who contradicts this trend. Her rating of tenth reflects her FT Preference for anaerobic training, though it was not possible to ascertain her aerobic improvement throughout the winter as she was dropped from the squad prior to the April re-test. This suggests that although the higher CF of FTB category players may be more ‘genetically-oriented’, they not only achieve FT maintenance for more mesocycles then
Miriam and Helen, but must also FT at the higher intensity levels required to maintain and in most cases improve their higher MSFT score throughout the winter. This provides further testimony to the proposal that it is not genetics that determine the fitness levels achieved, but the amount and intensity of FT invested by the fitter, higher CF of FTB category players. Helen and Miriam, therefore, appear to possess lower Perceptions of Adequate Fitness Levels and Fitness Training Effort than some of their team-mates and a Lack of Awareness of Team-mates FT Behaviours.

With reference to Belinda and Kirsty, the other One/Two Meso. Main. players both acknowledged that she did not put in the efforts of others. For example, Belinda, was well aware that she had not put in as much effort as some of her team-mates throughout the training year, as indeed, she herself had relapsed from a Two Meso. Main., One Meso. Occ. Sport/Trainer. However, when she did FT she clearly did so at an appropriate intensity and duration as her December to April training produced the highest pre/post-test increase in aerobic fitness across the squad.

Examination of the fitter players’ interviews reinforces that they perceived a discrepancy in the fitness standards among the players. Although these players have different levels of acceptance of the FT behaviour and commitment of her less fit team-mates, their comments do reinforce the proposal that different Perceptions of Adequate Fitness Levels and Fitness Training Effort exist among players.

The previously cited comment by Miriam, highlighted her perception that Siobhan has a more appropriate build for high fitness performance: “I mean somebody like Siobhan, for example, who was really chuffed with her Bleep Test, you know, she gets up to 11.” This comment fails to acknowledge, however, the high level of effort and commitment that her team-mate had invested throughout the winter to incorporate non-sport FT into her life for the first time, and thus change from a Two Meso. Main., One Meso. Nothing Sport to a YR Sport/Trainer. This effort led to an increase from level 10.1 (estimated \( \text{VO}_2 \text{ max} = 47.3 \text{ ml.kg}^{-1}.\text{min}^{-1} \)) in November to level 11 (estimated \( \text{VO}_2 \text{ max} = 50.3 \text{ ml.kg}^{-1}.\text{min}^{-1} \)) in April, which according to the National Coaching Foundation (1995)

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would place her at the top of the range for elite, female games players (estimated VO$_2$
max of 40-52 ml.kg$^{-1}$.min$^{-1}$) indicating why Siobhan was “really chuffed.” Although
Siobhan stated her Commitment to Team-Mates as a determinant for adopting her new
FT behaviours, and would like the other members to be fitter, she was forgiving to those
less fit players in the team. This was due to the pragmatic recognition that with only a
small pool of players to choose from, the ability to select players with high fitness and
technical ability is reduced.

CM: Tell me a bit more about this “letting the team down.”

Siobhan: Well it is a very individual thing, and I think that it is no good
anybody else having any ill feelings towards somebody if they think “If
only they were a little bit fitter or a little bit more flexible they would have
a lot more to offer.” You have to get on with it, you know. You play with
the team that you have got and you have to respect people’s selection, and
basically you are going to come to the point where it is a fine line between
picking a team that’s fit and picking a team which is capable of playing
cricket. So you have got to give people a little bit of leeway on that. I
mean it would be fantastic if the 11 people who were playing were the
fittest people as well, but unfortunately I think, well I think that very
rarely happens.

In contrast, Laura, the fittest member of the squad and the player most likely to be seen
by her team-mates as the most ‘genetically-oriented’, got very frustrated when, in her
view, her team-mates failed to invest sufficient effort in FT or appreciate the importance
of fitness within today’s game. This was because she believed that her high fitness levels
were due to the high level of effort that she invested in FT. Laura’s annoyed state is the
only thing that occasionally made her question whether she could be bothered to FT.

Laura: But I have had to work at my fitness just like the rest of them
should. You know, I am not., well I suppose I am naturally fit, but I have
to work at it. I have got to go out running three or four times a week. I
have got to play football at the weekend and everything else, and that is
what annoys me more than anything. The fact that, it is no good them
saying, “I can’t do it.” It is no good the likes of Anne saying, “I can’t do
it” because she can. She is just too idle or not motivated enough to get out
and do it. And one of the other things that really annoys me about it, is all
the youngsters. They are just relying on natural fitness. I give most of
them ten years and if I can get two or three levels higher than them on the
Bleep Test, then there is something wrong somewhere. There really is.
And that annoys me. The likes of Anne, and they say, “Well, I go out running” and I feel like saying... You know, in a way you should be saying, “Oh that is really good”, but I feel like saying, “But it is obviously not good enough is it, Anne? You obviously have to do more. It’s not good enough to just go jogging, you should be like running for 20 minutes. It’s not alright just plodding along. You have got to push yourself.” And this is what annoys me. People who don’t push themselves. They give up on the Bleep Test when it starts to hurt a little bit and not when they are absolutely knackered or whatever else.

Laura was evidently frustrated by her perception that many of her team-mates lacked fitness commitment and was further angered by her strong belief that this lack of commitment was continuing to jeopardise the EWCT’s future success. She commented, “Well England are getting left behind aren’t they? But if you look at the Aussies, the South Africans, a lot of their’s.., even the Kiwis, their training is geared to fitness.” She continued to suggest that her team-mates lack of commitment was due to their continued failure to acknowledge the importance of fitness in today’s international game.

Laura: Like the people I talk to within cricket, like Helen to a certain extent “Alright yeah, you can run around for five hours, but can you play cricket?” But they don’t see that the two are sought of like interlocked. You know, the fact that if you play a good shot and you are not fit, you can get a single. Whereas if you were fit you can get two. And you’re turning two’s into three’s and whatever else, and you would just be that... that more on the ball. ... Sometimes I notice that at the cricket, especially the one day game, if you have had one or two chases out there I come back and I am (Heavy breathing) . You know, even if you are running quick singles, even though you like to think that you are pretty fit and whatever else, after about 2 or 3 quick singles or whatever, I am glad it is the end of the over and I can lean on my bat and go (breathing). But this is what I am trying to say to them. This is what they don’t realise. In one-day games if you are running six singles in an over you need to be fit.

One explanation for the difference in Siobhan and Laura’s attitudes towards team-mates fitness levels is that Siobhan has only played for England team since November 1995, whilst Laura has been on international duty since before the SSSP was introduced. Belinda is another example of a fitter, more experienced player who lacks tolerance of her less fit team-mates. Despite her recent FT relapse, she was still renowned among the squad for her speed between the wickets and, as suggested previously, she still trained
Belinda also suggested that fitness was becoming one of the crucial parts of performance and that Jo, the Sporadic Exerciser's previously cited comment "and not sought of doing too badly" is no longer acceptable.

Belinda: I mean it is always seen as the game where you do not have to be fit, but again you look at the men and our game is going the same way. The importance of fielding. The athleticism which is shown in fielding these days. The need to score quick singles. We can't afford to carry people anymore who really aren't up to scratch in those regards. Yes, there will always be some people who are better than others naturally but, you know, we can't afford to think that we have three people who can't run in the field, or I have got to bat with someone who can't run twos. Can't have it.

Both Laura and Belinda's comments suggest her belief that some players lack of fitness, including those who state Commitment to Team-Mates and Not Letting the Team Down as a FT determinants, do indeed let her team-mates down in competition.

5.2.3 Theoretical Summary

Reflection of the above discussion suggests that a normative standard regarding the importance of fitness and the FT effort that is, and should be, invested does not exist among the EWCT squad members. These mixed perceptions can be linked to the variety of fitness levels achieved and different capacities to perform in competition. Of particular concern, is that the tension created when players do not meet another's Perception of Adequate Fitness Level and Fitness Training Effort standards, was showing signs of endangering team cohesion.

The players' comments and FT behaviours that suggested different Perceptions of Adequate Fitness Levels and Fitness Training Effort echoes issues raised within the goal-orientation literature. In 1989, Nicholls put forward two goal perspectives or conceptions of ability. Within the first perspective, task-involved orientation, ability is not distinguishable from effort and is, therefore, construed as improvement. To develop ability, therefore, a task-involved individual's main focus is on his/her learning and personal development, and s/he judges his/her competence through self-referenced
criteria. Within the second perspective, the ego-involved orientation, ability and effort are viewed as separate constructs, therefore, regardless of the effort invested the individual construes that his/her ability is his/her capacity. Ego-involved individuals, therefore, aim to gain favourable social judgements by demonstrating his/her superior ability relative to others. With regards to attribution theory (Weiner, 1979), therefore, task-involved players would perceive both ability and effort as internal, unstable and controllable, whilst ego-oriented players would perceive ability as internal, stable and uncontrollable, and effort as internal, unstable and controllable.

These goal-orientations provide an explanation for the above players' FT behaviours and comments. First, Helen and Miriam demonstrate ego-orientated tendencies as they believe the higher fitness levels of other players to be due to their genetic endowment, i.e., their ability, and not their commitment to YR intensive FT, i.e., their effort. Likewise, when referring to her own fitness achievements, her perceived inability to gain above level 10 on the MSFT, is not due to her lack of effort, but due to her perceived Genetic Limits or her lack of ability. Interestingly however, despite being ego-involved, both players protect her ego when comparing her fitness performance to others by raising the importance of effort over ability. She, therefore, maintains that she is comparable to others as she believes that she is investing a similar amount of effort. Clearly however, the CF of FTB categorisation and MSFT scores demonstrate that Helen and Miriam invest less effort than the fitter players. However, it is possible that the learned helplessness tendencies induced by her perceived genetic inferiority, subliminally limits the effort that she is prepared to invest in FT, as from her point of view, no matter what her FT frequency and intensity, she will never achieve more than level 10. Second, the two Sporadic players are also of interest. As will be demonstrated in Chapter Seven, Anne admitted not investing much effort into her FT. However, due to her uncontested ability as a spin bowler, she did not perceive fitness to be important for selection and, therefore, did not need to invest effort into FT. Although she may be ego-involved on her bowling, it is not possible to discern her fitness goal-orientation. With comments such as "You can't run faster than you run anyway", Jo clearly demonstrates that ability is capacity. Like Karen and Miriam however, she desperately tried to defend her extremely
low fitness levels throughout the interview by claiming that she does try hard. Third, although Laura suggested gaining some satisfaction out of being the fittest member of the squad, neither Laura, Belinda or Siobhan, implied a motivation to demonstrate greater fitness ability than anyone else. In fact, instead of being ego-involved or concerned for her selection chances, each would prefer her team-mates to be fitter for the team’s benefit. Further, as demonstrated in Chapter Four, all three players monitor her FT, using self-referenced goals to ensure her improvement, thus further attesting to a predominant task-orientation.

5.2.4 Individuals and Team-Mates – Fitness Training Conclusions

In summary, therefore, it can be seen that fitness has gained a level of importance among the majority of EWCT players as indicated by their Top 3 and Change FT determinants. However, closer examination highlights a difference in the importance attributed to, and the effort invested in, fitness, between the Sporadic, the lower One/Two Meso. players, and the higher Two Meso./YR players (See Table 5.3 for a summary). When viewed in relation to the goal-orientation literature and the findings displayed in Chapters Three and Four, it can be seen that those players who cited personal determinants, FT enjoyment and who possess a task-orientation are more likely to have a higher Perception of Adequate Fitness Levels and FT Effort, than those players with lesser personal reasons, no enjoyment and an ego-orientation. Kavussanu and Roberts (1996) highlighted that despite a predisposition to task, ego or a combination of the two goal-orientations, the situation or motivational climate can also influence the orientation adopted. Chapters Six and Seven will, therefore, be reviewed to see whether the motivational climate created by the SSSP and the WCA provide an explanation for the players’ goal-orientations.
Table 5.3: Summary of the EWCT Players: Individuals and Team-Mates Determinants in Relation to CF of FTB category.

*Numbers in bold = positive FT Determinant.*  
*Numbers in italics = negative FT Determinant.*  
*Numbers in bold and italics = my interpretation of players relative to each other*

<table>
<thead>
<tr>
<th>CF of FTB Category</th>
<th>The Importance of FT for Cricket Perf.</th>
<th>Low Energy Demands of Spin Bowling</th>
<th>Questionable Understanding of Fitness Principles</th>
<th>Questionable Understanding of the Physical Demands of Top-Flight Int. Cricket</th>
<th>Fitness and Technical Ability are Both Important</th>
<th>Technical Ability is More Important than Fitness</th>
<th>The Importance of Fitness for Being a Team Player</th>
<th>Encouragement from EWCT Team-Mates</th>
<th>Perceptions of Adequate Fitness Levels and Fitness Training Effort</th>
<th>Perceived Genetic Limits</th>
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<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One/Two Meso. Occ/Sp</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>Mod</td>
<td>1</td>
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</tr>
<tr>
<td>One Meso. Main., (1)</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>Low</td>
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</tr>
<tr>
<td>Two Meso. Nothing</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>Low</td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>Three Meso. Sporadic (3)</td>
<td>1 2 1 2 1 2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>Low</td>
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5.3 The EWCT Players: Individuals and Team-Mates - Psychological Skills Behaviours

Chapter Two highlighted the importance of the initial stages of receiving sport psychology support. As demonstrated in Chapter Three, none of the players had any previous experience of receiving sport psychology support prior to the EWCT’s SSSP, and as demonstrated within Appendix A, the SSSP was the first formal introduction of sport psychology to national level cricket within Great Britain. Within this environment, the players’ initial personal reactions and the influence of team-mates reactions played an important role in Receptivity to, and the Contemplation of, PS Use/Training/Practice. This section reviews The EWCT Players: Individuals and Team-Mates PS behaviour determinants. These are summarised in Table 5.4.

Table 5.4: Summary of The EWCT Players: Individuals and Team-Mates – Psychological Skill Behaviour Determinants

<table>
<thead>
<tr>
<th>Higher Order Categories</th>
<th>PS Behaviour Determinant</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Recognition of</td>
<td>• Blinkered</td>
<td>-ve</td>
</tr>
<tr>
<td>How Sport Psychology</td>
<td>• Sceptical</td>
<td>-ve</td>
</tr>
<tr>
<td>Contributed to Cricket</td>
<td>• You Don’t Need This to Play Cricket</td>
<td>-ve</td>
</tr>
<tr>
<td></td>
<td>• Prior Use / Practice of PS Seeing Performance Improvements</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td>• Attributing 1993 World Cup Success to Team Cohesion and Confidence</td>
<td>+ve</td>
</tr>
<tr>
<td>How I Came to Realise</td>
<td>• The Realisation of Psychological Weakness</td>
<td>+ve</td>
</tr>
<tr>
<td>the Importance of</td>
<td>• Witnessing the Psychological Approach of Other International Squads</td>
<td>+ve</td>
</tr>
<tr>
<td>Psychological Skills for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cricket</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved Cricket</td>
<td>• To Feel as Prepared as Possible</td>
<td>+ve</td>
</tr>
<tr>
<td>Performance</td>
<td>• To Achieve a Winning Frame of Mind</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td>• To Increase Consistency</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td>• To Gain an Aura of Unbeatable Confidence</td>
<td>+ve</td>
</tr>
<tr>
<td>Perception of EWCT</td>
<td>• Perception of EWCT Team-Mates Negative Attitudes To Sport Psychology</td>
<td>-ve</td>
</tr>
<tr>
<td>Team-Mates Attitudes to</td>
<td>• Team Norm Against PS Behaviours</td>
<td>-ve</td>
</tr>
<tr>
<td>Sport Psychology</td>
<td>• Derision from Team-Mates</td>
<td>-ve</td>
</tr>
<tr>
<td></td>
<td>• Team-Mate Promoted PS Use</td>
<td>+ve</td>
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<tr>
<td>Psychological Approach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of Non-EWCT Cricketers</td>
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</table>
5.3.1 Initial Reaction to Receiving Sport Psychology Support

Without being specifically asked, eight players offered her Initial Reaction to the prospect of having to attend a sport psychology session, her Introduction to Sport Psychology. This experience appeared to reach a level of significance within these players' minds for two reasons: first, the extent of her negative reaction, and second, the change that has occurred in her beliefs and attitudes towards the Importance of Sport Psychology for Cricket Performance since those early days.

All of these players admitted reacting negatively to the idea of receiving sport psychology support thinking, 'You Don't Need This to Play Cricket'. This was exemplified by comments such as; "I was a bit blinkered, yeah, I would say unfortunately" (Miriam), "Well I was very sceptical in the beginning, very" (Kirsty), and "Yeah I think I was probably quite sceptical of it at first. And I still am, certain parts of it" (Heidi). That: a) these players range from the most experienced to the newer squad members; b) that many of these players perceived that she possessed a Thinker Personality Trait (See Chapter Three); and c) that one player had even completed a sport science degree, suggests that even in 1995, players Lacked Recognition of How Sport Psychology Contributed to Cricket Performance. For example,

Heidi: But at the very beginning I thought, you don't need this to play cricket. Which is probably the gut reaction of most people I would have thought, I don't know. You know, if you are good enough at cricket, and if you practice enough at cricket just doing it then, you don't need it.

The fact that Heidi had played for Junior England prior to joining the Senior squad in 1995, also highlights that the sport psychology message had not filtered down to the younger squad despite eight years of Senior England psychological support.

Although eight players' initial cynicism queried the need for sport psychology, five players, two of whom became members of the England training squad prior to the 1993 World Cup, suggested that her initial negative reaction was induced through the Perception of EWCT Team-Mates Negative Attitudes To Sport Psychology. Belinda,
who is now one of the only two players to complete Intentional Structured Home-Based PST (See Chapter Three), explained that her initial cynicism partly rested in the attitudes of her team-mates, “I would confess that initially, and only for minutes really, I was very cynical. Literally a few minutes, because I had heard other people talking about it, “Oh, I don’t know”, you know.” However, this University educated player quickly developed her own more positive opinion of the sport psychology session. Alternatively, Anne, a much younger player, was influenced by the senior players’ attitudes for a longer period of time.

Anne: I would have been 16-17 when I first broke into the squad, and there were a few sceptics in the squad at that time who thought “Oh, (the sport psychologist), blar, blar, blar”, who didn’t take any notice at all and thought it was a load of codswallop. And you know, when you’ve got people saying that in one ear...

5.3.2 Receptivity and Contemplation

With time, all players have made their own decision of sport psychology support, and now all possess favourable attitudes. As is highlighted in the CF of PSB, however, becoming Receptive to sport psychology and PS techniques, and the Intentional Use/Training/Practice of PS within different environments requires distinct contemplation processes. At the time of interview, all but one of the players found the sport psychology sessions enjoyable or interesting: “Well obviously I enjoy the input from what (the sport psychologist) gives” (Siobhan) and “I have always been kind of interested in it” (Sarah). With one exception, all of the interviewed EWCT players acknowledged The Importance of PS for Cricketing Performance, and in her own eyes used or trained PS to some, or to a sufficient, extent. A variety of determinants were put forward for How I Came to Realise the Importance of PS for Cricket, these included, Prior Use/Practice of PS, Seeing Performance Improvements, Attributing 1993 World Cup Success to Team Cohesion and Confidence, The Realisation of Psychological Weakness and Witnessing the Psychological Approach of Other International Squads. As discussed in Chapter Two, the first two determinants imply that some players actually employed PS prior to Receptivity. This includes Anne, the young player who was initially sceptical of sport psychology due to her more senior team-mates calling it a “load of ol’ codswallop.”
She was eventually converted into "a really big believer", when after being encouraged to participate in an undergraduate imagery dissertation in exchange for free nets time, she experienced "a storming, brilliant season." Similarly, Helen became Receptive to the potential contribution of sport psychology following the positive experience of the 1993 World Cup. It appears that the sport psychologist's constant work and reinforcement of team cohesion and the need for a positive mental attitude almost led to the subliminal development of team confidence and unity.

Helen: Well coming back to the World Cup again. Everybody was made aware of their colleagues if you know what I mean. You had this positive thing. When you are out to bat and you are on your own, you have got to be positive blar, blar, blar. And that is (the sport psychologist)'s job covering everything isn't it really, just the team thing. Well yeah, the comaradie that we had was special. It was a united force. Even though we were not the best team there, we came out because we believed in something, and I think that belief came from a lot of what we had been doing with (the sport psychologist) rather from within ourselves really. I'd say.

The most interesting case at the time of interview was Siobhan. Despite finding the sport psychology sessions interesting, she had yet to become Receptive to the need to use psychological techniques as she believed that she, and her fellow Yorkshiremen, naturally possessed a Mentally Tough Personality Trait. Her recent Witnessing of the Psychological Approach of Other International Squads had however, started to increase her appreciation of the level of psychological toughness that could be achieved, and the Realisation of (a personal) Psychological Weakness. This, in turn, had promoted her towards Receptivity though she had yet to reach Contemplation of Use/Training/Practice of PS.

Siobhan: I can see, and I am becoming to see, the usefulness of it more and more... I think what has had more effect on me is playing against teams such as, very briefly against the likes of Australia, the tour against.., when New Zealand came over last summer. Seeing the way they played the game. The attitude they had towards it which I had probably never seen to such a level before really. That would probably have had more influence on me I think. I think I could do a lot of work on it and I think it would probably improve me no end especially as far as batting goes. It is
only recently that I have been O.K., with, as far as the batting goes and my concentration is fairly poor.

Further comments displaying the determinants that led to change will be included where relevant throughout Chapters Five to Seven.

5.3.3 Field and Field Preparation Use/Training of PS

Eight cricketers stated that the most influential determinant for Habitual and Intentional Field and Field Preparation Use/Training of PS was Improved Cricket Performance. A variety of Improved Cricket Performance determinants were cited including, To Feel as Prepared as Possible, To Achieve a Winning Frame of Mind, To Increase Consistency and To Gain an Aura of Unbeatable Confidence. For example, Miriam highlighted an appreciation of PS to help her perform effectively and consistently.

Miriam: To enable me to capitalise on the ability that I feel that I have. To allow myself to perform effectively and consistently at a level that I know I can do, and not to let myself down or get myself out because I am feeling particularly pathetic, or weak, or lacking in confidence that day, that occasion. So yeah, it is to give me more chance of performing consistently. Consistently well, by the way! Yeah all things being equal, like I say accepting that there will be a brilliant ball or an excellent catch, you just have to live with that.

5.3.4 EWCT Team-Mate Influence

One of the greatest ironies within the PS behaviour findings, is the discovery that all players believed in the importance of mental toughness for optimal performance, and that all but one completed Intentional Field and Field Preparation Use/Training of at least one PS, or believed in her Natural Use of PS Techniques in the Field. Whereas within FT there is a lack of consensus regarding a team norm, attitudes to sport psychology provides a different picture. Despite her own personal stance however, most players believed that sport psychology was not accepted, or that PS were rarely used/trained/practiced by her EWCT team-mates, or indeed those within the rest of her cricket world. The team norm, therefore, appears to be against the belief in, use/training/practice of, PS (Team Norm Against PS Behaviours). Two players explained, "I think for a lot of people its, 'Woh.
This is a bit too deep and meaningful. Me, I just play cricket.' I mean I have done it myself. I can think of a lot of examples of people like that” (Miriam), and “Nobody will tell you that it is good because they all like say ‘Oh yeah, everybody thinks it is crap’” (Jo).

Anne and Ella both stated her belief that knowledge of her personal use of PS would lead to Derision from Team-Mates. So, although Anne completed Unstructured Home-Based PST, Intentional Field-Use (imagery) and Field Preparation, she kept her support and use of PS to herself. While this perceived derision did not prevent her dressing room Field Preparation, she suggested that it made it difficult.

Anne: I think the only thing is like the other players. I mean, what I have just told you, I wouldn't go round spouting it to everyone, you know. A lot of people don't believe in it.

CM: Is that at international level or all the way through the system?

Anne: I think through the system really. I wouldn't discuss it with certain members of the squad because they just think “Urrrr”, you know. I mean it might not work for some people.

Only two of the interviewed players stated that an EWCT Team-Mate Promoted PS Use. Julia discussed the positive influence of observing England’s most renowned player for achieving Receptivity.

CM: So how big an influence are the older players?

Julia: Major. Major influence to me. Like unbelievable. I mean like Lorraine’s God to me. You know, she is like brilliant. And like in a way it's a big influence. Big time. The way she approaches things. Just everything really. Totally tuned in to everything. I think yep, spot on. ... And she said like, you know, a few things in India to me ... And she was like totally for the mental approach to it and everything, and I thought “You're right, definitely.” So yes, in that way it was an influence.

Sue also cited the importance of her County Captain and England Team-Mate for encouraging her to complete Intentional Field Use (positive self-talk) within County games. Unfortunately, however, Sue had become reliant on this support to build her
confidence, since although she tried to be self-sufficient, she admitted needing others to remind her, “I think you need people to tell you that as well. You know, “You are here because you are good enough.” “Focus on this.” “You can do it really.”” Further, although this demonstrates Sue’s perception that her Captain acknowledged the importance of psychological toughness, and used PS herself, Sue does not believe that any of her team-mates complete any PST, beyond match day preparation. This perception could explain why she has never attempted to 'train' or 'practice' any techniques to improve confidence or any other PS. In response to the question “What do you think the general attitude is to doing PST within the cricket world?” Sue replied,

Sue: I think it’s a bit lack-a-daisy. I think they do it, like the morning and during the game I think it is “Yeah” and all psyched up and everything, but apart from that I don’t.

CM: Do you think everybody else effects how rigidly you do it yourself?

Sue: Sought of I suppose. But it is quite new and everything isn’t it. It is not like you have to go to nets twice a week or something, and you have got to practice this shot and that shot. It has never been you have got to practice this, practice that. It has always, you know, you do it when you are actually in a game. ... 

The lack of overt PS behaviours among the players’ cricketing circles, and thus the assumption that PS behaviours were not employed, was reinforced to several players who stated that PS Were Never Discussed. For example, Siobhan’s perception of the local Mentally Tough Personality Trait was in part due to the lack of discussion among her club and county team-mates: “We talk about the game and we thrash all that about, but as far as talking about ‘Oh I am struggling. I didn’t think I was switched on ...’ I mean it might, it might have come out on rare occasions, but certainly not very often.”

For Ella, who was the most meticulous in her goal-setting and strengths/weaknesses analysis, the lack of discussion made her feel like a laughing stock within the squad. This was despite her being within the squad for five years and viewing other experienced players as peers. As a result of a sport psychologist-led ‘Promoting Professionalism’ session (Summer 1996), Ella formed a ‘buddy’ partnership with Lucy to provide and
receive support. It was only through discussion with her ‘buddy’ that she realised that others also took their cricket preparations seriously.

Ella: And then just right at the end., last summer (1996), when we had this buddy thing in the squad that I realised that Lucy did a bit, and that I realised that there were other people who thought a bit like me, and other people who were quite prepared to take you seriously. Because I often felt a little bit in the squad there was only a few people who took all this seriously and you were a bit laughed at if you did. So it was quite reassuring to find somebody who did.

Here, Ella and Anne’s experiences echo Van Raalte et al.’s (1992) ‘Derogation Model’, as both sensed that she would be discredited by her team-mates for consulting a sport psychologist, or in this case using PS, and thus deviating from behaviours that are perceived to be credited as normal by her peers.

5.3.5 Psychological Approach of Non-EWCT Cricketers

Although only two EWCT players encouraged team-mates to adopt PS behaviours, four further players cited the Psychological Approach of Non-EWCT Cricketers in her realisation of sport psychology’s importance. One mentioned the EWCT head-coach who introduced sport science to the EWCT as “a role model. As someone who is clearly is very disciplined in their approach to their sport.” Similarly, Debbie Hockley, the prestigious New Zealand bat of the 1996 series, and an ex-England player, who despite being in her 50’s, was still mentioned by three players as intimidating to play against, and encouraging of the mental approach within her coaching. In a different view, Miriam and Belinda were encouraged to contemplate PS whilst reading the books/autobiographies of successful male cricketers, such as Mike Brearley.

Whereas discussion among the EWCT is limited, Lucy regularly discussed her match preparation and reflections with a few respected and trusted friends and club team-mates. This helped to boost her confidence as, “they are encouraging the positive thinking side and reinforcing, you know, that you have the ability... it just helps to get the ball rolling.” Similarly, Belinda discussed popular sport psychology texts and stories with her father.
and brother which, although did not help her specifically with her PS behaviours, it, “Well it reinforces that it is a kind of O.K. thing to do.”

5.3.6 Individuals and Team-Mates – Psychological Skill Behaviour Conclusions

In summary, despite a predominantly cynical initial reaction to the prospect of receiving psychological support, all of the EWCT players had come to at least appreciate the contribution that psychological toughness provides to cricket, with all but one engaging in some form of PS behaviours. The lack of overt implementation and discussion of PS among the EWCT players has however, continued to prevent most from engaging in PS behaviours to a greater extent or from openly discussing the techniques that she does use. A few examples do exist however, where some EWCT and non-EWCT players have been instrumental in promoting the importance of psychological toughness and in some cases the implementation of PS behaviours. All the EWCT Players: Individuals and Team-Mates determinants are displayed in relation to the CF of PSB categories in Table 5.5.

5.4 Implications for Fitness and Psychological Skills Behaviour Training Promotion

Brustad and Ritter-Taylor (1997, p. 107) urged that membership within an athletic subculture requires the athletes to possess “shared values, beliefs, meanings, attitudes, rituals, language and behavioural expectations for group members (Nixon, 1992).” These, in turn, influence how an individual appraises her athletic environment and behaves within it. The limited time that the EWCT spend together, particularly since the introduction of North and South training days, reduces the opportunities to develop a strong subculture, beyond that generally within English women’s cricket. However, actively seeking to develop group norms would encourage the development of such a culture and cultural expectations. Group norms play a fundamental role in a subculture’s development as they set “the standards for behaviour that are expected of group members” (Carron & Hausenblas, 1998, p. 174). Created and enforced informally by the group as a reflection of the issues they perceive as important (Munroe et al., 1999), norm adherence occurs due to norm satisfaction and not fear of sanctions (Carron &
Hausenblas, 1998). Most importantly, as norms are internally determined and enforced, they form one of the most powerful sources of social influence on group members (Munroe et al. 1999, p. 171).

Table 5.5: Summary of the EWCT Players: Individuals and Team-Mates Determinants in Relation to CF of PSB category

<table>
<thead>
<tr>
<th>CF of PSB Category</th>
<th>Determinant</th>
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<tbody>
<tr>
<td>Structured Home-Based PST</td>
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<tr>
<td>Purposeful Unstructured Home-Based PST</td>
<td>• Team-Mate Promoted PS Use</td>
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<td></td>
<td>• Psychological Approach of Non-EWCT Cricketers</td>
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<tr>
<td>Unstructured Home-Based PST</td>
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<tr>
<td>Habitable Use/Training of PS</td>
<td>• To Feel as Prepared as Possible</td>
</tr>
<tr>
<td></td>
<td>• To Achieve a Winning Frame of Mind</td>
</tr>
<tr>
<td></td>
<td>• To Increase Consistency</td>
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<tr>
<td></td>
<td>• To Gain an Aura of Unbeatable Confidence</td>
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<tr>
<td>Intentional Use/Training/ Practice of PS</td>
<td>• To Feel as Prepared as Possible</td>
</tr>
<tr>
<td></td>
<td>• To Achieve a Winning Frame of Mind</td>
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<tr>
<td></td>
<td>• To Increase Consistency</td>
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<tr>
<td></td>
<td>• To Gain an Aura of Unbeatable Confidence</td>
</tr>
<tr>
<td></td>
<td>• Team-Mate Promoted PS Use</td>
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<tr>
<td></td>
<td>• Psychological Approach of Non-EWCT Cricketers</td>
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<tr>
<td>Intentional Non-Use/ Training/Practice of PS</td>
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<tr>
<td>Habitual Non-Use/ Training/Practice of PS</td>
<td>• Mentally Tough Personality Trait</td>
</tr>
<tr>
<td></td>
<td>• Perception of EWCT Team-Mates Negative Attitudes</td>
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<tr>
<td></td>
<td>To Sport Psychology</td>
</tr>
<tr>
<td></td>
<td>• Team Norm Against PS Behaviours</td>
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<td></td>
<td>• Derision from Team-Mates</td>
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<tr>
<td>Receptivity</td>
<td>• Prior Use / Practice of PS Seeing Performance Improvements</td>
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<td></td>
<td>• Attributing 1993 World Cup Success to Team Cohesion and Confidence</td>
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<td></td>
<td>• The Realisation of Psychological Weakness</td>
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<tr>
<td></td>
<td>• Witnessing the Psychological Approach of Other International Squads</td>
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<tr>
<td>Non-Contemplated, Habit-Non Use/Training/Practice of PS</td>
<td>• Lack of Recognition of How Sport Psychology Contributed to Cricket</td>
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<tr>
<td>Pre-Contemplation</td>
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This chapter has highlighted the existence of team norms that do not support the adoption of, and adherence to, FT and PS behaviours. With regards to FT, several players’ comments suggested that a small group of established players (i.e., Ella, Lucy, Laura, Lorraine and Belinda) did possess a FT expectation amongst themselves, “Well again my kind of peer group... Because we are friends we would... again it is a kind of reinforcement that you are doing the right thing” (Ella). However, among the whole squad a variety of FT behaviours and Perceptions of Adequate Fitness Levels and Fitness Training Effort were apparent. This, in turn, led to a wide variety of FT behaviours, FT effort and the FT scores achieved. This lack of fitness level or FT effort norm meant that there is no internal expectation within the squad for fitness score improvement. This, as Sue the YR Exerciser suggested, led to a lack of effort within the fitness-oriented aspects of team training, including the MSFT.

Sue: Because sometimes in cricket they all know you and it’s alright, and you get to a certain level and you could have done more, but it is not like you have shown yourself up or that you are embarrassed that you didn’t get to level something.

Similarly, the above PS discussion highlights that despite an overall Receptivity to sport psychology, the Lack of Overt PS Behaviour and Lack of PS Discussion amongst the EWCT players and their personal cricketing circles had, in cases, established a non-acceptance of PS behaviour norm, which consequently, reduced the adoption of PS behaviours. Even for those who had utilised such behaviours, the perception of derision had prevented them from gaining the benefits that players who had others to discuss PS behaviours with had achieved.

This chapter’s main recommendation for the promotion of FT and PS behaviours, therefore, is to encourage the development of group training norms that will promote the importance of fitness and PS, and a level of skill and training effort that would promote optimal cricket performance. This chapter has also highlighted how task and ego-orientations influenced the amount of effort that it invested in FT. Team norms should, therefore, seek to promote a task-oriented focus amongst the team. The successful
development of team norms and a task-oriented climate requires two processes: first, the inauguration of open discussion, and second, development of supportive social structures. Some recommendations of how the present EWCT situation could promote discussion and social support are summarised in Figure 5.1.

To develop team normative behaviours for:

- The importance of FT and PS behaviours for optimal cricket performance.
- The level of fitness and PS to be achieved.
- The amount of effort to be invested in FT and Structured Home-Based PS Practice, and the Use/Training of PS in the Field/Field Preparation, Nets/Nets Preparation.

By:

- Encouraging open squad discussion on the above topics.
- Developing social support structures that support the development of team-norm related behaviours.
- Use of Role Models
- Encouraging ‘reality sharing’, ‘technical challenge’ and ‘technical appreciation’ forms of social support (Rosenfield & Richman, 1997)

Figure 5.1: Practical Recommendations for the Promotion of FT and PS behaviours through the EWCT Players: Individuals and Team-Mates.

The primary aim of open discussion is to promote awareness and the questioning of personal behaviours and needs as identified as crucial for the Precontemplator and Contemplator within Prochaska et al. (1992) SCM. Suitable topics highlighted for discussion by this chapter include: the relative importance of PS and fitness for optimal cricket performance; the amount of FT effort invested throughout the year and its associated reasons; the responsibility and felt expectations for multiple player roles; how effort and skill level promote team performance and suggest team support; and perhaps most importantly, the identity of an England cricketer.

This chapter has highlighted role-models from both in and outside of the EWCT as credible sources of FT and PS behaviour information and persuasion leading to both Contemplation and the adoption of sport science skills. For as Shambrook and Bull (1999, p. 172) noted, “without convincing demonstrations of intervention efficacy, it is
unlikely that athletes would be compelled to adhere to psychological training due to a lack of evidence to suggest that the training has produced a worthwhile impact.” These respected resources should be utilised to provide player-relevant accounts of the role-model’s experiences of high-level international competition, and how fitness and PS contributed to their success. This in turn, could be used as a spring board for players to openly discuss experiences, roles and issues relating to the importance of fitness training, the amount of effort expected and PS use/training/practice. Such support equates to Rosenfield and Richman’s (1997) ‘reality sharing’. The assistance of present squad members would particularly promote feelings of mutual honesty and squad responsibility, and would be particularly cost-efficient for squads such as the EWCT were a few players are perceived as important role-models for both the experienced and junior players. Brustad and Ritter-Taylor (1997) recommended that sport scientists should use their knowledge of the interactional networks that exist within an athletic subculture to determine which players are respected by the other squad members, and would like to/are in a position to provide the required forms of social support to other players. Chapter Six will demonstrate the importance of sport scientists providing evidence in a way that is personally relevant to the players. But player interviews highlighted several examples where EWCT players were perceived as respected role models and, in turn, encouraged PS use or FT. These results had occurred predominantly through transient verbal persuasion and encouragement suggesting that a more formal support forum could further promote sport science behaviours. Lorraine and Laura were specifically highlighted as positive role models by other players, Lorraine for her incredible England career, and Laura for her fitness and active vibrancy in her team involvement. Both of these players could be used more formally to support the development of team norms. Laura’s confidence within group settings and her dismay at her team-mates fitness levels could lend her to leading group discussions. Alternatively, Lorraine’s modesty might prevent her from taking a dominant role in group discussions: however, her ‘mothering’ of Julia in India suggests that she would be highly supportive within a one-to-one capacity. The strengths of such players should, therefore, be determined and utilised accordingly.
As Gould et al. (1990) recommended, support networks should be developed to reduce the difficulty in independent PS implementation that led to the dissipation in PST three months after a series of educational workshops. Individual preferences and the available internal resources should determine how team members provide social support to each other to promote the development of team norm relevant FT and PS behaviour. Rosenfield and Richman (1997) proposed two further relevant social support dimensions, technical challenge that serves to stretch players towards continued development and technical appreciation which encourages players by acknowledging each other's efforts. Both of these dimensions encourage the development of task-orientations. At one meeting where the EWCT players were encouraged to consider 'Professionalism', Ella proposed the use of training Buddies. It appears that, with the exception of Lucy and Ella, this proposal was not operationalised. This is probably due to the suggestion occurring at the end of the session, leaving no formal time for players to 'Buddy up' and discuss the support required. Again, with careful consideration of intra-group relations, this system could provide both technical challenge and appreciation. For example, players could provide effort encouragement and reinforcement, a first point of call to discuss problems, demonstrations of high levels of commitment, training partnerships to increase FT-efficacy, and new ideas to meet FT preferences and for PS implementation. Such approaches are in line with the conscious raising and behavioural modification levels of support encouraged by the SCM (Prochaska et al., 1992).

In summary, this chapter has demonstrated the complexity of the FT and PST issues at play within the EWCT. Specifically, it appears that although many individuals have adopted positive attitudes to FT and PS behaviours, a lack of open discussion and encouragement of each other has prevented the development of positive FT and PS behaviour norms, and thus greater commitment to personal development. Some examples of positive encouragement from team-mates and from others outside of the EWCT have been used as the basis for future recommendations.
Chapter Six

The Influence of the Sport Science Support Programme on the
England Women’s Cricket Team Players’
Fitness Training and Psychological Skill Behaviours

The second reciprocal relationship of the EWCT’s cricketing socio-cultural triad is that between the EWCT player and the SSSP. Chapter Five and Table 5.2 demonstrated that eight players had increased her FT due to a greater recognition of the Importance of Fitness for Cricket Performance. Of these, three players specifically highlighted the role of the SSSP’s physiologist and psychologist in promoting this realisation. This chapter investigates specifically how the SSSP has influenced the EWCT players’ FT and PS behaviours. The limited research investigating the provision of sport psychology support has typically focused on the client-consultant relationship, with particular emphasis placed on the required consultant characteristics (e.g., Orlick & Partington, 1987). Alternatively, although research into the appropriate delivery of FT programmes to exercisers is abundant within the exercise psychology literature (e.g., Marcus, 1995; Hillsdon & Thorogood, 1996), research specific to the delivery of FT programmes to sporting populations is rare. The current literature base, therefore, provides a limited view of the sport scientist’s interaction with the client athlete’s world. This research project’s exploratory methods revealed a more complex picture of athlete and sport scientist interaction than is commonly assumed. In addition to the previously researched inter-personal skills, a wide range of sport scientist actions were interpreted by the EWCT players which led to a refinement of her attitudes towards the sport scientists, the sport science disciplines and the encouraged FT and PS behaviours. These interpretations extend to actions that comprise the very heart of the sport scientist’s armoury and in places challenge the sport scientist’s present raison d’etre. This chapter,
therefore, reviews the SSSP-related determinants identified by the players to promote or prevent the adoption of, and adherence to, FT and PS behaviours.

6.1 The Early Days of the Sport Science Support Programme and Testing Procedures

Although this project's player interviews were time-bound from 1993-97, players offered their experiences of first receiving sport science and particularly sport psychology support, which in some cases extended back to the SSSP’s introduction in 1987 (See Appendix A). As these comments suggested that the SSSP’s introduction was a significant event in these players England careers, it is appropriate to dedicate a section to the Early Days of the SSSP. Testing procedures have played a fundamental role throughout the SSSP history; and are conducted for two primary reasons. First, testing enables the sport scientist to establish an athlete's present skill level. Second, this knowledge is used to identify areas for development and for consequential training programme prescription. These two processes are employed in a cyclical fashion to ensure the athletes' continued and appropriate skill development. In addition, the EWCT sport scientists used testing procedures to highlight the importance of sport science skills, to encourage training and as an indicator of training adherence. Since the players suggested that testing procedures were a major determinant in her receptivity to sport science within her early days of receiving support, the two are discussed together. FT and PS behaviour determinants related to The Early Days of the Sport Science Support Programme and Testing Procedures are demonstrated in Table 6.1.

6.1.1 Early Psychological Delivery and Testing Procedures

The sport psychologist stated that, between 1988 and 1991, he administered four psychometric tests, the Test of Attentional and Interpersonal Style (Nideffer, 1976), the Psychological Skill Inventory for Sport (Nelson & Hardy, 1990), the Group Environment Questionnaire (Carron, Widmeyer & Brawley, 1985), and the Trait-State Sport
Table 6.1  The Early Days of the Sport Science Support Programme and Testing Procedures-Related Determinants for Fitness Training and Psychological Skill Behaviours

<table>
<thead>
<tr>
<th>Higher Order Categories</th>
<th>Training Determinants</th>
<th>Effect</th>
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<tbody>
<tr>
<td>The Early Days of the Sport Science Support Programme</td>
<td>Fitness Training</td>
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</tr>
<tr>
<td></td>
<td>• Blinded With Science</td>
<td>-ve</td>
</tr>
<tr>
<td></td>
<td>• You Don’t Need This to Play Cricket</td>
<td>-ve</td>
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<tr>
<td></td>
<td>Psychological Skill</td>
<td>-ve</td>
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<tr>
<td></td>
<td>• You Don’t Need This to Play Cricket</td>
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<td></td>
<td>• Personality Traits</td>
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<td></td>
<td>• Not Academic</td>
<td>-ve</td>
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<td></td>
<td>• Resented Having to Sit Down and Write</td>
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<td></td>
<td>• Embarrassment of Group Work</td>
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<td></td>
<td>• Identification of Weaknesses</td>
<td>-ve</td>
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<td></td>
<td>• Compulsory</td>
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<td></td>
<td>• Enjoyed the Self-Analysis</td>
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<td></td>
<td>• Felt Comfortable Expressing Feelings in Group Sessions</td>
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<td>• Personality Trait</td>
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<td>Testing Procedures</td>
<td>Fitness Testing</td>
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<td>• You Don’t Need This to Play Cricket</td>
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<td></td>
<td>• Pain Associated with Pushing Oneself</td>
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<td></td>
<td>• Having to do the Fitness Test</td>
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<td></td>
<td>• Duty Requirement</td>
<td>+ve/no eff.</td>
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<td></td>
<td>o Reinforcement of Increased Fitness and Effort</td>
<td>+ve</td>
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<td></td>
<td>• Already FT As I Feel Appropriate</td>
<td>no eff.</td>
</tr>
<tr>
<td></td>
<td>• FT Preference</td>
<td>no eff.</td>
</tr>
<tr>
<td></td>
<td>• Results Are Not That Important</td>
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</tr>
<tr>
<td></td>
<td>• Insufficient Feedback</td>
<td>no eff.</td>
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<td></td>
<td>• Not Fully Explaining Fitness Tests</td>
<td>no eff.</td>
</tr>
<tr>
<td>Psychological Skills Testing</td>
<td>• You Don’t Need This to Play Cricket</td>
<td>-ve</td>
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<td></td>
<td>• Resented Having to Sit Down and Write</td>
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Confidence Inventory (Vealey, 1986). In addition, paper analyses of personal strengths and weaknesses were initially completed, however, despite generating squad discussion, the sport psychologist stopped implementing them as the EWCT players “did not generally like them and felt their use futile” (Bull, 1995b, p. 160). His experiences
correspond with the literature that queried the use of standardised inventories. For example, Orlick (1989, p. 359) noted their inability to “identify specific problems”, individual strengths or “to solve the situation specific problems or questions that athletes have”, Ravizza (1990) noticed athlete concerns that results may be used against them, whilst, Partington and Orlick (1987) identified that time-consuming psychometric tests not only failed to produce useful feedback for athletes or coaches, but also reinforced the ivory tower image of practitioners.

The players did not mention the psychological inventories per se., but did discuss ‘paperwork’, the need to identify weaknesses and group discussions. These delivery styles were received differently across players according to personal learning style and preferences. Five delivery-related determinants specifically led to initial reactions such as, “you don’t need this to play cricket” (Heidi) or “Oh, its a load of rubbish that. You just get on with it. Why do you have to think about it so much?” (Miriam) (You Don’t Need This to Play Cricket). First, three players stated that her, I’m Not Analytical / Academic Personality Trait, prevented the required self-analysis and the understanding of technical phraseology, “You don’t know all these words that he was coming out with” (Jackie). This in turn made sport psychology “totally alien to all of us” (Laura). In fact, Jackie specifically stated that her low academic ability and the ‘school like’ sessions provoked frustration and prevented her from understanding and believing in sport psychology for four years.

Jackie: It was probably about 91/92 when I started to believe in it. It took me a while because, as I say, I am not one of these academic ones who can just think about things. I just bowled em out, hit the ball for a four and then went in the bar for a beer. ... And he’s like giving us all these self-assessment sheets, evaluation of the team, and the opposition, your self-assessment, and you had to do your bloody homework. It was like homework. ... I thought, “Sod this. I cant be doing with all this.”

Second, three players were put off sport psychology as they Resented Having to Sit Down and Write. One player remarked that “I don’t like the writing it down, the documentation of it all. I’m a doer” (Jackie), whilst another stated “I don’t write things down. I think that is a bit naff (Kirsty). I’d feel a bit of an idiot doing that!” Third, the
requirement to discuss feelings and experiences within group sessions also led to player discomfort (Embarrassment of Group Work).

Lorraine: I think initially it is embarrassment because you are talking in groups and you are talking about emotions and feelings, and without it,... sought of particular focusing on you, and it is something that British people are not very good at, in sharing, you know, experiences really. So it was hard for us.

Fourth, Kirsty and Jackie believed that group 'psychoanalysis' and the Identification of Weaknesses without providing counteractive PS techniques, produced negative effects for certain players. Their remarks demonstrate how these identified weaknesses and the compulsory nature of psychology attendance (fifth) raised self-doubt, and consequently, prevented Receptivity.

Kirsty: I sometimes think that he has planted a few seeds, not obviously on purpose, but some of the girls have sought of gone away thinking “Perhaps I am frightened of failure. Perhaps I am frightened of winning. Perhaps I am this, or I am that.” And because it has been a group thing, they have not had a chance to talk with him individually to sought of iron out the problems, or give a strategy to deal with that problem if they’ve got it.

Jackie: We would write down things which were negative, which is when we got back to (a player) and her bowling wides and her not wanting to bowl and not wanting to play and all this business... And I’m the one that stands up and holds my hand up and say, “Do we have to do this?” “Yes, you do”, you know. “But it is not helping us.” “You are doing it.” And it became a bit of a stigma. It became a problem, it became a shackle around the ankle.

In contrast, three players Enjoyed the Self-Analysis and Felt Comfortable Expressing Feelings in Group Sessions. Ella in particular with her very Methodical and Logical Personality Trait positively thrived on writing goals, analysis and monitoring. These learning preferences led to these players achieving Receptivity reasonably quickly.

Ella: I find anything which is on a bit of paper very motivating. I like that because I suppose that is what I am used to. I am really into goals and assessment and monitoring. So that really helps me to do it because I know that I have at the end of the week I got to fill my bit of paper in and then I can beat myself for not having done it, and it gets me going again.
6.1.2 Early Physiology Delivery and Testing Procedures

In comparison to sport psychology support, few players commented on her initial reception of physiological support. However, the two players who did comment highlighted that the early physiological provision was clearly grounded in academic and not applied roots. They “Blinded Us With Science a little bit when we first started, and (the physiologist) kept strapping all these things onto us to test our leg strength and all that “Well fine, but so what?” sought of thing” (You Don’t Need This to Play Cricket). Regardless of whether a player first received physiological support in 1987, or in recent times, practically all players mentioned the fitness tests. These tests did, and have continued to, incite horror among the players and added considerably to the You Don’t Need This to Play Cricket phenomenon. Of the tests, the MSFT assumed the most despised position, with twelve of the fifteen players interviewed providing testimony to its infamous standing among the squad, and providing justification for it composing the main focus for the ensuing fitness test discussion. In addition, to the previously mentioned reasons for fitness testing, the MSFT results are also considered for selection as a marker of the aerobic development achieved throughout the winter (See Chapter Seven). The MSFT requires the athlete to run between two markers 20m apart in time with a series of taped ‘bleeps’ (hence its popular name, the Bleep test). As the test progresses the bleeps occur more frequently requiring the athlete to run faster. The athlete drops out of the test when she has reached exhaustion and can no longer meet the set pace. The number of runs completed is used to estimate the player’s VO₂ max.

There is no disguising that the majority of players do not enjoy the MSFT. Players complain at its mention and require much encouragement to start preparing for the test. Chapter Four identified that nine players did not enjoy jogging, however it appeared to be the Pain Associated with Pushing Oneself and the Having to do the Fitness Test that incited most disquiet. Initially, the perceived irrelevance and dislike for the MSFT led the cricketers to question its use. However, nearly a decade after its introduction, although it is still disliked for the aforementioned reasons, the MSFT appears to have
achieved some level of acceptance. As Helen suggested "At the start, no" she did not see the point of it.

Helen: Because when it first came out it was totally something which we had never done before, this level of fitness. So it was quite a shock really to most!" Now however, "Yeah. People hate it but... But like I say if it has got to be done, it has got to be done. If it is wasn't done now, I would think that the job wasn't being done properly. (Italics my emphasis)

The players put forward diverse views of how the MSFT influenced her FT, six stating that the MSFT encouraged FT, whilst five claimed that it had no effect. These players' comments will be reviewed to ascertain the players perspectives and to assess whether the MSFT's implementation fulfils the sport physiologist's requirements. The six players who cited Fitness Tests as a positive Determinant cited it as either a Duty Requirement or a Reinforcement of Increased Fitness and Effort. The differences in the two forms of encouragement experienced and the manner in which the fitness tests actually encouraged FT appeared to reflect their CF of FTB category status. For Heidi and Sarah, two YR Sport/Trainers, the fitness tests provided supplementary mid-term goals for her primarily personal FT determinants (See Chapters Three and Four). The Duty Requirement, therefore, reinforced the constant need to FT hard and set daily FT goals. As Sarah commented,

Sarah: I don't think "Oh the fitness test is coming up this week. I have to put an extra hour in this week." ... You just know that the fitness test is coming up so you think, "Right, I've got to do well. I have got to train. If I don't train, I won't do well in the fitness test and they will think that I am not working." You know it might effect your chances of getting selected in the end. (Italics my emphasis)

As highlighted in Chapter Five, Karen’s Duty Requirement motivated her to show that she was working hard for the team and used the MSFT to demonstrate this. But despite setting level 10 as her goal to match her highest MSFT score, she failed to achieve that during the 1996/7 off-season gaining only 9.6, five shuttles. It, therefore, appears that in the absence of short-term goals, her mid-term MSFT goal was not effective at motivating the required intensity or duration of FT. Finally, Julia, the Sporadic Sport/Trainer who admitted “I absolutely loath the Bleeps,” completed periodic bursts of aerobic training the
week before testing. Again, this behaviour appears to be a Duty Requirement. The following comment highlights Julia’s preparation for her last MSFT of the off-season, in which she was to demonstrate her improvement throughout the winter for selection purposes. The test was to be completed the day after interview (Saturday).

Julia: What with it being training on Sunday, obviously I have worked harder than I would have done the rest of the time. ... Out of season when you’ve got your training camps, I mean I build up. I mean, last week I did lots of exercise until I got injured on Thursday. And when you actually get to the training camp... Well I’ll be tested. Everyone else won’t be this time because I missed it last time. But I think that is why I built up. I think everyone else will look at it “Oh, I don’t have to be fitness tested now”, so like they won’t have done anymore aerobic base. They will just go out and play the cricket I think. I think that is the way it works. So the Bleep Test makes me want to train. (Italics my emphasis)

Julia’s unconcerned reference that she “did lots of exercise”, and aimed to “build up” throughout the week prior to the MSFT, clearly indicates that, although the MSFT did promote her Sporadic FT behaviour, as with Helen, it did not encourage constant FT behaviour and development. Further, Julia’s evident belief that her team-mates only engaged in FT for the MSFT and not through the competitive season supports Chapter Five’s suggestion that mixed Perceptions of Adequate Fitness Levels and Fitness Training Effort and a Lack of Awareness of Team-Mates FT Behaviours exist within the squad.

Kirsty and Siobhan, who demonstrated a Change Up in FT behaviour throughout the 1996/7 off-season, were both inspired to continue FT when her MSFT results provided a Reinforcement of Increased Fitness and Effort. In providing information of increased mastery and FT-efficacy, therefore, their results encouraged continued FT adherence, but not initial FT adoption.

Kirsty: I looked at my two fitness test results, and even over the short time from Lords to Lilleshall (February to April) I had improved on all the sprints, and I had gone a stage and a bit up (1.1) on the Bleep Test. So I know I could get to 8, 9, I think now on that Bleep Test, and I was only doing 6 at Lords. So, you know, its big difference.
The FT behaviour of neither Lorraine, the YR Sport/Exerciser, nor Sue, the YR Exerciser, was effected by the requirement to complete fitness tests. With reference to the MSFT, Lorraine admitted “I don’t want to appear a total idiot, but that wouldn’t be a motivator for me to sought of go out and do more” (Already FT As I Feel Is Appropriate). Sue’s story is interesting as, despite having good intentions to complete aerobic in preparation for the MSFT, she would not sacrifice a more enjoyable anaerobically-based training sessions to create the time. Again, it appears that her FT Preference dictates the FT completed and supports her continued Exerciser classification.

Sue: Its normally like, if I have got the Bleep Test in a fortnight I think, “I’ll have to go around the block a few times”, you know, trying to get a bit fitter. ... I always think I must do something, but more often than not I don’t really have time.

The primary scientific justification for conducting fitness tests is its provision of diagnostic information. Even this use is challenged, however, as direct experience observations and four players’ statements question whether the MSFT’s fundamental requirement for players to continue until exhaustion, that is on reaching aerobic capacity, is met by all of the players. The following extract from my direct experience field-notes suggests that many players appeared to drop out when she had achieved a strategic level rather than on reaching aerobic capacity.

The apparent states of exhaustion demonstrated as players dropped out varied considerably. Some stopped when they had not really been lagging behind or struggling to reach the line, others obviously had something to prove and pushed themselves to their perceived limits. All players dropped out of their own accord. Nine out of twelve players dropped out on the immediate attainment of a higher stage than in their previous tests or in the early levels thereafter, than towards the end of stage. This could imply that players had aimed to achieve a certain target or test stage, rather than a more specific higher level (Field-notes, April 1997)

Three YR players and Belinda, who had Changed Down to a One Meso. Main., Two Meso. Sporadic Trainer during 1996, admitted not continuing until exhaustion as the Results Are Not That Important. All four players provided different reasons for her behaviour. First, as stated in Chapter Five, Sue felt that it was acceptable to drop out when she felt like it. Second, Belinda was not concerned about her MSFT results as she
did not “see the point of being massively fit in the winter” and worked to her own periodised schedule to be fit in time for the season’s main competitions. Third, Laura, who was always the last player left in the MSFT stated that she often dropped out early out of disgust at her team-mates performance. Finally, despite acknowledging that her fitness was more highly regarded by the WCA than her technical skills, and her strong commitment to aerobic FT, Ella did not achieve her limit within the MSFT due to her dislike of Pain and her consequential low goal-setting.

Ella: I think it is a terrible test because it doesn’t, because of my mentality that just doesn’t work at all… Partly it is my no pain mentality, but also it is my target setting mentality because I would basically say “I reached this level last time, I have had a bit of a cold, I only want to get to the same level again and that is my target.” And I just drop out when I feel like it. I drop out when I reach my target, and my no pain bit makes my set my target a bit low in general. So I have never looked at my Bleep Test results actually because I do not think that they are important.

Although, therefore, the MSFT is used extensively within field-settings to provide an estimate of aerobic capacity, it can be seen that it does not provide a true representation of many EWCT players’ aerobic fitness levels. In addition, the above comments also highlight a lack of concern regarding the selectors’ ‘fitness improvement’ criteria (See Chapter Seven).

In summary, therefore, of the twelve players who cited the MSFT, four admitted dropping out prior to exhaustion as the Results Are Not That Important and two cited that the MSFT had no effect of her FT. Of the remaining six, all were encouraged by the MSFT to FT. Both Siobhan and Kirsty were motivated to do well in the tests to reflect her FT Change Up and to gain Reinforcement of Increased Fitness and Effort. However, the remaining four players were encouraged through Duty Requirement, which in the case of Julia and Helen did not encourage change or contemplation of change beyond their respective Sporadic and One Meso. Main. CF of FTB categories.

Given this summation and the players’ general dislike of the test, it is relevant to return to the fitness testing rationale. Direct experience observations and the four players’ remarks
severely question whether fitness tests fulfil their primary diagnostic and prescriptive role for the majority of players. Further, the limited FT encouragement provided was typically due to the perceived heavy-handed Duty Requirement. No evidence was found to highlight that fitness tests altered a player’s perception of the importance of FT, although to those who were motivated to reach maximal exertion within the MSFT it could provide an indication of FT adherence. With reference to the fitness testing of school children, Astrand and Rodahl (1986, p. 355) stated that,

Too often the tests are incorrectly reputed to serve a physiological purpose. Actually, from a physiological viewpoint, the application of a test battery may sometimes be unsuitable, since the performance of the tests often demands maximal exertion of a subject who are completely untrained.

As with Astrand and Rodahl’s (1986) school children, the MSFT scores (Table 2.1) suggest that the majority of players are of a low training status thus making a test that requires maximal exertion inappropriate. The above discussion, therefore, seriously questions whether the present implementation of the MSFT is appropriate on both physiological and psychological grounds.

As the SSSP has evolved, the physiologist has incorporated more cricket-specific fitness tests, such as the timing of single runs and three sets of three runs, with and without pads. Helen commented that this had promoted her acceptance of fitness and fitness testing, and had enhanced the physiologist’s credibility by showing that she was adjusting to cricket’s demands.

Helen: A lot of it (cricket) is sprint work, stop start, stop start, and they have incorporated that into the training, with the sprints, with pads, without pads, which makes a big difference. Three lots of three. Five lots of three I think it was at Headingley. I mean there might come a time in an over, when you do have to run three lots of three and it is very, very hard work. So I think yeah, it is good that they have looked and they’ve observed and they have seen really what we want.

Here again however, from a physiological viewpoint, the inclusion of such tests might be questioned as they are yet to be validated and normative data is not available. As such,
although the tests appear to be cricket-specific, at the present time there is no data to demonstrate that improved performance on the test equates to better cricket performance, or indeed, the fitness components required for a good test performance. Further, although timing gates were used for the sprint tests, the lack of rigorous test control and implementation prevented test-retest reliability. Although, the players are not aware of this situation, again from a diagnostic and prescriptive perspective, the inclusion of these tests is questionable.

One further rationale that might be used to justify the continued use of fitness tests is that they increase player knowledge of fitness principles and, as demonstrated by Kirsty and Siobhan, provide Reinforcement of Increased Fitness and Effort. However, two senior players stated that the fitness test results were “glossed over a bit, the way we deliver it at the moment” (Lorraine) (Insufficient Feedback). As a consequence, these players did not really understand the exact point of the test (Not Fully Explaining Fitness Tests), the fitness test results or how the test results translated to her performance. As Helen stated,

Helen: Probably not said what the results really mean I’d say. You do these sprints and you’re given 12.3 or something like that, and you are not really, well O.K. you are trying to get that lower, the initial sprint, but I am not really sure what they are looking for. Is that good or is it bad or what? I don’t know. Or the feedback between having pads and not having pads on, well there is a difference obviously. But what is that difference? You know, and why is it?

CM: If you understood that, would that effect the training that you do?

Helen: Maybe so, yeah. (Italics my emphasis)

Not Fully Explaining Fitness Tests and providing Insufficient Feedback, therefore, reduces the potential of fitness tests to provide both mastery-oriented information and motivational feedback. Further, it suggests that the tests were completed primarily for the physiologist’s use and not the players.
6.2 The Sport Scientist / Athlete Relationship

As stated earlier, PST adherence research has typically focused on the determinants associated with The Sport Scientist/Athlete Relationship. Petitpas et al. (1999, p. 345) urged sport psychology to learn from counselling’s knowledge of practitioner-client interaction, in particular,

The helping interaction consists of two basic elements: the techniques used by the helper and the relationship that exists between the parties involved. In other words, aspects of the relationship affect how the techniques are used or adhered to, and how the techniques are used affects the relationship. The relationship between practitioner and client and the techniques employed have been found to be the major factors in increasing the level of adherence.

The EWCT players echoed Petitpas et al. (1999) by providing numerous Sport Scientist/Athlete Relationship determinants which subdivided into Interpersonal Skills and Perceived Efficacy of PS/FT Technique child nodes. The latter incorporated the scientists' ability to Meet Individual Needs. These determinants shall be discussed in relation to sport psychology and physiology delivery respectively, followed by a discussion of how these determinants promoted the adoption of, and adherence to, FT and PS behaviours (See Tables 6.2 and 6.3, placed with each discussion).

6.2.1 Sport Psychology Delivery: Interpersonal Skills

The importance of good interpersonal skills has been widely demonstrated within applied sport psychology research and professional practice papers (e.g., Gould et al., 1991; Halliwell, 1990). In particular, when Orlick and Partington (1987, p. 6-7) asked 75 athletes to evaluate the sport psychology services received leading up to the 1984 Summer and Winter Olympics Games, their interviews suggested as prerequisites for passing on useful applied skills, “that the athletes accept and like the consultant as a human being” and that the consultant was “accessible enough to establish a rapport with individual athletes and to care about what happened to them.”
Table 6.2: The Sport Psychologist / Athlete Relationship Determinants for Psychological Skill Behaviour

<table>
<thead>
<tr>
<th>Higher Order Categories</th>
<th>Training Determinants</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Sport Psychologist / Athlete Relationship</td>
<td>Interpersonal Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ability to Identify With the Player</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td>• Get to Know and Treat Players Individually</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td>• Listened</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td>• Helped With General Concerns</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td>• Maintained Player Confidentiality</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td>• Help by Representing Player Interests</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td>• Perceived as Part of the Team</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td>• Positive Nature</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td>Squad Communication</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td>• User Friendly</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td>• Down to Earth</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td>• Employment of Cricket Terminology</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td>• Examples, Quotes and Stories of PS Behaviours from The Cricketing Greats</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td>• Less Formal and Structured Presentations</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td>Perceived Efficacy of PS Techniques and Meeting Individual Needs</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td>• Flexible and Knowledgeable</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td>• Shopping Trolley Approach</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td>• Tailor Responses to Suit the Individuals Personality</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td>Perceived Efficacy of FT</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td>American/ Psychoanalytical</td>
<td>-ve</td>
</tr>
<tr>
<td></td>
<td>Insufficient PS Advice</td>
<td>-ve</td>
</tr>
<tr>
<td></td>
<td>Too Repetitive</td>
<td>-ve</td>
</tr>
</tbody>
</table>

With one exception, all of the cricketers appreciated the sport psychologist's personal qualities and approachable nature. Six characteristics and behaviours of the sport psychologist were particularly highlighted. First, his Ability to Identify With the Player overcame the initial perception that "he was one of these uni buffs. ... But then when you talk to him one-on-one you realise that first and foremost he is a person and he can identify with you" (Laura). Second, players appreciated his efforts to Get to Know and Treat Players Individually, whilst third, the players appreciated that he Listened and Helped With General Concerns. Fourth, the sport psychologist Maintained Player...
Confidentiality, whilst fifth, two examples were given where the psychologist had tried to Help by Representing Player Interests. Finally, the psychologist worked hard to be Perceived as Part of the Team, “The way he presents it, you know, it is us working together. It is not were just giving you this information because we are lecturers and we know about it. It is all ‘Lets get involved’” (Laura). Again the importance of the consultant’s position with the squad supports Gould et al. (1991) who stated that the ability of the sport psychologist to fit in with the team environment received the highest correlation for both the coaches effectiveness rating for the sport psychologist with individual athletes, and the athletes perceptions of his/her effect on the team. Similarly, all eleven sport psychologists interviewed by Simons and Anderson (1995) stressed the importance of becoming part of the environment for gaining the respect of both the coach and athlete.

The quality that appears to have had the greatest, and most immediate, effect on three individuals was the sport psychologist’s Positive Nature and “constant positive reinforcement.” In response to the question “What is it about (the psychologist’s) delivery which makes you listen to him?” Belinda replied, “It is because he is a very confident person. He is very positive, you never hear him say anything negative.” This positive impact and esteemed positioning of a positive consultant, concurs with Gould et al.’s (1991) report where a positive, constructive attitude had the highest correlation with the athletes’ perception of the consultant’s effectiveness on an individual basis, and the second highest correlation of his/her perception of the consultant’s effect on the team.

As in Petitpas et al. (1999), five players suggested that the psychologist’s Positive Interpersonal Skills directly enhanced his ability to provide an effective sport psychology service both in terms of cricket/non-cricket related concerns and increasing PS behaviours. Specific to PS behaviours, the developed rapport helped the players achieve Receptivity, Contemplation and in instances Intentional Use/Training/Practice of PS behaviours. Jackie stated that the psychologist’s positive aura had a direct influence on her confidence levels, “It made you believe in yourself a lot more. I had so much self-doubt and disbelief in my own ability, and he turned that round and made me think, “Yes,
I can do it. I can play cricket." The following comment also acknowledges Laura’s perception that the sport psychologist was approachable enough to discuss PS techniques, whilst Flexible and Knowledgeable enough to develop strategies that Meet Individual Needs. The combination of these two determinants promoted Laura’s Perceived Efficacy of PS Techniques.

Laura: He was a good sounding board as well, sought of like. Not only if you have got problems with your cricket, but if you have got problems with trying to understand things. ... Cause I might say to him “Oh, that is a load of clap trap” and then the conversation will evolve and hell say “But why” and “Well, look at it from this point of view” or whatever. ... (So) you sift through it and you take from it what you want, and he is big enough, and ugly enough, not to take offence if I say, “Ah, it is crap.” “Or no that doesn’t work for me” and he is quite happy to let it ride. So then what he does is he tries to look at things which are good enough for me. ... Because I feel comfortable with him and I respect what he has got to say, then if he does try and give you a bit of advice I think I am more receptive to it now. I think I am not so dismissive.

6.2.2 Sport Psychology Delivery: Squad Communication

Despite the progression from three to ten days a year of psychological support for the 1993-7 funding period, the sport psychologist was limited in the number of individual consultations that he was able to conduct. Most of the formal player support was, therefore, conducted within squad sessions. Beyond the elimination of psychometric testing and self-analysis, the sport psychologist had adapted his group delivery style to become more “User-friendly, is a very good word to describe it” (Miriam). As a consequence, all but one of the interviewed players admitted finding his presentations enjoyable and interesting. This desired level of simplicity had been achieved through three techniques. First, Down to Earth Language demystifies psychological techniques, whilst the Employment of Cricket Terminology places PS directly into the players’ context. Second, the psychologist provided Examples, Quotes and Stories of PS Behaviours from The Cricketing Greats. This was specifically appreciated by Miriam, “(He) uses a lot of real life examples and that you can relate to a lot easier than theory”, and Ella, “It is good to hear how other players do it.” Third, in keeping with Halliwell (1990), the sport psychologist conducted Less Formal and Structured Presentations, using
a clipboard to highlight the discussions main points, as opposed to traditional lecture overheads. The adoption of this User Friendly approach meets Simons and Anderson’s (1995) recommendation to adhere to the KISS (or Keep it Simple, Stupid) Principle. In addition, Ravizza (1990, p. 336) suggested that within presentations “My initial goal with players is to present the information in a relevant, practical, non-threatening manner...” The User Friendly presentation style appears to have enabled every player, regardless of her preferences or academic background, to better understand PS usage and training principles. This in turn has promoted Receptivity, and Contemplation. As Lucy explained,

Lucy: I think one of the good things is that you have a very mixed bag of all sorts of people, from all sorts of different professions, and all sorts of life, and he does keep it simple and keep it relevant. And I think that is one of the best things about the programme as it has gone on. It was much more general when it started and since it has gone on it has become much more specific to cricket, and there is more information and research and, you know, (the psychologist) quotes from things and that. That has enhanced the relevance and the value of it I think. You can relate to it and it is clear. You can take it on board and you follow it and you are not totally bamboozled with it, and I think most people there can understand what he is saying.

As mentioned above, the sport psychologist had limited individual player contact and, therefore, had to optimise Meeting Individual PS Needs within squad communications. The players cited two techniques that enabled the sport psychologist to achieve this. First, the Shopping Trolley approach mentioned by Lucy and Laura had a direct effect on their acceptance and consideration of PS Usage/Training, assisted in PST individualisation and provided a sense of player ownership and responsibility. This technique provides sufficient information for the player to decide whether the PS is relevant to her personal needs, whether the suggested psychological techniques will work and whether it should be adopted.

Lucy: I mean he will say, “You can’t do everything. It is not going to be everyone’s cup of tea.” It is sought of like the shopping trolley syndrome isn’t it, take a bit of that, and a bit of that, and leave that. (So) ... if you see it as an area that you perhaps need a bit more inspiration, I think then
you will take that bit on board. But other stuff I think, “Well, leave that.” “Not so bothered.”

Laura: If (the psychologist) stood at the front of the class and he is “Right, this is this, and this is this, and you’ll believe in it”, straight away the rebel in me will go “Up yours.” So the delivery has got to be suck it and see.

Similarly, getting to know the players individually enabled the sport psychologist to Tailor Responses to Suit the Individuals Personality. For Laura, this individual approach encouraged Receptivity and Contemplation

Laura: Then he gauges that to... You know, he might give a session and someone like Lorraine will say something and the way he reacts to Lorraine will be totally different to the way he reacts to me. .... If I felt he was just treating me like another, then yeah, he wouldn’t get any respect. I would just feel like he is not really interested. He is just doing what he feels is his job and walks away. But he doesn’t. He sought of... He does take time.

Only two players continued to criticise the sport psychologist’s squad presentations. First, Kirsty, suggested that his approach was too American and Psychoanalytical. This, she stated, made things more complicated than required: “The thing I don’t like is that everything is psychoanalysed, and I know it is sport psychology, but I don’t like all that because I am very simple really.” Second, despite appreciating the limited time available, Sarah, complained that only the surface of a PS is ever covered, “I can’t put my finger on any one time when we have actually just dealt with one subject.” In addition, despite proposing the necessity of PS within the session, she suggested that the sport psychologist did not provide specific techniques to help her PS development, leaving her “dangling in mid-air” (Insufficient PS Advice). As a direct consequence, Sarah does not complete any Structured/Purposeful Unstructured Home-Based PST.

Sarah: Well obviously we had that lecture yesterday about things, and I just see it as such a..., I mean I enjoy listening to it. I find it quite interesting, but I just think..., like he gives us a list of things and it is just so vague, do you know what I mean? Like “Right, you have got to concentrate.” “Right O.K.” Right you go into a net, you try and concentrate, you might try and talk to yourself “Come on you really have to concentrate.” It is all so vague and there is nothing particularly specific do you know what I mean? I am sure there must be apart from a list of
things which you should be doing, I am sure that there is more depth that he should be going into. About how you could improve certain aspects.

Third, having received psychological support since before the 1993 World Cup, both Kirsty and Sarah stated finding the presentations Too Repetitive.

Sarah: He goes over the same things really all the time. ... I know that he doesn't get very much time with us obviously, and there is always going to be new squad members coming in who probably haven't heard it all before, but like for the people who have been in the squad for quite a number of years I am sure it, you know, it is all kind of the same stuff, and it is not really going into any more detail.

This introduces the problem of conducting group sessions, as new members who have relatively little knowledge of sports psychology are typically at a different stage of PS awareness than the more established players.

Kirsty and Sarah’s comments above, and the issues raised within the Early Days of Sport Science Delivery, highlight the difficulties experienced by the sport psychologist who has limited individual access to players. Throughout the direct experience phase, the sport psychologist conducted individual consultancy sessions twice though, even then, time did not allow him to see all of the players, or any one player for any length of time. Most players indicated her appreciation of the opportunity to have individual sessions, however. Laura’s previous comment highlighted how individual consultations enable the player to express her individual needs and the psychologist to provide personally appropriate techniques. Jackie, below, demonstrates that individual consultations can help overcome the different player learning styles encountered within squad communications, as having gained little from the group discussions and written exercises, individual work enabled her to start to understand the contribution which PS could make to her game and thus achieve Receptivity.

Jackie: I think obviously people are different and that was my way of grasping it I think. ... I just wanted to talk. I mean he used to give us notes of what we talked about which helped but just writing it down I couldn't express myself... in words, in writing sorry. I could express myself talking about things. ... That is what I prefer, you know, one-to-one stuff talking to people about things. I get a proper honest feedback then, whereas writing it down you just see it on a piece of paper don't you and think “Ur.”
Although, individual consultancy has increased, two players stated that she would like more and inferred that such contact would increase her use of PS behaviours. Anne suggested that she would like to have more contact time with the sport psychologist so that she could become refreshed and discuss new ideas of developing PS. In drawing a comparison to technical coaching, she suggests that she has the basic principles, but needs some one to confirm and talk to about it. Alternatively, Siobhan admitted forgetting about completing PST due to other life priorities. She, therefore, feels that her PST would become more structured if she was reminded to do it and say “Have you done your thinking?”

6.2.3 Sport Physiology Delivery: Interpersonal Skills

Table 6.3 displays the sport physiologist/athlete relationship FT determinants. It was evident from both the players’ interviews and direct experience that the physiologist had become good friends with most of the EWCT players. This Friendship and the consequential gain of their Respect appears to have developed due to the physiologist’s demonstrations of support throughout her years with the squad. These include maintaining player morale and motivation throughout difficult tour conditions, “(She) kept us all going when a lot of people at various stages of the tour couldn’t eat, so they were losing weight although they were drinking a lot, they were living off Isostar, ... to me it was important to have that on tour”, and her counselling of players during personally difficult times, “I had a few problems and shes, you know, like put things in perspective which has been pretty good, pretty helpful really.” In addition, two players also praised the physiologist for her Patience and for Letting the Player Take Responsibility. Miriam, who had started to take FT more seriously throughout the previous eighteen months, stated that the physiologist’s Patience has had positive FT consequences.

1 It is noted that the different relationships gained with the players by the physiologist and psychologist could also be due to the sport scientists’ different ages and genders. For point of clarity, at the time of investigation the sport psychologist was a male in his late thirties, whilst the physiologist was a female in her mid-twenties. Beyond one player’s mention that she thought the sport psychologist was good looking, the players made no reference to either sport scientists’ age or gender, as such these issues were not pursued as a line of inquiry.
Miriam: She has put an awful lot of work in and she has been very patient with a lot of people, probably myself included, and hopefully she feels now that she has been rewarded a little bit by people putting in a little bit more effort than she has seen in the early years.

Table 6.3: The Sport Physiologist / Athlete Relationship Determinants for Fitness Training Behaviour

<table>
<thead>
<tr>
<th>Higher Order Categories</th>
<th>Training Determinants</th>
<th>Effect</th>
</tr>
</thead>
</table>
| The Sport Physiologist / Athlete Relationship | Interspersonal Skills  
• Friendship  
• Respect  
• Letting the Players Take Responsibility  
• Patience  
Perceived Efficacy of PS Techniques and Meeting Individual Needs  
• Knowledgeable and Flexible  
• Adapting the periodised FT programme to...  
  o Suit Her FT Preferences  
  o Fit into Her Lifestyle  
• Specific FT Information  
• Perceived Efficacy of FT Squad Communication  
• Generalisation of Negative Behaviours to All Squad Members | +ve  
+ve  
+ve  
+ve  
+ve  
+ve  
+ve  
+ve  
+ve  
|                        |                                                                                       | -ve    |

Two players appreciated that whilst giving support, the physiologist did not nag them to FT. Four players specifically stated that she would resent having to FT if she were nagged to do it. Siobhan particularly appreciated that the physiologist let her assume her own responsibility for her fitness development.

Siobhan: It is just nice not to have someone not banging on at you saying “You should be doing this, you should be doing that. Why aren’t you?” It is basically left up to the individual. They are given the opportunity to do it and they have been given the information and expertise to do it, and then it is up to them whether they do it or not.

CM: So she allows you to take on this personal responsibility.

Siobhan: Yes which is a good thing. At the end of the day, if you don’t
want to do it yourself then there is not much point of her banging on at you to do it.

Ella’s reflection highlights, however, that it is sometimes difficult for a sport scientist to get the right balance between encouraging and ensuring the appropriate development. As a previous YR Sport/Trainer, Ella stated that whilst she was completing the appropriate aerobic and anaerobic training, she should have been pushed to increase her agility and flexibility,

Ella: No, actually (the physiologist) is too nice. Um with me anyway because she could see that I was really into it, and all she did was reinforce “Yeah, you are doing really well”, and she would say “You need to do more sprints” or “You need to do more than that.” I think I would have needed something a bit tougher to change.

As highlighted throughout this research project, the EWCT players are as diverse in their FT behaviours as they are in their preventative and promotional determinants. The ability to Meet Individual Needs, therefore, provided a big challenge for the physiologist. On a one-to-one basis the physiologist demonstrated her Knowledge and Flexibility by attempting to meet individual needs and encourage FT. Four players remarked on four adaptive techniques used to incorporate her specific needs. The physiologist tried to encourage the Exercisers and the lower CF of FTB category players, by Adapting the Periodised FT programme to, first, Suit Her FT Preferences and, second, by tailoring it to Fit into Her Lifestyle. For example, Anne, the Sporadic Sport/Exerciser, praised the physiologist for helping her with both of these tasks.

Anne: Just vary things really. I sought of like put swimming into my repertoire. ... I’ve told her that I find running really boring. I don’t really enjoy it. (So) we try and do running but not realise it. ... Try and con myself into it. ...

I’ve sought of like told her, basically um, working hours, what have you. When my training nights are. ... So she has been pretty specific in terms of days, you know.

Third, Anne and Kirsty stated how the physiologist’s Specific FT Information had given them greater direction.
Kirsty: She said “Do this and try this out. And you have got to do this sprint work or whatever”, pin-pointing stuff, which is good. I would have bimbled on doing the same things instead of going out and doing my sprints and stuff like that. So that’s been helpful.

Fourth, beyond giving specific advice, Lucy and Laura (two YR Sport/Trainers) acknowledged the Constant Monitoring and Input. Lucy was encouraged by the feeling that the physiologist was always there to help and encourage her, “As a general sought of boost, I think in that sense she has been very good. Just having someone there constantly monitoring peoples input.” Alternatively, Laura stated that her support acted as a checking tool that would continue to ensure that she achieved the required levels of fitness. “I could cheat and not do as much work and still get by in my cricket. But I know now that we have got the physiologist there, that she would realise that because all my results would go down.”

6.2.4 Sport Physiology Delivery: Squad Communication

Within the one-to-one context, the physiologist was praised for her patience, flexibility and task-focus in meeting the individuals’ needs. However, two players’ comments highlighted the need to remain player-centred within squad communication. Having spent considerable time with the physiologist throughout the direct experience period, our lengthy discussions and her frequent passing comments demonstrated her frustration with the squad’s general lack of FT commitment and the low fitness levels achieved. Also within several team talks, for example, when summarising fitness test performance or stating the need for players to increase or change their FT focus, her frustrations with one or two particular players would generalise into comments about seemingly the whole squad. Belinda discussed this Generalisation of Negative Behaviours to All Squad Members at great length, citing it as a negative determinant due the effect that it had on her, her FT and her approach to the EWCT training sessions.

Belinda: And there is a kind of aura of heavy handedness about the fitness stuff sometimes. It is the same with every group of people and again I used to get this at school when I was teaching kids. … As soon as you get into that scenario, like the whole class detention or whatever, you have
built up 95% resentment from the rest of them who really haven’t been doing anything wrong, um. ...

CM: So how does this effect you?

Belinda: I feel coming away from those squad training sessions sometimes, and I think generally I feel fairly positive that I have done O.K., you know, and that yes, I know that there are things that I need to work on, but I am still left with this kind of bitter taste of inadequacy of myself really of the telling off to the whole group, and, you know, I feel sought of “Yurrr.” I end up with that kind of attitude that “Well that is not fair is it? I am doing O.K.” Whereas I know that I need to do more, but I don’t want to do more because someone tells me that I have got to do more.

CM: Does that actually stop you from doing more?

Belinda: Sometimes yeah. I might be bloody-minded about it and just think “Well” you know, “Bog off. I’ll do what I want to do.” ... I don’t like feeling like someone who is only doing it because if I don’t do it I will get told off. I don’t like that. That isn’t motivational. I mean it might make me do it sometimes, but I don’t like feeling like that. I would much rather do it, like the mental stuff, because I recognise that it is valuable and it is making a difference. So I suppose, I guess I have come to my own... I am beginning to sort it (her own periodised training programme) out for myself I guess, and be more comfortable with that, than whereas previously when I would have been very worried about it, and very worried about the Bleep test, and very worried about going to squad training and thinking “Oh am I going to be fit enough? What are they going to say? Oh no.” And it was a counter---, it was a negative effect on performance generally because I was so worried about that and it took me away from concentrating on my cricket. (Italics my emphasis)

It is evident that Belinda resented these generalisations, and that they negatively impacted on her enjoyment of the squad training session. Although lifestyle changes had led her to Change Down a CF of FTB category, this dread of being generally ‘told off’ for poor fitness test results led to the previously cited justification for not needing to “be massively fit in the winter” and thus not being concerned about her MSFT score or reaching her aerobic capacity.
When viewing support from the players' perspective, concerns relating to the physiologist's group fitness sessions are also raised. The physiologist always took the warm-up in a cheerful, encouraging fashion; however, when leading her self-generated education-based fitness sessions her approach was not always as player-friendly. For example, during direct experience, the physiologist tried a new approach to FT education. Despite group lecture-based education sessions, she perceived that the players were "not getting the message" of the required FT principles, particularly those regarding the appropriate intensity to produce either aerobic or anaerobic gains. She, therefore, conducted a circuit-training session to educate players of appropriate FT exercises and intensities in the hope that the players would come to appreciate the feeling of training hard and thus reduce the need for heart rate figures. The following field-notes extract questions whether she had actually achieved her aim.

The physiologist's clipped explanation of the circuit session provided information of the need to get into pairs and the exercises to be completed. As they worked their way through the barrage of shouted out exercises, emphasis was placed on getting the players to push themselves, telling the players to go faster, harder etc. A few instructions of how to do exercises were given where safety demanded, but instructions were rushed through as the exercise continued. It was a loud, shouting environment that was devoid of the usual team banter. Although paired, players took it in turn to exercise, with little co-operation, competition or room for support beyond further requests for working harder and "You can do it" encouragement. As I watched with the physiologist, she made a few condescending remarks to me about a couple of players, highlighting that this proved that several players did not know what it was like to FT at a reasonable intensity.

In hindsight, I realized that the physiologist had not actually told the players why she was completing such a session, and there was no follow-up to gain the players' feedback, to discuss how the exercises would transfer to their home-training environments or to provide detailed or positive feedback herself. (March 1997, Field-note Extract)

Although the physiologist must be praised for reflection and trying alternative approaches, the effectiveness of such group approaches must be considered. This research project's CF of FTB categorisation suggests that half of the players do FT at an appropriate intensity and as such this would just provide another FT session. For the
others, as demonstrated in Chapter Four, the main determinant preventing high intensity FT is a Lack of Enjoyment, Pain and Hard Work. Beyond the self-fulfilling prophecy of expectations and affect, conducting such a session is, therefore, more likely to reinforce this negative perception than to educate. This line of thought is given more credence when considered from the less fit players perspective, the players at whom this session was targeted. Two Sporadic players believed that fitness sessions should not be completed during valuable cricket training time. A consequential resentment towards FT at squad sessions was indicated by Julia, the Sporadic Sport/Trainer.

Julia: For me, when we do the training camps, it’s like a lot of the time we spend on fitness now, and I don’t think that is right. I think being fitness tested, yeah, that’s great, you have got to be tested, but when they actually do fitness workouts, that should be in your own time. ... I think the idea of training camps is that you should be there playing cricket.

This attitude is not surprising when the players receive only minimal EWCT training within which all of the technical skills have to be covered, and where the opportunity to gain coaching, let alone specialist coaching, at county and club level is limited.

6.2.5 Additional Contact

To counteract limited player contact, both sport scientists adopted Additional Contact techniques to encourage and support the players. These were the provision of Supplementary Reading Materials by the sport psychologist and FT Reminders and FT Diaries from the physiologist (Table 6.4).

Table 6.4: The Additional Contact-Related Determinants for Fitness Training and Psychological Skill Behaviour

<table>
<thead>
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<th>Training Determinants</th>
<th>Lower Order Determinants</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Contact</td>
<td>Fitness Training:</td>
<td>+ve</td>
</tr>
<tr>
<td></td>
<td>• Reminders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Training Diaries</td>
<td>+ve/ no eff.</td>
</tr>
<tr>
<td>Psychological Skills:</td>
<td>• Supplementary Reading Materials</td>
<td>+ve/ no eff.</td>
</tr>
</tbody>
</table>

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As Orlick (1989) and Halliwell (1990) suggest, the sport psychologist provided handouts and applied sport psychology books to compliment squad psychology communications and as resource material for the player to peruse at her leisure. Although good practice, only Lucy and Sue cited Supplementary Reading Materials as a PS behaviour determinant, whilst their influence was determined by the player’s motivation to use it. Both players appreciated receiving this material, but only Lucy used it to guide her Intentional Use/Training/Practice of PS. Lucy who was keenly looking for psychological techniques that would help her achieve her optimal performance state, suggested that this material did help.

Lucy: It is good to have things to take away with you and look back through, and to refer to. But the first one he produced (Bull, Fleming & Doust, 1992), I mean that again bullet point stuff really. I mean there is lots of information to relate it to, so I found that very useful. And sought of giving you a bit more idea of how to structure things, and just to see what you are doing, and what you are not doing, and what appeals to you.

Alternatively however, Sue failed to achieve the potential benefits as despite appreciating the importance of PS behaviours, she had not ascribed reading this material as a high life priority.

Sue: I’ll read it through thinking, “This is great.” But then I will put it to one-side, probably in my cricket bag and that will sought of come out when I am packing for my next game and I think “Oh yes, that’s where I put it.”

The physiologist was aware that players required encouragement to continue their FT and consequently posted the players FT diaries and general FT reminders, for example, of the need to increase their aerobic work to be fit enough to play South Africa. Four players cited Reminders and FT Diaries as a FT determinant, although the nature of their effect varied among players. Helen, Lucy and Belinda mentioned that this Additional Contact prompted or encouraged FT.

Helen: It gives you the encouragement. You know that they are there with you. That they are working hard to get you fitter, so you know, you are obliged to do it. The amount which (the physiologist) can do with you is limited at the training camps but this extra contact does reinforce to you that it is important. I mean sometimes you will not see people for 5 or 6 weeks, hear nothing from them, and then you’ll get a letter through saying
“Don’t forget your training diaries” and you think “Oh my God. What bin did I put it in, quick!?" And you just think about it. So it is “Oh yes, I’ve done this. I’ve done that” or so the case “I have not done this, or I have not done that. I’d better go out and do it.” So..., but it does keep you ticking. (Italics my emphasis)

Of the four players however, only Lucy perceived the diaries as a positive/personally worthwhile exercise. Although, it did encourage Helen and Belinda to FT, Helen saw the diary as a feedback tool for the physiologist and not as a motivational tool for herself, whilst Belinda viewed it as “a duty thing.” Belinda continued,

Belinda: I have got to fill in my training log and I don’t want to have to lie on it! ... Well, it burns away on the desk, yes. It is always a tricky one. There isn’t much that encourages me to do it in a positive way. Its kind of a duty thing, and in that sense it is not the most positive of feelings to have about going out training if you see what I mean. (Italics my emphasis)

Siobhan stated that the diary had not influenced her FT behaviour and that its completion was purely “an academic exercise.” In addition, Siobhan stated that her diary reporting was “not really particularly specific. I will just say “Oh, 1/2 an hour” or that I have sprinted and done so many repetitions and things like that. So I wouldn’t (write it) unless we had to do it.” This lack of specificity within the FT diaries was confirmed by this research project’s review and also Karen who stated suggested, “I think now she knows that I am putting in the work, so why put it down? “Jogged a mile and a half a day”, it seems a bit silly really.” Again, therefore, finding that FT diaries are limited in their specificity and predominantly negative in their promotion of FT calls for further investigation of their appropriateness.

Beyond FT encouragement, the main rationale of the FT diary was to enable players to report back to the physiologist the FT completed. However, two issues question whether this was achieved. First, during direct experience contact, the physiologist often complained of the low training diary return rate with those players within the higher CF of FTB categories typically being more diligent. This meant that information of those within the lower categories; that is, those who she really wished to encourage and monitor, was rarely gained. Second, as indicated above, most responses were not
sufficiently detailed to enable the physiologist to see a player’s FT intensity or duration. It, therefore, appears that in its present form, the above issues, the time investment required by the player and physiologist to operationalise these diaries and, as stated earlier, some players’ dislike of ‘paperwork’, questions the use of training diaries.

In summary, both sport scientists have successfully contributed to the increased FT and PS behaviours of most players. For example, the sport psychologist’s Interpersonal Skills and User-Friendly Delivery Style has enabled all players to Change Up from her negative Initial Reactions to Receptivity, and promoted at least Contemplation among all but one player. Further, the sport physiologist’s Interpersonal Skills and Meeting of Individual Needs has enabled most players to FT more frequently and effectively. The identification of these determinants echo the sport psychology literature (e.g. Shambrook & Bull, 1997). Both scientists have reflected on his/her practice and made adjustments, however, the extent and effect of these changes appears to depend on the situational constraints placed on them by the time available and programme scheduling, and his/her respective professions’ position on ‘good practice’. Each of these will be referred to in the following discussion on implications for FT and PS behaviour Promotion.

6.3 Implications for Fitness and Psychological Skills Behaviour Training Promotion

Chapter Six’s detailed review of the sport scientists’ SSSP delivery has provided numerous recommendations for good practice. The following discussion will however, highlight implications for further delivery development. These are summarised in Figure 6.1.

The players’ appreciation of the sport scientists’ attempts to meet individual needs is echoed within the literature (e.g., Bull, 1991). On a one-to-one consultancy basis, it appears that the sport scientists were able to prescribe specific training behaviours that appeared both efficacious and practically possible to the player. As suggested both within this, and the following chapter, however, the limited time afforded to individual consultations, particularly for sport psychology, meant that the sport scientists were required to complete most of their work within squad communication settings. This
placed the sport scientists into a difficult position, as meeting individual needs proved difficult among a squad with varying learning styles, personal preferences, and different CF of FTB and CF of PSB stages. The varied success of squad sessions for promoting FT and PS behaviours, therefore, appear to depend on the scientists' ability to account for these needs.

Chapter Four highlighted the need to promote FT-Efficacy and Enjoyment through the delicate matching of challenge and ability. Further, the social and competitive effects of FT within other sports were often important for promoting a conducive FT environment. Further, Chapter Five highlighted that the absence of a team FT norm had prevented some players from perceiving the need to invest FT effort. All three of these determinants have, therefore, been proposed by the players to influence FT. However, this chapter has revealed that players predominantly do not enjoy the fitness tests. Further, the review of the circuit-based FT session questioned the benefit of the

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**Figure 6.1:** Practical Recommendations for the SSSP’s Promotion of FT and PS Behaviours.

- To continue to meet the individual needs through one-to-one consultation and squad communications.
- To meet individual learning styles
- To meet personal preferences
- To meet the players CF of FTB/CF of PSB stage
- To review present sport science practices.
- To create a more task-orientated approach among the players
- To consider the appropriateness of compulsory psychology and fitness sessions.
- To review the basis for completing, and present procedures, for fitness tests and training diaries.
- To provide more specific and individualised feedback.
- To promote individual choice of how support is provided.
- To validate more cricket-specific fitness tests.
- To make squad fitness sessions more fun, social and suitable to promoting FT-Efficacy.
- Consider the use of squad training time to complete individual fitness training sessions with the aim of promoting FT-Efficacy.
experience for the players, as those who do FT at the ACSM (1990) criteria-intensity would have received just another training session, whilst those who do not FT at an such intensity due to Low FT-Efficacy, Pain and Hard Work would have reinforced her negative perceptions. This is particularly the case due to the intense, pressurised atmosphere within which the circuit-training session was completed. It, therefore, appears that a, 'They need to do this, because it is good for them', ethos exists within the squad FT delivery. Indeed, from the physiologist’s perspective, if the team are to return to their World Champion status, improved fitness is beneficial. However, the combination of the Compulsory sessions and the reinforcement of negative perceptions appears to contradict the players’ ideas of how to achieve a positive FT experience and thus incite FT. Alternatively, therefore, it is proposed that squad sessions should be used to help players increase their FT-efficacy and to challenge perceptions that FT is boring and painful. Instead, of being a ‘stick’ influence, the physiologist should more actively engage in a socially-enriched leadership style (Turner, Rejeski & Brawley, 1997), where emphasis is placed on the provision of technical instruction, specific technical support and positive skill-related feedback. This, according to Turner et al. (1997), promotes enhanced affective states and FT-efficacy. Further, through encouraging team-mate interaction, such sessions will not only further promote enjoyment (Carron, Hausenblas & Eastabrooks, 1999) but could also take advantage of existing supportive social hierarchies (as noted in Chapter Five) to actively promote an effort-based team norm and, consequently, team cohesion (noted as a requirement within Chapter Five). Such support should assist in the development of task and not ego-orientations within squad sessions.

The use of fitness tests and FT training diaries are clearly apt of the above discussion, as were the use of written ‘self-analysis’ procedures within the early days of sport psychology support. However, whereas the denouncement of formal structured PS analysis inventories within the literature has changed the view of ‘good practice’ within sport psychology, thus permitting their disuse, fitness testing procedures are still viewed as a fundamental raison d’etre for the sport physiologist. This project has forwarded a comprehensive argument against the use of fitness test procedures, and the ineffective use of FT diaries, in their present format. As with FT in general, it appears as though the
emphasis needs to change from ‘having to’ complete the test for what predominantly appears to the players to be for the physiologist’s benefit, to the player ‘wanting to’ for her own benefit. This requires the player to believe that she will gain from the completion of fitness test procedures, as indeed Kirsty and Siobhan gained through their Reinforcement of Increased Training and Effort, and from the completion of FT diaries as, indeed Sarah achieved from her own detailed FT recording (See Chapter Four). Again it is proposed that more individual sessions should encourage a greater task-approach to FT. Individual sessions should be used to enable greater education and discussion of how the sport scientist and her armoury of supportive techniques could be used to support, instead of bully, the individual. This would enable the player to make an informed choice as to whether practices such as fitness tests, FT diary completion or additional contact could help her achieve her personal fitness goals. This would not only promote the matching of techniques to her CF of FTB stage (Marcus, 1995), but would promote a sense of self-responsibility for her FT development as encouraged by (Fahlberg & Fahlberg, 1990). The physiologist could then make more efficient use of her time by specifically investing in the player’s chosen method of support. Such personal-orientated support, provides an opportunity for the physiologist to reinforce the player’s FT behaviours in a way that is meaningful to the player that would in turn promote the value of FT.

In summary, therefore, the sport scientists are caught in a frustrating situation due to their awareness that their services are being compromised due to the lack of opportunity to provide individual consultations. Although successes have been achieved, it has been, and will continue to be limited, to the present level of achievement if present practices are not reconsidered. Most importantly, the present ethos of good practice within sport physiology has to be put to one side and a complete review of group fitness delivery considered. Both sport scientists have to consider the present lack of positive FT and PST team norms and the mix of task and ego-orientations among the players and take an instrumental role in the delivery of techniques that will promote individual choice, empowerment, personal FT and PST values and a task-orientation to self-development among the players.
The final reciprocal relationship of the EWCT’s cricketing socio-cultural triad is that of the individual player and the Women’s Cricket Association (WCA). This chapter investigates how, under the auspices of the WCA, the England Head Coach, support coaches, selectors and decision makers influence the EWCT players’ FT and PS behaviours. The National Governing Body or sporting organisation’s role in the promotion of sport science has been severely neglected within the literature. Within the sport psychology literature, a few have provided experiential accounts of the importance of the coach’s support for the success of their service provision (e.g., Bull, 1995b), whilst limited research has demonstrated that with specific training, coaches can promote the learning of technical and PS by encouraging the use of PS within technical training sessions (Gould et al., 1990; Grove et al., 1999). Again, physiology’s general neglect of issues relating to the delivery of FT programmes to sporting populations extends to those related to sporting bodies. This chapter, therefore, provides an initial insight into how the actions and decisions of a sporting body, in this case the WCA, influence the players’ adoption of, and adherence to FT and PS behaviours. As with the SSSP in Chapter Six, the players’ environmental interpretation provides a far more complex picture of the sporting bodies influence than previously conceived within the literature. This in turn, raises questions of the sporting body’s role in today’s competitive amateur world.

The EWCT players highlighted numerous ways in which the WCA influenced their FT and PS behaviours. These have been collated to provide three main areas of discussion.
A fourth issue gained through an holistic consideration of the players’ situation will also be raised. These are all summarised in Table 7.1 and will be discussed in turn.

7.1 Selection: Fitness Training

The two sport science disciplines were treated differently with regards to selection criteria for squad members. Psychological selection criteria had not been set as the player’s PS was determined through their performance. Fitness had, however, been introduced into the selection policy during the 1996/7 off-season in preparation for the 1997 South African series and World Cup. Although not clarified, this improvement appears to be demonstrated by an increased MSFT score. The physiologist had wanted the criteria to be set at level 10 on the MSFT to reflect the development of a suitable aerobic base on which to develop anaerobic fitness. This, she believed, would be an achievable target for any player who committed to the periodised FT programme throughout the winter, and would give a message that fitness was seen as an essential part of the international game. Contrary to the physiologist’s request, however, specific fitness selection criteria were not prescribed as the WCA were hesitant to enforce a level of commitment on amateur players. Instead, the players were expected to demonstrate an improvement in personal fitness across the winter training period. The physiologist expressed her disappointment at the selectors’ decision, believing that the commitment required to achieve level 10 on the MSFT was not excessive for amateur players: “Well in an ideal world maybe you could, but they always fall back on: ‘Well it’s not a professional sport.’ ‘It’s not this. It’s not that’.”

The new fitness selection criterion was communicated verbally to the players in attendance at the first EWCT 1996/7 training camp (November). Although, the need to improve fitness to compete against South Africa was stated within later coach talks, this demand as part of the selection criteria was not heard again throughout the remainder of the direct experience period. According to the physiologist, the Head Coach was officially responsible for reinforcing this policy and ensuring that the players progressed as appropriate. If the Head Coach had concern regarding a player’s
Table 7.1: Summary of ‘The WCA’ Fitness Training and Psychological Skill Behaviour Determinants

<table>
<thead>
<tr>
<th>Higher Order Categories</th>
<th>Training Determinants</th>
<th>Effect</th>
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<tbody>
<tr>
<td>Selection</td>
<td>Fitness Training</td>
<td></td>
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<tr>
<td></td>
<td>• For Selection</td>
<td>+ve</td>
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<tr>
<td></td>
<td>• Previous Failure to Select on the Basis of Communicated Fitness Criteria</td>
<td>-ve</td>
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<tr>
<td></td>
<td>• Low Perception of Deselection Susceptibility</td>
<td>-ve</td>
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<tr>
<td></td>
<td>• Lack of Fitness Criteria Clarity</td>
<td>-ve</td>
</tr>
<tr>
<td>Head Coach</td>
<td>Fitness Training and Psychological Skills</td>
<td>+ve/-ve</td>
</tr>
<tr>
<td></td>
<td>• ‘Personal Commitment’, ‘Verbal Communication’ and ‘Action’</td>
<td>/no.eff</td>
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<tr>
<td></td>
<td>• Role Model</td>
<td>-ve</td>
</tr>
<tr>
<td></td>
<td>• Integration Of SSSP into EWCT Training Camp</td>
<td>+ve/-ve</td>
</tr>
<tr>
<td></td>
<td>• Too Much Fitness</td>
<td>/no.eff</td>
</tr>
<tr>
<td></td>
<td>• Amount of Fitness is Just Right</td>
<td>-ve</td>
</tr>
<tr>
<td></td>
<td>• Not Enough Fitness</td>
<td>+ve</td>
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<tr>
<td></td>
<td>Absence of Video Facilities</td>
<td>-ve</td>
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<tr>
<td></td>
<td>• Early Morning Run</td>
<td>-ve</td>
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<tr>
<td></td>
<td>• Nets</td>
<td>-ve</td>
</tr>
<tr>
<td></td>
<td>• Nets are Boring</td>
<td>-ve</td>
</tr>
<tr>
<td></td>
<td>• There’s No Point, Nothing Happens For Me in the Nets</td>
<td>-ve</td>
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<tr>
<td></td>
<td>• Lack of Challenge</td>
<td>-ve</td>
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<tr>
<td></td>
<td>• Simulating Physical Preparation and Game Demands</td>
<td>+ve</td>
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<tr>
<td></td>
<td>• Simulate Psychological Pressures</td>
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<td></td>
<td>• Set Batting Goals</td>
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<td></td>
<td>• Use of Cue Words to Enhance Concentration and Confidence</td>
<td>+ve</td>
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<tr>
<td>Seasonal Reduction in</td>
<td>Reduction in Fitness Training</td>
<td></td>
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<tr>
<td>Fitness Training</td>
<td>• Lack of Competitive Season Physiology Support</td>
<td>-ve</td>
</tr>
<tr>
<td></td>
<td>• Commitment to Matches and Technical Training</td>
<td>-ve</td>
</tr>
<tr>
<td></td>
<td>Reduced Available FT Time</td>
<td>-ve</td>
</tr>
<tr>
<td></td>
<td>• Match Fitness is Sufficient</td>
<td>-ve</td>
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<tr>
<td></td>
<td>• The Need for a Rest Period</td>
<td>-ve</td>
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<tr>
<td>Intentional Field Non-</td>
<td>Low Level Matches</td>
<td>-ve</td>
</tr>
<tr>
<td>Use of PS</td>
<td>• Not Sufficiently Psychologically Challenged to Implement or Train PS</td>
<td>-ve</td>
</tr>
<tr>
<td></td>
<td>• Need to Include Other Players</td>
<td>-ve</td>
</tr>
<tr>
<td></td>
<td>• Friendly Ethos of Club Cricket</td>
<td>-ve</td>
</tr>
<tr>
<td></td>
<td>• Less Ideal Preparation Circumstances</td>
<td>-ve</td>
</tr>
<tr>
<td>Lack of Top Level</td>
<td></td>
<td>-ve</td>
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<tr>
<td>Competition</td>
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fitness, she was to discuss it with the physiologist to assess her concern, and then, if necessary, with the player. Informal and formal interviews with the physiologist suggested that she was indeed very concerned “that quite a lot of them have stayed the same (aerobically)”: however, the coach had not expressed any such concern to the physiologist. This suggests that this important form of reinforcement and player support had not been operationalised.

The physiologist was further concerned with the ramifications of her perception that the selection of unfit players has previously undermined the importance of fitness. The physiologist’s concern appears to have been justified, as player interviews revealed that the ‘fitness improvement’ message had not been received by Jo, the Sporadic Exerciser and Anne, the Sporadic Sport/Exerciser. These players were the two spin-bowlers who perceived Low Fitness Importance (See Chapter Five) and had the least Exercise History (See Chapter Three). When asked whether the England set-up promoted fitness, Anne replied...

Anne: I think they let us get away with..., you know, they are not really...
For example, I was in an Under 23 squad and we were going to go to Australia, and someone came up to me and said, “Look. If you don’t get to (MSFT) level 9 or 10, you’re not going” and the same was said to like the England Squad “If you don’t get to level 9 or 10 then you are out of the squad.” But that was say October / November time and nothing has been said about it since. So you know, although I thought “Oh no, that is really awful.” I know I can get to 9 or 10. I know I can do it and I really want to. But I think they haven’t sought of put their foot down and said “Look...”

CM: Do you think they should put their foot down and say that?

Anne: It is difficult really, because on one hand it is like an amateur sport, we are giving up time to do it. But on the other hand we need to... If we don’t act professional we are not going to be taken seriously. It’s pretty difficult to, you know, to voice an opinion, but... Well, I think I get away with a bit, you know. I wouldn’t be surprised if someone came up to me and said “Look, you need to do some more exercise.” Give me some hard work. Do you know what I mean? They haven’t right, mentioned this that you have to get to level 9 or 10 since then.
CM: Do you think it would encourage you to train a bit more if they were more consistent with what they say they want you to achieve?

Anne: Yeah. Yeah it would. I think, you know, all the folks should ought to start sort of like kicking backsides a bit and saying, you know, “If you want to play for England you’ve got to be fit. If you’re not, you know, however good a player you are, you should still manage a good level of fitness.” So, it might be time for them to start to say “Look, we don’t think you should be selected if you do not put the effort in.”

Anne’s comment suggests the initial perception of having to achieve (MSFT) level 9 or 10 to be considered for selection. However, the lack of criterion reinforcement appears to have prevented Anne from taking it seriously as she only achieved levels 8.5 and 8.7 (estimated VO₂ Max of 41.5 and 42.1 ml.kg⁻¹.min⁻¹ respectively) in her November and March MSFT (See Table 2.1). These scores were not only clearly below what she believed to be the criteria and the level she believed that she could achieve, but also demonstrate a level of MSFT improvement that could be attributable to daily motivational states or strategic MSFT completion. Jo, the Sporadic Exerciser, tells a similar story.

Jo: All they (the selectors) have said is that they want to see an improvement on a general basis, not as individuals. I mean, they never got on to me for not being very good at the Bleep Test or... I think they are quite happy as long I am performing and they can see that I am not a right fat knacker and, you know, don’t do anything at all. I mean I am sure they would have said something to me, but they haven’t.

CM: So you think that everything is OK and that is it.

Jo: Exactly, yeah.

Due her absence from November training, Jo completed the MSFT in February and March. On both occasions she achieved level 4 (estimated VO₂ Max=26.0 ml.kg⁻¹.min⁻¹), which as stated in Chapter Five, is below that expected from an untrained person (NCF, 1995). Although only a month had passed, such low levels of aerobic fitness would have been improved in this time if FT had been completed a couple of times a week. Level 4
is clearly below the standard mentioned by any other player and the population norm again suggests that the coach’s communication of fitness concerns has not occurred.

7.1.1 Selection Policy Implications

Jo and Anne’s comments highlight two preventative FT determinants: first, that the Previous Failure to Select on the Basis of Communicated Fitness Criteria has left both players with the belief that selection ‘threats’ will not be carried out. Despite their lack of FT dedication, knowledge gained through direct experience would not question either player’s desire to play for England. In fact, both players stated For Selection as their Top determinant for their Sporadic FT, and indeed, for the Change Up to Sporadic from their previous sedentary lifestyle represented by the Nothing CF of FTB category. Health psychology literature suggests that although threats do induce the desired fear, individuals do not typically progress beyond short-term engagement in the recommended behaviour if they do not possess, or perceive that they do not possess, the skills required to change their behaviour (Leventhal & Cleary, 1980). This short-term behaviour is demonstrated by those players who complete Periodic FT following a EWCT training weekend or prior to a fitness test. The main consequence of fear-provoking messages is thus upset and defensiveness. Another assumption of the fear approach, is that people are aware that their behaviour is placing them within a risk category. However, it appears that Jo and Anne do not believe that they are likely to be deselected from the England squad. This Low Perceptions of Deselection Susceptibility appears to provide the most feasible cricket-related explanation for these players’ Low Fitness Importance and Technical Ability is More Important than Fitness perceptions (See Chapter Five). Thus, despite their selection ambitions, they were not committed to develop their fitness levels.

This leads to the second selection implication, the Lack of Fitness Criteria Clarity. Four different criteria were stated among the players. In addition to Anne’s initial belief of a MSFT level 9 or 10 criteria and later criteria doubts and Jo’s “general improvement across the squad” requirement, some players (and the physiologist) stated the believed need to demonstrate individual improvement, whilst others (such as Helen in Chapter
Five) believed that she needed to show that she was working. The consequences of this mixed message goes beyond Jo and Anne, however. As Table 2.1 shows, eight of the eleven players who completed two off-season MSFT improved throughout the winter. In contrast, Laura remained the same having admitted dropping out prior to exhaustion, whilst Miriam’s score actually decreased. With the exception of Belinda, who had made the biggest increase throughout the winter and who declared the importance of fitness among her team-mates in Chapter Five, no player in or below the Two Meso. Main., One Meso. Nothing CF of FTB categories achieved level 10. As this was the score that the physiologist believed all players would be capable of achieving if the periodised FT programme was adhered to, such low improvement implies that players did not adhere to an appropriate FT frequency, duration or intensity. It appears, therefore, that the individual’s perception of the fitness criteria in some way influences the amount of FT effort implemented. For players such as Sarah, Kirsty and Siobhan, the need to get fitter for selection was a key driving force for their FT, and was mentioned as a Change Up determinant, this was reflected within their scores (although Kirsty’s score remained low it had improved well throughout her few injury-free months). For the remaining YR players, the need to be fit for selection, reinforced their personal goal for improved fitness. They therefore, continued to train at a level that maintained MSFT scores of above level10. However, the remaining players in the lower half of the CF of FTB were not similarly influenced by the fitness selection criteria. This is not only demonstrated by Jo and Anne’s statements, but also by Miriam’s MSFT score decrease and Helen and Julia’s limited improvement throughout the winter. This is despite the fact that neither of these players FT during the summer (See later in this chapter) or in the post-season period. For these latter players, therefore, it can be seen that the only clear message being received is that, although important, the need to further develop fitness is not really important for selection or to be accepted by the WCA.
7.2 The Head Coach

7.2.1 The Head Coach: Fitness Training

The Head Coach is the figurehead of the EWCT, primarily responsible for ensuring that the players receive the best and most appropriate preparation for international competition. In addition, she is the main point of WCA-player contact, communicating the squad’s training day’s goals and the long-term agenda. In this capacity, the Head Coach’s support is instrumental to the SSSP’s success. Three Head Coaches have been involved throughout the ten years of the SSSP, each (according to the sport scientists), providing different amounts of support. Both sport scientists suggested the present Head Coach as playing a facilitative role.

Nine players specifically mentioned the Head Coach as a FT determinant when asked if the WCA had influenced their FT. Of these, three were positive, three negative and three neutral. The range of comments suggests not only the players’ varying perceptions but also the variety of Head Coach behaviours perceived and interpreted by the players. Specifically, players interpreted the Head Coach’s Personal Commitment, Verbal Communication and Actions, both within and outside of the England coaching arena. Although, as will be demonstrated, the actual reason for the determinant given is influenced by the player’s personal FT commitment, the citing of positive, negative or non-effectual determinants occurred across the CF of FTB categories.

At the beginning of most squad training sessions, the Head Coach communicated the day’s aims and explained how meeting them would prepare the squad for the upcoming international competition. Often, within this 10 minute talk, the coach asked the physiologist to say a few words and then reinforced that players should be meeting the physiologist’s expectations. With reference to this, and other Verbal Communications and Actions, Lucy, a YR Sport/Trainer, suggested that the coach’s ‘competitive theme’, reinforced that her fitness work was warranted: “She’s competitive. Nothing falls into your lap when you are playing international sport and I think that is what she is trying to
get over.” Likewise, Helen, the One Mesa, Main., Two Mesa. Nothing Exerciser, believed that despite the limited time together as a squad, the present Head Coach had achieved a “nice balance between FT and cricket.” Sue, the YR Exerciser, did not mention any overt encouragement from the Head Coach, but admitted that the physiologist’s request to increase her aerobic training was further reinforced by the introduction of tougher fielding sessions.

Sue: This last year has been really difficult fitness-wise. We have done a lot of running about and I have come back with really stiff legs. So they are encouraging us all the time to train, I think, by doing them so hard. By doing them so hard that you think “Bloody hell, I won’t get through the next one if I don’t do anything in between.” Like when we were diving on mats. So I think they encourage you to do it.

In contrast to Lucy and Sue, two other YR Sport/Trainers, believed that the Head Coach actually discredited the importance of fitness. Heidi was both surprised and disturbed by the Head Coach and manager’s resistance to players FT whilst on tour in India: “Like sometimes the management weren’t too keen on us doing too much fitness.” Similarly, Ella perceived the present and former Head Coach to be ‘old style cricketers’ whose lack of personal fitness and involvement in fitness sessions highlighted that she did not believe in the importance of FT for an international cricketer.

Ella: Mmm. I mean if the coach was somebody who was clearly very, very fit, and clearly believed it to be very important and could come up with a good reason why it was and did it themselves... Yeah, it would really make a difference. .... I am not sure that they really believe in it actually. I think they say it because that is the party line. I don’t think (the Head Coach) believes it is that important, but I might be wrong. It is terrible how you put words into their mouths, but I think that she would say “I did it. I was good without ever being really fit.”

As Chapter Three demonstrated, FT played an instrumental role in Lucy, Ella and Heidi’s personal well-being. Therefore, although Lucy was encouraged that the coach was trying to persuade others to take FT more seriously, both Ella and Heidi looked at the deeper implications of the Head Coach’s actions and were incredulous that the Head Coach failed to meet or understand their own high personal fitness expectations. As such, they
perceived that the Head Coach did not value fitness as much as themselves and was, in Ella’s eyes, not an appropriate ‘role model.’

In contrast to the above players who either praised the Head Coach for promoting fitness appropriately, or criticised her for not promoting fitness enough, negative comments from Julia, the Sporadic Sport/Trainer, indicated her belief that the Head Coach pushed fitness too much. Julia’s squad training experiences had actually led to a perceived conflict with, and a negative perception of, the coach, as she thought that the coach expected greater fitness levels than she believed was necessary or prepared to achieve.

CM: What about the other team members or the coaches, do they effect your training?

Julia: Ur, how do I word this! Ur, I mean, like if the coach..., who at the moment I don’t get on with her. I don’t know if it is me being paranoid, but they are actually totally negative towards me. Possibly because I am more unfit and they try and push it. Push the fitness aspect, and that gets me wound up.

The above discussion highlights that the Head Coach was treading a thin line between encouraging players to become fitter or, as in Julia’s case, making them resent the SSSP and FT even further. Chapter Four clearly indicated that FT was most likely to be completed if the player enjoyed the experience. As stated in Chapter Six with reference to the sport scientists, it is necessary to review how the Head Coach’s practices promoted FT as a positive experience. Observation of the more active fielding sessions that the Head Coach had introduced appeared to appeal to most players’ competitive natures, with players engaging themselves and encouraging others to do likewise. However, attendance at the Lilleshall training weekend highlighted one practice that, although seemingly historic, was received negatively by the majority of players. Despite being within the physiologist’s area of concern, the ‘early morning run’ appeared to originate from the Head Coach and physiotherapist. The following field-note extract highlights the issue.
The Scene:

7.30 a.m. on a cold and frosty Sunday morning at Lilleshall, the players gathered wearily for an early morning run to 'help to loosen and wake them up for a good day's training'. The news of the run had reached the players the night before as they relaxed after a hard day's training, and no-one seemed pleased at the prospect. As the physiotherapist cajoled the players into a pre-run stretch, the moans about the early start and the cold become interspersed with the familiar team banter and jibbing as various players began to wake up. The players had to complete two circuits of a path around the garden, approximately 1 ¼ miles.

As the run started a hierarchy immediately developed as the players set themselves up for a particular pace. This appeared to be primarily determined by usual training speed but also by the amount of effort that the individual was prepared to invest at this time in the morning. A few jolted along in silent protest of the stiffness induced by yesterday's training and the cold. The psychologist set off with the faster players, with the physiologist not far behind. The team manager ran at just slower than the average pace, keeping to her normal running speed. I hung back with the five slowest runners, partly to provide an even spread of support staff, partly as a mopping up mission, but also strategically, as I was most interested in the slower players' reactions.

Conversation at the back remained negative. 'I hate running' was a common cry, along with complaints of stiff legs and frozen body parts. As we got going I became involved in a discussion with three players. The conversation was initially dominated with reasons as to why it is inappropriate to complete fitness sessions at training weekends and unnecessary so early in the morning. The former appeared to be due to the belief that the technical skill training is the most important aspect of the weekend, and as such, the players should conserve their energy. The early morning was seen to be particularly cruel as after getting up early for work during the week, the players felt that they should be allowed a little lay-in.

The players seemed to have no qualms about discussing their displeasure and discomfort with me. I was careful not to start a conversation relating to FT myself, but asked questions once discussions had been initiated. Looking ahead, players were drawing out into three main groups with the odd player or couple in between. Where possible I looked to see where players were placed and how comfortable they looked running.

At the back, complaints of hurting lower limbs and tiredness increased as the run progressed. Twice, I slowed with the players to a walking pace, whilst another player was dropped from the group in protest that she had
to slow down. The final part of the circuit is up hill. On the first circuit, a couple of players stopped to walk at the bottom having apparently decided that they could not make it before even starting. The two other players continued, splitting the group, but stopping at various points up the hill. At this point I was left with Anne and another player. Anne told me that she rarely ran in the winter as it was too dark and cold. In addition, she stated that she did not like running and would only run if someone accompanied her. As we came to the hill for the second time, Anne decided that she was going to increase her pace and get up the hill without stopping. This encouraged the other to try, so we all ran up the hill towards their encouraging team-mates who had already finished.

As we reached the top, the players generally looked more awake, though some individuals looked more dishevelled and red-faced than others. It became apparent that Laura had continued to complete an extra lap, much to the mixed admiration and astonishment of the others. (Field-notes Extract, April 1997)

Consideration of this situation seriously questions what was achieved. Although, it did demonstrate signs of team support and, as intended, it did wake the players up, the resentment of being asked to get up so early was obvious amongst all players, whilst for those at the back, this session both epitomised and reinforced everything that they dislike about running, and clearly did not help to achieve the Enjoyment that Chapter Four promotes.

7.2.2 The Head Coach: Psychological Skills Behaviours

Three players referred to the Head Coach when discussing PS, however, none of these citations though none suggested her as a positive PS determinant. Miriam did suggest that the Head Coach’s pre-training and match discussions helped to highlight the importance of PS, however, analysis of her quote suggests that the Head Coach encouraged team cohesion and role clarification more than actual PS. Again, Ella felt that the inability of the last two Head Coaches to act as professional role models actually undermined the need for PST. Further, Kirsty noted that the quality and quantity of her mental rehearsal had been reduced, as the video facilities that helped her under a previous Head Coach’s instruction were no longer available, “I think the video thing to me is the most important thing, because if you can’t see what you are doing wrong then you can’t
visualise how to do it right...” These negative comments, again suggest the multitude of behaviors that are interpreted by the players, whilst the overall lack of comments regarding the Head Coach suggest that she did not play an instrumental role in the promotion of PS.

7.2.3 Head Coach: Integration of Sport Science into EWCT Training

Another way in which the EWCT players interpreted the importance attributed by the Head Coach and the WCA to the SSSP was the Integration of Sport Science into EWCT Training: “There has also been a sought of a split I think. The sport science has been a bit of an add-on, and not integrated into the main coaching approach” (Ella). To explain, Ella continued that no-one oversees each player’s overall cricket development as the coach, physiologist and sport psychologist work individually to encourage each player’s technical, physiological and psychological development. She suggested that, had the coach provided performance-specific feedback on each of the three aspects, it would have promoted fitness and PS development in a poignant performance-specific manner, and ensured that players used their time to develop the more required performance aspects.

Ella: Yeah, and again if it was parcelled up with the coach. If it wasn’t seen as a separate thing. But if it could be actually put with the coach and told that “Look, you are not really reaching those catches”, or “You’re fine for the first twenty overs, but then you are exhibiting signs of stiffness. And you are not running as quickly after the ball because you are taking a time to get going”, then it would hit home.

The limited sport psychology input was particularly highlighted. Indeed, both direct experience and the sport psychologist’s stated concern suggests that sport psychology did not receive any structured time beyond a 40 minute lecture slot. Most of the sport psychologist’s work is, therefore, done on an ad hoc ‘immersion approach’ basis (Bull, 1995b), where ‘teachable moments’ are optimised.

Another example of inappropriate integration and a possible sign of low importance was the failure to actually structure individual sport science consultancy time within the training day. Two players believed it inappropriate to hold individual psychology and
fitness consultations during technical training time due to their perception that it was more important to spend time on technical training. For two others who appreciated the opportunity to receive individual psychology consultations however, the failure of the Head Coach and scientist to structure consultation times caused frustration as they were aware that their absence reduced the effectiveness of technical training for the remaining players. Instead, it was felt that advance planning could allow players to leave the nets at personally suitable times, for example, after batting, whilst ensuring that the technical training situation was not hindered. A couple of players referred to the April training weekend where the net session's effectiveness, already compounded by injury, was further reduced by players seeing the sport scientists. Nets were sometimes left with only two bowlers, which not only increased their energy demands and thus fatigue effects, but also reduced their time to receive and consolidate coaching information.

Lucy: Sometimes it is difficult to leave the nets if you have two bowlers and you don't seem to find an appropriate time to go and see him, because there is so much going on and I think it would be quite useful to allocate times for people to go and see him.

CM: When would you see that happening?

Lucy: Well like at a Lilleshall weekend I think he needs to co-ordinate a bit better with (the Head Coach) and say that we cannot allow the nets to get down to two bowlers. We need to make... It was too short on the bowling side with people going out and talking about fitness and stuff. Um condense the nets. You know, have more people in so you can take people out without leaving the net short. Or you know while the others are doing fielding, or whenever, I think it would help if you knew that that was your time to go and have a natter, and you didn't feel as though you were blobbing out on anything.

Further, due to the inconvenience of having to leave the nets and the lack of scheduling, some players did not get to see the two scientists. This either meant that the player did not get to see the consultants, or alternatively that the player and sport scientist were limited to a quick chat before rushing off home.
Nine players discussed net training as an opportunity to develop PS. Eight of these employed Intentional Net Training of PS, though beyond the use of coaching points such as ‘Keep you head over the ball’ as cue words, and encouragement such as ‘Concentrate’ and ‘Come On’, this intentional use appears to be player, rather than coach-generated. Again this demonstrates a lack of integration between the sport science disciplines and technical coaching. Combining PST with technical skill practice is essential for developing PS that can transfer to the competitive environment (Williams, 1986). In addition, by not encouraging the players to utilise PS or conduct mental rehearsal within the nets, coaches fail to capitalise on the opportunity to promote the importance of PS for both technical and PS development. This position is reinforced by Helen, who noted that, although she made an effort to provide the batter with some quality of delivery, her enthusiasm has degenerated over the last few years leading her to Habitual Non Use/Training/Practice of PS in the Nets. She identified two preventative determinants in addition to the Personality Traits identified in Chapter Three. First, she found Nets Boring: “I mean I love bowling against the Australians, Indians and Kiwis. I thrive on that. But if you shove me back into a net and I am bowling for an hour and a half on end I get so bored.” Second, she was loath to invest the effort required to Intentionally Train PS as she had little success in the nets (There’s No Point, Nothing Happens For Me in the Nets): “I would be bowling no where near how I could outside, because nothing seems to happen for me in the nets.”

The remaining eight players all created situations or adopted techniques to deliberately make the most of the net situation. The coaches could use these techniques to promote PS and technical development, and to counteract Helen’s boredom and lack of motivation. Miriam and Heidi both Set Batting Goals, to prevent net sessions from being “airy fairy” (Miriam). Two players stated that their Use of Cue Words to Enhance Concentration and Confidence had become a more “structured and meaningful thing since (the psychologist) has identified it”. Following the psychologist’s encouragement to treat net training as a match, Ella overcame the Lack of Challenge by Simulating Physical Preparation and Game Demands.
Ella: And I devised a programme where you had one net which was just warming up in effect. Then go into another net where say you have got someone stood there as an umpire, you or the girls would bowl at her and they say “Right, you played that shot, run 2.” And I would be running up and down the net for 2 runs, because when you get back, I’ve got actions coming in now! But when you got back and you are stood there going (panting), because that is how you are in the middle of a game. Whereas if there is none of that all you do is like there, stroke, O.K. done that one, there stroke, next one. You are not going to get out of breath are you. But when you are in a situation live, and you’re running between wickets, and you have run a three, and the next ball you have run a two, you’re coming back and there is so much more adrenaline running through your body, your blood pressure is going up, your arms are starting to ache, you’ve got to control all that, and that comes from fitness. Your control of your mental ability comes with fitness, then you’re putting everything into practice as is would be in reality.

Similarly Ella and Miriam attempted to Simulate Psychological Pressures by trying to get on top of their net opposition: “I never want a bowler to get the better of me, because they never forget that. If I get the better of them they won’t forget that either. It is important to get on top of a bowler early” (Miriam).

7.3 Seasonal Reduction in Fitness Training.

The majority of the personal contact with the physiologist occurred during the off-season (Lack of Competitive Season Physiology Support). This, Ella suggested gave the impression that it was only important to complete FT during the winter: “This is the winter do your training, then go and play in the summer.” The EWCT training camps are rarely held in the summer and, as such, beyond the County Championships, there were no opportunities for the physiologist to see all of the players together. Nine players suggested that their FT frequency reduced during the domestic cricket season (Seasonal Reduction in Fitness Training). It is possible that the reduction in physiological support reduced FT poignancy within the players’ minds, however, three alternative reasons were put forward. First, the Commitment to Matches and Technical Training Reduced Available FT Time for five YR and Miriam the Two Meso. Main., One Meso. Occ./Sporadic player. As Miriam explained:
Miriam: The cricket season will be very difficult because I play two, sometimes three, nights a week. I play for a men’s team and I play often two matches for a ladies team. Then the chances are I will be playing on a Sunday and a Saturday, so you tell me, even with my job now... I am struggling to find time to do sprint training on top of that.

In addition to the FT frequency reduction, as detailed in Chapter Four, a victim of the reduced time of Sue, the YR, Exerciser’s was jogging her least preferred FT mode. The second two players (Helen, the One Meso. Exerciser and Julia, the Sporadic Sport/Trainer) deliberately stopped their FT during the summer, believing that the fitness benefits gained through playing were sufficient (Match Fitness is Sufficient). As Helen, suggested in her interview (14th April), her winter training was now over “and the only thing I’ll do is just continue to do my daily walk to work and play cricket.” She did highlight the potential FT barriers of working longer hours in the summer, but demonstrated her lack of concern at not completing any further cricket specific fitness work: “But there again I should have my match fitness, you see, so it doesn’t cause a problem” (Helen). Julia also highlighted her perception that as a fast bowler match play provided good fitness benefits.

Julia: I work a lot, but in the evenings I’ll be out playing a game. Like last year, I played on average about 4 games a week cricket. And like that is a lot of games for a fast bowler, you know. You are coming in bowling, and that for me is more work than what you would do in the winter in a session. So, not so much if you are possibly a bat, because obviously you are not running all the time, you’re not coming steaming in bowling full pelt, or a spin bowler. So yeah, the work will get down.

Although it is appreciated that fast bowling does require a lot of energy, her statement questions the adequacy of her winter FT sessions for providing the fitness levels required to compete effectively within her demanding playing role. This is further supported by the expressed concern of three YR players who acknowledged that their fitness levels probably decreased in the summer, with two specifically stating that the fitness benefits of playing matches did not equate to a FT session. In addition, the realisation that the loss of her winter sporting opportunities to gain fitness would have to be replaced during the summer was instrumental in Siobhan’s Change Up to a YR player. Her consideration of the consequences of a heavy match schedule on her fitness, her desire to continue FT
throughout the summer, and her following discussion with the physiologist highlighted that she was in ‘preparation’ to Change Up for the third mesocycle.

Siobhan: In the summer it tends to be... Because obviously playing cricket doesn’t take as much out of me as playing a game of say hockey or rugby, so I am actually taking the majority of my FT away through progressing from winter to summer. And I haven’t replaced that before and that’s something which I have to... Well I was talking to (the physiologist) about it and what I need to do. I had never thought about it and then you suddenly realise that by changing sport you’re taking away the majority of your training. So I will obviously have to go out and do extra things through the week.

The third determinant for seasonal FT reductions came from Laura, the fittest and most dedicated trainer in the squad. As an international footballer, Laura trained hard to uphold the expectations of her football team-mates and to ensure that she was fit enough to enjoy playing football (See Being Fitter for Sport, Chapter Three). As previously stated, Laura was appalled by the standard of fitness within cricket, and was not proud of the fact that “I am fitter during the winter for the cricket, than I am during the summer. I try and do something but, no, I wouldn’t say really that I am fit enough really for the cricket.” However, due to The Need for a Rest Period and knowing that relative to others she was ‘fit enough’, she allowed herself to FT less.

The reduction of FT during the domestic season needs to be considered by the WCA and the SSSP especially as most international matches occur in the British summer. The crux of this issue is whether a club/county game or a FT session is a more appropriate use of time and more important for the players’ overall development and preparation for international competition. Several aspects need to be considered. First, is club/county competition of a sufficiently high standard to promote the technical, psychological and physiological development required at international level? One answer to this question, is provided by seven players with reference to their Intentional Field-Use of PS, as all stated that she only used PS in the “Big games. County games. Rep games. You know, when the pressure is on and you have to concentrate, and you have got to do this, you have got to do that” (Heidi). The reasons for the decision to not use PS during low level
games included: Not (being) Sufficiently Psychologically Challenged to Implement or Train PS, “You know, the bowling won’t be brilliant. The fielding might not be brilliant. It is not a challenge” (Belinda); the Need to Include Other Players; the Friendly Ethos of Club Cricket; and the Less Ideal Preparation Circumstances, “Your preparation for the game is to sweep the changing room, and put the flags out, and you have made the teas, and there are extra obstacles to you concentrating effectively.” Although this related to PS and not fitness, it is reasonable to suggest that if the psychological demands of the game are low, and the 'sportsmanship' demands of the game are high, that fitness demands will also be minimal. However, the second issue to consider within the decision to promote FT sessions over playing in club matches is the overall development of the women’s game as many women's cricket clubs find it difficult to recruit players. Although, therefore, encouraging players to be more strategic in how they utilise their playing/FT time may lead to greater EWCT success and, consequently, promotional publicity, club cricket presently relies on the experience and dedication of the EWCT players to survive.

7.4 The Lack of High Quality Competition

Chapter Five highlighted that Helen completed no FT for two years following the 1993 World Cup. Further, a possible explanation for a Lack of Awareness of the need to Train/Practice PS was that players had experienced few high standard international matches were their PS had been challenged, or alternatively that they had managed to dismiss a situation where their PS had been challenged as it was inconsistent with their perceived Personality Trait. Since 1995, the EWCT had played India and New Zealand, and during the investigated off-season period, were preparing for a series against South Africa prior to the 1997 World Cup. The above situations suggest the importance of the WCA continuing to provide top-level competition for the EWCT to promote continued FT and to raise awareness of psychological demands. While the cost of an international series is prohibitive, arranging matches among the EWCT players, or against specifically designed women’s or comparable men’s team would be beneficial.
7.5 Implications for Fitness and Psychological Skills Behaviour Training Promotion

Chapter Five revealed the absence of a FT norm and the presence of both task and ego-FT-orientations and a negative PS behaviour norm. Review of this chapter, puts forward the WCA’s seemingly ambivalent position on the importance of fitness and psychological toughness as playing an instrumental role in the development of such inappropriate team norms and mixed goal-orientation. As indeed, many of the players have experienced difficulties in meeting the demands of the sport science disciplines, it appears that the members of the WCA, whose roots predominantly lie in experiences of traditional cricket (See Appendix A), are also experiencing problems adjusting to the changing demands of international cricket. The following discussion highlights how some of the issues raised within this chapter could be readdressed. These recommendations are displayed in Figure 7.1.

- To consider how WCA’s practices and methods of SSSP integration influence the player’s perception of PS and FT importance.
- To promote a task-orientated climate that encourages the player to assume self-responsibility.
- To educate coaches how of the existence and implementation of advanced psychological techniques.
- To consider the compulsory nature and ethos of the WCA planned fitness sessions.
- To further engage in conversation with the sport scientists to promote a realistic and acceptable policy on fitness selection criteria.
- To consider allowing the players to make an educated decision on her own fitness selection criteria.
- To promote a holistic view of the player, by reviewing her technical, fitness and psychological skills, and thus promoting development in keeping with the players personal and cricket-related goals.

Figure 7.1: Practical Recommendations for the WCA’s Promotion of FT and PS Behaviours

With regard to PS, Chapter Five highlighted that one of the main determinants leading to the perception of a negative PS team norm was the Lack of Discussion relating to the use or importance of PS among team members. This chapter’s discussion highlights that beyond general motivation and concentration encouragement from the coaches during net training, no actions or behaviours were interpreted by the players to promote PS. Interestingly though as relayed in Chapter Five, every player did believe in the
importance of PS, but few used advanced psychological techniques or trained/practiced PS. These positive beliefs, but lack of behaviour, could be seen as a direct reflection of the WCA's practices, as beyond the Head Coach's 'competitive ethos' (Lucy and Miriam) which recognises the importance of PS, there is no specific reference to, or guidance of how to, implement more appropriate and advanced PS. Further, the limited structured time afforded to psychology, and the failure of the coach to evaluate and discuss a player's performance from a psychological perspective, reinforced to some players that PS were not important. Following direct experience, it is believed that the Head Coach does endorse psychology, but has no experience herself of using advanced psychological techniques. It is thus recommended, that the sport psychologist play a more active role in educating the coaches of how to assist in the implementation of advanced PS into the net training environment.

With reference to FT, the players cited the WCA's behaviours as both positive and negative determinants. As within Chapter Six's reference to fitness tests and the early days of psychological delivery, the players' complaints of the compulsory early morning run questions whether the Head Coach's purpose is outweighed by the negative connotations that the players attach to such FT experiences. Again, even if the compulsory nature of FT sessions are maintained, every opportunity should be used to promote FT as a positive experience by introducing choice, social aspects and appropriate challenge (See Chapters Four and Six). The WCA's resistance to introduce specific fitness selection criteria appears player-oriented as it acknowledges their amateur status and reduced the 'duty requirement' criticised within Chapter Seven. However, the lack of substantial fitness improvements across the players indicates that the environment has not encouraged the player to develop their fitness as the selectors desired. Chapter Five suggested that the development of task/ego-oriented and normative behaviours are influenced by the surrounding goal climate. Again this review forwards that the mixed interpretation of the selection policy has actively encouraged both goal climates, hence providing an explanation for a mixture of task and ego-orientations across the squad, and for those who perceive that selection criteria threats will not be implemented, low motivational states. Several issues are raised here regarding the inclusion of fitness
selection criteria. First, the selectors’ failure to acknowledge the physiologist’s advice that all players could reach level 10 by engaging in 30 minutes of exercise three times a week, questions both communication pathways and the selector’s understanding of normative fitness levels and the commitment required to achieve a more acceptable standard of fitness. Second, there was no communication or agreement between the selector, the player and the physiologist, of what would constitute improvement, thus not giving the player anything specific to aim for. Although the present ‘improvement’ selection criteria alleviates the ‘have to’ concern raised within Chapter Six, it fails to provide the player with the opportunity to assume self-responsibility for her fitness development. In keeping with the recommendations from Chapter Six, therefore, it would be appropriate to employ techniques to both raise the players’ awareness and knowledge of international demands and appropriate training behaviours. This would enable the player to negotiate her PS and FT targets in keeping with her own personal and cricket-related needs.

The issue of enabling players to assume an educated self-responsibility for her own development is presently absent from the WCA’s practices. Without reinforcing the importance of fitness and psychological toughness to the players, and specifically working with the player to help her develop areas for self-development, the WCA is not helping the player to become the World Champions that she wishes to become. For example, without appreciating that a fitness session should provide greater fitness than playing in a match, and thus improve the player’s performance at an international level, the player cannot make an informed decision of how to spend a weekday night during the summer. With clearer messages and involved discussion, the player will be in stronger position to recognise her strengths and weaknesses, and to decide on how best to utilise the support available.

In summary, this chapter has introduced a new area of discussion to the sport physiology and psychology literature. Although seemingly, the WCA are supportive of the SSSP, a whole host of practices that are at odds with the need for the players to fully embrace FT and PS behaviours have been highlighted. The role of the governing body is potentially
an important one for the success of future SSSPs, recommendations as to how such sporting bodies can consider their role in the development of sporting excellence are thus provided in keeping with the players’ experiences.
Chapter Eight

Overview of the Theoretical and Applied Implications for the Promotion of the England Women’s Cricket Team

FT and PS Behaviours

Previous chapters have provided an in-depth review of the EWCT players’ personal and cricket socio-cultural FT and PS behaviour determinants. Within Chapters Three to Seven, the findings have been reviewed from a theoretical and an applied perspective leading to the provision of specific practical recommendations for the sport scientist. This chapter draws together the themes from each of these chapters and provides a theoretical explanation for the EWCT players’ FT and PS behaviours. Following this chapter’s theoretical discussion, further recommendations for future practice will be provided for applied sport scientists both collectively as a profession and as individuals. These recommendations provide a fundamental basis on which to promote the successful implementation of the more specific recommendations stated within the analysis chapters.

8.1 Theoretical Implications

With its focus on personal and cricket-related FT and PS behaviour determinants, the over-riding theme of this project has been on why the players complete such behaviours. Three general solutions are available to this question: first, because the player is personally committed to such behaviours; second, because over time she has come to appreciate that such behaviours are important for the cricketer, and as such wishes to complete the behaviours to improve her cricketing performance; and third, because she has been told, or is expected, to complete such behaviours, and so does so, despite having no additional personal reasons. These three solutions, generated throughout Chapters
Three to Seven, suggest that the amount of personal identification that the player has with FT and PS behaviours typically influences her commitment to behavioural completion. Indeed, the solutions could be depicted as ‘wanting to’, ‘accepting that having to’ and ‘having to’. As such, it seems that the contribution that the player’s perception of her fitness and psychological toughness provides to the player’s overall self-identity is key to gaining an overall understanding of her behaviour.

With the exception of Brewer, Van Raalte and Linder’s (1993) conception of Athletic Identity (AI), identity has received little attention within the sport psychology literature. However, their definition of AI as one whom “ascribes greater importance to involvement in sport/exercise (over other life areas) and is especially attuned to self-perceptions in the athletic domain” (Brewer et al., 1993, p. 238). A closer inspection of the Athletic Identity Measurement Scale (AIMS) (Brewer et al., 1993), suggests that a large commitment to playing sport, and the social associations and rewards gained through playing sport, are the over-riding components of their AI. Beyond their concern with inferiority, Brewer et al.’s stance fails to acknowledge other aspects of an athlete’s identity. More particularly, it is not acknowledged that being an athlete requires the achievement of further athlete-related identities such as being a fit and psychologically tough individual, as proposed within this project. The first contribution of this chapter, therefore, is to review the notion of multiple identities and to summarise how these identities influence FT and PS behaviour adherence.

Sparkes (1997) recently referred to postmodernist theories as an explanation of the state of crisis presently embracing the self1. This crisis, he concurs, is due to the demands of the 21st century which call upon the individual to assume an ever-changing, and ever-increasing number of, identities. He uses Giddens (1991; cited in Sparkes) to explain the self as an action system that is constantly engaged in reflective and reflexive consideration of itself in accordance with the surrounding socio-cultural environment. As

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1 It is appreciated that a huge body of postmodernist literature of the self exists. For the purposes of this project, however, discussion shall be limited to that used by Sparkes (1997)
a consequence of perceived environmental change, the self enters negotiation with the environment, until a coherent self-narrative is found. Self-equilibrium is thus achieved either through a change in self-identity or a change in narrative that excuses the self for not changing his/her identity. At this time, more than any other, therefore, the self is required to adapt, expand and demonstrate multiple competencies. Sparkes' reference to postmodernist approaches to the self concurs with one of the over-riding themes of this research project, that the introduction of sport science requires the EWCT player to review her identity and modify her concept of self as appropriate. The following section highlights three issues raised throughout the analysis: first, the EWCT players' multiple identities; second, a demonstration of whether the EWCT players have or have not internalised these new identity demands; and third, the notion that the EWCT members are facing a potential identity crisis.

8.2 The Multiple Identity of the EWCT Player

The EWCT's amateur status is central to the players' need to assume a multiplicity of identities. Although, the identity of the amateur has received considerable attention within the sport history literature, a review of the identity issues facing today's sporting amateur is sparse. Therefore, although this research project is not pretending to be sociologically-oriented, this chapter will tentatively and briefly introduce a line of sociological inquiry.

The players' amateur status means that each are subject to the drastic changes in the women's role that has occurred throughout their lifetimes. With the exception of one University student and one part-time worker, all of the players worked full-time to financially support themselves, with ten players paying for lodgings or mortgages (See Table 8.1). Several players have chosen to delay or forego entry into a career to ensure that her job provides the flexibility needed to take substantial periods off work to attend

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2 It is appreciated that a huge body of literature exists on women's changing identity, however, this area is not seen to be a central theme of this project, so will not be discussed in further detail.
international cricket tours. These players have, therefore, afforded a greater role to their cricket than occupational identity. Others have career-based occupations or jobs with high responsibility which, in addition to cricket, would be expected to form a significant part of the player's identity. As highlighted in Appendix D, Lorraine and Belinda's recent increase in work responsibility induced FT relapse as their priorities changed.

Table 8.1: Player Occupations and Home-Owner Status

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Home Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank Clerk</td>
<td>Parents. Looking to buy</td>
</tr>
<tr>
<td>Leisure Attendant (long hours, shift work)</td>
<td>Parents</td>
</tr>
<tr>
<td>Student</td>
<td>Lodgings/Parents</td>
</tr>
<tr>
<td>Deputy Manager of a Book-keepers</td>
<td>Home Owner</td>
</tr>
<tr>
<td>Office Clerk (part-time)</td>
<td>Home Owner</td>
</tr>
<tr>
<td>Police Officer (shift work)</td>
<td>Home Owner</td>
</tr>
<tr>
<td>Director of a Sporting Governing Body</td>
<td>Home Owner</td>
</tr>
<tr>
<td>Designer</td>
<td>Parents. Looking to buy</td>
</tr>
<tr>
<td>Post Office Worker (shift work)</td>
<td>Home Owner</td>
</tr>
<tr>
<td>P.E. Teacher</td>
<td>Lodgings</td>
</tr>
<tr>
<td>Factory Assembly (long shifts, four days on/off)</td>
<td>Lodgings</td>
</tr>
<tr>
<td>Researcher (self-employed)</td>
<td>Home Owner</td>
</tr>
<tr>
<td>Area Manager</td>
<td>Home Owner</td>
</tr>
<tr>
<td>Office Clerk</td>
<td>Lodgings</td>
</tr>
<tr>
<td>Corporate Marketing</td>
<td>Home Owner</td>
</tr>
</tbody>
</table>

In addition to work and financially-related roles, although none had children, all of the players possessed social identities such as partner, daughter and friend. Throughout the SSSP, as you would expect with young women, all players had experienced changes in these identities. At the time of interview, Anne and Sue had each recently reached a more-committed stage within their relationships leading to the need to readdress the personal life/relationship balance, and to consider the upcoming financial pressures that come with the thoughts of home-ownership. On top of these 'life' identity demands, all players possess a cricket-related identity and, as such, are required to meet the demands of domestic and national competition and technical training. However, in recent years, the socially-derived cricket identity has started to change.
It is at this juncture that the potential identity crisis emerges. Sparkes' (1997, p. 86) postmodernist view of the self, that the "Self can not disappear but identities can and do", provides a framework (sketched here) for understanding the recent changes in the traditional cricket identity, and thus the demand for identity change that is being placed on the cricketers. As indicated in Appendix A, the traditional successful cricketer identity of the past required the portrayal of effortless capacity, where training was perceived as unfair play (Holt, 1989). The introduction of paid professionals ('players') and influential 'gentlemen' such as W.G. Grace, gradually led to the demise of the 'gentleman' tradition, but the infiltration of sport science into the international cricketing arena over the last ten years has encouraged cricket into a new dimension. As indicated within Chapter Five and Six, since some of the players' international careers clearly predate the introduction of sport science into the women's game, it is reasonable to suggest that the change has occurred at a much more rapid rate than previous changes in the cricketer's identity. Within the women's game, the introduction of the SSSP coincided with this change; however, the momentum for change gathered pace following the EWCT's poor performance against India in 1995. When the high expectations following the 1993 World Cup success were not met, the need to raise the standard of performance and the focus of the SSSP was paramount. Within the year prior to, and the year of, this investigation, therefore, the sport scientists (and the WCA) were requesting players to assume two new cricketer identities, the 'athletic cricketer' and the 'psychologically tough cricketer', which combine to create the 'internationally-competitive cricketer'. The aim of sport science, in its quest to turn cricketers into multiple-identitied internationally-competitive cricketers, is to help these amateur players to assume those identities associated with professional sport. This quest was in places very overt; for example, a sport psychologist-led squad workshop was termed 'Promoting Professionalism', and specifically asked the players to identify what they needed to do to increase their professional approach.
8.3 The EWCT Players' Internalisation of Sport Science-Related Cricket Identities

This research has revealed a host of determinants that have led to the promotion, maintenance and prevention of FT and PS behaviours. By reviewing these determinants in line with what is known of the players FT and PS behaviours, it is possible to decipher whether each player has assumed these new athletic and psychologically tough cricketer identities and which determinants helped or hindered this change. The initial discussion will relate to the players' FT behaviours and thus whether they have assumed an athletic cricketer identity.

8.3.1 Fit Cricketer Identities

Sport Commitment Continuum
Non-Cricketer/Sportswoman  Cricketer/Sportswoman

Fitness Training Commitment Continuum
No-FT Identity  Active  Athletic

Figure 8.1 The Interactive Sport and FT Commitment Continuums

Two cricket-identity continuums, sport commitment and FT commitment, were identified across the sampled EWCT players as displayed in Figure 8.1. First, the Cricketer and the Sportswoman identities relay the player's sport commitment. For both, sport plays an important role in the player's identity, however, cricket is the sole or dominant sport within the Cricketer identity, whilst the Sportswoman actively engages in a variety of sports. For the Sportswoman, regardless of the competitive levels achieved at each sport, she enjoys the competitive opportunities, social engagement and opportunity to demonstrate physical competence within other sports, and are no more likely to stop
competing in other sports than in cricket. All of the players are weighted highly on the sport commitment dimension. The FT commitment dimension reflects initially that no FT-identity is apparent, and then progresses along a continuum through the Active and the Athlete, in accordance with the ACSM (1990, 1998) guideline recommendations (See Chapter Two). These combined to provide five role-identities that represented the studied EWCT players. These were the Cricketer, the Active Cricketer, the Athletic Cricketer, the Sportswoman and the Athletic Sportswoman. The following discussion reviews the determinant-led basis of these identities and how they influence behaviour.

8.3.1.1 The Cricketer / Sportswoman

Jo and Anne, the Sporadic Exerciser and Sporadic Sport/Exerciser, possessed the Cricketer role-identity, whilst Julia, the Sporadic Sport/Trainer, possessed a Sportswoman identity. Sport commitment was important to all three of these players, but few positive FT determinants were cited. Along with each of these players’ low CF of FTB categorisation, this suggests the absence of, or a low, FT identity. With the exception of Julia’s Fitter For Sport determinant, no other Personal determinants or goals were cited. None of these three players had a FT or a high level of competitive sport history, with Anne and Julia each citing her shock at the perceived need to complete FT when first entering the squad. Although both set out to do more, neither maintained her initial FT increase. Anne and Jo did not enjoy exercise, whilst Julia preferred to FT through playing sport. All highlighted Global Time and Fatigue FT Barriers (See Appendix D), with Anne and Jo needing social support. With reference to cricket-related determinants, Julia was the only one to state The Importance of Fitness for Cricket Performance (although she resented the fitness aspects at EWCT training). Beyond this, For Selection (Jo and Anne) and Pre-Fitness Test (Julia), no other promotional cricket-related determinant was cited, whilst their FT goals appeared to relate solely to these determinants.

Two further interesting identity issues were raised by the Cricketers. First, Jo and Anne both dismissed the Importance of Fitness for Cricket Performance on the basis that they
were spin-bowlers (See Chapter Five). It appears, therefore, that the spin-bowler narrative plays (for them) an important role in dismissing the sport scientist’s demand for increased FT, as fitness does not apply to them in the way that it does for other performance roles. Second, Jo’s social physique anxiety prevented her from FT in public, which in turn, prevented the likelihood of achieving a FT identity. As Sparkes (1997) noted, people do not all have equal access to opportunities to change self-narratives. In the West’s body-obsessed culture, Jo does not perceive that she possesses the required identity to enter the FT environment.

8.3.1.2 The Active Cricketer

Helen was the only player to represent the Active Cricketer identity; however, other players are positioned on the continuum between Active and Athletic. Helen cited no Personal FT determinants beyond noting that jogging woke her up in the morning. She did, however, provide numerous cricket-related determinants suggesting that she held a higher position on the FT commitment dimension than the Cricketer/Sportswoman identities. Thus despite her low FT History and initial horror at the SSSP’s introduction, Helen has to an extent internalised FT for cricket purposes. Although she cites the Importance of Fitness for Cricket Performance, her commitment and perception of FT-effort is questionable in comparison to others; and she primarily considers her active lifestyle and match play for the maintenance of a reasonable fitness level. Most of her cricket-related motives are duty-orientated. This includes FT out of Her Commitment to Her Team-mates and England, to look like she is working within the Fitness Tests and for the completion of her Training Diary. Helen clearly does not enjoy the fitness tests or diary completion, however, it appears that she has come to accept that their completion are a necessary evil. This duty bound internalisation of the need to FT are heavily tied to Helen’s pride and dedication as the England Captain.

8.3.1.3 The Athletic Cricketer / Sportswoman

All of the remaining players lie between Active and Athletic on the FT-commitment continuum. Typically, as the players progressed through to the athletic half of the
continuum, from two to three mesocycles, the more Personal determinants such as enjoyment and physical and psychological benefits were cited, and the greater engagement in mastery-related FT behaviours. Similarly, those with an athletic identity cited Importance of Fitness for Cricket Performance for both personal and the team’s performance, and appeared to possess high FT-effort. For some of these players, the personal determinants outweighed the cricket/sport related determinants, suggesting that FT has an important role in their identities. Most, therefore, fitness trained because they ‘wanted to’ for both personal and sport-related reasons and not because of duty orientations. Most of these players did, however, mention determinants that reduced their FT desire, though typically only in certain circumstances and on a temporary basis. For example, FT Preferences were typically only completed when the sense of duty become overpowering. Similarly, for some players, Fitness Tests, Training Diaries and general squad telling off induced more externally controlled forms of motivation with differing effects.

8.3.2 The Psychologically Tough Cricketer Identity

The issues relating to the development of the Psychologically Tough Cricketer identity appears at first glance to be less complex. With the exception of Belinda, no personal benefits of PS behaviours were cited; all of the emphasis, therefore, rests on cricket-related determinants. With this in mind, all cricketers believed in the importance of Psychological Toughness for Optimal Cricket Performance and completed the PS behaviours that she believed necessary. In addition, since the removal of Written Analysis and Group Discussion, there was no pressure or duty obligation to engage in sport psychology beyond attendance at workshop based sessions, although typically, within this, a player could chose not to become actively involved if she so wished. Further, with no monitoring system in operation, there was no disgrace if PS behaviours had not occurred. All PS behaviours were, therefore, completed because the player wanted to, for instance, because she wanted to improve a specific weakness.
Although this describes the existence of a present status quo between the players' perceived needs, the EWCT requirements and the players' PS behaviours, several identity-relevant issues were highlighted. First, two players suggested that if they were to structure their Purposeful Unstructured Home-Based PST, as indeed the sport psychologist would recommend to promote the achievement of the Psychologically Tough Cricketer Identity, the connotations of work would reduce their enjoyment of such activities. Further, these players continued to suggest that it was inappropriate to change PST into work due to her amateur status. As stated within Chapter Three, however, if the sport scientists are to help their squad members achieve a Psychologically Tough Cricketer identity, it is going to be necessary to challenge the players' present personal perception of Personality Traits and the identified disparity of PS strength across PS and roles. This, it appears, is required if the player is going to choose to complete the Habitual Use/Training/Practice of PS that is currently not completed by any squad member. This would, in turn, place another identity demand of the amateur players.

8.4 Potential Crisis

Due to the EWCT's amateur status, the players are particularly vulnerable to identity conflict and pressure, as the increase in the demands of professionalism requires players to assume more, and in some cases unfamiliar, identities. As the above discussion highlights, change to the Athletic and Psychologically Tough Cricketer identity has already been limited, or resisted by certain players. Yet Chapters Six and Seven show that the SSSP and the WCA are clearly paving the way for greater expectations of professionalism: for example, although the WCA have resisted specific fitness level criteria, the improvement requirement does imply that players should be spending time FT. This, over time, is likely to lead to the expectation of further improvement. In addition, the physiologist was keen to set fitness level standards. Direct experience also highlighted the sport scientists' disquiet at players' smoking and drinking, with the physiologist actively trying to encourage one player to give up. In addition, there were the early rumblings of a debate as to whether players should stop playing other sports and commit solely to cricket. This move was seen by the WCA to promote winter training
availability and to reduce the attainment of injuries that, in turn, prevent cricket training. It is proposed that these expectations of professionalism would have severe implications for those with a 'sportswoman' identity. In turn, as highlighted in Chapter Four, banning players from participating in other sport environments could also prevent access to enjoyable FT environments. In short, placing increased pressure on the EWCT players to assume greater levels of professionalism, whilst not addressing their amateur status, is pushing the EWCT players further towards an crisis of identity.

8.5 The Need to Promote Internalisation

It is important to review the medium through which the data is best understood. Typically, this would be data-driven. However, in the final months of writing up, Deci and Ryan’s (1991) Self-Determination Theory (SDT) suggested itself, as it appeared to provide an appropriate theoretical underpinning to explain the three solutions to the identified behavioural patterns presented at the start of this chapter; ‘wanting to’, ‘accepting that having to’ and ‘having to’. As such, it is worth describing this theory briefly.

Deci and Ryan’s (1991) Self-Determination Theory (SDT) revolutionised the dichotomous perception of intrinsic and extrinsic motivation forwarded within Cognitive Evaluation Theory (Deci, 1975) by proposing a continuum of four extrinsically regulated behavioural categories prior to the attainment of intrinsic motivation. Each of these categories represents the extent to which the individual has internalised an extrinsically motivated behaviour, and thus have met the psychological needs of competence, autonomy and relatedness associated with intrinsic motivation (See Figure 8.2). Deci and Ryan’s (1991) SDT has received increasing attention within the exercise psychology literature over recent years, but has yet to be considered as an explanation of FT and PS behaviours among sports performers.
In Section 8.2.1 above, it was demonstrated that the EWCT player’s identity, and consequential FT and PS behaviours, were a reflection of her personal and cricket-related behavioural determinants, with those with more personal determinants being more likely to engage in the behaviours. Deci and Ryan’s (1991) five categories also suggest that behaviour is promoted through relative combinations of external and internal determinants. Specifically, external motivation implies that behaviour is purely completed for external reasons. This category seems appropriate to Anne and Jo, the two Cricketers. Further along the continuum, introjected regulation refers to those determinants that were initially completed for external reasons, but have since become internalised or perceived by the individual as personally important. Helen’s acceptance of fitness training and the need for fitness tests is appropriate to introjected regulation. Identified regulation refers to those whose behavioural completion is a marker of their personal values: this category marks the threshold of autonomy (Whitehead, 1993) where the player completes the behaviour because she wants to. Chapters Three and Four highlighted that it was those players within the top two CF of FTB categories who value

<table>
<thead>
<tr>
<th>Extrinsic Motivation</th>
<th>Capacity-ability beliefs</th>
<th>Strategy Beliefs</th>
<th>Capacity-Effort beliefs</th>
<th>Helplessness Beliefs</th>
<th>Intrinsic Motivation</th>
</tr>
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<tr>
<td>Amotivation</td>
<td>External Regulation</td>
<td>Introjected Regulation</td>
<td>Identified Regulation</td>
<td>Integrated Regulation</td>
<td>To know</td>
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<td></td>
<td>To accomplish</td>
<td>To Experience</td>
<td>Stimulation</td>
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the personal benefits and enjoyment of FT who completed the most FT. The final external motivation category is integrated regulation where the player perceives such behaviours to form an important sense of self. Again it has been shown that the YR players/athletic cricketers have internalised FT into their identities, predominantly because of their established Exercise History, and the desire to maintain a fit and lively image. The last category, intrinsic motivation, is reserved for those behaviours that are purely completed for enjoyment. Chapter Four clearly demonstrated that Laura, Sue and Heidi all reported experiencing flow and paratelic enjoyment states which would be akin to Deci and Ryan’s intrinsic motivation.

A similar application of Deci and Ryan (1991) is possible for the PS behaviours, although in the present climate where there is no pressure for players to perform PS behaviours, all of the behaviours are either under identified regulation or completed for purely intrinsic motives. For example, only Belinda used PST for personal benefit, however all other behaviours were completed on the basis that the player thought them to be important, and thus a valued part of her cricketing performance. Thus despite the majority of the players initial resistance to sport psychology techniques, they have come to appreciate, and internalise the need to engage in PS behaviours. With reference to intrinsic motivation, Chapter Four highlighted that players completed Purposeful Structured/Unstructured forms of PST, particularly positive imagery, purely for enjoyment. For example, Miriam enjoyed thinking about her cricket whilst she relaxed in the bath.

Throughout Chapters Five to Seven however, various determinants were cited that increased the ‘have to’ aspect of FT and PST for those who were already personally motivated. This was highlighted by Belinda’s resentment of being told off, and Miriam’s resistance to structuring her PST. This demonstrates that an individual’s self-motivation can be hampered by unwelcome external influences. This concurs with Vallerand and Fortier’s (1998) summary, that the effects of intrinsic and extrinsic motivation can be either additive, where the amounts of intrinsic and extrinsic combine to produce more motivation, or interactive, where an increase in one has a reductive effect on the other. This, they continue, depends on the type of extrinsic motivation experienced with self-
determined extrinsic motives having an additive effect on intrinsic motivation, whilst non-self-determined displays an interactive relationship with intrinsic motivation. It can, therefore, be seen that these extra external pressures are non-self-determined, thus leading to a reduction in personal motivation. More severely, therefore, external pressure can have further negative effects when the individual is in an initial state of amotivation, as for example, the compulsory nature of the psychology sessions and fitness tests caused further resentment in the early days of the SSSP.

It is through the consideration of Deci and Ryan's (1991) SDT and the additive/interactive effect of self-determined/non-self-determined forms of extrinsic motivation on an individual's motivational profile (Vallerand & Fortier's, 1998) that the relevance of the SDT to the EWCT players was realised. Clearly, from the detailed analysis within Chapters Five to Seven and this chapter's review, FT and PS behaviours are promoted when an individual is intrinsically motivated to perform the behaviours, and when non-self-determined forms of control are kept to a minimum. The remainder of this chapter uses the issues raised throughout this project to put forward recommendations as to how to promote the development of intrinsically motivated players, who have internalised the need to perform FT and PS behaviours.

8.6 Applied Implications

One aspect of this research, described so far, related specifically to the sport science needs of the EWCT. But it was always seen in part a consideration of the nature and role of the sport scientist. Therefore, the remainder of this chapter aims to stimulate debate among sport science professionals as to the evaluation and development of consultancy practices. It is appreciated that considerable variation exists among practitioners in both their consultancy situation and techniques and, as such, the recommendation to consider all of the issues raised are not reflective of all practices. However, the discussion here is driven by the findings of this research project, personal and shared experiences of delivering sport science to national and professional sporting bodies, and scrutiny of the
exercise and health psychology literature which has reached a more advanced state in the 
behavioural promotion debate.

During an informal discussion, the WCA’s sport psychologist stated that his consultancy 
experiences and PST adherence research had led him to conclude that player self- 
motivation was the prime determinant of PST adherence. Similarly, throughout direct 
experience, the physiologist provided many examples of her despair at some squad 
members’ lethargy. These included her dismay at the lack of fitness test improvement, 
hers lack of patience when constantly repeating herself to certain players throughout her 
one-to-one sessions, and her annoyance at the low FT diary return rate. On many 
ocasions she queried her success. Within her formal interview, the physiologist noted 
that her role was to prescribe an appropriate FT programme, whilst the players were 
responsible for completing it.

Physiologist: My role is not to be Mr Motivator. My role is to do fitness 
testing and to suggest or give them their training and its up to them to do 
it. And that is basically what we have said to the WCA. If you want a Mr 
Motivator then you are with the wrong people, because that is not my role 
though I do try and fulfil that when I can.

Although both of the WCA sport scientists are frustrated by time and individual access 
limitations, and have both implemented change as a result of delivery-reflection, it is 
apparent from their comments and actions that both believe that the responsibility for low 
training adherence lies predominantly with players. This research has demonstrated, 
however, that training adherence responsibility lies beyond the individual at one point in 
time and beyond issues related only to personal control. Instead, it has been highlighted 
that the individual’s training adherence occurs as a consequence of reciprocal 
determinism, through her history and everyday interactions within the personal, non- 
cricket, and sport/cricket socio-cultural environments. In particular, the last sphere of 
influence (the cricket socio-cultural environment comprising the SSSP and WCA) are, to 
an extent, under the control of the sport scientists themselves.
With the identification of the multi-faceted world that influences player training adherence, the sport scientists’ citations of individual player responsibility raises a concern similar to that presently generated within the exercise and health psychology literature of their present practices. For example, Biddle and Mutrie (2001, p. 50) highlighted...

potential problems with health messages that consistently encourage personal control as the only way of changing behaviour. ... Some have argued that a greater emphasis should be placed on social determinants of health and some accuse those who have over-emphasised the need for personal control of adopting the victim blaming approach.

Overemphasis on personal control and responsibility, therefore, puts the spotlight on the individual, whilst hiding the greater economic and social influences.

Kimiecik and Lawson (1996) provide an insightful view of present practices within the health profession and reveal the underlying tenets of victim blaming. Drawing parallels between these and the WCA sport scientists’ practices provides an exciting opportunity to review present, and to consider alternative, approaches to sport science delivery. Just as the WCA sport scientists recognised their limited success in promoting FT and PS behaviours among the EWCT, Kimiecik and Lawson (1990, p. 103) noted a lack of progress achieved towards America’s Healthy People 2000 goal of “enhanced health for all Americans”, particularly among those of lower socio-economic categories. While acknowledging diversity in health practice, Kimiecik and Lawson also recognised commonalities, in that approaches typically corresponded to what they termed Human Capital Models (HCM). A review of the HCM’s six primary tenets, and how they determine practice, can make apparent parallels between the health and applied sport science professions. Three tenets are particularly pertinent. First, Kimiecik and Lawson suggest HCM compartmentalise health into physical, emotional, social and intellectual. Likewise, many WCA players claimed a lack of integration between the sport science and technical disciplines, which, in turn, prevented the player from being reviewed as an overall cricketer. Second, Kimiecik and Lawson urge that viewing health as a personal problem leads the professional to blame the individual for his/her unhealthy state, which
consequently leads to the unhealthy person being labelled and treated accordingly. Chapters Five and Six provided evidence of both the fitter players and the physiologist labelling the less fit players as being deficient, selfish and irresponsible. However, conveying such feelings may serve only to reinforce the external pressure to conform and the individual’s perceived lack of personal control. This second tenet also puts forward the practitioner as the expert and the individual as one with deficits who must, therefore, comply with the practitioner’s prescription to rectify their problem. It is clear from the physiologist’s Mr Motivator quote above, and previously cited examples, that she perceives her role to be that of the expert prescriber and that it is the individual’s responsibility to comply. Similarly, the psychologist’s statement that players’ lack self-motivation to complete PST suggests his perception that the players do not accept responsibility for their own development by heeding his advice and prescription.

The HCM’s third tenet, that “all individuals have equal access to health or health programmes ignores evidence of unequal health across race, gender and socio-economic groups” (Kimiecik & Lawson, 1996, p. 106). This tenet is more difficult to appreciate from the sport scientist’s perspective. As reviewed within Appendix D, all players do have access to training programmes and facilitative conditions, and it is only the player’s perception and personal preference that reduces accessibility. However, when the players’ histories are considered (See Chapter Three), we can appreciate how players have different understandings of the SSSP (Chapter Five), the training and playing experience, and of their training needs. When these different understandings are considered, it is easier to grasp how players process the prescribed information differently. Thus, taking the players’ perspectives, into account suggests that the SSSP is not delivered in a way that is equally accessible to all players.

It would be inappropriate to suggest that the SSSP has had no success, but the parallels drawn between Kimiecik and Lawson’s (1996) HCM and the holistic view of the SSSP determinants portrayed within this project, do lead, as Kimiecik and Lawson were led, to the review of other approaches to promoting training adherence. Although it is still in need of elaboration and synthesis, Kimiecik and Lawson proposed a Human
Development-Potential Perspective (HDPP). First, in contrast to the HCM's problem focus, the HDPP encourages the identification and development of strengths, hopes and dreams. (For example, Jo's dream, to continue to play for England as long as Lorraine, has led her to contemplate whether increasing her FT would enable her to counteract ageing effects). Second, as Kimiecik and Lawson (1996) note, this shifts the professional-client relationship away from the powerful professional's examination of the individual’s troubles and provides a collaborative partnership where the professional assists the individual towards empowerment. Such a power-sharing partnership which views the individual as expert in his/her own attitudes, beliefs, needs and barriers, in turn, promotes the individual's own decision-making and problem-solving in relation to his/her own change goals and strategies. These two tenets lead to a third: that training programmes need to be individually tailored to suit the particular individual and his/her targets and context. The fourth tenet extends beyond the individual approach and recognises "that behaviour is likely due to multi-cause, multi-effect relations among persons, culture, and physical environments. Hence it makes little sense to continue to offer person-oriented programmes without taking into consideration their ecological contexts and cultures and how they influence behaviour" (Kimiecik & Lawson, 1996, p. 115).

This research project's findings can be considered in light of the HDPP's proposed tenets (Kimiecik & Lawson, 1996), as well as techniques currently gaining credence within the health and exercise psychology literature. This will, in turn, form the basis for discussion as to how the sport science disciplines could develop their support services to promote individual internalisation and empowerment and a task-oriented EWCT training environment. Further, if sport science is to achieve the success and consequential credibility that can be gained through the implementation of these training programmes the sport scientist needs to assume responsibility for the delivery of their knowledge and expertise and see themselves as the epicentre of change. This research project highlights that it would be naïve to continue to deliver training programmes without considering the dynamic reciprocal interaction that exists between the athlete and his/her context. Further, it is proposed that sport science needs to consider the implementation of multifaceted interventions. King (1991) advocated the need for a four-tiered approach to
exercise promotion aiming at the individual, community leaders, communities and organisations, and policies and the environmental infrastructure. Although the importance of King's fourth tier is recognised, it is perceived to be beyond the immediate control of the sport scientist. However, this research project has identified a parallel three-tier system: first, the sport scientist's interaction with the National Governing Body (the WCA); second, the sport scientist's provision of sport science support; and third, the sport scientist's interaction with the individual player. In line with this research project's findings, how the sport scientist can effect change within each of these tiers will now be considered.

8.6.1 Consideration of the Sport Scientist's Interaction with the National Governing Body: The WCA.

This research project has raised three potential areas where sport science, both as a profession and through individual scientists, needs to take greater responsibility for its interaction with sporting governing bodies such as the WCA.

8.6.1.1 Consideration of Contract Negotiation

First, it is recommended that sport scientists collectively as a profession develop guidelines for initial contract negotiation with the aim of ensuring that expectations correspond to the contract time awarded. Sport psychology commonly denounces the 'band-aid approach' that draws a parallel between the instant fixing of a wound by applying a plaster with the one-off consultation to solve a crisis. Instead, it is widely accepted within applied circles that sport psychologists should negotiate long-term contracts, which reflect that time is required for the education and development of PS. The 1993 increase in the WCA SSSP contract to ten days of psychological support and the introduction of a half-time physiologist/project assistant reflected this acknowledgement. However, as acknowledged within Chapters Six and Seven, the sport scientists were still frustrated by the lack of time, and lack of appropriate time, that they had with the EWCT players both individually and as a squad: this, they suggested, reduced the effectiveness of their work. Although the sport science profession is
increasingly acknowledging the difficulty in selling its expertise to athletes, this project has highlighted a more detailed picture of the obstacles that need to be overcome for successful adherence to training programmes, including changing player's level of awareness. In addition to the previously acknowledged need for education, Chapter Three and this chapter highlight that sport scientists often have to counteract the player's history and aspects of self-concept prior to achieving Receptivity to PS and FT behaviour change. This suggests that even more contracted time than previously acknowledged is required.

Sporting bodies, be they publicly or commercially funded, demand value for money and expect positive and quick results. Eight years on, the World Class Performance Plans, the successor of the SSSPs, typically offer ten, twenty or forty day per year sport science contracts which includes preparation, administration and meeting attendance time. Thus, despite the involvement of the English Institute of Sport and various sport science units in the development of such plans, and the employment of BASES accredited sport scientists, it appears that unacceptable contracts are still being offered and accepted. Sport science has, therefore, become caught in a catch 22 situation as citing realistic expectations for time and cost may result in failure to gain a contract, but the failure to contest and then meet a sporting bodies unrealistic expectations will at best discredit the particular sport scientist, and at worst discredit the profession. It is, therefore, essential both to promote the success of programmes and the achievement of professional credibility that sport science enters a professional debate to specifically determine realistic contract duration/outcome expectations. This will not only provide guidance to practitioners but, through communication with sporting and funding bodies, will encourage longer, more realistic contracts and provide a realistic basis of expectation from accredited consultants.

8.6.1.2 Negotiation of Suitable Working Conditions

The recommendation for the second sport science/sporting body interaction, is the need for the sport scientist to assume responsibility in the negotiation of suitable working
conditions and again to communicate the results that can be expected from such circumstances. The research here has indicated that through predominantly squad-based communications, immersion and limited individual contact, the sport psychologist has assisted most players to achieve Receptivity and the Intentional Field-Use of certain PS. However, the desired Habitual Field/Nets/Home-Based, Use/Training/Structured Practice has typically not occurred. Similarly, the physiologist has had limited success in the promotion of FT to players with a low Exercise History, FT-Identity and certain FT Preferences: that is (roughly) with those most in the need of the help, despite a relatively good contact opportunity, good Interpersonal Skills and her capacity to Meet Individual Needs. More specific examples of how sport science can be better integrated into an EWCT training session are provided in Chapter Seven.

8.6.1.3 Negotiating a Supportive Working Relationship with the Governing Body

Chapter Seven highlighted that the EWCT players interpreted the policies and actions of the WCA members as both positive and negative FT and PS behaviour determinants. The third way in which the sport scientist can promote FT and PS behaviours is, therefore, within the sporting body itself, in this case the WCA. Detailed scrutiny of the players' needs and commitment are standard assessment practice within sport science and delivery models (e.g., Thomas, 1990): however, initial investigation of the sporting body is not commonplace.

Discussion of the need to consider the sporting organisation in the promotion of sport science skills has occurred in different guises within the sport psychology literature. For example, as a marketing ploy, Myers (1997, p. 467) recommended gaining "educational contacts with athletes, coaches and administrators months, if not years, ahead to build awareness of our services and skills." Neff (1990) alternatively considered the need for the consultant's personality to fit in with the culture of the sporting body, whilst Gould et al. (1990) taught coaches how to integrate PS within their coaching with positive consequences for technical and psychological skill acquisition. The need to meet these recommendations are not debated, indeed, Chapter Seven's recommendations are similar
to these. However, the third recommendation for sport science’s interaction with the WCA is for the sporting body to promote a consistent, coherent message of the importance of FT and PS behaviours for optimal performance and for the development of a task-oriented climate that encourages the internalisation of such behaviours. As with the players, it is often a lack of awareness rather than intent that prevent selectors and coaches from promoting these conditions. However, the importance of their support for the success of the sport science programme should be highlighted to the sporting body (such as the WCA) by emphasising how the player’s interpretation of their practices influence the importance that she attaches to fitness and psychological toughness and, in turn, her FT and PS behaviours. Efforts should be made to develop open communication between the sport scientists and all members of the sporting body who impact on the EWCT players’ training environment. Members should be encouraged to reflect on their perceptions of the need for sport science skills and to review their practices from the player perspective to determine the nature of their effect. This should lead to the development of a player-friendly environment, where practices are designed to encourage player internalisation and not exclusion or disdain. By initiating such communication channels, the developed relationship between the sport scientist and the sporting body members will promote continued consideration of practices and a forum in which future discussion can occur.

8.6.2 Consideration of the Sport Scientist’s Provision of Sport Science.

As a collective unit, sport scientists do continuously engage in critical analysis of their traditional and newly adopted consultancy practices, to ensure that they are providing the most effective service possible to their clients. Simultaneously, they should continue to actively seek more suitable and effective alternatives. Three main implications are specifically proposed for the sport science profession to optimise these reflections and appropriate changes. These will now be discussed in turn.
8.6.2.1 Review Sport Science Practices from the Player's Perspective

Chapter One of this project clarified the need for sport psychology research to grant greater credence to the individual athlete's viewpoint. This led to the adoption of an interpretive research philosophy and various investigative methods to determine my own perspective which, in turn, aimed to promote my ability to understand the EWCT players' view. This quest was partly driven by the desire to remain true to my chosen interpretivist framework, but was also motivated by a view of the importance of naturalistic data. It is only through recent deliberation on the findings of this project however that it has become clear that the most fundamental implication for appropriate sport science delivery is that sport scientists complete a similar form of reflection and allow themselves to see the sport science experience from the player's perspective. Reflective practice is the latest buzz-tool within the British Association of Sport and Exercise Sciences (BASES), reflected by a recent BASES Reflective Practice Workshop and the need for those seeking BASES supervised experience, accreditation or reaccreditation to provide reflective accounts of their work. Although such accounts can include reflection of delivery philosophy, such reflections are still grounded within the sport scientists' perspective. Instead, sport scientists should be considering his/her delivery from the athletes' perspective and not what the sport scientist takes to be that perspective. As demonstrated within this project, seeing practices through the player's eyes should lead sport scientists to question whether s/he is the expert and whether what sport scientists do is actually what is best for the athlete and not just an uncritical adherence to what has always been done in the past. We should, therefore, be questioning not only how our interpersonal and tangible techniques are conducted, but why, and what techniques are appropriate for the specific contextualised individual. Sport scientists need to appreciate that people compete in sports for many reasons and should no longer assume that an athlete automatically values or accepts sport science support just because s/he is talented within their chosen physical domain. We should, therefore, consider the athletes' present cognitive and behavioural status and take that as

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the starting point, rather than automatically assuming what sport science has traditionally viewed as appropriate. Further, to enable the athlete to take the most appropriate path for his/her personal goals, sport scientists have to let go of immediate control and standards, giving athletes the time, support and autonomy to make his/her own decisions and thus internalise his/her training behaviours.

8.6.2.2 Review of the Sport Scientist’s Consultancy Role

The adoption of the athlete’s perspective requires a change in the sport scientists’ role. Personal experience and communication with other sport scientists suggests that the WCA physiologist’s eagerness to be seen as the expert prescriber and not the motivator is not rare among sport scientists. The physiologist’s reference to Mr Motivator implies a keenness to distinguish herself from the popular TV motivator image, where the motivator jumps around enthusiastically in a yellow tracksuit or whoops incessantly to whip his/her class into an enthusiastic frenzy throughout the instruction period. Although these motivational practices are appropriate within their setting, the sport scientist sees him/herself as a highly trained professional who has more to offer in terms of theoretical knowledge and practical expertise. However, the acknowledgement within this research project that a player’s training experience and behaviour are determined by his/her perceptions of control, and the consideration raised by Kimiecik and Lawson’s (1996) Human Capital Model, requires the sport scientist to review his/her expert prescriber role. Indeed, this research project suggests that the sport scientist’s main role, and indeed future challenge, is to become the ultimate Mr Motivator that will enable a player to internalise the need for PS and FT, and thus adopt and adhere to training programmes for internalised reasons. Sport scientists should, therefore, continue to set themselves apart from the ‘bouncing and whooping’ brigade by reflecting on their practices and utilising the increasing knowledge within the sport and exercise training adherence literature to provide more specific assistance. Ironically, the sport scientist needs to put the support back into sport science support.
8.6.2.3 Review of the Sport Sciences’ Uni-disciplinary Structure

The schism between sport psychology practitioners and researchers has been identified within the literature (e.g., Martens, 1987; Rejeski and Brawley, 1988). However, despite the development of a BASES interdisciplinary section, the broad nature of this project suggests that we have yet to fully appreciate the impact of the division across the sport science disciplines. Whilst not aiming to be interdisciplinary, this project highlights the interplay of sport and exercise psychology, sport/exercise psychology and physiology, and psychology, physiology and sociology. Such a realisation calls for a review of the opportunities available for sport science researchers and practitioners from across the disciplines to discuss issues and disseminate information. At the present time, a division exists between exercise psychology, sport psychology, sport/exercise physiology and sport sociology. With a few exceptions (e.g., Journal of Sport and Exercise Sciences) most quality peer-reviewed journals specialise in one discipline and as such attract researchers and consultants in that discipline. The parallel timing of conference thematic workshops also require sport scientists to choose where their interest lies. Further, the division in the accreditation of sport and exercise psychology support reduces the requirement of sport psychologists working with athletes to gain knowledge of adherence issues that are more prominent within the exercise psychology field, but are equally applicable to their own. The raising of these forced divisions is, in general, not a criticism as it enables the attainment of discipline-specialist knowledge in a manner that is both cost and time effective. However, it does restrict the opportunity for disseminating ideas that go across the sport science disciplines, ideas that, as this project demonstrates, are clearly required. Further, this project has demonstrated the breadth of relevant information that can be gained through an interpretivist approach to researching real-life sporting samples. It is vital that communication between applied and researched-based sport scientists leads to the development of an appropriate research base to support the work of applied consultants. This includes placing responsibility on researchers to become familiar with the benefits of utilising different philosophical frameworks and approaches such as interpretivist and action research (Gilbourne, 1999) to
provide different forms of knowledge. It is urged that researchers place as much credence on 'how' they research, as they do on 'what' they research.

8.6.3 Consideration of the Sport Scientist's Interaction with the Individual Athlete

Chapter Six emphasised that the EWCT sport scientists success at promoting positive FT and PS behaviour change was in part due to their ability to meet individual needs. Consideration of how to promote internalisation requires further attention to be paid to the individual's needs however. Chapters Three and Four provided specific recommendations that aimed to promote the player's achievement of personal benefits and enjoyment from FT and PS behaviours. The underlying message from these recommendations is to provide support to the player in accordance with her present CF of FTB/PSB stage. The biggest difficulty for the sport scientist is to promote awareness of the benefits of FT and PS behaviours and, more importantly, to promote the player's awareness of the need to engage in such behaviours to a greater extent. The confident use of techniques that promote awareness and conscious-raising are required to achieve such goals. As such, sport scientist's need to review the use of techniques such as Miller and Rollnick's (1991) motivational interviewing which specifically aim to empower the individual to create his/her own justification for change and then to provide supportive structures in accordance with the individual's personally chosen change methods. Further, research is required to discover the efficacy of various counselling methods, and their effectiveness in relation to the amount of time that they take to promote contemplation and change. This will ensure that the sport scientist is maximising his/her time with the player.

In summary, therefore, with the proposal of the need to further the players' internalisation of FT and PS behaviours, and of the need to reduce the present SSSP and WCA behaviours that impose non-self-determined forms of motivation, a major reconsideration of the way in which sport science is presently delivered is proposed. Specifically, a three-tier system has been recommended. This calls for a reconsideration of: first, the
sport scientist’s interaction with the sporting body; second, the sport scientist’s provision of sport science support; and third, the sport scientist’s interaction with the individual player. Each of these three tiers have an equally important role to play if sport science is to become an integral and successful part of future sporting excellence.
Van Maanen (1988) highlighted that confessional tales typically supplement more traditional research presentations to inform of; the issues raised, difficulties encountered, and mistakes made throughout the fieldwork (Sparkes, 1995). Encouraged by Holt and Strean's (2001) use of self-narrative and critical incident reflection (Tripp, 1993), this chapter will act as this project's confessionary tale by reflecting on the success of my quest to meet interpretivist ideals and to enhance understanding of the athlete's training experience. Consequently, I will forward my current perspective of how future research should address the training adherence question and the place of PST within sport psychology.

9.1 The Success of My Interpretivist Quest

The first aim of this project was to incite discussion of philosophical frameworks and methods within sport psychology. This aim was believed to have been met through the critical consideration of 'parallel qualitative research' (Sparkes, 1998), and then through the consequential discussion/adoptions of methods that gave greater credence to the subjective experience of the athlete (Chapter One). It is only now on the completion of this research however, that I have started to appreciate the full implication that philosophical position and methods have on the research question asked and thus the knowledge achieved. Two main issues have come to light. First, despite my conviction that I was remaining true to interpretivist principles, my positivistic background still weighed heavily on the majority of my research practices. Second, and more fundamentally, as the write up and analysis progressed, I began to question whether the aims of interpretivism, to understand and to provide an interpreted account of each
athlete’s story, was indeed the most appropriate way in which the athletes’ voices could be heard and represented. Each of these issues will now be addressed.

9.1.1 The Meeting of Interpretive Ideals

The realisation that interpretivist axioms are appropriate for the study of humans is one thing, but adopting and adhering to such ideals is another. Throughout this project, my success at becoming an interpretivist researcher was thwarted by two main issues. First, I was too willing to compromise on major method decisions to prevent deviating too far from sport psychology’s realms of acceptability. For example, although the adopted methods did produce a deeper insight than that previously achieved in the sport science adherence literature, the large number of players interviewed prevented in-depth investigation of the players’ everyday life contexts and of other perspectives within their WCA network. The surface of the player’s world was, therefore, only scratched.

Second, my naivety of how to do interpretivist research, and indeed, the outcome of interpretive research, was compounded by a lack of appropriate role models within sport psychology. Thus, when faced by unfamiliar territory, I subconsciously returned to the security of my positivistic schooling. This was reflected in numerous ways, most fundamentally in the generation of the research question, whereby the aim to understand adherence through the generation of a list of training determinants necessitated severe data reduction, a process greatly assisted by NUD.IST. The conflict between the production of determinants and the interpretivist desire to maintain the holistic understanding achieved for each player (i.e., her training behaviour and the interactive effect of determinants on her training behaviour), led to the perceived need to develop a categorisation process. This, in turn, required adherence to be defined, a stance resisted at the data collection stage due to the recognition that individuals would perceive training behaviour and adherence differently. The choosing of the sport scientists’ definition of adherence not only prioritised their perspective over those of the players, but also conformed to the positivistic view that concepts such as adherence can be universally defined and, in turn, understood. The data presentation was also compromised by my naivety and positivist practices. Having interviewed a large number of players it was
impossible to write each of their stories, however, it seemed inappropriate to dismiss large quantities of data. The chosen solution used the players' stories to highlight the main themes that arose within and across individuals, however, the holistic portrayal of each individual was severely reduced. This thematic presentation also reduced the sense that the CF of PST/FT were grounded in the players' experiences, as the statements that supported the generation of the frameworks' stages and ideas were embedded in later chapters. This was further compounded by considering and comparing the new frameworks to previous adherence models, a practice that is now seen to suggest that the CF of PSB/FT represent behaviours similar to those previously studied and described through positivistic means. Recent adaptations to Chapter Two have more clearly demonstrated how the frameworks are more representative of the EWCT players' training behaviours than previous models, however, future presentations would highlight the frameworks 'grounding' by juxtaposing the players' statements alongside each proposed section.

9.1.2 Reconsidering the Interpretivist Aim

The above issues are seen to seriously compromise this project's ability to achieve the interpretivist-based aims. However, whilst writing the EWCT training environment chapters (Five to Eight), I realised that by highlighting the different player perceptions of the EWCT environment and consequently some of the tensions that existed among them, I was not only highlighting new training determinants, but also better representing the players' stories. This enhanced ability to critically consider the data was encouraged as I sought to make sense of the players' contrasting perceptions and was forced to reconsider my own interpretation of environmental experiences to understand how the environment impacted on each player, and consequently her training behaviour. As I started to consider the socio-cultural forces that act upon, but extend beyond the immediate consciousness of, the individual player, I realized that I was seeking subjective understanding more akin to the critical than interpretivist framework. Although diverse in their approaches (i.e., ranging from objectivist to subjectivist), critical research aims to identify the historical, oppressive social structures that effect individuals' lives and then
incite their emancipation from such constraints (Sparkes, 1992). Throughout the project’s conception, such emancipatory aims were not believed relevant to the study of training adherence. On reflection however, this dismissal was due more to naivety than considered judgement. First, I had overemphasised the role of individual determination by assuming that the majority of training adherence determinants would rest in the players’ personal domain, as indeed indicated by exercise and sport training adherence literature. Second, beyond the ‘obvious’ feminist stance¹, I did not perceive any oppressive structures from which the EWCT players would need emancipating. This was initially because the players’ EWCT environment appeared friendly, vibrant and supportive, but also because their reaching of the pinnacle of their chosen sport indicated that they had overcome the socio-cultural barriers to achievement. Further, the players were experiencing opportunities, such as specialist coaching and sport science support, that previous generations of women cricketers must have dreamt of. Finally, I believed that my interpretivist stance would promote understanding of those adherence issues that the players deemed important. The review of oppressive structures would, therefore, be guided by the player’s own beliefs as necessary. Now however, I believe that this naive view caused me to fall foul of the criticalist’s criticism of interpretivism, that the failure to incorporate power relationships leads to the presentation of lives as if they exist in a “social and cultural vacuum that is not touched by the economic demands, political pressures and social influences of the wider society” (Sparkes, 1992, p. 39). My initial failure to acknowledge the historical and present socio-cultural power structures that operate both within the external world and the EWCT environment, consequently reduced the focused investigation of the extent of their influence, and thus reduced the opportunity to gain an in-depth, contextualised understanding of the player.

¹ A stance that I was not prepared to adopt due to my uncomfortable perception that the specific investigation of women often creates a gender difference where none exists. Now, as Whaley (2001) suggests, I appreciate that such outcomes are more prevalent within positivist-based research where gender is treated as an isolated variable. Feminist research guided by interpretivist philosophical assumptions will, therefore, provide corresponding outcomes.
9.2 Considering Future Research

Following the above experiences, my future research endeavours are likely to be guided by critical frameworks that adhere to subjectivist epistemologies, as I now believe such frameworks most appropriate for providing a holistic and contextualised understanding of the individual. Although an array of methods are available, the recent discussion of action research (e.g., Evans, Fleming & Hardy, 2000; Gilbourne, 2000) and life histories (e.g., Sparkes & Templin, 1992) within sport psychology and physical education forwards these methods as likely to gain attention within the academic literature. As Sparkes and Templin (1992) forward, life histories are formed from interviews that respect, and seek to explore the individual’s own subjective reality and uniqueness. The individual’s story is then placed into the larger, social, historical, political and economic context to explain how such circumstances have come to influence his/her life. Alternatively, as Gilbourne (2000) explains, action research involves a cyclical procedure of planning, acting, monitoring and reflecting, which is distinguished from typical daily practices through the adoption of a critical ontology that aims to incite empowerment from oppressive power structures. This simultaneous consideration of practice and theory (Tinning, 1992) is advantageous in that it encourages collaboration between the researcher and the research participants and thus has the potential to close the gap that presently exists between research and consultancy within sport psychology. Tinning’s (1992) discussion of Tripp’s (1984) technical, practical, and emancipatory forms of action research warns us however, that the origin of the research question and the underlying research philosophy influences the extent to which the participants are in control of, and gain from, the research. In kind, positivist, interpretivist and critical ontologies underpin these three forms of action research respectively. To explain, Tripp (1984) suggested that ‘technical’ action research is other-directed, thus the research question is formed by, and primarily suit the interests of the researcher. The practical concerns of the participants are, therefore, either assumed to be understood or subsidiary, as the researcher tests out current theories. Alternatively, ‘practical’ action research, is self-directed, as participants set their own questions in an attempt to achieve practical knowledge and solutions to their own problems. In this instance, the researcher assumes
a Socratic role (Corlett, 1996), acting as a sounding board and helping the participants to develop reflective skills. Both of these forms assume an unproblematised view of the world, in which the participant is free of structural constraints and solutions are to be found within pre-existing realms of consciousness (i.e., theory). Finally, ‘emancipatory’ action research seeks to create new forms of understanding to the participants’ own questions. This is achieved by encouraging the participant to critically reflect on the structures that contribute to their present situation, and then to develop new practices or actions that counteract constraints and thus promote emancipation (Tinning, 1992).

It is through the above reflection of this project’s research strategies and Tripp’s (1984) classification that I have come to appreciate how critical research can contribute to sport psychology’s consultancy and research communities. Specifically, critical frameworks could be used to highlight the ‘other-directed’ basis of the majority of our research and consultancy practices, and then demonstrate the level of understanding, and consequential support, that can be achieved through the adoption of ‘self’ and ‘emancipatory-directed’ research. This potential will now be reviewed by considering an issue that is starting to be raised within the professional practice literature and discussed within this project. Increasingly, sport psychologists are claiming to be athlete-centred, but as Lloyd and Trudel (1999) state, the definition of such practices are not clear. Holt and Strean (2001) provide some clarity by suggesting that despite the rise of humanistic and other potentially athlete-centred approaches that aim to develop a positive client-consultant relationship, the core of consultancy practices are not client-centred as they still typically assume a cognitive-behavioural approach that centre around the development of PS. This claim is supported by the prominence of PS-based articles within the sport psychology literature (e.g., Biddle, 1997), and, in relation to fitness and PS consultancy practices, is reflected and further heightened by the World Class Performance Plans (WCPP) (the SSSP’s successor) evaluation procedures. Here, the WCPP has to demonstrate an improvement in players’ fitness and PS scores to gain funding, whilst similarly, it is becoming increasingly common that an athlete has to demonstrate commitment to developing his/her PS and achieving set fitness standards to gain selection or to achieve support grants. These examples, suggest that this project’s assumptions: that PS and
fitness are important if peak performance is to be achieved; and that fitness and PS must be systematically trained through a formal and structured process if athletes are to reach their potential, are also typically held by sport scientists. Indeed, without this latter assumption, the need to understand athletes’ training adherence behaviour as advocated by Burwtiz et al. (1994) and Daw and Burton (1994) is nonsensical. It is a daunting realisation, therefore, that due to the nascent state of its research, sport science’s ability to make such assumptions is questionable. With reference to PST, there is in fact limited evidence to support the need for structured PST for PS development, as the majority of the PS literature has assumed, and not considered, adherence. Further, as this study has indicated some athletes, for example Lorraine, develop his/her own techniques in a haphazard fashion. Indeed Lorraine’s trial and error approach enabled her to achieve her aim to feel comfortable in the crease and to achieve her status as the world’s best batswoman. A similar story exists for FT, as although research supports that certain training regimes produce physiological developments associated with increased fitness, investigation into the actual physical demands of cricket (and many other sports) is limited, thus placing a question mark over the most appropriate way to prescribe FT. For example, Noakes and Durrant’s (2000) investigation into the physiological demands of cricket highlighted the ability to withstand constant eccentric loading as essential for fatigue prevention in fast bowlers. As previous research had failed to consider such issues, the FT programme designed for the EWCT had not encompassed such demands.

It is possible that in time, adherence to specific PS and FT programmes such as those prescribed to the EWCT are demonstrated as appropriate, so perhaps it is currently unfair to dismiss the assumption on which this project is based. However, from a sport psychology perspective, perhaps a more important question is to ask whether such a dominant role of PS within our consultancy and research practices is really client-centred and thus appropriate. For example, returning to the above-mentioned WCPP evaluation criteria, such pressures reinforce the need for sport scientists to focus on fitness/PS development at the expense of other athlete needs, the consideration of which may better enhance the humanistic support provided to the player, and produce more positive, long-term performance effects. My awareness of this issue arose whilst providing
psychological support to the England Netball Development Squad. Much of my time was spent listening to several players who found the demands of college/work, fitness/technical training and University, club and National playing commitments excessive. Although enhanced PS may have promoted the players' ability to cope with such pressures, the majority of consultancy time was spent discussing the athlete's perspective of her predicament and looking for alternative perspectives and actions that could help her to maintain a healthier balance. The need to develop the PS (and 'PS score') required for improved netball performance and continued funding, were thus dismissed in favour of a more humanistic line that aimed to prevent player burn-out and possible drop-out. Although such work could not be formally recognized, such support appeared to be more effective and gratefully received by the athlete.

As stated, this critical consideration of the role and appropriateness of the PST and FT assumptions starts to challenge whether the sport psychologist is indeed client-centred. More worrying however, as hinted within Chapters Five to Eight, is that a more critical approach can also highlight that organisations such as the WCA and SSSP (and now the WCPP), are in a position to impose structures upon athletes which can be deemed oppressive. For example, despite the above questioning, the sport scientists' 'expert' status superiorises their view of what is important for the international performer. This, in turn, legitimises their imposition of educational sessions, one-on-one interviews, tests and training procedures. Of course, it could never be suggested that such oppression is intended. Indeed, the sports scientists' own personal socio-historical experiences have lead them to believe that the provision of PS and fitness education and training is best for the athlete as it will help them fulfill their sporting potential. But, as the EWCT players quotes suggest, this assumption maybe more 'other-directed' (Tripp, 1984) than client-centred, as not all athletes share the sport scientists' view of the importance of PS and fitness or that the attainment of personal peak performance states is the ultimate sport-related goal. For example, an amateur performer who is good enough to play for her country may not want to adhere to the sport scientists' training programmes as it may require a level of personal sacrifice or a reduction in her sport enjoyment which as an amateur she may not believe necessary or appropriate. In fact, Jo stated that she would
give up playing for England if what she perceived as an unreasonable fitness selection criteria level was prescribed. When this more critical perspective is taken, it becomes questionable as to whether sport scientists actually work with athletes, as we would like to believe. Instead, it becomes clear that we only work with those athletes who share our assumptions and consultant philosophies, whilst at best we only work alongside those athletes who do not.

So how can my future research endeavours reduce this situation and thus promote client-centred research and consultancy? With regards to consultancy, Holt and Strean (2001) and Petitpas et al. (1999) suggest that if we are to be more client-centred, greater attention needs to be paid to self-awareness. Rogers (1957) principles of client-centred consultancy, empathy, genuineness and unconditional positive regard, therefore, form the basis on which athlete exploration can begin with the aim of “understanding the performer’s story, encouraging/nurturing their exploration of their multi-faceted existence, and writing a new, fully aware, fully functioning, and actualised story” (Holt and Strean, 2001, p. 190). To promote such exploration, Holt and Strean recommend Tripp’s (1993) critical incident reflection. Here the consultant and client work together to challenge their perceptions of the dominant view of a phenomenon by considering the inconsistencies and contradictions of the dominant view and whose interests are/are not consequently served. They then work to establish a new or pre-existing structure that is more rational and socially just. It is by following their example, that I believe that subjectivist-based critical research has the opportunity to promote the athlete’s self-awareness and understanding, and then to incite, and assist in, their consequential emancipation and achievement of personal needs.

As Gilbourne (2000) forwards, the emancipatory aims of critical frameworks are incremental in nature depending on the client’s needs and the ability to act upon previously oppressive structures. Kemmis and McTaggart (1988) forward a two tier system: cognitive emancipation, where an awareness of restrictive power structures is enhanced; and complete emancipation, where enhanced awareness actually leads to emancipatory action. More simply, McTaggart, Henry and Johnson (1997, p. 136) stated,
“Action researchers must simply ask regularly whether things are a little more rationale (or reasonable), coherent, just, humane and satisfying for participants and others than they were. Action researchers ask “Are things better than they were?” Research should, therefore, seek to promote athlete awareness to enable either of these forms of emancipation.

The previously mentioned life-history and action research methods could both be used to such aims. Further, publishing such accounts within the sport science literature would raise awareness among the profession of the level of understanding that can and needs to be achieved if our practices are to become client-centred. In particular, it is hoped that the presentation of issues that concern the contextualised individual will: promote the realization that not all individual’s have equal access and personal control (Kimiecik and Lawson, 1990); reduce the victim-blaming identified in this study and by Biddle and Mutrie (2001); and promote the ability to empathise with the athlete.

The research opportunities are obviously endless, but two projects in particular have been inspired through my reflection and will act as examples here. First, a life history of an athlete who is resistant to PST/FT would highlight how his/her resistance is the product of a life’s interaction with the socio-cultural world and how such experiences have led him/her to develop a different set of assumptions and needs to those of ourselves. By encouraging such reflection, the athlete could create a more holistic, coherent and contextualised script of him/herself, from which s/he can choose his/her potential path of action. McGannis and Mauws’s (2002) recent poststructuralist exploration of the ‘exercise adherence problem’ assumed a similar role. Although, they are explicit in their assumption that exercise adherence is ‘good’, they demonstrate how people use discourses to construct their self-identities, and then shape their understanding of issues such as “What is exercise? and “Do I need to exercise?” In conclusion, McGannis and Mauws demonstrated how a person who did not exercise, but thought that she probably should, could recreate her text to promote exercise. Similarly, the investigation and contextualisation of an amateur athletes personal text could highlight how their ‘amateur’ script influences their perception of PST/FT, and other important issues within their
sporting/personal lives. This approach could have two outcomes depending on the athletes needs. First, as in McGannis and Mauws example, if the player so wished, they could be helped to consider and recreate their script and socio-cultural conditions to enhance their training adherence. Alternatively, it could return the focus to the issues that the amateur athlete believes important, so that s/he can consider what s/he (and the sport scientist) can do to help him/her meet those needs. Second, on a broader scale, action research could be used with groups, such as the EWCT, to help them to critically reflect on the structures that constrain the meeting of their personal and team needs, and then to consider suitable actions to help emancipate themselves. Although, the issues would be generated by the group, the integration of the sport science support into EWCT training, the support provided by the coach, and the increasing requirement to meet professional demands, have been highlighted by this research as possible areas that could be raised and reviewed.

9.3 Conclusion

In conclusion, the completion of this project and my consequent reflection of its success has led to a far greater understanding of how ontological and epistemological positions influence the formation of the research question, and in turn, the huge implications that questions have on the type of knowledge achieved. In particular, although my desired allegiance to subjectivity remains, my enhanced awareness of the critical frameworks' potential contribution to understanding has drastically altered my view of sport psychology consultancy and ignited a passion to complete research that will meet the needs and assist in the holistic development of the athlete.
Chapter Ten

Adherence to Fitness and Psychological Skills Training
in the Context of Women’s Cricket:

Research Project Conclusions

This research project had four main stated aims (See Introduction, Section 0.4). This final chapter will draw together the conclusions of this project to demonstrate that each of these aims were met and to provide a clear focus for future work. The conclusions will be noted in four sections: first, contributions to the sport psychology knowledge base; second, project limitations; third, implications for future sport science practice; and fourth, thoughts of future research.

10.1 Contributions to the Sport Psychology Knowledge Base

In keeping with its stated aims, this project has provided a philosophical, theoretical and an applied contribution to sport psychology’s knowledge base. As indicated throughout Chapters One, sport psychology is presently in both a naïve and confused state with regards to the nature of her philosophical underpinnings and the philosophical nature of her methods. As stated within the first aim, this project has actively entered in, and contributed, to that debate by providing a specific example of the different perspective of the social world that can be achieved through an allegiance to subjectivist epistemologies. Further, through the discussion of ‘parallel’ and interpretive methods and through consideration of this project’s own methodological success, this project has clearly highlighted how methods reflect the researcher’s ontological beliefs and thus the nature of the knowledge achieved.
This project's second aim to raise the profile of the athlete's perspective within sport psychology research has clearly been met through the adoption of an interpretivist, and the discussion of a critical, approach. The chosen interpretivist approach has enabled this project to introduce numerous lines of theoretical inquiry to the sport science literature, as well as providing a new look at previously investigated areas. Due to the extent of these contributions and for clarity, the main contributions are bulleted below.

- The development of the CF of FTB has provided a more appropriate way in which to understand the EWCT player's adherence to a periodised training programme (Aim Three). Numerous determinants that influence the adoption and adherence to the identified FT behaviours are discussed throughout Chapters Three to Seven.

- The development of the CF of PSB has greatly enhanced the understanding of the EWCT player's PS adherence process (Aim Three). Specifically, it has provided a more thorough understanding of the ways in which athletes come to contemplate and then implement a variety of PS behaviours in an attempt to cope with their challenging sport environment. Numerous determinants that influence the adoption and use of these PS behaviours are discussed throughout Chapters Three to Seven.

- The need to consider the personal preferences and perceived benefits of FT and PST have been highlighted. Specifically, new ways of viewing FT enjoyment have been provided, and a whole new line of inquiry regarding the practical issues that prevent PST have been introduced.

- This project has hinted at the enormity of the sporting and socio-cultural world that impacts on the player's FT and PS behaviours. Previous research had predominantly investigated the personal skills of the consultant and training programme structure. This project has greatly expanded the view of the issues that need to be considered within a players sporting environment to promote the acceptance and use of sport science programmes.
All of these theoretical contributions have been considered in terms of their practical application, thus enabling the fourth aim to be met. The player's experiences and a theoretical overview has led to the proposal of a three-tier approach to sport science promotion.

10.2 Project Limitations

The limitations of this project were highlighted within Chapter Nine. The main limitation was my philosophical inexperience and naivety that led to the development of a postivistically-oriented research question. Although efforts were made to adhere to interpretivist-based methods, the consequences of my question formation were felt throughout. Further, the project was limited by not seeking to contextual the EWCT players within the historical and present socio-cultural environment.

10.3 Implications for Future Sport Science Practice

As stated in Section 10.2 above, implications for future practice have been heavily embedded in the player's experience throughout. The theoretical overview in Chapter Eight, provided the basis for the development of a three-tier approach to the advancement of sport science service provision. Primarily, this project has called for the sport science profession to critically reflect on their practices, and to reconsider their present perceptions of client-centred work. Chapter Nine asks us to question whether indeed the present supremacy of PST/FT is appropriate. Regardless of the answer to this question, sport science must become aware of:

- The need to appreciate that both the individual player and the sporting body have their own historical and experiential perspective that will influence their perceived need to adopt and support sport science services. This should, in turn, influence the way in which the sport scientist views and meets their requirements.
• The need to see the delivery of sport science and the integration of sport science into technical training programmes from the athletes' perspective.

• The need to review the role of the sport scientist, with particular emphasis placed on reconsidering the consultancy philosophy and skills that the sport scientist should be utilising to support the athlete. This includes the need to enhance the athlete's awareness of how their holistic and contextualised world influences their needs and dreams.

• The need to review the way in which sport science negotiates working conditions and to investigate the contracts and conditions required for optimal athlete-centred delivery. To review the interaction between the sporting body and to work with that body to the athlete's benefit.

• The need to review the way in which sport science is structured. A greater collaboration between disciplines is required, and a great acknowledgement of the personal role that is required of the physiologist.

10.4 Thoughts for Future Research

Due to the wide scope of this project numerous areas of interest have arisen for future research. First and foremost, it is recommended that researchers continue to utilise philosophical approaches that seek to gain the perspectives of the individuals within the sporting environment. Such approaches, as has been demonstrated, can provide huge contributions to the way in which sport psychology views the athlete's social-cultural world. Specifically, there is a need to adopt critical approaches that not only increase the athletes awareness, thus paving the way for optimal holistic development, but also to highlight to sport scientists the depths of athlete understanding that can be achieved, and thus the potential for new, more athlete-centred ways of providing support.
10.5 Conclusion

Through the brief review of this project’s findings and recommendations, this chapter has demonstrated that this project has both met its aims and provided an extensive contribution to the field of sport psychology. This has occurred, both in terms of its contributions to the philosophical debate within sport science, and, through its reference to the EWCT, in its advancement of the athletes’ perspective towards fitness training and psychological skills behaviours. Discussion of both of these elements have highlighted a need to reconsider present sport science research and consultancy practices.
References


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Appendix A

The Cricketers World

To fully appreciate the EWCT players' FT and PS behaviours, a contextual understanding of women's cricket within Great Britain is required. Although the English women's game has been organised by its own governing body, the WCA, since 1926 and now has its own club, county and national leagues, it would be inappropriate to portray women's cricket outside of the context of the men's game. This appendix, therefore, provides a brief insight into the historical development of men and women's cricket, and of sport science within cricket, to provide such a contextualisation.

A.1 Historical Review of Women's Cricket in England

In England, cricket is a minority women's sport, and women's cricket is a minority sport in cricket. Historically, women's cricket has been marginalised by the men's game. In 1890, the ‘Original English Lady Cricketers’ touring side drew large crowds, as the “lady cricketers were regarded as engaging oddities” (Holt, 1989, p. 129). Similarly, throughout the early 20th century, women cricketers “were laughed at, scoffed out of existence” (Holt, 1989, p. 129) for their attempts at the masculine game. In 1926, a group of school friends from Cheltenham Ladies College formed the WCA. Although their development of a magazine and annual cricket festival popularised cricket among women, the game remained restricted to former public school girls, and at its peak had no more than 50 active women clubs (Holt, 1989).

Despite the WCA’s long standing history, Marquee (1994) suggested that the WCA were never given a voice within, or a hand into, the men’s cricketing world. Or example, in 1991, the Cricket Council’s report of the weaknesses of the NCA had no mention of women’s cricket (Marquee, 1994). At County level, it was as recently as

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1 In April 1998, the women’s and men’s game came under the auspices of the same organisation, The England and Wales Cricket Board.
1989 that Lancashire became the last county to allow women full membership. In 1997, Tony Banks, the Minister for Sport, highlighted attitudes towards women within English cricket by his refusal to support the MCC in a bid for public funds due to their continued failure to allow women members. This marginalisation was felt by the EWCT players as it was not until 1996 that they were allowed to walk out on to the pitch through Lords' famous long room: an honour greatly esteemed by their male counterparts.

The lack of financial and promotional support received by the WCA could be seen as a consequence, but at least as a reflection, of this marginalisation. Marqusee (1994) reflected that sponsorship had been difficult to secure. For example, Tetley Bitter, the men's sponsor during the early 1990s unexpectedly refused to provide financial support to the women's team. Further, England's hosting of the 1993 Women's World Cup was nearly cancelled due to insufficient funds. Eventually, two days prior to the cancellation deadline, the competition was saved by a £90,000 grant from The Foundation for Sport and the Arts, with the remaining funds contributed by small, non-commercial sponsors (Marqusee, 1994). In 1997, the EWCT were still amateur and each player had to pay £40/England training weekend or £20/training day to assist with the costs. Coverage within the media has also been limited. Only the highlights of England's victory at these Championships were shown on Saturday Grandstand, and it was only in 1996 that England received its first TV coverage of a full match, with three of the one-day matches against New Zealand covered by Sky. Women's cricket is rarely mentioned within the printed media, and in 1997, women's cricket was only afforded one page within 'The Cricketer' magazine.

The lack of publicity and funding has made it difficult for the women's game to develop within this country. Although not specifically investigated, several EWCT players mentioned that she was first introduced to cricket by male relatives and had since gleaned the majority of her technical instruction from 'sympathisers' within the men's game. The small number of women playing cricket, the lack of coaching provision for girls, and the lack of competitive opportunities, has produced a small base of players available for County and National selection. Players with a high skill level have, therefore, gained
England selection without necessarily achieving the fitness levels and psychological toughness, which would be required for success within more popular sports.

As implied above, the EWCT won the 1993 World Cup after beating Australia, the three times World Cup holders, by 35 runs in the group matches, and then gaining victory over New Zealand in the final by 67 runs and 6 wickets. Due to the lack of funds, no internationals were held in the following two years, which according to many players and the SSSP staff led to the loss of the momentum that could have been gained through their World Cup victory. The EWCT’s return to international cricket provided a shock. In their November 1995 tour of India, the EWCT won two out of five limited overs internationals and won one, drew two of the three test matches. This tour was also an eye-opener for many of the cricketers, particularly in terms of the preparation required to cope with the pressures of international competition, and touring in an environmentally and socially hostile climate. On home soil, the EWCT faced New Zealand in June/July 1996. Again, their World Champion status was challenged as they lost all three, one day games and drew the three test games.

As a consequence of the EWCT’s performance against India and New Zealand, the WCA and the SSSP were aiming to reinforce the demand for commitment and professionalism from the England players. To reinforce this, the WCA introduced numerous organisational changes. Principally, the head-coach was changed and a number of specialist coaches were introduced to support the head-coach. The structure of squad training was also changed. Previously the players had attended four whole training weekends. In the 1996/7 off-season, the squad attended two training weekends altogether (November and April) and five one-day sessions with half the squad. These one-day sessions were repeated twice a month (i.e., ten days in total) with one session at Headingley, Leeds for the Northern-based players and the other at Lords, London for the Southern players. This new structure aimed to increase training time, reduce costs and reduce player travel. In addition, a number of younger players were introduced to the training group, all of whom were hungry to break into the senior England side.
The start of the direct experience period coincided with the appointment of a new head coach. In comparison to my previous attendance at a EWCT training session, the social atmosphere was more relaxed amongst players and staff, whilst there was a greater sense of task purpose and productivity. An influx of new players also appeared to have injected life into the squad, with the more experienced players keen to exert their position of experience, responsibility and superior ability. Previously, team sessions had typically been held at the Lilleshall National Training Centre for a whole weekend approximately four times a year. To make attendance easier for the players, and to increase productivity, the new coach had introduced one coaching day a month at both Headingley, Leeds, and Lords, London for the northern and southern-based players respectively. The content of these days varied, but the following schedule (24th November, Lords) provides a typical example of a EWCT training day.

11.45 - 12.00 Squad meeting
12.00 - 12.15 Warm up with the physiologist
12.15 - 1.00 Fitness testing with the physiologist
1.00 - 2.00 Wicket Keepers – Specialist coaching
   Others – Fielding exercise
1.30 - 2.00 Bowlers: Target bowling coaching.
   Wicket Keepers: Support bowlers.
   Batswomen: Warm up
2.00 - 3.00 Nets
3.00 - 3.30 Break
3.30 - 4.30 Nets continued
4.30 - 5.00 Fielding competition

A.2 A Review of Sport Science in Cricket
Holt (1989) summarised that cricket’s development through the 19th century was steeped in Britain’s class structure. To separate the upper and middle classes from the common people, the former adhered to a set of written and unwritten rules of fair play. These ‘amateurs’ played within the ‘spirit of the game’, never seeking to “gain any advantage
over an opponent that he would not expect his opponent to take over him." (Holt, 1989, p. 98-9). Engagement in any of the practices now encompassed within sport science would have been viewed as unsporting. As Holt (1989, p. 100) relays,

The complete amateur was one who could play several games extremely well without giving the impression of strain. .. Hard training was bad form. .. Practising too much undermined natural talent and grace. For amateurs were above all gentlemen, and gentlemen were not supposed to toil and sweat for their laurels.

In 1995, Bull (1995b, p. 149) suggested that “cricket has not embraced sport science developments in the same way that other sports have.” In 1997, in this project’s interview, the sport psychologist stated that cricket had started to embrace sport science, but was still behind relative to other professional sports. He forwarded three reasons for this resistance. First, as highlighted above, cricket has a strong historical ethos of sportsmanship and amateurism. The playing days of many individuals who now, therefore, hold influential positions within cricket were marked by these ideals. As such, the adoption of concepts such as sport science and professionalism has been marred by a school of thought that suggests “We didn’t have this in our day. So why do we need it now?” Second, in contrast to the England Men’s Rugby Team who had started to accept sport science through the influential figures of Geoff Cooke, Rex Hazeldene, Will Carling and Jack Rowell, cricket were yet to forward a role model who fully endorsed the need for sport science. Although in 1997, David Lloyd had started to incorporate sport science within the England men’s programme, the sport psychologist stated that a greater demonstration of conviction was required for the message of sport science to filter through cricketing systems. Third, he proposed that as a male dominated sport, the idea of using a ‘shrink’ or sport psychologist goes against the masculine phenomenon of inner strength, whilst cricket’s traditional perception of fitness rarely extended beyond the appreciation of natural, masculine strength to hit the ball hard or bowl fast. The demand for endurance and speed appear to have been dismissed.

In contrast to the England Men’s Cricket Team, one of the the EWCT’s head coaches was a firm believer in the benefits of sport science. As a lecturer in P.E., she spearheaded the
SSSP for the women's team at the beginning of the Sports Council's initiative in 1987. A four year grant was awarded which provided three days support a year from both an sport physiologist and psychologist. The players' reactions to the early days of the SSSP (See Chapter Six), probably reflects the attitudes of those within cricket towards sport science at that time.

England's success in the 1993 World Cup had positive consequences for the SSSP, as the players, coaches and WCA generally accepted that the team's highest ever levels of fitness and confidence were instrumental to their victory. Player quotes also supported that the world cup experience was a turning point in their acceptance of the SSSP. A second grant in 1993 enabled the SSSP to expand to 10 days a year of sport psychology support and the employment of a half-time sport physiologist/project assistant.

As Noakes and Durandt (2000) summarised, "international cricket is undergoing a phase of rapid change. ... As a result, modern international cricketers are now exposed to greater physical and psychological demands." Within the women's game, the EWCT physiologist noted within her interview, that the 1996 New Zealand touring side had demonstrated a marked improvement in their cricket performance and apparent fitness levels since the 1993 World Cup. Similarly, the importance of fitness within India's cricket was demonstrated by their policy to select players on the basis of their fitness and fielding ability, and then teaching them to bat. Similarly, with increased levels of competition, come increased psychological pressures for the players to contend with.

In summary, sport science has become an increasingly important part of the men and women's international game. However, with its strong historical roots, British cricket has been slow to realise the advances that are being made by their international competitors through their use of fitness and PS training. Women's cricket, with it's 'gentleman's' history, limited funding and consequential, amateur status, will, therefore, have to face and cope with a whole new set of demands if they are the return to their world beating status.
Appendix B

Player Interview Data Organisation

Appendix B describes the methods used to further understand and interpret the players’ perspectives, with the aim of developing a theoretical overview of the important issues that contributed to the EWCT players’ FT and PST adherence. This analysis was guided by Glaser and Strauss’ (1967) Grounded Theory and an eclectic range of techniques from the sociological literature with the aim of gaining a holistic, contextualised understanding of each individual player. The analysis (and thus this Appendix) was structured around four main stages of analysis, the main features of each are displayed in Figure 2.1, Chapter Two.

B.1 Stage 1
Throughout the analysis, player interviews were analysed as the primary data source. The aim of this first stage was to become familiar with the interview transcripts so that they could be prepared appropriately for their transition to the ‘etic’ (Fetterman, 1991) or theoretical level.

B.1.1 Data Familiarisation
As Mergendoller (1989, p. 124) suggested, there is a “prodigious distance between spoken word and written transcriptions.” To help promote the ‘emic’ interpretation and significance of the players’ statements, he recommended gaining a knowledge of the interviewee’s use of inflection, silence and tone. To promote familiarity of the players’ words and vocal subtleties and thus to reduce Mergendoller’s proposed distance, interviews were personally transcribed verbatim. This provided 289 single spaced pages of interview data. Each transcript was read through several times, with the achieved familiarity enabling each individual’s voice to be heard, as if listening to the tape again. Each player’s nuances were, therefore, appreciated and carried forth into formal analysis.
B.1.2 The Creation and Labelling of Meaning Units

As Weiss et al. (1991) stated, a strong analysis can not develop without sound roots. The conscientious formation of meaning units was thus seen as a priority. This process, referred to by Krippendorf (1980, p. 57) as ‘unitising’, “involves defining units, separating them along their boundaries, and identifying them for subsequent analysis.” Each player’s transcript was, therefore, scrutinised to identify every possible piece of text that provided information of PST and FT adherence. Each was then isolated to create a meaning unit. Weiss et al.’s request was met through consideration of the literature on how to create meaning units and the adoption of two appropriate criteria from the literature. First, meaning units comprised the smallest piece of heuristic text that provided understanding (Lincoln & Guba, 1985), second, larger meaning units that encompassed smaller ones were also created if a different meaning was inferred (Oakley, 1994). Adherence to these two criteria enabled the conscientious production of meaning units from one word to several paragraphs in length. Third, whilst identifying units, Lincoln and Guba’s (1985, p. 346) recommendation to “err on the side of over inclusion” was met to ensure that information which may not have appeared significant until later were not lost.

The conceptual labelling of each meaning unit encompassed the meaning of the text segment (Cote et al., 1993) and formed the first analytical code. This first analytical code will be referred to throughout this project as a determinant as it contains information of an issue that determines FT and PST adherence behaviour. Labels were often the same as the text within small meaning units, but summarised larger ones. To promote contextual congruency, efforts were made to utilise player phraseology throughout the labelling of this and subsequent orders. Such labels were termed “in vivo” by Strauss and Corbin (1990, p. 68).

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1 The use of the word determinant is not meant to be understood as it is within positivistic 'science', i.e. that the determinant effected the adherence behaviour to a level of statistical significance. Instead, it is meant to infer that the determinant played some role in the adherence behaviour.
To ensure that all possible meaning units had been included and labelled appropriately, another sport psychology researcher studied the transcripts and cross-checked the units identified. This method is similar to the consensus analysis method frequently used within the sport psychology literature, where two or three researchers discuss their interpretation of the data until consensus as to the data's meaning is achieved (e.g., Cote & Salmela 1996; Gould et al., 1996; Krane et al., 1997; Weiss et al., 1991). However, the stated purpose of this process, to achieve 'correspondence reality' by reducing the potential of one individual's subjective perspective to bias the analysis, is problematic from an interpretivist perspective. As Packer and Addison (1989, p. 285) noted, consensus validation can be no more than "collective delusion" or bias, as "agreement is no guarantee of correctness." Instead, in a world of multiple perspectives, where there can be no right or wrong, just different interpretations, the most accurate interpretation must be possessed by the individual who was part of the social world within which the dialogue was created. Ironically, when some of the above referenced consensus analysis forums failed to reach agreement over the meaning of text: the interviewer was introduced to the setting and to make the final decision. It is due to this familiarity with the social world that my perceptions were used to identify and label meaning units, whilst the additional researcher fulfilled an antagonistic role by coercing my contextual understanding.

B.1.3 Maintaining Context: The Development of a Training Category Coding Framework
The creation and labelling of meaning units is the important first stage in achieving the higher levels of abstraction required for 'etic' understanding. However, as Bryman and Burgess (1994) warned, the reduction of transcripts into labelled meaning units was found to be disconcerting as the natural context was eliminated. Specifically, it was difficult to isolate meaning units from its context without eliminating adherence issues of perceived importance. This was particularly felt due to a keenness to incorporate knowledge of the EWCT players different FT and PST adherence states achieved from other data sources.
With reference to the FT data, it became apparent that adherence determinants influenced FT behaviour in three dominant ways. First, some determinants were apparent most of the time and as such were instrumental to the players' normal FT behaviour. Second, some determinants influenced players' FT behaviour for a finite period of time, whilst third, other determinants effected FT behaviour for one day only. These respective Global, Periodic and Daily effects relate to both FT and non-FT behaviours generating six possible Training Effect (TE) categories. Each meaning unit/determinant was, therefore, considered in respect to these six categories and labelled accordingly. This enabled the context of how the determinant influenced each player's FT behaviour to be maintained.

With reference to PST, the interviews highlighted a discrepancy in the players' and sport psychology's interpretation of PST. Whilst the initial opening question expected players to refer to their adherence of the structured PST that the sport psychologist expects players to complete away from the cricketing environment, it became evident that few of the players actually answered the question with reference to this definition. Specifically, it became evident that the cricketers' did not, or were not aware of the need to, complete regular, structured PST to improve their PS. Instead, most players only used PS during competition or within the nets. To ensure that determinants were contextualised appropriately throughout the analysis, it was imperative that the players' actual patterns of usage were defined and incorporated into an analytic framework. All meaning units/determinants where therefore also labelled with one of three Training Behaviour categories (TB). First, Field denoted those determinants that led to the employment of PS within the match situation. Second, Nets incorporated those determinants leading to the implementation of PS during net practice. Third, determinants that led to the completion of PST in the structured manner away from the cricketing environment as traditionally viewed within sport psychology were labelled Practice.

Further, PS were seen to be used at different times and to different extents both across and within individuals. To account for this, meaning units/determinants were also all labelled with one of four Training Effect categories. First, some PS behaviours occurred
as a matter of course. Although these occurred at both conscious and subconscious levels it was decided that they would not be differentiated, but that the regulatory of the behaviour should be noted. The meaning units relating to these behaviours were coded as Habitual Use. Second, some players deliberately employed PS on particular occasions, whilst third, they deliberately decided not to employ PS at other times. These two labels were terms Intentional Use and Intentional Non-use respectively. The final TE category labelled those meaning units where the player never completed, or had even considered using and training, PS. These were labelled Habitual Non-use.

In contrast to the purely inductive analysis that is frequently claimed to be used within the sport psychology literature (e.g., Gould et al., 1993a, b; Scanlan et al., 1989a), it can be seen that the desire to achieve contextual understanding reinforces the need to recognise and use the constant analytical processes highlighted in Chapter One. Recognition of the need for the additional contextual labelling of meaning units/training determinants grew from deep personal engagement throughout the data collection, familiarisation and analysis. This suggests that the analytical approach was greatly influenced by the contextual understanding of each player, and of the individual within the group of individual players, gained through direct experience and other data sources. To summarise, these FT and PST contextual labels were formed into a coding framework, through which all meaning units / determinants were deductively analysed. The frameworks for PST and FT are shown in Figures B.1 and B.2 respectively.

B.1.4 Coding Framework placed onto NUD.IST: Computer-aided analysis

Due to the large quantity of meaning units and the need to label data into higher orders of abstraction QSR NUD.IST 4 (1997) (NUD.IST), a sophisticated qualitative data analysis package was utilised. The following section will clarify the role played throughout the analysis by NUD.IST, which stands for Non-numerical Unstructured Data Indexing Searching and Theorising.
Psychological Skills Training

Field - Nets - Practice

Habitual Use - Habitual Non-Use - Habitual Use - Habitual Non-Use - Habitual Use - Habitual Non-Use

Intentional Use - Intentional Non-Use - Intentional Use - Intentional Non-Use - Intentional Use - Intentional Non-Use

Figure B.1: Initial Analytical Framework for Contextualisation of Psychological Skills Training determinants

Fitness Training

Global - Periodic - Daily

Do - Do Not - Do - Do Not - Do - Do Not

Figure B.2: Initial Analytical Framework for Contextualisation of Fitness Training determinants
As Kelle (1995) proposed, it appears that the recent change in computer usage from the completion of mechanical tasks to an intelligent data management facility has spearheaded a renewed interest in the use of such systems. Within sport psychology, only a handful of articles have utilised computer-aided analysis packages. Unfortunately, few of these papers have acknowledged the contribution that such packages make, or do not make, to the data analysis. This has failed to promote understanding of the process, benefits and limitations of using such systems. Of greater concern is that this failure to mention the central role of human involvement within computer-aided analysis indirectly implies analytical objectivity to some readerships. It is essential to appreciate, however, as Johnston, Corban and Clarke (1999) noted, that computer packages are merely the researcher’s assistant for, although computers can search for specified words, they cannot interpret the contextual meaning attributed to text. Similarly, computers do not have the capacity to make analytical decisions and so cannot be a substitute for the imagination that is the necessary ingredient of analysis (Oakley, 1994). The computer, therefore, merely represents the outcome of the researcher’s interpretations and analytical decisions in list and diagrammatic form.

Although computer packages cannot provide ‘objectivity’ (Kelle & Laurie, 1995), they can enhance the researcher’s efficiency and rigor by providing a data storage and retrieval system (Cote et al., 1993). Further, the process of coding for computer analysis may help focus the researcher’s attention on the content of the data. Again the ability of the package to improve these qualities will directly reflect the researcher’s own efforts to be imaginative and rigorous within their interpretation and analysis (Kelle & Laurie, 1995). For the conscientious researcher however, these packages help to prevent ‘data overload’ (Lincoln & Guba, 1985) through the alleviation of “the arduous cutting, pasting and subsequent retrieval of field notes or interview transcripts. ... (and) opens up the possibilities of those operations that follow on from coding being greatly eased” (Bryman & Burgess, 1994, p. 83). The previously determined contextual labels (Figures B.1 and B.2) were used as a coding framework and placed onto the NUD.IST package enabling the meaning units to be coded into the Training Behaviour and Training Effect categories.
as appropriate. The more specific role of NUD.IST’s features will be relayed at appropriate junctures throughout this chapter.

B.2 Stage Two

Stage two involved a continuous process of ‘constant comparative analysis’ and ‘negative case analysis’ with the aim of developing a coding framework representative of the data and of developing the analysis into the ‘etic’ state. Due to the development of a list of adherence determinants, and coding of meaning units/training determinants into the coding framework, each meaning unit was subjected to two processes (See Figure B.1 for further clarification). Once both of the processes had been completed for one meaning unit, the procedure would begin again with another. To assist in the explanation, the processes will be considered in turn, first, the development of the list of training determinants, and second, the placement of meaning units into the coding framework.

B.2.1 Developing a List of Training Determinants and a Coding Framework

A list of training determinants was devised through the processes of constant comparative analysis (Glaser & Strauss, 1967), which involves the clustering of meaning units with similar meanings/labels to form a higher order, and negative case analysis, which involves constantly reviewing the developed coding system in relation to new evidence/meaning units. Each time the present list of determinants did not encapsulate a new meaning unit/determinant, a new determinant label was added. These comparisons according to Glaser and Strauss (1967) are completed on a ‘looks right’, ‘feels right’ basis.

The complicated process of constant comparison analysis was strongly assisted through the use of NUD.IST. One of this package’s most useful data organisation tools is its ability to store meaning units under a number of labels, at a number of nodes. ‘Node’ is NUD.IST terminology for the place where text is stored. Each node, therefore, stores all the meaning units relevant to the determinant and is labelled as appropriate to the determinant and given its own coding number. Nodes can be created at various levels. Parent nodes, the highest order, have children nodes that contain data of a more specific
nature. These can in turn be divided into more specific child nodes. For example, a training determinant, such as Goal Setting could be further divided into Cricket Goals and Fitness Training Goals. This creation of further child nodes produced a framework similar to that seen within hierarchical content analysis (Jackson, 1995). The coding process was further assisted by the ability of NUD.IST to produce updated lists of nodes, so that as constant comparative analysis continued it was ensured that meaning units were either assigned to an existing determinant node or a new determinant node created as necessary. Definitions of nodes were also written and stored to assist in the decision of where to code a meaning unit. This was particularly useful when subtle differences existed between the interpretation of meaning units, for example, Got to Train and Being Motivated to Train.

Negative case analysis was also employed to develop a coding framework that naturally encompassed the meaning and context of the FT and PST meaning units. Despite initial data familiarity, constant reworking of the coding framework and its definitions was required, with many minor amendments such as changing a unit's coding completed. This process was substantially aided by the ability of NUD.IST to quickly check the meaning units coding by showing the text surrounding the meaning unit to double check its contextual interpretation, and if still appropriate, removing the incorrect, and adding the new, coding. Eventually, following four and three complete overhauls of the FT and PST coding frameworks respectively, the CF of FTB and CF of PSB (See Chapter Two) were finalised. Whereas the Training Behaviour and Training Effect Categories are both encompassed within the CF of PSB, the CF of FTB only incorporates Training Behaviour. Eleven Training Effect categories that more fully defined and explained the FT effect of each training determinant were also deduced through negative case analysis however, and included in the data coding (See Table B.1).

At the end of Stage 2, all relevant meaning units were coded at each section of the coding framework and within a determinant node. This resulted in each meaning unit being stored at a child node under each of the four parent nodes, that is Player, Training Behaviour Category, Training Effect and determinant node. In addition, text that
explicitly stated the players’ Top 3 determinants was coded under the parent node 5. Top 3. The NUD.IST coding structures for FT and PS behaviours are demonstrated in Figures B.3 and B.4.

Table B.1: Training Effect Categories and Definitions

<table>
<thead>
<tr>
<th>Training Effect</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td>Determinants that generally promote FT</td>
</tr>
<tr>
<td>Extra Mode</td>
<td>Determinants that lead to the completion of a different type of training than usual for the player, but not a sufficient amount to warrant a change in FT behaviour category</td>
</tr>
<tr>
<td>Extra Amount (YR only)</td>
<td>Determinants that lead to the completion of more training than usual for the player, but not a sufficient amount to warrant a change in FT behaviour category</td>
</tr>
<tr>
<td>Extra Why not? (YR only)</td>
<td>Determinants that prevent players from completing extra training when they would like to.</td>
</tr>
<tr>
<td>Less Mode</td>
<td>Determinants that lead to the completion of less training than usual for the player, but not of a sufficient amount or duration to warrant a change in FT behaviour category</td>
</tr>
<tr>
<td>Do Periodically</td>
<td>Determinants that promote the player to perform her FT for a definite period of time.</td>
</tr>
<tr>
<td>Do Daily</td>
<td>Determinants that promote the player to perform her training on one particular day.</td>
</tr>
<tr>
<td>Don’t</td>
<td>Determinants that generally prevent the player from training</td>
</tr>
<tr>
<td>Don’t Periodic</td>
<td>Determinants that prevent the player from her usual behaviour training for a definite period of time.</td>
</tr>
<tr>
<td>Don’t Daily</td>
<td>Determinants that prevent the player from performing her training on one particular day.</td>
</tr>
<tr>
<td>No Effect</td>
<td>Determinants, that although recognised, have no effect on the amount of training completed by the player.</td>
</tr>
<tr>
<td>Change Up</td>
<td>Determinants that lead to the completion of more training than usual for the player, to an amount / for a sufficient duration that warranted a change in FT behaviour category</td>
</tr>
<tr>
<td>Change Down</td>
<td>Determinants that lead to the completion of less training than usual for the player, to an amount / for a sufficient duration that warranted a change in FT behaviour category</td>
</tr>
</tbody>
</table>
Figure B.3: NUD.IST Nodes used for Coding Fitness Training Behaviour Meaning Units
Child Nodes

5.1 No 1.
1.1 Laura
1.2 Heidi
5.1.1 Do
1.3 Siobhan

5.1.2 Don't


4. Determinants 5. Top 3

2.1 Field Use 3.1 Habitual 4.1 Not enjoying playing
2.2 Field Training 3.2 Intentional 4.2 Game Dependent
2.3 Field Prep. Use 3.3 Intentional Non 4.3 Performance...
2.4 Field Prep. Training 3.4 Habitual Non
2.5 Nets Use 3.5 Change Up
2.6 Nets Training 3.6 Change Down
2.7 Nets Prep. Use
2.8 Nets Prep. Training
2.9 Structured Home-Based PST
2.10 Purposeful unstructured Home-Based PST
2.11 Unstructured Home-Based PST
2.12 Contemplation
2.13 Receptivity
2.14 Prev. Contemplation
2.15 Initial Reaction

Figure B.4: NUDIST Nodes used for Coding Psychological Skill Behaviour Meaning Units

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B.3 Stage 3: Final Cross-Checking Procedures

After each transcripts meaning units had been subjected to the above procedures, three further checks were completed to ensure the appropriate representation of the individual and the correct coding of meaning units. First, through the writing of command files, NUD.IST can reproduce transcripts with all of the coding attributed to each section of text added. This enabled the whole transcript to be checked against the most up-to-date nodes and node definitions to ensure that the coding represented the interpretation of the individual. Limited refinement were required as this stage, however, the detailed familiarity of each transcript that had been achieved by this stage, enabled other meaning units to be considered accordingly. Second, rules that had been developed through the coding process were double-checked. The first set of rules related to dual coding within categories. For example, no meaning unit should be coded at more than one Training Behaviour category. Likewise in normal conditions, meaning units should only be coded at one Training Effect category. Exceptions to this did occur however, when a meaning unit could be interpreted to give two pieces of information. For example, one player’s statement “... and moving back up here from Leeds, it is easier to go out for a run”, could be interpreted as now she does go for a run because it is easier, as well as, when she lived in Leeds she did not go for a run because it was not so easy. This discussion continued as she explains that now she runs straight out of her back door and onto the hills, whereas running on the streets of Leeds was neither pleasant nor safe. The determinant Access to Appropriate Training Facilities would, therefore, also be coded at the Training Effect categories Do and Don’t, and correspondingly with Two Meso. Main., One Meso. Nothing, Sport/Trainer and Two Meso. Occ., One Meso. Nothing, Trainer. This process of multiple coding demonstrated a detailed knowledge of the transcripts. The second set of rules related to dual-coding across Training Behaviour and Training Effect categories, as by definition, certain training behaviours can not be coded with certain training effects. For example, a Sporadic Trainer can not have a determinant coded within the Daily Don’t Training Effect category, as the players typical FT behaviour is not to train. This latter set of coding rules are demonstrated in Tables B.2 and B.3.
Table B.2: Coding Rules for the Psychological Skills Training Behaviour and Training Effect Categories Interaction

<table>
<thead>
<tr>
<th>Training Behaviour Category</th>
<th>Training Effect Category</th>
<th>Habitual</th>
<th>Intentional</th>
<th>Intentional Non</th>
<th>Habitual Non</th>
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<th>Change Down</th>
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<td>Field Use</td>
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<td>Y</td>
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<td>Y</td>
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Table B.3: Coding Rules for the Fitness Training Behaviour and Training Effect Categories Interaction

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<tr>
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<td>Y</td>
<td>Y</td>
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<tr>
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<td>Y</td>
<td>Y</td>
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<tr>
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<td>Change Down</td>
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<td>Y</td>
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</tr>
</tbody>
</table>

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The final process of checking enabled the determinant nodes to be specifically scrutinised. The content of each node was checked by two of Scanlan et al.'s, (1989a) rules to ensure that each meaning unit fitted within the boundaries of the nodes definition. Nodes that looked at similar aspects, for example, Natural Use and Personality Trait were double-checked to ensure that different nodes were required and that the content was coded at the appropriate node. Nodes that contained large amounts of information that warranted dividing more specifically were broken down to form children nodes. For example, the Self node contained a multitude of personally beneficial FT determinants. The meaning units within the node were, therefore, compared and contrasted and placed into one of three child nodes, Psychological Benefits, Physical Benefits and Non-specified Personal Benefits.

B.4 Stage 4: Returning to a Holistic Interpretation

The completion of coding and categorisation had provided a format through which the players' interview data and behaviours could be understood and an extremely detailed familiarity with the interview data gained. It had also however, drawn concentration to the specifics of the players' interview data, and taken it away from the other data sources and, indeed, away from the holistic picture of the EWCT players' world. This is discussed in greater depth as part of my research reflections in Chapter Nine. A period of detailed consideration and deliberation of 'guiding principles' (See Chapter One), enabled a return to a focus on the broader picture and the question of how these specific determinants were going to be used to represent the players, and in turn, how each player was going to be grounded within her context. Specifically, my deliberations were based on the question, “How do the players’ make sense of the EWCT’s requirement for FT and PS behaviours?” With this confirmed frame of reference, the list of determinants were reviewed and analysed to uncover the themes that were important to each player. Further, themes that would explain the player similarities and differences across the FT and PS behaviour categories were sought. These gradually led to the development of a series of inter-connected themes that developed further throughout the actual writing of the analysis chapters.
Brustard and Ritter-Taylor (1997) encouraged sport psychologists to broaden their view to encompass how an individual's behaviours are influenced by the social context. These final processes of analysis and reflection led to the identification of two dominant socio-cultural environments that encompassed all of the issues that influenced the EWCT players' adoption and adherence to FT and PS behaviours. First, the Personal/Non-Cricket Socio-Cultural Environment which includes the individual's interaction within dominant/parent and local cultures. Second, the Sport/Cricket Socio-Cultural Environment which highlights the reciprocal determinism that occurs between the individual player, her team-mates, the SSSP and the WCA. Following the review of the contribution of the CF of FTB and CF of PSB to understanding of the adherence process (Chapter Two), the remaining analysis chapters (Chapters Three to Seven) will focus specifically on the main issues that were apparent within each of these environments. Chapter Eight will highlight how the players' existence in both of these environments leads to her overall FT and PS behaviour. The two environments are displayed in Figure B.5 below.

Personal/Non-Cricket Socio-Cultural Environment

![Diagram showing the EWCT Players Socio-Cultural Environment](image)

Figure B.5: A Representation Of The EWCT Players Socio-Cultural Environment
Appendix C

Player Case Studies:
Examples of Player CF of FTB Categorisation

Appendix C discusses the analysis of the EWCT players' interview data. The CF of FTB was developed to enable the player to be categorised in terms of the amount of the FT that she completed and thus her adherence context was maintained. To promote confident player categorisation, all sources of data were reviewed. This appendix provides three case studies from across the CF of FTB to exemplify how the categorisation reflected the data gained.

C.1 Laura: The Year Round Sport/Trainer
Laura completed the required FT programme throughout the three mesocycles through a combination of playing/training for sport and independent FT. As an international football, Laura gains some of her FT from various club, county and national football settings. In addition, she also aims to go jogging four times a week throughout the winter, which often also includes sprint and shuttle work. Her performance at the EWCT fitness sessions demonstrates her ability to train hard, appropriately balancing FT duration and intensity. This is supported by her statement inferring the achievement of mastery-related enjoyment whilst training at the local sportsground, “I am running around and it is brilliant because I am pushing myself saying ‘Go on, one more lap’ or ‘Go on, one more this.’” Her training diary and interview both suggest that she also regularly weight-trains on her multi-gym. The fittest member of the squad, Laura achieved level 11.2 on the MSFT (March 1997) despite not training for the previous three weeks due to an injured ankle and claiming to have dropped out prior to exhaustion. In response to the question “Do you do as much training as you think you should?” Laura replied...
Well for me it is like all year round. So I've trained in the winter really primarily for football, so obviously it leads in to the cricket quite nicely. But I imagine I am fitter in the winter for the cricket than I am during the summer. Which sounds a bit daft. I try and do something but no, I wouldn't say really that I am fit enough for the cricket. Not as fit as I would like to be.

Although, Laura continues to run and complete the sprint work required to keep her “on her toes” and “ticking along” during the cricket season, she continues that she generally treats the summer as a rest period. This ‘rest period’ must however, be seen in the context of her own high personal fitness ideals, and those generated through the high fitness expectations of the England football team. In accordance with the physiologist’s FT demands for cricket, Laura still completes sufficient FT throughout the summer to achieve Maintenance within the final mesocycle, and hence qualify as a YR Sport/Trainer.

C.2 Sue: The Year Round Exerciser

Sue provides a good example of how players can move across the continuum throughout the year, but not to a sufficient enough extent that she qualifies for a change in categorisation. This is because despite starting to complete aerobic training in the two months prior to the interview (February – April), she had no intention to maintain that change over the summer. Sue’s own comments suggest that she is aware of the FT that the physiologist would like her to do, hence her eventual change, but also acknowledges that she is not performing the aerobic exercise required of her.

At the moment, yeah. I do as much as I can, but I am not sure if it is the same thing that she is wanting me to do. She tries to get me to do more aerobics and things, whereas what I have been doing is a bit more strength and sprinting type of work, so yes and no.

Throughout the year, Sue attends a circuit training class three times a week that involves a combination of sprints, weights and other anaerobically-based exercises. In addition, she also completed further weight-training. She explained that her attendance is predominantly due to the encouragement of her friend and trainer, and the thrill of competing against, and often beating, the men within the class. Evidence supporting her
enjoyment of these sessions and that they were conducted at a high enough intensity to produce anaerobic training effects was available through her fielding exercise performance, as the following field-note extract suggests.

The object of the exercise was for the player to chase a ball rolled along the floor by the coach, pick it up and then throw the ball to hit a single stump... Sue was definitely the surprise of the day. Throughout previous training camps I had noticed that, although not the best at jogging, Sue was a nice runner, who tucked into working at a good intensity. However, today she was challenging Laura for the top spot, possibly succeeding for the neatness of her running style and the relative ease with which she picked up the ball, turned and then whizzed the ball towards the stump. As she glided hungrily across the floor, she looked sharp on her toes, reacting quickly as the coach dummied her by actioning to throw the ball at one angle and then changing it to another. As the exercise progressed, the balls thrown out for Sue increased in speed, causing her to chase the ball much further than her team-mates. She tucked into the challenge with relish, lowering her centre of gravity as she pushed off or approached the ball, grinning to herself as she jogged her way to the back of the line.

(Field Notes Extract: February, 1997)

In the summer of 1996, in addition to her thrice weekly circuit training classes and weekend matches, Sue also completed some sprint work at the local track. This firmly demonstrates her commitment to her anaerobic development during a time, when most players are reducing their training loads. Sue’s placement within the exercise adherent category is due to her loathing of aerobic work and running. However, as suggested above, she had got into a routine of running in the countryside twice a week. This meant that in total she was training every day except Saturday and, as such, at that stage of the season (April) was completing the right FT components to become a YR Sport/Trainer. However, despite her recent improvement that was helping her to start enjoying running more (See Chapter Four), she had already made plans to forego one of her jogging sessions to attend a summer net session. This suggests that under time constraints, Sue will return to her YR Exerciser status for the summer.
Jo: The Sporadic Exerciser

Jo is the biggest thorn in the physiologist’s side. Whenever the physiologist complains of the squad’s low fitness levels or unprofessional look, Jo is typically mentioned. Throughout the interview however, Jo insisted that “yes” she did do as much FT as she thought she should, but added quickly, “but I never seem to get any fitter.” She also mentioned exercising to a high intensity on the bike and rower that she has in her bedroom. However, reading between the lines of her interview, Jo provided the most contradictions, frequently stating how difficult it was for her to exercise due to Lack of Time, Fatigue and Lack of Social Support barriers (See Appendix D) and also often talking about the exercise completed in a hypothetical or futuristic fashion. Jo has exhausted the physiologist’s suggestions of how to exercise. Due to an ankle injury, Jo does not run, however the fact that she owns a stationary bike and rower demonstrates her acknowledgement that she should complete exercise, especially as this purchase would have been financially difficult for her. Beyond her occasional bike/rowing sessions and her rare trip to the gym or swimming pool with friends, there is no record that any further FT has been completed. Even if the physiologist believed that she did complete these exercises, she would severely question the intensity achieved. To try and help Jo exercise at a reasonable intensity, the physiologist lent her a heart rate monitor. However, Jo could not get the monitor to work. At the end of the interview, Jo’s final comments of “You know how much I love it!” indicates her recognition that I would appreciate how much she actually dislikes exercise. Overall the following field-note extract does not question the effort that Jo invested in the MSFT, but the level of fitness achieved questions whether she FT either frequently or to a high enough intensity to produce aerobic benefits.

Her head down, beyond the first few steps she talked to nobody. From an early stage, Jo started to look uncomfortable. With her short strides, caused by failing to lift her knees and running flat on her feet, she seemed to push her body forward more than run. Despite this lack of fluidity, there was no sign of the ankle injury that has prevented her from FT. Shoulders tense, you could see that she was beginning to struggle to reach the line, though a determined look demonstrated that she was not prepared to give up just yet. The player on her side encouraged her to keep going and to try and breath steadily. However, with her face becoming more and more contorted, red and strained, she fell over the line for the last
time. Doubled up, slumped against the wall and breathing heavily, she had reached level 4 on the MSFT. Equating to an estimated VO₂ max of 26.5 ml⁻¹.kg⁻¹.min⁻¹, her score is well below that of the average non-age specified, untrained female (who according to the National Coaching Foundation (1995) ranges from 33-40 ml⁻¹.kg⁻¹.min⁻¹). Although this score may question whether she had indeed achieved maximal exertion, her finishing state implies that she had pushed herself hard. In the words of the physiologist, Jo’s fitness is “the same as a couch slob.”
Appendix D
Perceiving and Overcoming Fitness Training Barriers

Appendix D explores the FT barriers that the EWCT players encounter in their everyday lives, and the techniques that they use to overcome these barriers when motivated to do so. This area is seen to be an important part of this project, however, as shall be demonstrated, barriers, and the ability to overcome them, are a consequence of the issues raised throughout this project, and not in themselves determinants. This will be demonstrated throughout this appendix, as all players whilst in Maintenance or Occasional are able to overcome all but the exceptional Daily and Periodic barriers.

Although barriers often exist in tandem, four dominant Preventative Determinants categories that have not been previously identified within this project were reported. These preventative determinants; Lack of Time, Fatigue, Lack of Access to Appropriate Training Facilities and Lack of Training Partner will each be reviewed along with the strategies employed to overcome them where appropriate.

D.1 Lack of Time and Fatigue
Prior to her retirement, Ella, a YR Sport/Trainer, afforded aerobic FT the highest priority.

Ella: Nothing would stop me at all. In fact I used to always say “I can’t believe that I never had time to do this, because I have got time now.” I didn’t do anything else mind you apart from train and sleep and work and eat. But it was just really easy. Once I had decided I was going to be it (a Serious Cricketer), I just did it.

Beyond Ella, all players cited Lack of Time and periods of Fatigue as FT barriers, primarily due to work commitments. These findings echo Willis and Campbell’s (1992) review of the exercise adherence literature that proposed lack of time and fatigue as the first and second most commonly cited barriers to exercise across populations. Due to difficulty in measuring time pressures and fatigue objectively, it is not possible to make
comparative judgements of such constraints across CF of FTB categories. However, differences in the extent to which these barriers reduced FT behaviour were apparent. With reference to Lack of Time, although the higher CF of FTB category players appeared to experience similar pressures to the Sporadic players, once in Maintenance or Occasional, FT was typically only prevented on a daily or periodic basis (Daily/Periodic Don’t). These FT sessions were missed when unexpected Work or Financial Pressures demanded a higher priority than usual, or at particularly Social Times such as Christmas. Beyond these atypical days, these players’ Higher FT Prioritisation led to the sacrifice of relaxation and social time. Similar differences in the influence of Fatigue on FT are evident. Laura, the fittest member of the squad, stated that she had felt increasingly tired throughout the last couple of years and thus found it harder to motivate herself to FT.

Laura: I just feel knackered all the time. Sometimes, when I wake up I think “Oh, I’ll just go and sit down and then I’ll go for a run” and I am sat here going (like a zombie). It’s nothing really, it is not physical, it is more the mental feeling “I don’t want to do this.” It is a really weird feeling and it has got worse over the last two years.

Despite this global state, Laura had continued FT on a near daily basis. In contrast, the Sporadic players stated Lack of Time and Fatigue as the main determinants leading to their typical non-FT behaviour. These findings provide insight into Dishman’s (1990) identification of an unclear relationship between time and adherence, as both adherents and non-adherents cited a lack of time as a major barrier to exercise participation. The effect of such barriers, therefore, appear to be determined more by the life priority afforded to exercise, and thus the individual’s perception, than actual reality. Although Dishman’s adherers and this study’s Maintenance and Occasional players experienced these potential barriers, these individuals adopt strategies that allow their FT behaviours to equate to the priority afforded.

D.1.1 Overcoming Lack of Time and Fatigue: Planning

The players who prioritised FT adopted three planning techniques to overcome a Lack of Time and Fatigue, and to ensure the completion of their personally desired FT. All except one Non-Sporadic player possessed a regular weekly FT routine or deliberately planned her week’s FT in advance to ensure that she could fit her desired number of FT
sessions around other commitments. For example, Laura “set myself goals, like I am going to go out four times a week” and then planned her FT sessions into her weekly schedule.

Laura: I wake up in a week and I’ll think “Right, I am working so and so, so I will go running bang, bang, bang.” So I have already got it sorted. ... But there is nothing really (that stops me from FT) because like I say, I plan it. Not that meticulously, but I have got it sorted in my own mind, every week, what I am going to do. So I know that once I wake up Thursday morning, if Thursday morning is the day that I have set myself something to do, then I will do something. No matter how big or little it is, whether it is 20 minutes in the gym or whatever else, then I’ll do it. There is no two ways about it.

Lucy and Laura both suggested that this forward planning enabled physical and psychological FT preparation, “so it allows you to have time to get into that way of thinking “Oh I have got to go.” And you are sort of psyched up for it” (Lucy).

Siobhan, the new YR Sport/Trainer, was the only player above the Sporadic categories who did not plan her FT in advance. Instead, she decided whether to go running whilst driving home from work depending on how she was feeling. Her determination to achieve her goal of two or three FT sessions a week in addition to Sport did however, play on her conscience. Towards the end of the week, therefore, she would overcome her feelings of Fatigue if she was in danger of not achieving her goal for the number of sessions to be completed that week.

The second planning technique, the development of a daily routine, was important for all of the Maintenance/Occasional players. These routines enabled players to train at their peak FT times, “I am not enough of a morning person to get up and go before work” (Lucy), or at times that promoted the likelihood of FT occurring. For example, Helen, the One Meso. Main., One Meso. Nothing Exerciser, trained in the morning due to the acknowledgement that she was likely to be distracted in the evening, “I do it in the morning. The rest of the afternoon and night I can come home and do what I have to do.” Laura and Kirsty, the two shift workers, did not have the luxury of these choices, but had daily routines depending on her work times, whilst Heidi, another YR Sport/Trainer,
ensured Maintenance by adjusting her daily routine to suit her contrasting university term or home vacation commitments. This adaptation enabled a seamless move between FT environments. “At University I am more likely to go mid-day because that is when I normally seem to have most time to go. ... At home I always go in the evening.”

Three YR players and Miriam, the Two Meso. Main., One Meso. Nothing Sport/Trainer, realised that the danger of FT after work was getting home and succumbing to the desire to sit and relax. This led to the third planning technique, as all four players either went FT straight from work “you have to get it straight out of the way after work, you know, so you go to the gym on the way home” (Miriam), or if they did go home, aimed to go FT as quickly as possible, “(l) come back from work and I don’t sit down or do anything. I just get changed and then go out. ... Once you have sat down it is harder to get back up again. If you don’t think about it then you’re O.K” (Siobhan).

The Sporadic players did not adopt any planning techniques. Jo, the Sporadic Exerciser did not plan as “in the past I have always been able to exercise when I have wanted to exercise.” Although Julia, the Sporadic Sport/Trainer, did not discuss any routine, her infrequent FT sessions appeared to be completed on an adhoc basis “when I get time” and “when I am not tired”, whilst her recreational Sport depended on friend availability. Similarly, Anne, the Sporadic Sport/Exerciser, relied entirely on the availability of others.

D.1.2 Overcoming Fatigue: Self-Talk

Every player above the CF of FTB Sporadic categories adopted motivational self-talk strategies to overcome Fatigue and to induce FT energy. The content of the self-talk was in line with the individual players’ own goals and perceived FT gains, and thus reflected the beliefs and attitudes revealed in Chapters Three to Seven. For those who were internally motivated, enjoyed aspects of FT, and who sought constant improvement (predominantly the YR players), self-talk aimed to reinforce the expectation of positive affective states experienced during and after exercise, and the achievement of short-term fitness and personal goals. The players who were predominantly externally motivated by cricket-related determinants (predominantly those in lower CF of FTB categories)
typically used self-talk to reinforce the need to FT to achieve their longer-term, cricket-related goals. The only pre-training motivational self-talk cited by the Sporadic players referred to selection goals.

D.2 Lack of Access to Appropriate Training Facilities

With the exception of Siobhan, a YR Sport/Trainer, who seemed content completing both her aerobic and anaerobic work in the landscape surrounding her home, all players cited FT facility barriers. This is in accordance with Robison and Rogers (1994) who forwarded the convenience and proximity of the exercise setting as an adherence determinant. Nine players use a local gym and outdoor environments, two players use other leisure centre facilities and outdoor environments, two only use informal, outdoor environments, and three players have equipment at home that they use in isolation or in combination with formal or informal environments. Some of these FT environments are used due to Personal Facility Preference and others out of Perceived Facility Necessity or a Lack of Facility Choice. This concurs with Bar-Eli's (1996, p. 434) suggestion that environmental factors may “affect the attributions of freedom, choice, control and responsibility associated with physical activity, thereby affecting how exercise adherence is viewed as personally caused by the adherer.” Access to formal FT facilities such as a gym was prevented by the cost and distance to travel, whilst the use of outdoor environments were curtailed by safety and a lack of tolerance for the British winter. These environments and difficulties were experienced across the CF of FTB categories. Once again, the higher category players were more resourceful at overcoming her facility barriers or accepting undesirable circumstances. Mentioned by nine players, the British Winter was the dominant facility/environment barrier, with five players specifically, replacing her summer outdoor FT by joining a 'more inviting' gym in the winter. Other attempts to overcome facility barriers included purchasing fitness equipment to overcome the inconvenience of travelling to a facility or as a cheaper alternative to joining a gym. Attending a gym or finding a training partner helped to overcome the safety issue of running alone in the dark.
Chapter Four highlighted Lack of Enjoyment as the dominant preventative determinant for Exercisers. Lack of Access to Appropriate Training Facilities played a direct role in generating Sue’s preference, and a further preventative role for disliked behaviours for four other players. First, the environment had a direct effect on Sue, the YR Exerciser’s, dislike for jogging, as she found jogging around “the same old houses... very boring.” This reduced her motivation to persist when she got out of breath and uncomfortable. In the months prior to interview however, Sue’s FT partner had insisted on taking her jogging in the countryside. Sue found this environment much more conducive to the extent that she was actually started to enjoy it.

Sue: It is like a bit of a challenge getting to the top of the hill and then you get a bit of a rest coming down... There is a lot of countryside, so there is lots of different ways you can go... You are like looking over the fields saying like “Oh look at that tree over there!” “Oh look at that balloon” or something. And then you just don’t realise that you have run as far as you have.

Despite their categorisation as YR Trainers, Lucy and Ella both disliked traditional sprint training to the extent that they would not complete it until the cricket season was rapidly approaching. This disdain prevented traditional sprinting throughout the rest of the year as it induced the perceived need for very specific facility requirements. Both required a flat piece of ground preferably where they would not be seen. For Lucy, this was due to her previously mentioned Social Anxiety (Leary, 1992) (See Chapter Four). Ella eventually forced herself to sprint in a local car park, whilst Lucy overcame her aversion to morning FT and went to work early so that she could sprint in the work’s sports hall before anyone came in.

Although Sue, Ella and Lucy’s FT environment problems all arose through matters of preference, they, like the other players in the higher CF of FTB categories, eventually manage to find acceptable environments where they could complete their disliked FT aspect. Two of the Sporadic players did not display such flexibility. Due to her dread of exercising in public Jo, the Sporadic Exerciser, did not use the free gym membership that other players craved. Similarly, Anne, the Sporadic Sport/Exerciser, stated not having access to facilities to overcome the danger of running at night without a training partner.
Further questioning determined that there was in fact a “sought of like a leisure centre just up the road,” however this did not meet her personal preferences, “If I wanted to like get really, really super fit, I would go to a gym and do it and get an instructor.” As the closest “decent gym (is) about 5-6 miles away. You know, it is quite a long way” access to this ‘desired’ facility was difficult due to not driving and a prohibitive cost. Julia, the third Sporadic player, worked in a leisure centre and, as such, was not short of facilities. She also did not worry about running alone in the dark.

D.3 Lack of Training Partner

The importance of social support is well-documented across populations (e.g., Willis & Campbell, 1992; Lingren & Fridlund, 1999). Ten players specifically indicated her preference to FT with others or alone, whilst the position of the remaining five players can be discerned by her FT habits. As will be indicated, the preference for a training partner crosses CF of FTB categories. This is due to wanting to spend time with partners and a preference for social interaction, as well as requiring encouragement. Again, on the whole however, the ability to continue FT regardless of support preference differed between Maintenance/Occasional and Sporadic players.

Siobhan, a YR Sport/Trainer, was the only player who stated a preference for FT alone. “I am bit selfish like that. … I couldn’t, I am not very good at going out and FT with other people. In fact you can probably count the number of times on one hand.” Seven players preferred to have a FT partner. Of these, Lucy, Heidi (YR players) and Helen (the One Meso. Main., Two Meso. Nothing player) continued to FT alone, as finding someone who was available at the appropriate time, or frequently enough, was difficult. The remaining four (Sarah, Helen, Lorraine and Belinda) players admitted that her FT was, or would be, reduced in either frequency or intensity if she did not have a FT partner. Ella’s story is of particular interest. As a reluctant anaerobic trainer, she related that previously received support encouraged her to achieve levels of FT intensity that she now finds too painful to complete (See Chapter Four). More interestingly, this support was predominantly provided through telephone contact and had such an effect that Ella rated this support as third in her Top 3 FT determinants.
Ella: I did have a FT partner who I trained with for about a year and who was very... Well she actually lived in Manchester and we trained by phone, and we would go out and do a FT session, and then ring up and she would say “I did this that and the other”, and I’m “Oh, I didn’t do that”, and it was a real motivation. And when we saw each other, which wasn’t that often, we would do something together and we were really anxious about being less fit than the other. So that was definitely a motivator. And then when I didn’t have that... I suppose I think that took the edge off. I was more easily knocked off my goals. You know, I would go along to the gym and do an easy session, but I could still say that I had been to the gym, whereas before I would have to account for how many minutes I did on this and how much sweat I worked up... And then that has just reminded me of something else. When we were doing this FT thing I didn’t mind doing painful things because I had to do them because I had to account for them. I had to get to level 11 on the step before she did, because I couldn’t bear to hear “I’ve got to level 11” when I had only done level 10. So, and I did do the sprints as well, and we did do them together as well. You know, we would actually say “This is important.” “We need to do it.” And then I would have to say that I had done them.

Three players Jo, the Sporadic Exerciser, Anne, the Sporadic Sport/Exerciser, and Sue, the YR Exerciser categorically stated needing others to encourage and accompany her. As highlighted in Chapter Four and earlier, Jo would not exercise in public without the support of “good friends.” Anne presented a list of preventative determinants, “You’ve got so many factors against you. There’s that slight edge that you haven’t... you know, summer is a long time away. It’s cold, dark.” Finally, she admitted the root of the problem, “I do need people around me to just push me.” Consequently, she only overcame these barriers on the occasions when her boyfriend, or another friend, suggested playing squash or going running or swimming. Unfortunately, Anne and Jo have few friends who exercise, let alone regularly, and as such, it is difficult for them to gain the support that they need. This could comply with Bandura’s (1986) suggestion that an individual’s values and personal standards guide her behaviour, therefore, increasing the likelihood of meeting and bonding with people with similar values, and decreasing the chances of bonding with different minded individuals. As neither Anne nor Jo personally value FT (Chapters Three and Four), the likelihood of meeting and bonding with people who would encourage her are reduced. Julia, the Sporadic Sport/Trainer, is in a different position. As a recreational sportswoman, she works as the local leisure centre. This opportunity to play sport with her friends and work-colleagues...
provides the majority of her fitness benefits. As stated in Chapter Five however, Julia will also go jogging a few times prior to a fitness test. Julia does this on her own despite her father's safety concerns.

Once in Maintenance/Occasional, all but one of the non-Sporadic players continued with her FT regardless of whether her Training Partner preferences were met. Sue, the YR Exerciser, is however, an anomaly. Although she appreciated that exercise would help her to lose weight and improve her cricket, her over-riding Top FT determinant for the last four years has been her dedication to a work colleague, and now “good friend”, who took a circuit-training class. This provided two forms of social support. First, and foremost, her friend's support has not only inspired and encouraged her circuit-training attendance, but he has also taken her track-sprint training and jogging. “I think to me, the support of Keith, this bloke who helps me, he’s the most important. He is the only one who will get me out on a Sunday morning and take me running for an hour or whatever.” As reported earlier, this has encouraged her to give circuit-training a High Life Priority and enabled her to overcome her Lack of Enjoyment for jogging. On a personal basis, Sue’s experience supports Wankel, Yardley and Graham’s (1985) suggestion that exerciser and leader camaraderie promotes adherence. Second, as stated in Chapter Four, Sue stated that due to the enjoyment derived from competing successfully against other circuit trainers Sue would continue without Keith’s support.

The remaining four players did not discuss FT partner preferences but all trained alone.

D.4 Lifestyle Changes: Opportunities and Relapse
As indicated, overcoming the cited preventative determinants requires the development of a stable environment within which the player reaches an equilibrium between her goals and barriers. Daily and Periodic Don’ts highlight that even during Maintenance and Occasional phases of regular FT, players do experience situations that disrupt this balance. Again as a greater indication of dedication, five YR players compensated for these lapses by planning another or longer session to ‘catch up.’ As Lorraine explained,
"I am more conscious that if I don’t go one day, then I will go the next, otherwise it is another day out of the calendar."

<table>
<thead>
<tr>
<th>Cricketer</th>
<th>Direction of Change</th>
<th>Category Change: From</th>
<th>Category Change: To</th>
<th>Reasons given for change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucy</td>
<td>Down &amp; Left</td>
<td>YR, Sport / Trainer</td>
<td>Nothing</td>
<td>Injury</td>
</tr>
<tr>
<td></td>
<td>Up &amp; Right</td>
<td>Nothing</td>
<td>Moving back towards YR, Sport / Trainer</td>
<td>Return from injury</td>
</tr>
<tr>
<td>Lorraine</td>
<td>Down &amp; Left</td>
<td>YR, Sport / Exerciser</td>
<td>Sporadic Exerciser</td>
<td>Change in job = increased hours and responsibility. Injury</td>
</tr>
<tr>
<td></td>
<td>Up &amp; Right</td>
<td>Sporadic Exerciser</td>
<td>YR, Sport / Exerciser</td>
<td>Defeat by New Zealand = realised should be fitter to compete internationally. Feeling more settled at work</td>
</tr>
<tr>
<td>Belinda</td>
<td>Down &amp; Left</td>
<td>2 Meso Main / 1 Meso Occ, Sport / Trainer</td>
<td>1 Meso Main / 1 - 2 Meso Sporadic / Trainer</td>
<td>Change in job = increased hours and more difficult to get into a routine. Questioning need to train all YR.</td>
</tr>
<tr>
<td>Miriam</td>
<td>Up and Left</td>
<td>2 Meso Occ, Trainer</td>
<td>2 Meso Main, Sport / Trainer</td>
<td>Defeat by New Zealand = realised should be fitter to compete internationally. Change in lifestyle.</td>
</tr>
</tbody>
</table>

Table D.1: Summary of Changes in Player CF of FTB Categorisation and cited Lifestyle Change Determinants.

Table D.1 highlights that three EWCT players FT ‘relapsed’ as a change in her life circumstance disrupted her goal/barrier equilibrium, whilst a further player’s desired FT change was facilitated by an advantageous life change. Due to the profound impact that these life changes had on previously FT committed players, their stories shall be briefly reviewed.
Lorraine's story particularly demonstrates that even dedicated fitness trainers are liable to relapse when their lifestyle changes. In 1971, at the start of Lorraine's international cricketing career, fitness was not perceived as an important part of the game and players were left to "please yourself in terms of how you felt physical preparation was for matches, test matches and one-day series." Lorraine was first introduced to structured FT whilst playing National League hockey, which, in consequence, promoted her fitness for cricket. However, with increasing tour experience she came to appreciate that the constant competition and healthy lifestyle had positive effects on her performance and provided personal 'feel good' benefits. This, and the SSSP's introduction, encouraged Lorraine to start structuring regular, independent FT. Throughout this time, Lorraine's lifestyle enabled her great FT flexibility to the extent that she became a dedicated YR Sport/Exerciser.

Lorraine: I think that running around, being at college, being a school teacher for a year or so, then working in my parents shop and being able to have the flexibility to train or to run, or to do whatever, when I wanted, was good at that time.

Despite sustaining a serious eye injury and other personal issues, Lorraine cited Starting a New Job as the main determinant that caused her relapse to Sporadic Exerciser. Specifically, she felt that due to her long working day, she was unable to FT in the morning or at night, but without an established relationship with her boss, she did not want to leave her desk during the day.

Lorraine: I moved into a new job. So in January, February, March, April, they (New Zealand) were here in May, probably I didn't say "Oh sorry, I have to clear off now and go out." So that perhaps wasn't such a good focus. ... (With my) twelve hour working day, it is difficult at times to have that discipline of a night time to go for a run and I don't think I can get up much earlier than what I do (she leaves for work at 6.15).

In addition to Lack of Time, increased Work Responsibility led to Fatigue. Lorraine was bitterly disappointed in her performance against New Zealand and decided that the best way to regain her self-respect was "to prove to myself that I could go out there and do it (train). ... To make myself feel better really. It was just a big hole, so I had to do it by
doing something which hurt." This caused her to re-evaluate her daily routine and her working relationship with her boss.

Lorraine: I think it is sort of knowing the boss. You know, you build up some kind of rapport there, so it is knowing what they expect from you and vice versa. Um, so that now is established being several months into it. I get in early now. I get in at seven. So a lot of my day I do in the morning, so that suits me and I work hard in the morning. So the fact that I leave my desk religiously probably at mid-day or half past twelve and go for a run is now something which I feel I have got time to do.

Miriam and Belinda's FT behaviour changed when they moved areas and jobs. For Miriam, a move to the countryside provided a safer and more interesting FT environment than when she lived in the city. A job change also meant less travelling and greater FT time flexibility. When she then realised that she needed to increase her fitness to remain competitive at international level, she was able to capitalise on her change in circumstance and Miriam changed from a Two Meso. 0cc. Trainer to a Two Meso. Main. Sport/Trainer. In contrast, Belinda's new job required a lot of travelling and evening meetings, thus preventing her from gaining Sport fitness benefits through playing competitive hockey and from developing her required routine.

Belinda: I can more easily get into a routine when I know where I am going to be. I was perhaps staying a couple of days in Birmingham, shooting off all over the place, so I couldn't say "Right, every Wednesday I am going to the gym because that is where I am going to be."

When she was not travelling, Belinda worked at home. Although she had bought weights to enable her to do so at home, "I find everything very..., because my work is so isolating, I find my exercise is quite isolating as well as the moment, and that makes it harder to do. If you are always doing it on your own, that is quite hard." Moving away from her old gym and not finding a nice gym locally has exacerbated her situation. Conscious of the approaching season and assisted by the lighter mornings, at the time of interview (May 1997), Belinda had recently reviewed and changed her lifestyle, "I have consciously decided not to travel so much", to enable her to fit FT in. Prior to her home move and job change, Belinda was a Two Meso. Main., One Meso. Occ. Sport/Trainer. Her recent
attempts to reintroduce routine enabled her to be categorised as a One Meso. Main., Two Meso. Sporadic Trainer.

These players’ experiences support Diclemente et al. ’s (1991) addition of a ‘spring-back’ to Prochaska et al., (1992) SCM. As stated in Chapter Two, this suggests that players who have previously experienced higher behavioural categories, but have suffered a relapse, are likely to have learnt lessons that enhance the likelihood and speed of their return to previous levels. For example, both Belinda and Lorraine appreciated the importance of getting into a routine, whilst their knowledge of FT principles and preferences enabled them to achieve their previous FT levels. Despite these lessons however, Lucy’s experience as a YR Sport/Trainer who suffered a calf injury that prevented FT for six months, warns that returning to normal FT behaviour can be difficult. Despite, medical clearance and her appreciation of the personal benefit of FT, Lucy found it difficult to return to her previous FT regime.

Lucy: I feel a bit demoralised in some ways of having 6 months off. It is hard to crank yourself up and start again. ... I think the demoralising thing is getting to a certain level and then losing all of that. So you have a lot of work to do to get to a basic standard before you get into specific work. So that is a bit of a downer.

As a teacher, Lucy had been very busy throughout the spring term. This, in combination with other minor issues that would not normally effect her FT, prevented her from starting. “I was exhausted at the end, and then the weather wasn’t brilliant and it is hard to make that initial ... I didn’t have the energy or the inclination particularly to kick it off then.” After a week’s rest, Lucy found the motivation to start jogging again. She believed that her previous experience of exercise commitment and her confidence within her FT environment would enable her to quickly progress back to her YR, Sport/Trainer category. “I think the break over Easter did me good because that allowed me a bit of time to get out and do some running. ... And now I feel like it is time to get going again and I feel good about it again.”

In summary, all of the EWCT players experience situations that could be perceived as a barrier. The extent to which these perceived barriers prevent FT depends on whether the
player is within a mesocycle within which she has decided to complete FT on an Occasional or Maintenance basis. The effect of barriers to FT are, therefore, dependent on the combination of determinants identified within Chapters Three to Seven that lead to FT being completed for personal, self-determined external or non-self-determined external motives.