

AN INVESTIGATION INTO THE MINDSET AND THE EXPERIENCE OF A  
MODERN DAY SOCCER REFEREE IN ENGLAND.

A thesis submitted for the Degree of Master of Philosophy

by

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## **Abstract**

The number of football referees in the United Kingdom has significantly declined over recent years (Dell et al., 2014; FA National Game Strategy, 2011; FA National Game Strategy, 2015). This thesis aims to investigate the factors which influence a referee's intention to quit the game.

The thesis will have two research studies that will underpin the research enquiry. The first will establish "what it is like to be a referee?" and the second will look at the rationale behind implementing a bespoke conflict management and resolution training workshop.

The results indicate that the training The Football Association (FA) provide referees currently is not fit for purpose and it does not provide them with the knowledge or skills to deal with and resolve conflict. The workshop had a significant positive reaction (post workshop evaluations), followed by evidence of learning taking place (post workshop evaluations and 3 months follow up evaluations), and finally a report of behaviour changes through refereeing after 3 months within the experimental cohort.

## **Acknowledgement**

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## **Chapter One: Introduction**

This thesis is organised by two studies around the period of time between 2010 to 2019, data was collected during the period of time between 2010 to 2013. During this period of time, two studies were produced. These being “What is it like to be a referee?” (study one) and “Teaching referees how to referee and handle conflict” (study two). These studies are related as they both seek to investigate the problem relating to referees leaving the game of soccer.

Theoretically these studies are informed by Glaser and Strauss (1967) Ground Theory Methodology and further informed by the works of Glaser (1978, 1998, 2005 and 2007) and Strauss and Corbin (1990, 1994 and 1998. as a general research method. This inductive method requires data to be collected and then undergo analysis. The production of theory occurs after the data has been collected and analysed resulting in the theory being grounded in the data itself.

Chapter 1 entitled ‘The Journey’ presents in greater detail the journey that I have been on over the past 9 years. Chapter 2 will provide an introduction, to the thesis including the rationale for the research and its aim. The review of literature is presented in Chapter 3 (Referees as a Volunteer) and Chapter 4 (Volunteering and a Theoretical Background). The generic methods Chapter (Chapter 5) will explain the actual research design for the two interrelated studies and will build the link between theory and method. Within Chapter 6 the results will be presented and then discussed for “What is it Like to be a Referee?” (study one). Chapter 7 presents the second study: Teaching Referees how to Handle Conflict and includes an additional review of literature; greater detail specific to the methodology of this study; its results and discussion. The overall discussion, conclusions drawn and limitations and recommendations for future works will be discussed within chapter 8.

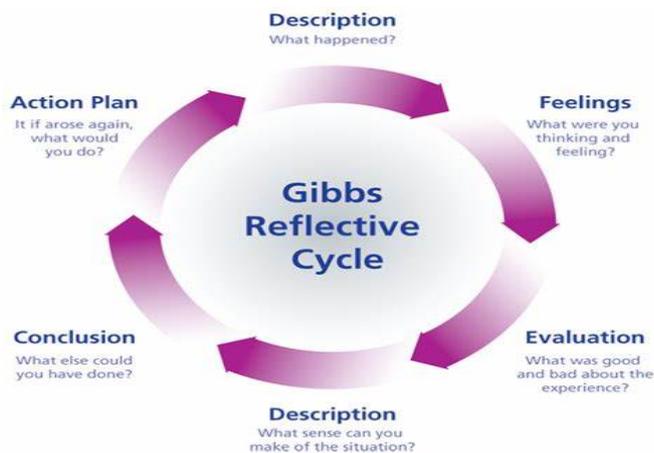
## **Chapter Two: The Journey**

### **2.1 Introduction**

I found writing this chapter to be very refreshing because it allowed me to reflect on my journey over the last decade and what has been learned. The opportunity to reflect on the research process and all I have learned during my study as well as to articulate this in writing has been both gratifying and empowering. As I come to the end of my journey I am proud to say that the whole process has resulted in me being a more informed, critical and reflective academic who has made a valid contribution to the area of soccer referees and their training, and for that, I am extremely proud of my achievements.

In 2009, I started my PhD part-time, at Brunel University whilst working as a full-time teacher within secondary schools. My appointed supervisors were Professor Celia Brackenridge and Dr. Daniel Rhind. I have personally witnessed issues in refereeing and was interested in the attrition of football referees and, as such, I had a desire to examine the wellbeing of these individuals. It is important for me to reflect on the journey that I have been on as purely having this experience is not sufficient for learning to occur and without reflecting on the experience the learning potential can be lost (Gibbs, 1998). The reflection model that has been considered and applied throughout is Graham Gibbs Model of Reflection. This reflective cycle was formed in 1998, and the purpose of the cycle was to give a structure to learning via experiences.

Gibbs reflective cycle (1998) comprises of 6 stages which provide a framework for evaluating a person's experiences. It allows the individual to learn from their experience, plan for the future and evaluate what went well and what could have been better.



*Figure 1: Gibbs Reflective Cycle (1988)*

Failure to conduct a thorough reflection on this experience (PhD/MPhil) would have resulted in the learning potential being lost (Gibbs, 1998) so join me on my personal journey of reflection.

## **2.2 How did it all start?**

The notion of this PhD did not just evolve overnight but was the result of research I had conducted for my MSc thesis. My MSc thesis formed part of the research that Brunel were asked to undertake as part of the Football Association's (FA) RESPECT campaign. The FA wanted to further understand attrition rates, trends and how effective initiatives and recruitment strategies had been. In order to be selected for this project I had to apply and be interviewed, demonstrating I had a sound understanding of how soccer was structured within the United Kingdom.

The FA provided me with data on registered referee numbers for all 52 County Soccer Associations (CSA) on a monthly basis. Data was analysed monthly over the course of three years, looking at the total numbers of referees that were registered month to month. This included tracking the number of male and female referees month to month, level to level and finally by gender. I found the opportunity to work with senior executives of the FA and respected academics very exciting in addition to gaining an insight into how an FA department operates. It was particularly interesting to see that the Referee Development Officers (RDO) from the 52 CSAs only came together for regional meetings 2-3 times a year with there being one national conference that took place on an annual basis. Therefore, RDOs go about

their role and have minimal collective engagement other than periodical meetings where one of the agenda ideas was to share ideas and reflect on initiatives.

Using this data analysis, I was able to monitor the total numbers of registered referees the FA had as an organisation. This enabled me to evaluate the impact that national initiatives were having on the FA as a whole and also at county level. It was agreed that I would meet with the Senior National Referee Manager (Ian Blanchard) and his assistant every 3-4 months to provide an update on the data analysed. The FA had never previously given this level of data access to any other MSc student making my dissertation unique in nature. The FA was impressed with the work that I did for my MSc and at the final meeting/presentation asked if I could continue conducting research with the aim of helping them to understand why they kept losing referees despite, as an organisation, attracting a high volume of new referees each season.

After consultation with Prof. Brackenridge I submitted a proposal to Brunel to undertake a PhD continuing my research into referees and the factors that could underpin attrition. On reflection, I am very proud of my ability, during my MSc, to impress the FA senior executives to the extent that they requested me to conduct further work for them. The opportunity that I had been presented with allowed me unprecedented access to the data that the FA held on referees. This really was a first and an incredible opportunity for me.

### **2.3 The First Steps**

Despite previously having conducted research and literature reviews for my MSc, I was fully aware that I needed to look more extensively at additional works. In particular, further exploration was necessary into the themes that had emerged from my MSc, as being potential factors that could impact upon a referee's decision to remain or leave the game. These themes included; stress (e.g., Rainy, 1995; Ansel and Weinberg, 1995 and Rainey and Hardy, 1999); burnout (e.g., Raedeke et al, 1997 and 2000); commitment (e.g., Taylor, Daniel, Leith and Burke 1990), costs v benefits (e.g., Alexander, Kim and Kim 2015, Nicols et al 2016, Kim and Morgul, 2017) and the role of volunteers within organisations (e.g., Nicols and Ralson 2011).

I explored previous research that had been conducted within sport around the world, which investigated the experiences of officials (e.g., Rainy 1995, Rainy and Hardy 1997, 1999 and Tuero, Tabernero, Marquez and Gillen, 2002). Further

research studies were then reviewed and critically evaluated specifically focussing on soccer officials (e.g., Taylor, Daniel, Leith and Burke, 1990; Rainey, 2000; and Cuskelly, 2003; Cuskelly and Hoye, 2004; Cuskelly, 2005, Pitchford and Wilson; 2011; Cuskelly et al 2006). Regular meetings were held with my supervisors and I was encouraged to read with more criticality. I returned to the reams of journal articles that I had collected from my literature review and started to narrow down those that were of specific interest. I also reviewed articles that had been published relating to referee experiences (e.g. Anshel & Weinberg (1995), Goldsmith & Williams (1992), Rainey (1995) , Rainey and Wintench (1995) and Taylor, Daniel, Leith & Burke (1990).

When reflecting on what I was reading, very little appeared to have changed over the past three decades. Significant sums of money had been ploughed into the state of refereeing in the UK and at this point it seemed that the treatment of referees had not changed (The FA National Game Study, 2011). As such, I wanted to find out more about what it is like to be a referee in the UK. What situations and environments did referees face? Were these negative encounters a one-off or did they happen frequently? And finally, what could be done to help referees to keep them in the game?

It was following several supervisory meetings and extensive discussions that the concept of the first two studies of the PhD were drafted. Study one would be a semi-inductive investigation into “What is it like to be a referee?”. Study two would be a longitudinal journey following referees over the course of a season to explore the situations and environments they encountered. When considering Gibbs, (1998) Model of Reflection, when I first started I was unsure what my first study would look like. Now I had come up with a concept for the first two studies, the joy was short lived, as now I faced other challenges. The initial ones that sprung into my head were; Where am I going to access active and non-active referees from?; Will people want to participate?; Additionally, what methodological approaches am I going to employ?

## **2.4 Study One**

The first study of my thesis set out to explore the experiences of soccer referees. It consisted of me conducting interviews with both current and past soccer officials, where only one question was posed to them: “What is it like to be a soccer

referee?” This question is semi-structured in nature and depending on the responses given by participants, these would give rise to subsequent questions being posed to them. There were no pre-conceived ideas pertaining to what follow up questions would be posed to participants. Key words were identified from the answers given by the participants to allow for further questions to be asked to obtain more details and clarification. Due to the semi-inductive nature of the research there was no underpinning theory used to frame the research. My supervisors felt that from obtaining the referees experiences in their own words it would then allow for relevant themes to emerge from the interviews, which could then be considered alongside theory during the analysis.

The 30-60 minute interviews were conducted and transcribed verbatim with the following higher order themes being found; match factors, personal factors and organisational factors. After further consultation and discussion of the results with my supervisors, the structure of the PhD was amended to consist of three stand-alone studies that would form different chapters of my thesis. The first study was titled, ‘What is it like to be a referee?’; the second would be a longitudinal study following referees over the course of a season evaluating their experiences and their intention to quit, the third would be an intervention workshop constructed from the findings of Study One. I now had a rough plan for all three studies, I have to say that when I initially set out on this journey this was not the path I had envisaged. I had thought that it would have focused more on attrition factors from a purely data perspective and looking into demographic differences. Considering Gibbs (1998) model of reflection I was a little apprehensive about the change but also excited to be interacting with referees.

Now as I reflect, the journey so far has been much more interesting and rewarding. The fears I had about where I would get the participants from were unfounded, as I had the endorsement of the FA, which the referees cited was a factor in them volunteering. I also had a lot more contacts in refereeing than I had previously credited myself with, as a result of the many years I had worked within academy football. I loved interviewing the referees, hearing their accounts first-hand and having them guide the path of the interview from their own responses. It felt like I was giving referees the incredibly valuable opportunity to have a voice, to be listened to and be heard.

Amongst the skills I developed from conducting the interviews, are active listening, whereby I quickly acquired the ability to use the words that the referees had cited when asking the next question. Researching methods to implement when transcribing the interviews (Kvale, 2007) and then putting the theory into practice for all of the interviews were further skills I developed during this phase of data collection. I also had to research Huberman & Miles (2000) qualitative data analysis technique to be able to formulate results tables.

When transcribing the interviews, I observed that the referees themselves went through Gibbs' reflective cycle (1988) in the reflections that they offered when explaining "What is it like to be a referee?". The evidence of them travelling through Gibbs' (1988) cycle within their interviews included them all discussing what they thought being a referee was going to be like; considering what it was actually like; considering what situations and feelings they had experienced during their role and what they felt was good or bad about being a referee. Finally, they considered what conclusions they had come to themselves about their experiences and if they would act in the same way if similar situations arose again. I had never considered that the referees would have gone on such a deep reflective journey and it would align to reflective theory so well.

In retrospect, this process went well and I developed skills that I did not possess before. If I was to do this again I think that I would try to ensure that I had more of a geographical representation of referees as predominantly my candidates were from the South of England and it would be interesting to see if experiences were the same or different in other parts of the UK.

## **2.5 ICEMIS Conference**

In 2012, I submitted an abstract to present the findings of study one at the International Convention on Science and Medicine in Sport (ICEMIS) Conference in Glasgow. I was extremely happy that my abstract was accepted for an oral presentation. My presentation was very well received, with me receiving praise from the Young Career Researcher's Committee.

For me, personally, this was a real sign that my work really could make a valid and unique contribution to academic research. I started to believe in myself more, increasing my confidence and my academic ability. By applying and being accepted for an oral presentation at a prestigious conference, it helped me to bury some of the

demons of self-doubt and confidence in relation to my research that had plagued me through my entire university journey, not just this one.

I am severely dyslexic and I find the academic written aspect of my research extremely challenging. Often, I am told that I am not critical enough and that my academic writing needs to be improved and developed. But here I had produced an abstract that was judged to have enough academic rigor and merit to earn me a place to present at ICEMIS. This was a personal victory that I would not have achieved if it was not for my PhD process.

## **2.6 Change, Change and More Change**

Prior to the conference I was told that Professor Brackenridge would be retiring and that Dr. Misia Gervis would be appointed as a supervisor. Dr. Gervis was aware of my research as she had been the 2<sup>nd</sup> marker for my MSc thesis. She had undertaken a number of projects with the FA so, whilst unnerved by the change, I was reassured by Professor Brackenridge that my research would not be affected and that my studies would still be of a social science basis, as she put it, because “I was not a psychologist”. Dr. Rhind would be my main supervisor but due to the fact that neither he nor Dr. Gervis had any PhD completions, I would need another supervisor to oversee the process. After a while Dr. Richard Godfrey was appointed but he would remain in the background and attend only formal progression meetings.

After several meetings, the problem of not having an underpinning theory was causing a lot of conflict amongst the supervisors. I felt that my voice in these discussions was increasingly being silenced despite myself and Dr. Rhind making suggestions on theories, including the theory of volunteering and organisational effectiveness. However, Dr. Gervis felt strongly that the theory that should underpin the PhD should be psychological in nature.

At this time, I felt that the direction of my research was changing course. I found myself having to read extensively in areas of psychology of which I had no prior understanding of. I was finding it increasingly difficult to absorb the knowledge, develop an understanding and then be critical in my writing. Initially, the theory that was selected was that of well-being and I spent a considerable amount of time reading and developing the review of literature chapter. After attending another meeting, the direction was changed yet again as Dr. Gervis felt that I should focus more on Seligman’s (2011) theory pertaining to flourishing. Once again, I had to

spend a huge amount of time researching and developing an understanding of this new area. At the same time I was also completing the written aspects of Study One to be submitted to "Soccer and Society" as it was felt that achieving publication of my work; (article Dell, et al. (2014)

<https://www.tandfonline.com/doi/abs/10.1080/14660970.2014.919275>) in a peer reviewed journal would help to strengthen the impact value of my research.

It seemed that every time I attended a meeting the direction of my PhD changed and the tasks that I had been set and had completed were rendered redundant. Prior to each of these meetings I submitted the work as requested by my supervisors, Dr. Rhind would read it and offer suggestions on how to further enhance and develop the work that I had completed. I would not receive any feedback from Dr. Gervis until we were in the meeting, when she would decide that the direction needed changing again, and therefore the previous completed work was now not relevant. I was becoming increasingly disillusioned and felt that I had made minimal progress over the academic year since Professor Brackenridge retired.

Professor Brackenridge then returned to Brunel University in a consultancy capacity and came back onto my supervisory team. She was not happy with the psychological direction that the research had been directed to as I had no previous academic standing within this area. It was agreed by Professor Brackenridge, Dr. Rhind and myself that I would return to the original format of three studies. Dr. Gervis did not attend any of the meetings after Professor Brackenridge was appointed back onto the panel. At this point there would be no overarching theory set as this research was semi-inductive in nature and theory would be looked at upon completion of all the studies.

I had never envisaged that when I started my PhD I would have so many changes within my supervisory team. The changes that the institutional dynamics have had on my student experience with regard to changes within the academic teams left me very lost. I felt that I was losing my identity as the supervisors clambered to use me as a vehicle for their own research aspirations. I went from a confident individual who would happily express my views, to someone who felt that my voice was lost whereby my views were not considered. The impact all of this had on my academic studies was significant as the amount of work that I produced was then frequently rendered redundant. This was frustrating, demoralising and resulted in me achieving very little academic progress.

Whilst the studies had been designed and conducted, the quest to find a theory retrospectively kept changing as frequently as the people who were supervising me. At times, it felt that the studies were square pegs trying to be forcibly fitted into theories that represented round holes. This resulted in there being too many theories, none of which suited the studies that had been undertaken. I did not have enough knowledge of the theories I was being asked to include and justify within my academic writing which resulted in a lack of criticality.

I considered leaving my programme of study, after I had in fact already completed all three of the research elements and had Study One published in a peer review journey. Upon reflection, I wished I had stood up for myself more and insisted that my thesis was based around social science and not psychology. You are taught to trust your teachers, therefore when those that are meant to be guiding you lead you in a certain direction, you put your trust in them as a student and follow. Surely the academic supervisors know the correct path and have your best interests at heart? Ideally, this would be the outcome. Alas in my experience this sadly was not the case. It has been a tough learning curve and one that has made me somewhat cynical and sceptical of some academics and the institutions they represent.

## **2.7 Trials and Tribulations**

I have a complex medical history but I have always worked full-time and studied part-time.

In 2006, I had a problem with my jaw which resulted in me being diagnosed with Temporomandibular Dysfunction (TMJ). I had 3 operations during this time up to 2011 which also clashed with me completing my MSc. In 2012, I was advised that despite previous surgery I would need to have a full TMJ replacement as my jaw joint had been eaten away by osteo-arthritis. After speaking with Professor Brackenridge (prior to her leaving) and Dr. Rhind it was agreed that I would apply for a considerable period of time in abeyance as the recovery would take up to 12 months. I had surgery in December 2012 and went on a period of abeyance. Following the surgery, I was re-admitted with a systemic infection in early 2013 and after a week in hospital I was discharged.

Several weeks passed and I had returned to work part-time. On my way home one evening I felt unwell and decided to go to the hospital. My condition rapidly declined and I was rushed into see the doctor who established that I was

experiencing a massive bronchi spasm and it was touch and go if I would survive. I also had another systemic infection which was causing my kidneys to shut down. I spent almost 6 weeks in hospital and was diagnosed with a severe form of asthma known as brittle asthma. The initial period of abeyance was extended and my recovery took a lot longer than anticipated. During this time, I kept in contact with my supervisors and the FA. Some people may have decided that with all the medical issues I didn't need the stress and deadlines of an academic course hanging over me.

For me, my continuation was never in doubt, I had already considered leaving the programme of study previously, and I remembered what Professor Brackenridge said when I first started; "we just need to get you to a viva as you will talk the panel to death with your thesis". The personal challenges that I had faced, the surgery and subsequent near death experience had made me stronger. I decided to continue as I wanted to do this for me. I was like a fire that had almost gone out but now was being reignited, I now had this unwavering desire and passion to complete my studies.

## **2.8 Back to Studies**

I returned from an extensive period of abeyance and I was advised that Professor Brackenridge was unwell and not in a position to support my supervisors. Myself and Dr. Rhind met with the FA and updated them on the results from Study One and our intention to run an intervention workshop which would form Study Three. The focus of the workshop would be on conflict management and resolution for soccer referees. The aim would be to give referees take home advice and skills that they could deploy during their role. The FA were keen to support the intervention and a CSA was selected at random for us to run the workshop at.

The selected CSA was a large county who had previously been praised by the FA for their training of new referees. I attended a Module 5 Conflict Workshop within this CSA which was delivered by FA trained referee tutors. This is a module that all CSAs deliver to referees who have completed their basic game requirement and who are about to become qualified referees. For the intervention study my Conflict Management and Resolution Workshop would replace the usual Module 5 session.

The workshop that I designed focussed on conflict management and resolution training specifically for soccer officials. Conflict was cited as an ongoing

concern for officials from Study One. Officials in the study (past and current) also cited that their training lacked realism and that the training was not suitable to enable them to deal with incidents on the field of play. As a result, the referees reported feeling under prepared to fulfil their role and situations that they encountered. The participants for the intervention study were organised into two groups: Group A (experimental) and Group B (control). Group A received the intervention workshop which replaced the usual module 5 workshop, whilst Group B undertook the regular FA module 5 workshop.

To ensure that data was captured relating to the impact of the workshop, self-evaluation questionnaires were designed using Kirpatrick's (1959) theory of evaluation. The four-level module was further enhanced by Kirpatrick (1994) has been established (Bates, 2004; Dorri et al, 2016) as being effective in objectively measuring the effectiveness of a training programme within front line professionals. It was felt that this mode of evaluation would give a true reflection if learning had occurred at the four different levels. **Level 1: Reaction**, encompassing whether or not referees found the training engaging and relevant to their jobs. **Level 2: Learning**, establishing if the referees acquired the intended knowledge, skills, confidence based on their participation within the workshop. **Level 3: Behaviour**, the amount that the referees apply the skills and techniques that they learned during the workshop when they return to refereeing (1 month and 3 months after the workshop) and **Level 4: Results**, establishing the effect the training may have had on the referees' performance when dealing with conflict on the field of play. Conflict resolution theory that had previously been successfully utilised by front line organisations including; police, medical and armed forces for training programmes which was embedded within the workshop.

I developed several new skills from the formulation, delivery and evaluation of the training workshop. I had to ensure that all the content was relevant, researched and underpinned by a theoretical framework. There was also the logistical side of arranging the training workshop and liaising with a number of the parties. In addition, the resources for the presentation had to be designed and the candidate support packs collated and distributed.

I had to demonstrate to the professionals within the FA referee department that this new module 5 workshop was more beneficial than their current practice. The training workshop had to be accessible to the diverse population of referees, easy to

understand, relevant to their role and most importantly transferable onto the pitch. The intervention workshop was very well received with the initial feedback being extremely positive for experimental group vs. the control group. The positive impact was still evident and was observed at the post-workshop follow-ups one and three months later. Upon reflection if I was to undertake the process again, I would like to have conducted interviews with the cohorts before and after the workshops. The rationale behind this is that rather than just using a questionnaire for feedback, the interviews would potentially obtain more qualitative data. This data would have helped to further enhance the validity of the study and its' subsequent findings.

## **2.9 Exciting Times!**

The FA were extremely keen to hear about the results from the intervention workshop. In fact, the Referee Development Manager for the selected county had been so impressed with what he had witnessed on the night of the intervention workshop he had telephoned Ian Blanchard to say how the FA had to adopt the workshop nationwide.

Myself and Dr. Rhind met with Ian Blanchard where I presented the initial findings and a further meeting was arranged for me to present the follow up evaluation data. I was also asked to join the referee working committee, whose job it was to evaluate whether or not the current referee training programme was fit for purpose. I was honoured to be asked to contribute and myself and Dr. Rhind were to be the only academics present on the panel.

At the next meeting, I presented all of the data and results that had been collected from the intervention workshop. On this occasion, myself, Dr. Rhind and Dr. Gervis all attended the meeting at Wembley. I presented to a panel of senior representatives of the FA from various departments and my findings were very well received. (The intervention workshop for Group A had been delivered by Dr. Gervis as she was a tutor for the FA and had completed their compulsory training for tutors).

Dr. Gervis felt that the FA would need to pay Brunel University as consultants to train the referee tutor workforce to deliver the course. She made this very clear to the FA and said that without this training their tutors would not be skilled enough to deliver the workshop, which would impact upon the training the referees would receive. The intervention workshop that I had designed had a comprehensive student workbook to accompany the presentation. The resources had been designed

in a way so that they were both informative, comprehensive and user friendly. The presentation had been constructed so that a regular FA tutor could deliver it and be utilised across all CSAs. The figures that Dr. Gervis was asking for were not well received and after this meeting the relationship that I had spent several years building had been severely damaged. The Referee Development Manager distanced himself for a period of time before contacting me to say that the FA were keen to work with myself and Dr. Rhind but they did not want to have any further dealings with Dr. Gervis as they felt she was undermining their tutors and the organisation as a whole.

Dr. Rhind and I both felt that what Dr. Gervis had asked for went against what we wanted to achieve with the research, as we wanted referees to remain within the game and feel prepared for their role. It was agreed that I would continue to work with the working committee and a new training plan would be proposed by myself and Dr. Rhind to the FA to work with their tutors. Once again, the desire of others to follow their own path and the battle zone of institutional politics resulted in my research being affected. This process has taught me that more discussion needs to take place ahead of scheduled meetings and that as it is my research, I should take the place of the spokesperson and not be derailed by others.

## **2.10 The Fall Out**

The decision of the FA was conveyed to Dr. Gervis via Dr. Rhind and her attendance at meetings dwindled further and in essence, my mentor team became just Dr. Rhind. I continued to work on writing up the intervention study and developing other chapters of my thesis. The plan was for me to write up the intervention study for publication with the only decision being which journal to target. It was determined that this decision would be made in February 2016 at my next meeting. The process of submitting to a journal was a new experience. I would have to adhere to strict guidelines and ensure that I followed the journals submission protocol. I had to take the study that I had written, edit and compress it whilst ensuring the article was coherent and succinct. This new experience for me and particularly for someone who struggles with academic writing this was another new challenge. The pride that I felt when my article Dell, et al (2014) <https://www.tandfonline.com/doi/abs/10.1080/14660970.2014.919275> was accepted with no required changes was a real achievement.

## **2.11 New Year and New Problems**

On the 26<sup>th</sup> January 2016, I was travelling home from St. Marys University where I was working as a Senior Lecturer. I was stationary in traffic on the M25 where I had been still for several minutes when I was hit by another car doing between 70-80mph. As it was a rear impact my head hit the steering wheel rendering me unconscious, I regained consciousness and suffered a severe asthma attack due to the shock of what had happened. It was first thought I had fractured my vertebrae but this was checked out at the hospital with the diagnosis being severe soft tissue damage and concussion. I informed my supervisors of the accident and it became apparent after several weeks and follow up visits to the hospital that I would need to apply for further abeyance. I was diagnosed with post-concussion syndrome and then in the November of 2016 with severe migraines. I was advised by the neurologist that I would be likely experience these for the rest of my life. I was prescribed an anti-epileptic drug which would act in reducing the frequency of the migraines I was experiencing but would not stop them completely. The period of abeyance was extended again as I was still experiencing migraines and required extensive physio on my other injuries. I came to the conclusion in 2017 when my abeyance was coming to an end in July that I was going to cease studying for my PhD.

After a telephone call from Dr. Rhind, he suggested that I consider doing an MPhil as opposed to stopping everything. I talked things over with him in great depth and conveyed the frustrations I had felt before the accident with what Dr. Gervis had done at the FA. I also said I felt that I had made little progress in relation to theory and other sections of my thesis as Dr. Gervis kept changing the narrative and focus. It was agreed that if I returned to study for an MPhil, I would apply for a supervisor change which I did and Dr. Gary Armstrong was appointed in July 2017.

The FA as an organisation had gone through a complete reorganisation and due to a criminal investigation into one of the Senior National Game Managers there had been several people removed from their posts. Ian Blanchard who was the Senior Referee Manager resigned in the hope that some of his staff would keep their roles in the reorganisation but a number of the people with whom I had worked so closely also lost their jobs. This resulted in me no longer having contacts at the FA and the plan that Ian Blanchard and the working referee committee had of them

incorporating my intervention workshop into their new referee basic training course would now not come to fruition.

## **2.12 The Supervisor Merry-go-Round**

I had one meeting with Dr. Rhind and Dr. Armstrong and a discussion took place on the direction of the thesis and that well-being would be removed as a major theme. Dr. Armstrong wanted me to meet him in London during the summer, but I was unable to and I hoped to meet with him in September. When I returned for my progress panel, I was advised by Dr. Lee Romer that Dr. Armstrong had requested to be removed from my supervisory panel. Dr. Romer thought I had been made aware of this previously, but this was the first I had heard of it and he seemed shocked that I did not know. After completing my progress panel, I was advised I could continue with my studies, but that I would need another supervisor. This was when Dr. Alistair John was appointed as a second supervisor to Dr. Rhind.

In 2018, I was advised by Dr. Rhind that he was leaving Brunel University and would try to remain involved but suggested that Dr. Vassil Girginov should take his place, which is what happened. Dr. Rhind had always been a part of the team and a real advocate of the research, so it was a little unnerving to find that he would no longer be around. I had several meetings with my new supervisory team and felt confident that I would be able to work on the additional sections that needed completing as well as completing the discussion section by the deadline. Dr. John and Dr. Girginov have been an immense support and helped me fall back into loving research and academia.

## **2.13 Submission**

I submitted my MPhil in September 2019 and felt that despite the rollercoaster that I had been on since I set out to do my PhD in 2009, I had now 10 years later achieved something. I had endured a number of extreme challenges along the way, but I had achieved in my eyes the goal which I set out to reach, that was to help referees with their role.

Following the thesis submission, the viva loomed. Many fellow students discuss their viva with a sense of dread and fear. I personally did not experience any of these feelings; for me it was an opportunity for my research to be heard by academics who are experts within the area.

The opportunity to share my research and bring it to life I found very satisfying. Here, I was justifying my endeavours, underpinning what I had done with research and defending it. I spoke confidently, with conviction and this portrayed the passion I had for my research.

As a result of undertaking the viva I feel that I demonstrated to the panel that I have an extensive knowledge within my chosen area of research. I gave the panel further clarity on the research direction, format and answered their questions justifying theoretical approaches.

By undertaking the viva, it demonstrated to me that my written work did not fully articulate and represent the research to the best of its' merit. There was a lack in clarity in parts of the written work within the thesis. Whilst during the viva I could verbalise the additional detail and explain my journey, choices and end results, there were too many gaps that needed filling in. I appreciate that to achieve the qualification, this level of detail needs to be included within my written thesis and this is what I have now endeavoured to fulfil.

Whilst some students would have been upset that they needed to make revisions, for me, it actually gave me more confidence. Why when I had not passed? Because it showed me that my research had value, particularly when the panel chair commented on the impact it had. This gave me more pride and gave me an injection of determination to finish and achieve this qualification.

I have subsequently been advised by an employee of the FA who is still a Referee Development Manager and who was on the referee advisory panel, that several of the elements from my intervention workshop have been incorporated into their new referee training course and that I continue to influence referees and help prepare them for their role. In my mind I had finally achieved what I set out to do; to make an original contribution to the research world and more specifically the area of soccer and referees. I have made a difference to real people and upon reflection to me this is such an achievement. The process has made a difference to me as a person as I have learned more about myself on this journey than any other that I had been on before. I am now in the possession of a wealth of knowledge, I have developed new skills and I have overcome a number of conflicts which have brought about their own resolutions.

## 2.14 The Cycle of Reflection

Gibbs (1998) method of reflection has been applied to the whole of my academic journey and has resulted in me being able to articulate the real learning value of my experiences.

**Description:** I set out to complete a part time PhD at Brunel University starting in 2008 and aiming to complete in 2016. The focus of the study would be around referees and attrition. This was being supported by The Football Association of England (the FA). Now I find myself in 2019, my PhD has now turned into an MPhil, the FA collaboration now does not exist and the focus of my thesis is conflict management and resolution amongst football referees.

**Feelings:** I set out in 2008, full of enthusiasm and excitement about what impact I could have upon the realms of academic research and the FA. One of my aims was to ensure that my research was unique in its' investigation into what it was like to be a referee, and to hopefully help referees within their role. My feelings have changed significantly over the past 11 years, as I near the end of my studies I have found that my enthusiasm has dwindled year upon year. The excitement I had at the start of this journey has been replaced with feelings of frustration, self-doubt and feelings of low self-esteem relating to my academic abilities.

## 2.15 Evaluation

This whole experience has not been the one that I envisaged it would have been. I am incredibly proud that my first study was published in Soccer and Society in 2012 and that I was selected to give an oral presentation at ICSEMIS conference in Glasgow. This was an amazing opportunity that I learned a lot from. I have learned how to complete applications for conferences and follow strict presentation guidelines. I presented to a large audience of academics and had to respond to their questions pertaining to my research. I really enjoyed giving the presentation and having my research heard on such a prestigious stage. I found the whole process very rewarding and I learned a lot about taking questions from audience members. It was a daunting environment to nervously encounter for the first time but one which was a great learning curve.

Whilst I expected there to be challenges I didn't expect there to have been so many of an institutional nature relating to the University. I thought my supervisor team would be the same throughout my studies, or maybe change a little. In reality, it changed multiple times and is now totally unrecognisable. The frequent changes of supervisors led to long periods of time where there was a lack of direction and no real progress made on the thesis. I didn't enjoy the uncertainty that was caused by there being a lack of theory which was going to underpin the thesis. This, combined with the change from a social science themed thesis to a psychology one and then back again, resulted in me not enjoying the whole of my academic experience. I felt that all of this left me unable to articulate, not only the direction that my research had taken, but also resulted in me not being clear on the underpinning theories of the research. This was evident during some of my academic reviews that resulted in my status as being at risk.

This was very upsetting and disappointing as I felt that my identity as a student had been taken away, my research ideas had been disregarded and it felt like some of my supervisors were using my research to fulfil their research excellence framework (REF) targets. Thankfully now when I look back on my journey I am glad that I spoke up and that the University listened to me. Upon reflection, I realise now that I should have voiced my concerns earlier and if I had done this maybe I would not have had such a negative experience.

Analysis: When I try to make sense of the situations and I reflect over the past 10 years it would be amiss of me not to appreciate how I have developed as an academic, researcher and also as an individual. The feelings of trepidation and low self-worth that I once felt have been replaced by a real feeling of accomplishment. I think sometimes we are drawn to focus on the things that are unplanned or that bring unpleasant feelings, but without these challenges, I would not be the person I am now.

I have been on a long journey, one that is longer than most. I have also faced more challenges than most, both of an academic and personal nature which I have overcome to reach this point. I have enhanced my academic knowledge in areas where I had no previous knowledge or understanding e.g. conducting interviews, working with organisational stakeholders, conflict management and resolution and

evaluation of learning methods. I have completed three research studies and have developed analytical skills relating to the analysis of data (e.g. meaning units) that I did not possess before. I have found the process of writing this chapter has demonstrated to me how reflective I have become. I have learned to be more objective when looking at my own work and to see where citations are needed. I have realised the importance of having a sound plan at the start of the research process. Whilst this may require revisions, a clear concept is required that needs to be underpinned by theory. The lack of having this in place can impact on the ability to develop a sound research methodology, rationale and impact on the validity of the research itself.

I have learned to be more resilient as a person, this is a direct result of the challenges that I have had to face and overcome whilst doing this thesis over the past 10 years. I was close to quitting my studies and walking away, but I was reminded by Dr. Daniel Rhind that the work I had produced had both merit and value. This journey has resulted in me being more analytical and very humbled by the referees that I worked with, as they felt I was giving them a voice that they had not had previously. Without them there would have been no further research and no interventions. Listening to referees who tell you that you have improved their experience and helped them fulfil their role prompts real internal gratification and motivation.

## **2.16 Conclusion**

I have to consider if the outcome of my studies would have been different if I had a theory selected at the start of this journey and then planned the initial study. By having had a theory to underpin the research investigation from the very offset, would it have helped to ensure that the research stayed within a specific parameter? Upon reflection, I believe it would have. The research would have had a clearer direction, a specific subject area and I believe that it would have helped me become more critical in not only my thinking but also my writing. Whilst I could not have envisaged that I would have encountered so many issues to do with supervisory changes, the biases of sciences that the supervisors had, the direction they felt the research should take, a lack of understanding of the research topic were all beyond my control but, they did impact upon my research enquiry.

In addition, the prior interactions and dispute that Dr. Gervis had with the FA, surrounding her previous employment with them, was a personal issue that had nothing to do with myself or this research study, but unfortunately it did impact upon this research. Aside from the academic and personal challenges I faced it would be neglectful if I did not comment on the issues encountered when working with big organisations like the FA. At the start, I was honoured that the FA wanted me to work with them, researching such an important area but I believe it was this initial success that resulted in me becoming complacent. When the FA asked me to investigate what it is like to be a referee and how they could help the referees, I should have put into place a legally binding research agreement. This would have helped to avoid some of the pitfalls that were encountered so that this relationship was not contingent on personal characteristics and opinions (i.e., the politics of research). If I ever conducted research alongside an organisation again I would address the need for an agreement from the start. A clear working agreement would help to ensure that the research had the best opportunity to fulfil the aims of the research and have the educational workshop implemented nationally rather than in a reduced capacity.

I will always be left with the feeling that if things had been different with my supervisors and the change of directions, would I have achieved the PhD? I will always feel that I let myself down by not voicing my concerns sooner pertaining to the direction that my research was being driven down by others, if I was to be in the same situation again I would speak up a lot earlier.

## **2.17 Action Plan**

If I encountered some of the same situations, I would ensure that I would approach them differently. Firstly, I would ensure that I had clear research aims and objectives written at the conceptualisation stage. I appreciate that these may change and develop over the duration of my studies, but would have a clearer plan and theoretical framework for the thesis at the start rather than emergent ones (aims and objectives) written retrospectively whilst conducting the study.

I would also ensure that I have a greater understanding of the theoretical approaches that could be utilised as overarching theories for my thesis. Finally, I would demonstrate more confidence in my own academic abilities and worth.

Whilst I may not have achieved a PhD at this point, what I have achieved is that my research has impacted upon the world of academia by achieving publications in peer reviewed journals (e.g. Soccer and Society and the BMJ) and having fellow academics cite my research in their own thesis and articles on refereeing. The conflict management and resolution training program, whilst not implemented in its entirety, is being used in parts by the FA and the Referee Association of England. These are my proud achievements and can never be taken away from me and demonstrating that I have made a valid contribution to my specific area of research.

## Chapter Three: The Problem

“We have a huge number of referees working every weekend in grassroots and amateur football. At this level, there is something of a threat; it's a physical threat of violence. Instead of paying huge respect to these unknown heroes... they are abused both verbally and physically”. (Collina, cited in the Daily Mail on the 23<sup>rd</sup> March 2017)

Pierluigi Collina, head of the Fédération Internationale de Football Association's (FIFA) refereeing committee, warned in 2017 that there will be a global shortage of match officials if efforts are not made to tackle the abuse and violence towards referees at grassroots level. There is limited research that has considered why referees are entering and exiting the sport. The problem of poor behaviour and conduct on the pitch of players, managers and spectators is not a new issue, it is actually one that has blighted football for decades. In 2008, The FA launched the national RESPECT campaign to try to address the decline in behaviour with its' main aim being to eradicate poor behaviour and abuse on the pitch. Despite its' implementation and research (Brackenridge, Pitchford and Wilson, 2011) there still remains limited research into the experiences of referees with regard to entering and exiting the sport. This is an area that this thesis will explore with its' intention to highlight referee's experiences.

In 2015, research was conducted by three universities to investigate the impact that the RESPECT campaign has had since it was launched in 2008 (Cleland, O'Gorman, Webb, 2017). The 2,056 referees who participated in the research represented all of the 52 County Soccer Associations (CSA) that comprise The Football Association (FA) within England. The research found that an astonishing 60% of football referees experience abuse every couple of games, with one in five facing physical abuse.

The problem of declining referee numbers in soccer in the U.K is not a new problem with it starting to become prevalent in 1990, with a significant shortage continuing well into the 21<sup>st</sup> century (Brackenridge, Pitchford and Wilson, 2011). The FA acknowledged within its' initial National Game Strategy (NGS) in 2011, that a number of 36,000 referees were required by 2012 in order to have a qualified referee officiating every game from elite professional down to school level,

a number that has failed to have been achieved. The FA had 27,000 referees registered during the 2014/2015 season but was concerned that up to 7,000 officials were still quitting every season, predominantly due to abuse on and off the pitch (The FA, 2015). They acknowledged that the initial (NGS) program had failed to reach its' aim and objectives which prompted it to be updated in 2015 with the target remaining at 36,000 referees. Despite the continued attention and focus by The FA in 2017, the number of referees registered was still only 30,000 (The FA, 2017). Upon evaluation of this data the FA do not seem to understand why referees are entering/ exiting the game.

A lack of understanding still remains around the factors which impact on referee retention. Despite the implementation of numerous initiatives, the number of referees has not reached the target set by the FA to adequately officiate grass roots football in England. This data demonstrates that despite their numerous initiatives and investment of millions of pounds they have failed to reach their own targets over a period spanning almost 30 years. The FA have clearly highlighted the problem of referee recruitment and retention being one that needs improvement through the target it has continually set within its national strategy documents. The data published demonstrates little progress being made and The FA are continually missing these targets as they don't seem to understand why referees enter or exit the game.

The FA first acknowledged the problem of referee recruitment and retention in 2008 when it launched the RESPECT initiative for the 2008-2009 season. This campaign was launched to try and address the build-up of behavioural problems that were continuing to occur within the national game (Brackenridge, Pitchford and Wilson, 2011). A range of initiatives has subsequently been implemented to address the decline in football referees, including: "Three Lions on Your Shirt (2003)", "Get on with the Game (2008)", "The National Game Strategy (2011)", "Respect the Ref (2014)" and more recently "The National Referee Strategy and DNA of English referees to improve recruitment, retention and development (2016)."

Previous research on refereeing has tended to centre around two issues. The first concerns the ways in which referees make decisions (see Anderson and Piere, 2009). The second has primarily investigated the levels of stress match officials experience and the coping strategies employed to manage such stress (see Rainey, 2000; Taylor, Daniel, Leith & Burke, 1990). Although existing research provides

some indication on why referees depart the sport, to date there is a lack of research exploring the motives of officials to initially train and then remain as part of the game. This research will attempt to address this gap.

Several studies have highlighted that the exposure of referees in sport to a hostile environment can result in the individual experiencing symptoms that are associated with stress (Taylor and Daniel, 1987; Anshel and Weinberg 1995; Friman, Nyberg and Norlander, 2004 and Turker and Selcuk, 2009). These include loss of self-confidence and increased levels of anxiety. This highlights the importance of considering individual factors which may impact a referee's experience and well-being, such as how they cope with stress (Ansel & Weinberg, 1995).

The aim of this study is to investigate the mind-set and the experiences of a modern-day referee in England. This will be achieved by examining the experiences of match officials on and off the field; exploring the motives that prompt individuals to become match officials and concomitantly explore why individuals remain as referees once qualified or why they decide to leave the role.

As the work of Tuero, Tabernero, Marquez and Gillen (2002) and Anderson and Piere (2009) highlights, the role of a football referee is pressurised, complex and multi-faceted. This complexity occurs as these individuals are tasked with a multitude of responsibilities, including but not limited to, implementing the rules and regulations of the game, dealing with events that occur during the match, managing the coaches and players and dealing with conflict.

This will draw on narratives provided by referees themselves during a 1:1 interview where they will be asked "What is it like to be a referee?" that are variously; personal, organizational and match contextual. My final ambition is to offer a review on the training processes and curriculum that referees receive in relation to the role they seek to undertake.

## **Chapter Four: The Referee as a Volunteer: The Concept, the Position and the Person Considered**

### **4.1 Origins of the Referee**

The origins of the football match official are similar, to those of the men who some 150 years ago regulated the then unruly past-time that was folk-football. The ensuing rules of Association Football gave the middle class, public school educated men an opportunity to pit their mental and physical wit against each other in a manner agreed upon. That said, the contests were frequently heated affairs and disagreements frequent. A mediator was needed, thus was born the referee.

Early referees were school masters and carried a sense of status, responsibility and power. They were assumed to be impartial individuals who were above partisan enthusiasm. They were the cold eye of a quasi-judiciary role. They were gentlemen that ideally saw all sides to the argument. They were brave fellows in that they were not afraid of decision making and were not seeking popularity. Unpopularity on the field of play was part of the burden they carried to teach civilization through sport. So, we can ask; who were these men? and who are these individuals in contemporary time? What motivates an individual to put themselves in the firing line for such a role? Why do this? This thesis will investigate the mindset and the experiences of the modern-day referee.

### **4.2 Overview of refereeing in the UK**

The FA aims to provide a referee for every game that takes place within England. In 2003, it was estimated by The FA that, in some areas of the country, up to 20% of soccer games do not have a qualified match official. In 2003, they launched an initiative called Three Lions on Your Shirt, which aimed to recruit 10,000 referees a year. It was intended that this would ensure “a referee for each game” (The FA, 2003)

The 2003 initiative never achieved its aim; referee numbers did not rise by the required 10,000 a year (Dell, 2008) - in fact, numbers steadily declined season upon season. Analysis has shown that, from 2006-2007 and 2007-2008, there was a loss of 5,475 referees; this was at an estimated cost of £438,000 to The FA (Dell, 2008). This is a conservative figure and does not take into consideration the costs incurred

for professional development and is solely based on the initial training cost of £80 per person. Whilst the tangible costs can be measured, the intangible costs are not as easily quantified: these include experience, organizational memory, mentoring and loss of knowledge; these factors are incalculable. Further costs would have been incurred by CSAs relating to the time and resources that they invest at county level. The FA acknowledged in 2009 that, as they were losing referees at an increasing rate, their own previous estimation of 20% was now outdated and that there was now the problem that more games were taking place with either unqualified referees or no referee in attendance. This supports the notion that research is required to facilitate an understanding of the referee experience to help inform the future policy and practice of the FA. As outlined previously the number of referees has continued to fail to meet the demand.

### 4.3 Experiences: Research on Officials

The treatment of referees has long been a discussion point, with The FA introduced the RESPECT campaign in 2008/09 season to try and promote better treatment of referees from the Premiership down to grassroots soccer.

Research conducted by Dell (2008) showed that referee numbers had fallen to 23,940 and that the number of required new referees of 8,000 were not being recruited. This was using data supplied by the FA, which indicated that the number of registered referees from the 52 CSAs, across levels 1-8, is:

Season	Registered referee's
2007-2008	31,672
2008-2009	26,177
2009-2010	26,326
2010-2011	23,940
2011-2012	28,200
2012-2013	27,678
2013-2014	27,000
2014-2015	29,000
2015-2016	29,110
2016-2017	30,000

Figure 2: Registered referee's 2007-2017 data supplied by the FA for levels 1-8

The number of referees registered by 2017 displays that all the initiatives spanning over 11 years has had a limited impact on attracting new and retaining referees. This study will attempt to explore referee's experiences of the 2008

RESPECT campaign. This study is, therefore, vital in ascertaining what the experiences of referees are and what factors could lead them to leaving the game, thus informing future policy and practice of the FA.

#### **4.4 Consequences**

Previous research (Dell, 2008) has highlighted some themes which are loosely associated with attrition. This research aims to build on the previous work by focusing on the well-being of a referee and how it could influence retention within the game and provide further information about the reasons behind decisions to leave.

Coaching burnout has been extensively researched by Caccese and Mayerberg (1984), Raedeke et al, (1997 and 2000), Kelley (1990) and Kelley, Eklund and Ritter-Taylor (1999). Despite these works, very little research has been conducted on burnout amongst sporting officials and referees, specifically in soccer. Examples of research from other sports on the area of burnout include: Rainey, (1995) on Baseball and Softball; Anshel and Weinberg (1995); Rainey and Winterich (1995) on Basketball and Rainey and Hardy (1997); Rainey and Hardy (1999) conducted within Rugby. These studies' findings were consistent with those previously conducted in finding the following four themes associated as stress factors for officials (these were constantly found to emerge from all studies) to be; a) fear associated with failure or concerns with performance, b) fear of physical harm, c) conflict of an interpersonal nature and d) time pressures.

Even though these four areas of stress are continually found to be prevalent, noticeably officials usually only rate that the amount or impact that these stressors cause are mild to moderate. It is important to point out that the majority of these studies have only used active officials within their sample. The finding of only mild-moderate stress therefore disputes that the reason behind attrition and officials leaving the game is due to high levels of stress. This study will seek to articulate the referee experience, to see if a referees experiences stressors in soccer where presently research is limited. It will also seek to ascertain the reason behind what pushed referees to leave the game as their experiences could be different to those that are still actively involved in the game.

This study considers and extends the work of Taylor, Daniel, Leith and Burke (1990) whose research investigated the perceived stress, psychological burnout and paths against turnover intentions amongst sports officials. It will also consider how

these individual factors could have consequences for organizations, in this case The FA and the CSAs (which are governed by the FA). This research did achieve its' aim in indicating that referee attrition was occurring and it loosely uncovered some potential factors for this attrition, but it failed to clearly articulate the actual causes of attrition. This current research intends to consider the factors contributing to the well-being of a referee. It will also generate qualitative data pertaining to the experiences of referees, in particular relating to decisions about leaving or staying. It is hoped that by uncovering these factors, steps can be taken to address them and thereby improve the experiences of referees and their retention.

#### **4.5 Influencing Factors**

Whilst limited research has been conducted investigating the occupational effects of being a referee, extensive research has been conducted in other professions where dealing with individuals is an integral part of the job. These professions are also commonly referred to as being front-line occupations and include the police, nurses and teachers. Research has shown that there is a high occurrence of occupational stress associated with these front-line professions due to the demands of the roles, which includes dealing with conflict which can cause stress, reducing well-being and lead to burnout (Freundenberger (1974), Farber (1983), Dale and Weinberg (1990); Prentice and King (2011); O'Neil et al. (2011), Fried and Fisher (2013).

Within the sporting sector, research has also been conducted relating to the occupational stress experienced by coaches and athletes (Dale and Weinberg (1990), Raedeke et al, (1997), Raedeke, Granzky and Warren (2000). Research exploring the job of a referee has been somewhat neglected within the UK. This research intends to address this gap and investigate the exposure of a referee to stressful situations which could have an impact upon their well-being.

## **Chapter Five: Volunteering**

### **5.1 Introduction**

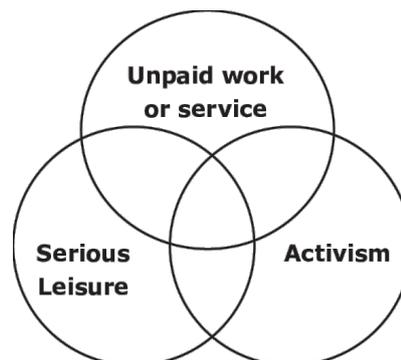
The aim of this thesis is not to propose a new theoretical or conceptual theory of volunteering, although it is pertinent to consider how a lack of clarity in relation to this area impacts upon the understanding of the area, as a whole. For the purpose of this study, the definition that will be used for a volunteer is that of Wilson (2000) “any activity in which time is given freely to benefit another person, group or cause”. This definition is considered the most appropriate to English football referees used within this study, as referees are part of the FA, which is a formal organization. A referee gives up his/her time to engage in the act of officiating a game of football, thus allowing players to participate within the game fairly. The majority of referees are not paid, as this is a voluntary role, especially at grassroots level. Within youth leagues, where competitive matches are played and also adult games, a referee may receive expenses to assist in covering travel costs; but the FA is keen to point out they are not paid a wage (theFA.com, 2017)

This chapter will investigate which theoretical framework of volunteering best fits soccer referees from the three-theoretical frameworks outlined. These theories have been selected due to their presence within established literature. This research intends to explore and provide contextual articulation pertaining to the reasons that initially prompt an individual to become a referee and then what factors warrant them to remain or leave.

## 5.2 Classification of Volunteering

Volunteering is known as a courteous activity in which an individual gives his or her efforts and time freely to others without any compensation of other persons, organizations or groups (Wilson, 2000). Volunteering is all about engaging the people in need of help purposefully where it is conducted within a recognized organization typically over time and the person is deprived from gaining any reward in response (Synder & Omoto, 2008).

The term volunteer has actually been found by several researchers (Wilson, 2000; Hustinx et al, 2010 and Andronic, 2014) to hamper the understanding of the area of volunteering, the term too generic in nature covering and seeks to cover a wide range of activities from numerous areas. Due to the complex and diverse nature of these disciplines and activities, it is therefore not practical to try to describe all within one theory (Hustinx et al, 2010). In theory, “volunteering” can be identified as three classifications of activities that are overlapping each other: activism, leisure and service or work that is not paid (Billis, 1993) shown below:



*Figure 3: Classification of Volunteering*

Every kind of volunteering consist of activity areas, characteristic motivations and responsibilities. “Unpaid work” in volunteering is regarded to be similar to paid work undertaken, and can offer some incentives, other than a salary, and perse is a comparatively very limited description of volunteering. At this juncture, volunteers offer a service for other people within professional organizations. For instance, people who volunteer in lifeboats or mountain rescue offer essential services or facilities which are provided by voluntary organizations (Stebbins, 2013).

Volunteers within the London Olympic Games could have been viewed by the organisers as offering a service to other individuals (such as the public or competitors) and this can be perceived as added resources as they are not being paid for the work they are doing (Alexander et al, 2015). The fact the volunteers are

not being paid, does not reduce the rewards that they experienced. For instance, the Manchester Commonwealth Games of 2002, a long-standing volunteering event, delivered a purpose of “social inclusion” (Sport and Social inclusion, 2002), via benefits which go further than the scope of those usually derived from paid employment. Through volunteering those involved experienced life enrichment and giving them greater empowerment when making new choices (Nicols and Ralson, 2011b).

While volunteers gather to share their collective values and get together to conjointly support one another, this is where “activism” takes place. Activism is accomplished by the “grassroots” (e.g. ordinary/common people within organizations), that often have no salaried workforce, and at times, informal organizational structures. According to this interpretation, volunteers are not viewed just as “helpers”, but instead are seen as organizational leaders, who arrange and operate entire activities of the organization. When now considering volunteers, it illuminates the multiplicity of leisure organizations where volunteers gather because of collective interests: such as, the sports clubs or organization that allow the members to share a shared enthusiasm for a specific kind of sport. Here, the driving factor for the volunteers might be their sport obsession and the social opportunities being a member of the club or organization generates for volunteers and participants.

Volunteering that is considered as “serious leisure” has been extracted from the conceptual statement of Stebbins (1982;1992), where leisure is regarded as a long-lasting dedication, mutual beliefs, a career structure, the necessity to sometimes persist when facing challenges, and that provides a sense of individuality. This conceptual statement has also assisted in understanding what motivates volunteers to become involved. A great sense of identity related to a club or sport and a need to enhance the level of performance of oneself or others can describe the long-lasting commitment of key volunteers in a club (Nicols, 2009;2014; 2016 and Nichols et al 2016).

For a lot of volunteers, the kind of volunteering implemented by them and their drives for being involved will often involve components of two or more diverse volunteering kinds, therefore the rings overlay. The motivations and roles of volunteering hardly ever fit into only one category, therefore it is important to note they might be inconsistent. Volunteering can be perceived as being similar to

participating in non-profit organizations or to the firms controlled by volunteers (Vázquez et al, 2015).

### **5.3 Categories of volunteering**

Investigation into volunteers within the UK, explored volunteer care and those (individuals) who feed into the voluntary organizational workforce. In the UK, voluntary groups, which are recognized, are those that have both a formation and a collective identity include; charities, sports clubs, social clubs, business associations, political groups, supportive agencies, religious groups and self-help health groups (Wilson and Pimm, 1996; Nichols, 2013), Smith (1994) conducted a review of literature of studies from the USA 1975-1992 focusing on the determinants associated with volunteering participation. Limitations with previous research was noted, in that the parameters of the majority of studies reviewed were found to be too narrow, often with them failing to explore relevant variables such age socio-economics and hobbies.

Participation in volunteering has been established via research conducted by the Office for National Statistics UK from 2000 to 2015, to be higher within certain variable contexts (within small communities), social background (higher education), personality (considering self-efficacy and locus of control), attitude (group attractiveness) and situational variables (being asked to join). Smith (1994) highlighted, that in order to further understand volunteer participation, consideration needed to be given to social factors that could impact upon levels of volunteer participation, which will include political, the mass media and recreational factors.

### **5.4 What's Is the profile of a volunteer?**

In order to explore what motivates a volunteer, it is essential to give more context to the area of voluntary roles and jobs undertaken within organizations. Early research into this area conducted by Handy (1988) established three distinct categories relating to these organizations and why people seek to join. Handy's first area was mutual support, whereby individuals who have mutual interests and enthusiasms join. Here there is the offering of advice, support, understanding and encouragement. Organizations that would be classified within this category would be people with a similar hobby (knitting, sports enthusiasts, career or addiction support groups).

The second relates to service delivery with a focus on professional lines. These are the most representative and prevalent voluntary organization. Here there is a focus on individuals having formalized roles, which in turn then ensures effectiveness and incurs low cost. Within formalized roles volunteers have set responsibilities and are also accountable as a result. Inside these organizations will be individuals who are employed and thus paid who work across the whole of the country but who are supported via an army of unpaid volunteers (e.g. Royal British Legion and Citizens advice).

Finally, the third concept Handy identified was campaigning or cause specific. These are traditionally centers around resource mobilization and campaigning for a cause, represent and fight for a specific interest. Within this type of organization there are no clients or customers. When considering Handy's (1988) approach, referees do not fall into one category. As a result, this poses the question as to whether referees are potentially a unique volunteering group and therefore have their own identifiable characteristics? Collectively referees join together to form the referee workforce of the FA. The reasons behind them coming together are due to them having clear mutual interests (these being football and the laws of the game). In addition, within their group, the workforce has specific responsibilities for which they are accountable. This study will explore the characteristics (e.g. motivations, gender, age, interests and occupation) of referees and further explore them, as a group, in a way that previous research has not explored.

#### **5.4.1 Gender**

Rohs (1986) research into the social backgrounds, personality and attitudinal factors, which influence adults' decisions to volunteer, highlight that gender plays an important role. More females, as opposed to males, have been found by Rohs (1986) and more recently (Brodie et al., 2011), to volunteer. When the sector of the volunteer provision is considered, more males than females volunteer within the political sector undertaking roles including councilors, MPs and campaigners for political parties (Brodie et al., 2011).

The rate of volunteering in women is higher than that of men, even though the most current data from Community Life Survey (Gov. UK, 2017), proposes that this gap between genders is narrowing. In 2005, about forty-three percent of the women

were consistent formal volunteers this was in contrast to thirty-five percent of men. By 2014 to 2015, the gap had narrowed to forty-three percent of women and forty-one percent of men. When considering sport, men are nearly twice as likely to volunteer as women. It was reported in the annual participation study survey for the office of national statistics 2012 -2013 that 14.8 percent of men in Britain volunteered within sports, in comparison to 9.23 percent of women. It was however reported in the Volunteering Insight report intended for "Sport England" that the gap between the participation of women and men is narrowing to now less than 2% (Groom et al., 2014).

#### **5.4.2 Age**

Age is another important variable when considering the profile of a volunteer. Research by (Burke et al., 2000) showed that people who are aged 50 years or above are more concerned about volunteering, however this does not correlate with every sector where volunteers exist, as the age profile of volunteers who work with youth; groups do tend to be younger (Rohs, 1986). In the USA, Marriott Senior Living Services conducted research in 1991, which estimated that people, aged 60 and above tended to engage in organizational volunteering and this further supports the findings of Rohs, (1986) and Brodie et al, 2011).

#### **5.4.3 Family background**

When considering volunteering, and its motivations consideration needs to be given to the individuals' family background. It was established Littlepage et al. (2003) that if parents have volunteered previously, then the younger generation in that family are more likely to be in volunteering or to be an active volunteer. Additional factors pertaining to family background were found to be relevant within the works of Nichols and King (1998) where, if the younger person had actually been a participant within the organization, (e.g. been a guide or played football), then they would be more likely to volunteer for that organization. In addition, if a family had a child involved within an organization, then it was also found that the parents would be more likely to volunteer Van Willigen (2000).

#### **5.4.4 Ethnicity**

Ethnicity has been identified as being a factor within volunteer motivation. Low, But et al., 2007 detailed that white adults were shown to be more likely to volunteer annually at 59%, followed by black adults at 55% and Asian adults at 52%. During the years, as this gap has narrowed, between 2012 and 2013, 45% of the white adults and 43% of adults from racial minority volunteered at least one time a year. Between 2013 and 2014, rates were equivalent at 41% and in current data for 2014 to 2015, adults of an ethnic minority had exceeded white adults in volunteering 45% in comparison to 42% (Groom et al., 2014).

#### **5.4.5 Disability**

Those with an incapacity, disability or, long-lasting disease are less likely to volunteer than those who do not have such a condition. In the year 2005, 65% of the people with no disability volunteered at least once a year and 42% did so frequently. Whereas 42% of the individuals with incapacity or disability, long-lasting disease did so at least once on an annual basis and 28% did so frequently (Groom et al., 2014). It is therefore predicted that with the cohort of participants for this study those with disabilities will not be represented.

#### **5.5 Origins of the referee**

The origins of the football match officials can be traced back some 150 years where they regulated the then unruly past time that was folk-football. Association football was established circa 1863 (Cuskelly, 2003) in order to give the middle class, public school educated men an opportunity to pit their mental and physical wit against each other in a manner that was agreed upon, and as a result the rules of Association Football were created. That said, the contests were often frequently heated affairs and disagreements frequent. It was identified that a mediator was needed, thus the role of the referee was born. (Cuskelly, 2003)

Early referees were initially schoolmasters and hence carried a sense of status and responsibility (Mangan & Hickey, 2008). Games were played with 'local' rules that would vary from geographical place to place and this produced a number of inconsistencies and many variables. As a result, 1846 at Trinity College, Cambridge there was a meeting of officials and the recognised 'local' rules were combined into a set of agreed rules for soccer games (Misner, Doherty and Ham-Kerwin, 2010). Referees were assumed impartial individuals who would be above

partisan enthusiasm and were the cold eye of a quasi-judiciary role. Referees were gentlemen that ideally saw all sides to the argument and were considered brave fellows in that they were not afraid of decision-making and were not seeking popularity (Seddon, 1999). Unpopularity on the field of play was seen as part of the burden that they carried in order to teach civilisation through sport.

Today, we need to ask who are these individuals on contemporary time and why they take on this role. In addition, what motivates these individuals to put themselves in the firing line for such a role? The answer for decades lay in the concept of “Voluntarism”, which has been integral to sport in the UK since its origins which will be explored within the next section.

## **5.6 Theories of volunteering**

Speculation on the theory of volunteering are different in inception (sociology, psycho-sociology, political science and social assistance) mirroring the decent variety of types of indication of this somewhat prosaic conduct. Investigation into volunteerism has created various hypothetical models, both theoretical and conceptual; yet no coordinated theory has been established. Due to the variety of models proposed this indicates that there is a general absence of accord on precisely what a hypothesis of volunteering ought to be (Hustinx et al, 2010).

Hustinx, Cnaan and Handy (2010) concluded from their research into navigating theories of volunteering that volunteering is an intricate wonder which cannot clearly be depicted and has numerous definitions. As such the lack of clarity pertaining to a theory results in the meaning of volunteering becoming one of public perception. (Sutton & Staw, 1995; Wilson, 2000).

Role identity model theory is when individuals volunteer to maintain as a useful individual within society (Grube & Pilavin, 2000). Social integration theory focuses on individual's volunteering due to them wanting to obtain both meaning and purpose for their life as through being a volunteer they gain a positive contribution to their wellbeing, via volunteering they then get a contribution to their wellbeing (Farber, 1983; Bowden, 2008; Hancock, Donald and Auger, 2015). Activity theory (Ayalon, 2008) assumes that activities provide a sense of purpose and control, higher personal energy, and an active stance in society.

### **5.6.1 Mutual aid**

The term Mutual Aid is used in organisational theory to a voluntary mutual exchange of services and resources for a shared benefit. Yaruss, an associate professor at Pittsburgh University in speech and language pathology, has conducted extensive research into mutual aid, stated “Voluntary, small group structures for mutual aid and the accomplishment of a special purpose . . . usually formed by peers who have come together for mutual assistance in satisfying a common need, overcoming a common handicap or life-disrupting problem and bringing about desired social and/or personal change” (Yaruss et al., 2007 p256).

The first of the four types of volunteering that will be discussed is that of self-help or mutual aid. The existence of reciprocal associations have been noted by anthropologists whereby the main system of economic and social support that is provided is considered mutual for many people (Lewis, 1999). There is a significant role of mutual aid in countries such as Africa, South America, North America, and Europe specifically in the social and health welfare fields. Usually, due to a national disaster or disability numbers of volunteering organizations have been established which support those to be considered to be in need for example Oxfam. As Okun (1994) identified the need of the individual to increase, their own self-esteem or self-worth results in them volunteering to assist those need help.

### **5.6.2 Philanthropy**

Within all philanthropic activity, there is an element of self-interest. Philanthropy or assisting others is another form of volunteering that can be observed worldwide. In contrast to self-help, individuals who served within these volunteering services are not members of that volunteering group, however are observed as being external and are classed as third parties. This type of volunteering is mostly completed when community work and sport is inclusive to a community or voluntary organizations (e.g. Red Cross, Youth Sport Games and Special Olympics). Within the UK and USA there is a continuing tradition of volunteering within the public-sector due to the advantages this can offer in the private business sector. Gaining experience within an organization can assist an individual to develop skills and experience for a particular profession.

Smith (2000) stated that in the last five years, 3,500 plus United Nations Volunteers participated in different regions worldwide within these fields of humanitarian relief, human rights, peace building, rehabilitation and democratisation

and that these opportunities tend to be taken up by university students who are taking a gap year prior to starting their degree, during or upon completion of their studies (Simpson,2004).

### **5.7 Aspects of volunteering**

The provision of volunteering has been arranged by researchers (Cnaan & Amroffell, 1994; Cnaan, Handy and Wasworth, 1996) into dimensions which include; 1) free choice that extended from free to obliged; 2) remuneration not any to less pay or stipend; 3) Structure that ranged from formal to informal and 4) intended beneficiaries that includes total strangers, to families or friends, to own self. A clear description of a volunteer would be someone on the edge of the above-mentioned scales, who has a high-level free selection, someone not in receipt of any remuneration, positioned in a formal framework and having a high level of selflessness, who seeks to help individuals, apart from themselves. Discovered from surveys that net cost to the volunteer, “altruism”, seems very significant when describing a volunteer (Hustinx et al., 2010).

Contrary to this, it is discussed below the way the volunteer scale “purity” could be modified and might differ amongst age groups. There consists within the UK approximately 160,000 registered charity organizations and several more informal unpaid organizations. Millions of volunteers of every age group support these organizations, in which forty- eight percent of adults in Britain volunteered at, for at least one time a month in the year of 2014 and about seventy- four percent at least once in the year (DCMS, 2014).

It is reported by the 2012–13 Active People Survey (Sport England, 2014) that around 12% of the adults volunteered for sport, which had decreased from 14% in 2011 to 2012 and 13.6 percent from 2010 to 2011. One of the aims of this research is to articulate the motivating factors behind why referees volunteer and present a theoretical framework which supports referees.

Apart from religious duty and faith, volunteering can be claimed to be a thing deeply embedded in humanitarian paradigm. The emotional altruism definitely motivates volunteering in social and health care. However, there are normative and mutual (instrumental) motivations as well, these do not match those volunteer activities of other sectors. The personal benefits and self-sacrifice is balanced for volunteers in the managerial pattern of volunteering. (Hustinx et al., 2010)

It is being argued that specifically altruistic behavior should only be considered as volunteering. While on the other hand it is contradicted by others claiming existence of pure altruism is a false concept stating that all volunteering comprises of reciprocity and exchange (Kragelund, 2008). Few supportive discussions also claim that instead of material rewards volunteers are provided with accreditation or training for their services and even sometimes an honorarium payment or expenses reimbursement used as rewards. The differences between paid employment and volunteering can be justified by explaining that voluntary services is worth more than any financial reimbursement whereas they are not primarily intended for financial gain.

On the other hand, the concept of free will is also considerable. According to the majority of the definitions the concepts of compulsion and volunteering cannot be matched. Furthermore, a comprehensive conceptual framework admits that maintenance of purity of free will is nearly impossible in any volunteering activity. Social obligations, pressure from peers or parents and many other such reasons may become the reason behind someone's motivation to volunteer, however it varies from person to person, however they all resulted in enforcing people to volunteer by eliminating any limitations for overt actions.

After altruistic behavior and free will, the nature of benefit is considered the third important element. There is always a benefit from volunteering which can differ from a purely voluntary leisure activity to volunteering (Nichols, 2014). Whereas the degree of benefit and its type is not confirmed by anyone. Different theories determine different concepts; few claim, that friends and family have to be inclusive of beneficiary whereas other mention that volunteer should be strangers. A few also claim that neighbours can be included in this scenario with family and friends as well. However, the notion of mutual aid is considered inclusive to this while the difference of third party and personal behavior is yet unconfirmed. There has to be a group of beneficiaries or a recognisable beneficiary as per a broad conceptual framework of volunteering despite the fact that claims can be interpreted in a variety of ways. This could include intellectual ideas which relate to the society or environment, excluding (or including) the immediate friends or family of volunteers. This would exempt caring for relatives reliant on volunteer but would allow for mutual aid and self-help.

The fourth element is centered around the environment where the volunteering takes place. Some researchers assert the involvement of any type of

voluntary, formal or non-profit organization for carrying out volunteering. Few others support this idea but they refer to corporate or public sectors in this scenario for undertaking volunteering. However, some go against these concerns explaining that there are some volunteering activities done informally, e.g. one-to-one, like helping a neighbor, or civic-minded activities done in isolation such as picking up litter. For the purpose of this research, the broad conceptual framework put forward will centre on formal (organized) volunteering for soccer referees and will not concern itself with informal (one-to-one) volunteering.

### **5.8 Volunteering behavior in the United Kingdom**

Davis-Smith (1998) conducted a survey in UK on volunteering which suggested that almost half of the adult population contributed an estimated £40 billion to the overall economy by participating in voluntary work, resulting in this being seen, as one of the largest factors contributing to the gross domestic product of the UK. The study found that 21.8 million people within the UK were involved in formal volunteering including; charities, local community organizations, sport and leisure activities. The research established that as a mean value, individuals were volunteering for 4 hours a week.

A prior study was conducted in 1991 and it is important to highlight that, between 1991 and 1997, there had been a considerable decline in the number of people who were volunteering. The study also established that some social groups are more inclined to volunteer than others. The representation of younger individuals and those who are unemployed was established to be lower than other cohorts. In the 1991 study the percentage of young people, aged 18-24 who were volunteering was 55% but this had fallen to 43% in 1997. The time that these individuals volunteer was also found to be significantly lower at 0.7 of an hour per week compared with the 4-hour average for other groups.

A more recent study, which had 235 young people, aged 14-25 conducted in Manchester in 2002, conducted by Brunwin, found similar percentages to previous studies. The number of individuals found to be volunteering at present or who had done so in the past was found to be at 43% that is in-line with the previous findings of Smith (1998).

In 2010, an EU report within the Study on Volunteering established that within the UK 22,000,000 adults annually gave time to volunteer, a quarter within sport. In

2016, the FA estimated that the game in England was sustained at grass roots level by around 400,000 volunteers with referees contributing towards this as in 2015 approx. 30,000 referees were registered with the 52 CSAs. These referees contribute to the game by officiating in games that occur every week.

### **5.9 Why do people volunteer?**

For an organization to attract volunteers and retain them, it is important they understand the reasons why an individual volunteers for that specific organization. Across all ages, from students to the over 60's, it has been established (Okun, 1994) that an underpinning factor prompting people to volunteer is the desire to help others. Nichols and King (1998), who conducted a research within the guides in the United Kingdom focusing on redefining the recruitment, have further supported this notion. The importance of understanding what motivates a volunteer was highlighted as being crucial in attracting and retaining volunteers. According to the research the aspiration of helping others was cited the most common reason for why individuals volunteer within the Guide association for example.

It is fair to say that for most volunteers the activity of being a volunteer is the only reward they need. However, research by Cnann and Goldberg-Glen (1991) stated that it is not just the notion of working for the greater good than motivates volunteers. Their research demonstrated that along with the selfless act of volunteering (altruistic motive), individuals who volunteer also do this to satisfy their own personal egoistic motives. Individuals use the act of volunteering to satisfy goals of a social and psychological nature and to satisfy their own desires. These goals are not the same for everyone and differ from person to person, just because an individual volunteers to be a referee, according to Cnann and Goldberg-Glen (1991) their egoistic goals will be different.

As per the research of Haski-Leventhal & Cnaan (2009) there are diverse types of these 'goals' as they can categorise as Altruism, improvement in human capital, the mutual good (family unit consuming), and specific beneficiary such as Social Contact which can be attractive for volunteers.

Within numerous volunteering environments Okun (1994) found that, it is the 'selective incentive' theme, which is often found, as an underpinning motive for individuals to volunteer. This concept relates to the individual experiencing a sense of belonging and being associated with the organization that they are volunteering

for. Through the act of volunteering, the individual also experiences an increase in pride and/or self-esteem. Okun (1994) established that for older individuals volunteering made them feel useful. The utilization of spare time has been found to be an important motive for a third of participants in Anderson and Moore's (1974) study where they investigated volunteering within Canada. Numerous people volunteer as they believe they can offer a positive contribution to the relevant organization, this is, as according to them they possess some special skills that can be beneficial for the organization. This research will explore what motivates individuals to become referees.

Wilson and Pimm (1996) research highlighted some less obvious reasons relating to why people may volunteer which include the desire to wear a uniform, benefits that they may receive as perks of the role, the opportunity to mix with travel opportunities, health and fitness and celebrities. The factors that prompt referees to volunteer will be explored within this study to see if there is any correlation with the findings of previous studies/research.

Snyder and Debono (1985) have termed this the "value-expressive function". Volunteering provides an individual the opportunity to act on underlying values that they have and as a result be true to themselves. Bussell & Forbes (2002) study the factors which motivates volunteers and analysed that probably the individuals will get the opportunity to express essential beliefs and values or have the chance to share them with others through volunteering.

### **5.10 Volunteer motivations**

Motivations' analysis of volunteers frequently rate them by the perspectives of the volunteer. For instance, a student might be enthusiastic to acquire job-associated experience because he/she would be soon attempting to be employed. Hence, some researchers (Dury et al., 2014; Nappo, 2015 and Elias, Sudhir and Mehrotra, 2016) outline that to take part in formal volunteering is in accordance with the individuals' wishes in that moment of time and the setting where those wishes are fulfilled categorize the decisions to volunteer or not. The pathways through participation study, in 2011 (Institute for volunteering research, 2012) an in-depth interview from about 101 respondents, who expressed about volunteering throughout their life, it involved the experience of the individuals as one more classification of impact.

Hence, generally, motivations of the volunteer can be understood, as a product of circumstances, experience and values.

The simple partition between mutual aid and altruism was not accepted. It was rather argued that volunteering is required to be understood through the context of the life of an individual. Volunteering has been represented as constituting a serious leisure activity (Stebbins, 1982; 2004 and 2013). Which refers to the organised activity of a hobbyist, amateur, or primary activity of volunteer. This is very considerable, stimulating and satisfying, and where the contributors find a profession in expressing and obtaining a mixture of its different experience, knowledge and skills.

The theorists of serious leisure theory state, that volunteering is inspired and it originates from the participating individual's interests, for deriving fulfilment and enjoyment from learning new abilities and acquiring new knowledge. Misener, Misner, Doherty & Hamm-Kerwin (2010), uses the serious leisure framework in a research on older sports volunteers, for the purpose of their interpretation of volunteering. Also, forming it in their description of formal volunteering that is characterised by them as a systematic engagement in an activity which is adequately interesting and considerable for the individual for finding extensive engagement their in the achievement and illustration of specific experience, skills and knowledge. A critique on the theoretic interpretation of leisure is that it is mostly narrative and lacks clear boundaries. When is leisure serious? However, the serious leisure theory can nonetheless define volunteering rewards, and the reason that volunteers have a strong identification sense with an organization. In order to understand long-lasting volunteering, this theory was utilized in Girl Guiding United Kingdom, and is deliberated below relating to youth organization volunteering (Misener, Doherty & Hamm-Kerwin., 2010).

Volunteer motivations data illustrates that they arise from a variety of sources. Certainly, there are as many motivations present as the number of volunteers. Intrinsically, the whole data on motivations of volunteer should be viewed with a questioning eye. Helping out survey offers the best data on motivations of volunteer for the U.K. The survey presents that fifty- three percent of volunteers from Britain stated that they are involved to help individuals and enhance things, whereas forty- one percent stated that the cause for which they volunteered had importance for them, and a similar ratio stated volunteers had some spare time.

The research or study on the motivations of volunteer is just as great as the techniques it implements. A volunteer study in the United States discovered that, when the question of examining volunteer comes, who are volunteers and why do they do volunteering, the way theory is investigated is critical to the results (Hustinx et al., 2010).

The easiest justifications for variations in volunteering are related to time. Availability of time to individuals for some non- work activity is more irregular and uneven, indicating hours at salaried work

If volunteering is understood as indicating a mixture of circumstances, experience and values, this mixture would be distinct for youth. It is revealed from certain studies that optimistic values to volunteering, exemplified in a role identification, are the greatest youth volunteering forecasters.

Extremely little research proof is present that attitudes of young people towards volunteering are formed by their experience or encounter. Even though it is easier to suppose they will be; or that a view that volunteering is, at all times to be taken as a “means to one’s own ends” may become difficult to hire volunteers for jobs that are less rewarding in the future.

Regarding why elder individuals volunteer, having availability of some extra time is mentioned by a substantial ratio of volunteers of every age as a motive for their involvement. However, the ratio of volunteers mentioning it rises considerably post-fifty as children leave their home and the number rises once again post sixty-five as the ones who were involved in compensated work, retire.

## **Chapter Six: Methodology**

### **6.1 Introduction**

This purpose of this Chapter is to articulate and explain the methodological approaches that were implemented within the two studies. It will also explain the underlying assumptions that shaped the strategies which were used. Within this Chapter the research strategy will be outlined for the studies 1 and 2; including the research design adopted and the methodological approaches used. The ethical considerations, processes and procedures that have been complied with will also be explained. The research strategy details the rationale behind the methodological choices and strategies that have been selected, which are grounded in theory and are valid. Primarily, this chapter will guide the reader on the journey that was taken to initially select the research methods to be used, the steps and tools used in the collection of data and the procedures employed for data analysis.

### **6.2 Research Design**

Prior to being able to state any ontological and epistemological assumptions, it is important for the meaning of these terms along with what constitutes a paradigm to be articulated. Within research parameters a paradigm comprises of ontology, epistemology, methodology and the methods employed (Rehman and Alharthi, 2016). Each paradigm is constructed from its own ontological and epistemological assumptions. The nature of human relationships is based on assumptions about people relating to their nature, what they are like and how they relate to other people. Allport (1961, cited in Feist & Feist, 2009) believed that no theory could possibly explain all human complexity and variation.

It is important to point out that philosophical foundation of each paradigm will never be empirically accepted or rejected. Paradigms are usually opposing world-views either: objective / experimental (e.g. positivist) or subjective/ constructivist (e.g. phenomenological). There are, a number of world-views that are based on ontology and epistemology, resulting in contrasting assumptions about reality and knowledge underpinning the specific research approach (Guba and Lincoln, 1994; Lincoln and Guba, 2013 and Sorya, Binti and Kamal, 2019).

Within the following sections a description of each element of a paradigm is provided, along with the relationship that exists and concluding with the research position for this enquiry. Ontology, according to Crotty (1998), is the study of being and relates to what is real and the structure of reality. Snape and Spencer (2003) expanded the scope of ontology to also encompass the nature of the world and what it is possible to know about it. It's the part of metaphysics that deals with the existence, nature, and causation of things. For example, to say that something exists or does not exist is ontological.

Guba and Lincoln (1994) in their quest to explain epistemology, investigated the relationship between the would-be knower and what can be known. Crotty (1998) considered epistemology as a way of looking at the world and then making sense of it. Knowledge is needed and thus, encompasses a particular understanding of what that knowledge entails. Cohen, Manion and Morrison (2007) stated that epistemology is composed of the nature and forms of knowledge. An example of this is how we differentiate fact from fiction, or point of view is epistemological. Opinions can be fact, while some facts are found to be incorrect upon further examination, this is the domain of epistemology. Grix (2004) commented on how differing positions concerning a researcher's ontological and epistemological views can result in different research approaches to the same phenomenon.

### **6.2.1 The Researcher's Position**

For the purpose of this research enquiry the principal orientation to the role of theory will be one that is an inductive generation of theory (Bryman, 2008; Saunders, Lewis & Thornhill, 2012). This will be sought using qualitative methods which are appropriate to grounded theory (Glaser & Strauss, 1967) as devised through an in-depth case study (Baxter & Jack, 2008; Harrison, Birks, Franklin & Mills, 2017). Specifically, study 1 will focus on the experiences and events of 12 soccer referees. The main method of data collection will be interviews to capture the direct experience of the individuals to identify themes (Grownald, 2004; Rodriguez & Smith, 2018; Van Manen, 1997). The rationale and justification supporting the selection of these methods will be discussed in more detail within the individual methodological section.

The epistemological orientation for this thesis is that of interpretivism (interpretive) which will require reality to be interpreted (Corbin and Strauss, 2008). As a result of this position, no single reality or truth exists and reality is created by individuals within groups. The view of Strauss and Corbin (1990) is followed, such that the researcher, and the social world both have an impact upon one another. As a researcher and in agreement with the research of Strauss and Corbin (1990), which was further supported by Charmaz (2000), there is agreement that an objective researcher should try to represent an external reality as accurately as they can. Thus, reality needs to be interpreted and used to unearth the underlying meaning of events and subsequent activities. It is not possible to conduct an objective and value free inquiry as findings are unavoidably influenced by both the perspectives and values of the researcher (Palaganas, Sanchez, Molintas and Caricativo, 2017). An interpretivist approach is important as the researcher, as a social actor, must appreciate the differences between people. Knowledge is obtained by investigating and considering the social world of the individuals being examined (Braveman and Gottlieb, 2014). Utilising such methods allows for an insight into the behaviour of individuals, an explanation of actions from the viewpoint of the individual but does not dominate them. As a researcher, the social world is understood from previous experiences and knowledge of those participating within the research. By understanding human behavior, it allows the social world to be approached (Ajzen and Fishbein, 1980; Glendall and Healey 2008).

The epistemological standpoint will require a development of interpretivist philosophy that is based on the critique of positivism in social science. The position chosen, in agreement with Pitard (2017), suggests that whilst there is an existence of external reality, it is only known via the human mind and its socially constructed meanings. Social reality is not shared and as such there is only a number of different individual constructions of it. The meanings of social phenomena are continually being achieved via social actors and these are produced as a result of social interaction and are constantly being revised (Becker, 1974; Aksan et al, 2009). The development of the research methodology and methods adopted in this research has also been directly informed as a result of, owned epistemological and ontological assumptions.

## 6.2 Research Strategy

This research strategy was formulated to assist in the planning, design and execution of this research enquiry. The idea that underpinned this research enquiry was to investigate the experiences of soccer referees. The review of literature undertaken has highlighted a number of theoretical frameworks which could be used to underpin the research (e.g. grounded theory). After discussion and consideration with the supervisory panel it was decided that study 1 would be conducted with no set theoretical framework. Professor Brackenridge and Dr. Rhind felt that by conducting a semi inductive interview and exploring the participant's experiences, it would allow for themes to present themselves (e.g., stress, psychological factors, burnout, training, match factors etc.), allowing the research to align with a particular science and theoretical framework.

The FA (2011) published figures relating to the number of assaults that had been recorded across the 52 County Soccer Associations (CSA). The overall number of assaults had risen from 260 in the 2010-11 season, to 330 in the 2011-12 season. The FA reported divided assaults into three categories: category 1 (N=3) concerns serious bodily harm (including using a weapon or causing a broken bone), category 2 (N=51) relates to an attempt to cause bodily harm (force has been used towards a referee that has resulted in a minor injury for example a cut or bloody nose) and category 3 (N=276) which concerns common assault (including grabbing or punching a referee).

This research intends to focus on referees that are or have been registered with the FA. These individuals will form the participants of the research. The research strategy for study 1 consisted of qualitative interviews; that were conducted in accordance with the previous research works of Fontana and Frey (1998), Doyle (2004), Kvale (2007) and the considerations and recommendations of Qu and Qu and Qui and Dumay (2011). This research will draw solely on the views of the participants (soccer referees). The researcher conducted 1:1 interviews which were semi-structured in design, thus allowing for the broad question of 'What is it like to be a referee?' to be asked. All participants were asked the same question to reduce unwanted variables and bias. The specific methods and their rationale for study 2 are discussed later in chapter 7.

The interviews were recorded on a recording device allowing for subsequent analysis. The data gathered will consist of words and experiences that are voluntarily offered by the participants. Ventura et al. (1998) commented that the rationale being utilising open ended questioning to allow the person being interviewed to give perspective. The research will then select key words provided by the participants from their initial answer to pose further questions within the interview. These further questions are intended to gain a deeper understanding of the referee experiences. This process will result in the generation of further data and allow for topics the referees present to be further explored with participants always being at ease and relaxed (Hannabuss, 1996). This process will require the interviewee to use active listening skills as they will not know the questions to be posed in advance but will be guided by their responses (Fontans and Frey, 1998). The protocol and procedures used for data analysis will be covered later within this Chapter. Each interview ranged between 30 and 90 minutes.

### **6.3 Grounded theory**

The purpose of this inquiry was to explore the experiences of football referees with Grounded Theory being selected as the underpinning approach. According to Glaser and Strauss (1967) by utilising this theoretical framework it would allow for the generation of a theory relating to the experiences of soccer referees. Strauss and Corbin (1994) stated that the collection, analysis and routinisation of the data collected will allow for a theory to be developed which is grounded in the data that has been obtained and analysed.

For the purpose of this study, from the interviews conducted, transcript analysis and coding will allow for a theory to emerge relating to referee experiences that have been grounded in the data generated. Crooks (2001) further supports the utilisation of this approach in exploring social relationships and groups. Soccer referees experience social relationships within their role as a referee and associated behaviours that exist within the group, can be referred to as a social process which will be explored.

#### **6.3.1 Research process for a grounded theory study**

Creswell (2009) stated that grounded theory is represented by a “qualitative strategy of inquiry in which the researcher derives a general, abstract of inquiry of

process, action, or interaction grounded in the views of participants in a study” (p.13). Strauss and Corbin (1990) consider the grounded theory approach to be represented by a methodical approach to formulate an inductively obtained theory about a phenomenon. For a study to be considered one of grounded theory it requires to have the following elements within it; 1) Question formulating, 2) Theoretical sampling, 3) Interview transcribing and content summary, 4) Data chunking and data naming (coding), 5) Developing conceptual categories, 6) Constant comparison, 7) Analytic memoing and 8) Growing theories. It is important to point out that these elements do not need to be completed in any particular order and a researcher may need to move back and forth accordingly.

The area of interest for this thesis has been identified as soccer referee experiences. Sampling strategies will be used, and the study is concluded when theoretical sampling is achieved (Dey, 1990). Theoretical sampling has been defined by Charmaz (2006) as being “seeking and collecting pertinent data to elaborate and refine categories in your emerging theory” (p.12).

This method was initially used by Glaser and Strauss (1967) to generate theory from the collection, coding and analysing data. The aim of theoretical sampling is not just concerned with the sample (in this case referees), but also considers what the sample (referee) has to say, which will assist in the generation of theory for future practice and the FA. After conducting a review of literature themes have emerged (e.g. burnout, stress, abuse, organisational factors and motivation) which have previously been discussed. Throughout the process, the researcher will make a conscious decision due to one’s own ontological constructivism approach, to allow exploration as the new theory progresses. The use of the theoretical sampling (Noy, 2008; Charmaz, 1990; Cowley, 2004; Charmaz, 2006; Tracy, 2010; Tracy, 2013; Khan, 2014; Charmaz, 2014; Berthelsen, Grimshaw-Aagaard, and Hansen, 2018; Heath and Quureshi, 2018; Timon, Foley and Conlon, 2015; Baker, 2017; Tie, Birks and Francis, 2019;) is used by the researcher to either generate further data to support or reject the categories that had been identified in the theoretical sampling.

It is vital that theoretical sensitivity is evident throughout this research enquiry. By employing this skill, the data will have meaning, be understood and relevant data will be separated from irrelevant data. Sensitivity will be achieved by following Strauss and Corbin (1990) and more recently Corbin and Strauss (2015) steps on theoretical sensitivity which are questioning, analysing single words, phrases or

sentences and comparing by following these techniques it will permeate grounded theory.

## **6.4 Ethical position and evidence of completion of process**

### **6.4.1 Ethical application**

A requirement of all research is to gain ethical approval from the responsible educational institute that the researcher is representing. In the case of this research enquiry the required ethical process completed was that of the College Research Ethics Committee at Brunel University.

The university's process requires an application for ethical approval to be made to the ethics committee, with respect to research that is being conducted. This committee is formed of qualified individuals drawn from across the university who are totally impartial, have no association to the research team and have no disqualifying interests as reviewers for the specific ethical application.

The documents that are required to be submitted comprised of the following; a university ethical approval application form, a risk assessment for the research studies, a participant informed consent form and a participant information sheet detailing relevant information e.g. right to withdraw (see Appendix 1 for copies). These documents are submitted ahead of the committee meeting. They are then reviewed in accordance with the university policies and procedures. After the review has taken place a decision is then issued on whether ethical approval has been given for the research to take place. In regard to study 1 and 2 the College Research Ethics Committee granted ethical approval on the 17<sup>th</sup> August 2010. The letter of correspondence can be seen in Appendix 2.

### **6.4.2 Compliance with ethical standards**

It is necessary that researchers demonstrate both objectivity and transparency with regard to the research. This is to ensure that acknowledged regulations are adhered to for both ethical and professional standards throughout all stages of the research. The research will have to declare any relevant information pertaining to these areas including; funding sources, any potential conflicts of interest both financial or non-financial, gaining the relevant ethical approval and informed consent for human research participants.

The researchers involved within this research enquiry do not have any potential conflicts of interest and have nothing to declare. Voluntary, written informed consent was gained from all participants prior to any research studies being conducted; a copy of the form used can be seen in Appendix 3.

#### **6.4.3 Research involving human participants**

This research enquiry uses human participants as subjects for study one and two, these studies have been approved by Brunel University Ethics Committee. Both studies were performed in accordance with the ethical standards set out in the 1964 Declaration of Helsinki and its subsequent amendments or to that of similar ethical standards.

All participants are seen as individuals and such have their own rights which will not be infringed at any point during the research enquiry. Whilst complete anonymity can be a challenge to ensure the identify of participants, a protected coding system has been used for all participants with only the individual knowing the system being the primary researcher. Identifiable data and particulars will not be published in any written format. It is worth noting that no participants withdrew from either study and all the data collected has been used in accordance with the consent gained from participants.

#### **6.5 Sampling strategy**

The sampling techniques utilised to select participants for this research enquiry will be taken from a group of techniques referred to as non-probability sampling (Palinkas et al. 2013 and Etikan, Musa and Alkassim, 2016). Etikan, Musa and Alkassim (2016) highlight that this method assists the researcher in selecting specific participants from the population of interest (Laerd, dissertation, 2012). To be a participant in study 1, individuals had to have been an active referee with a level 9 status and completed at least one season at the grass roots level. For study 2 the cohort was constructed of individuals who had registered and undertaken the training to become a referee. Further information pertaining to the participants for each of the studies is covered in more detail within specific Chapters.

Etikan, Musa and Alkassim (2016) highlighted one key characteristic of the chosen sampling strategy is that participants are selected due to subjective reasoning as opposed to random selection. Due to the nature of the research

requiring individuals to have experience of being a referee it is not valid for participants to be randomly selected from the population as a whole (probabilistic methods).

Etikan, Musa and Alkassim (2016) comparison of convenience sampling and purposive sampling concluded that non-probability sampling allows for the specific targeting of referees as a population and their intricacies as a sample cohort. This is in stark contrast to probability sampling where Laerd (2012) stated that a goal of the research is to achieve objectivity in the selection of participants and to make generalisations of the research findings to populations (statistic interference), although findings can be affected by validity and bias. A strength of purposive sampling is that it is seen as being a practical choice as it allows for easier selection of participants, and is seen as being time efficient and cost effective. It has also been deemed by Gustad et al (2004) and Lyon and Hardesty (2005) to be a suitable method where a few individuals (referees) will be representative of other members of their community. In addition, Bernard (2002) articulated how crucial the process of data collection is, to ensure that the data gathered will provide a better understanding of the theoretical framework.

Non-probability sampling was suitable for this research enquiry as a selection method for participants, as an aim of the research was to find out why referees (past and present) are leaving the game of soccer focusing on their personal experiences. It has already been established by The FA and previously evidenced in the literature review, that referees are leaving the game despite several initiatives aimed at increasing both recruitment and retention. As highlighted in the literature review, there is a dearth of work conducted aiming to understand this problem in the UK.

## **6.6 Rationale**

### **6.6.1 Data analysis techniques**

Participants were recruited through a snow-ball sampling approach and fully informed of the nature and aims of the research and providing informed consent prior to taking part.

The individual interview adopted an unstructured approach with the question being posed 'What's it like to be a referee'? The rationale behind asking this question is that it allowed the individuals to express their feelings and experiences; covering

both psychological and social factors. Following the participant's initial response, probes were used to encourage the participants to expand on their points.

A total of 12 referees participated in the study, who were aged between 20 and 70 years of age. Participants were selected via the purposive sampling technique from the CSA who they were, or had previously been, registered with. A brief description of each participant is provided below. Past Referees are coded by the prefix (P) and then their unique interview reference number. Active referees are indicated by the prefix (I) as a coding followed by their interview reference number. The level of referee that they were/are is denoted by the number after the interview number.

When an individual has registered on a referee course that a CSA is holding they have level 10 status (non-active status). When a level 10 referee has completed their training course they automatically progress to level 9. Level 9 comprises referees who have completed some but not all of their 6 competitive games, which allows them to progress to levels 8 or 7, depending on their age, via successful promotions.

If the individual is under 16 years of age, or a level 7 referee (if you are over 16 years of age) the individual can then officiate local park football. To become an established level 6 referee (County standard) an individual must serve one calendar year as a level 7 referee before they are eligible for promotion. This is achieved through a practical assessment. Subsequent promotion can then be obtained through the ranks until reaching the highest level, where level 1 is the National list of Referees. A referee can apply for promotion on two occasions during a season. This study targeted a population that was representative of grass roots referees and therefore did not include referees of a professional nature (i.e., level 1 status).

## **6.7 Rationale for “What it is like to be a referee? (Study One)**

### **6.7.1 Data analysis techniques**

Grounded theory is observed as an inductive methodology and one that is observed as being a general method. It's intention is the systematic generation of a theory from conducting research that is also systematic. Strauss and Corbin (1998) detailed the basics of qualitative research and grounded theory. The process of developing grounded theory involves the collection of data which is then analysed.

As a result of this step the theory is then grounded in the specific data with the analysis and generation of theory taking place after the collection of data. It is achieved by the researcher following a set of meticulous research procedures that will then result in the emergence of theoretical categories (Glaser & Strauss (1967) and Strauss and Corbin (1990) sanction this type of qualitative research. The research will apply and follow Glaser and Strauss (1967) methodology on grounded theory. The area of referee experiences has been selected, the researcher will disregard any preconceptions of theory and will focus on the data generated from the interviews. The researcher will interview the participants with open ended questions. They will employ theoretical sensitivity with attention being paid to the data in relation to subliminal messages and meanings. Dey (1999) commented that there are multiple versions of grounded theory. Charmaz (2006) stated that despite the numerous versions in existence on grounded theory, all versions do comprise of the following same components: coding, the discovery of social processes from the data, inductively constructing of abstract categories, the refinement of categories by theoretical sampling, analytical memos are used to bridge the gap between coding and writing and having the categories integrated into a theoretical framework.

There is some indication here of coding but not how you determine your themes. Some discussion on the best way to conduct Grounded Theory is required in this section which draws upon a specific approach to using grounded theory. All interviews were transcribed verbatim immediately after taking place. The analytical process followed the recommendations of Huberman and Miles (2002). The rationale of implementing a valid analysis technique is to reduce unwanted variables that could arise with accuracy and interpretation of the data. If more than one researcher was involved in the experimental process, this could affect the validity of the data obtained due to subjectivity and avoiding potential bias (Guba, 1981; Kirk and Miller, 1986; Polit and Beck, 2014; Thorne, Stephens and Truant, 2016).

From these transcripts relevant quotes were highlighted and coded. The raw data themes were then arranged into groups of similar responses and common themes which captured the underlying meanings (Cote, Salmela, Baria and Russel, 1993). This resulted in the formation of general dimensions associated with possible reasons why referees may leave the game. Categorisations were independently reviewed by the second and third authors. Discrepancies were identified and resolved through discussion.

## **6.8 Method**

### **6.8.1 Participants**

A total of 12 people participated in the study and were selected via the purposive sampling method previously detailed. They were aged between 20 and 70. Participants were selected using the methods previously articulated. Past Referees are coded by the prefix (P) and then their unique interview reference number. Active referees are indicated by the prefix (I) as a coding followed by their interview reference number. The level of referee that they were/are is denoted by the number after the interview number, for further participant information see Table 1 below.

When an individual registers for a referee course that a CSA is holding they have level 10 status (non-active status). When a level 10 referee has completed their training course they automatically progress to level 9. Level 9 comprises referees who have completed some but not all, of their 6 competitive games, which allows them to progress to levels 8 or 7, depending on their age via successful promotions.

If the individual is under 16 years of age, or a level 7 referee (if you are over 16 years of age) the individual can then officiate local park football. To become an established level 6 referee (County standard) an individual must serve one calendar year as a level 7 referee before they are eligible for promotion, this is achieved through a practical assessment. Subsequent promotion can then be obtained through the ranks until reaching the highest level, which is level 1, this is the National List of Referees. A referee can apply for promotion on two occasions during a season. This study targeted a population that was representative of grassroots referees and therefore did not include referees of a professional nature and whom held level 1 status.

Referee Status	Reference Number	Referee Level	Code	Personal overview
Past	1	6	P.1.6	A male who had refereed for several seasons before he gave up due to family commitments he held level 6 status.
Past	2	7	P.2.7	A male who refereed for 1 season and then had given up. He held level 7 status. He gave up due to the abuse he had been subjected to during his first game.
Past	3	7	P.3.7	A female who refereed for 7 seasons and held the equivalent of level 7 status. She ceased refereeing due to a combination of the environment encountered and family commitments.
Active	1	5	I.1.5	A male referee who has been refereeing since doing his badge in 1997. He has progressed through the promotions and holds level 5 status giving him senior county status for his registered CSA.
Active	2	4	I.2.4	A male referee who has been refereeing for the past 12 years. He currently holds level 4 status.
Active	3	5	I.3.5	A male referee who has been refereeing for 7 full seasons. He holds level 5 status and has decided that he does not want to go for any further promotions.
Active	4	7	I.4.7	A male referee who despite refereeing for 9 years was only 25 years of age. He holds level 7 status; he has remained at this level for several years as he has not gone for promotion for a variety of different reasons.
Active	5	6	I.5.6	A male referee who has been refereeing for the past 7 years and has officiated between 2-4 games each week. He holds level 6 status.
Active	6	5	I.6.5	A male referee who has been refereeing for the past 10 years and was also a qualified referee trainer. This had required the individual to undergo additional training with the FA. He is registered as a referee at level 5 status.
Active	7	4	I.7.4	A male referee who was in his seventh year of being a referee and was part of a developmental programme for selected individuals who had shown potential and talent in relation to refereeing. He was the youngest referee interviewed and was 20 years of age but who had started his training at the age of 13. He holds level 4 referee status.
Active	8	5	I.8.5	A male referee who has been refereeing for 35 years. He was the most experienced referee that took part in the study. He was a referee trainer and ran a developmental academy which organised referees for a Premiership Academy. He was a level 5 referee although he had previously held level 3 referee status.
Active	9	3	I.9.3	A male referee who has been refereeing for 9 years and was the lowest ranked official who participated in this study as he holds level 3 status. He was also a referee trainer and had assisted with both the training and mentoring of new officials.

Table 2: Participants for “What is it like to be a referee? (Study one)

## **Chapter 7: Results and Discussion**

### **7.1 Introduction**

Three dimensions emerged from the analysis of the data for the research enquiry “What is it like to be a referee”? These were; organizational (Table 2), Match (Table 3) and Personal Factors (Table 4). The higher order themes were then developed with further second order themes supporting these. The meaning units (MU) represent the number of participants who mentioned each theme within their interview.



Emergent Dimension	1 <sup>st</sup> order emergent theme	2 <sup>nd</sup> order emergent theme	Raw Data
Organisational	Lack of support	The F.A	"...it just makes the referee feel that they are not worthy and makes you feel worthless. It makes you feel that you want us to come and ref but you're not giving us protection as such and I think that is what a lot of referees need-protection in that sense." [sic] I.5 MU=9
		C.F.A	"I think again it's ironic really that you get less support at levels where you probably need it the most. Out on a Sunday in a park you're so much more vulnerable to abuse either verbally or physically. You are there on your own you don't have any neutral assistant referees, so you are and you get no-one there." [sic] I.9 MU= 10
		Over emphasis on laws of the game	"When you spend perhaps three hours (of your own time) writing a match report and then you don't really hear anything back from it...sometimes. I wonder, well what was the outcome from that (match report) and I think that to get some independent feedback would be a good idea.' [sic] I.2 MU=10
	Inadequate training	Lack of practical training	"It went through the laws really well but dealing with situations not so much. [sic]PI.1 MU=11  "Purely because we looked at the law and we did a bit of practical stuff it didn't tell you how to deal with

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	Lack of preparation for role	players.” [sic]l.6 MU=8
		“No, it didn’t prepare me to be a referee, not at all.”
	Inclusion of more relevant topics	[sic]l.5 MU=8
		“I don’t recall having anything in the training that was regarding the abuse that referees get, the verbal and the intimidation that referees get from time to time.”
Feedback on performance	Conflict training	[sic]l.2 MU=5
		“All I can really think of is that the police would go through similar situations in their training and I think something like that needs to be brought into refereeing. ‘Conflict management, anger management, conflict management absolutely’.”
	CPD	[sic]l.2 MU=9
		“Everyone should have one assessment a year to say ‘look you could do that a bit different’, or ‘do that a bit better’, or ‘you could have talked to the player like this’. I mean The FA have enough assessors, but The FA just concentrates on people for promotion instead of the vast majority of people that turn out every week to look after grassroots level.” [sic]l.6 MU=2

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*Table 3: Organisation dimension*

Emergent dimension	1 <sup>st</sup> order theme	2 <sup>nd</sup> order theme	Raw Data
Psychological intimidation		Players	“I just wanted to walk off to be honest and I actually ended up being biased the other way round, because they were annoying me so much it really irritated me and I got really angry with it.” [sic]P.I.2 MU=11
		Abuse	“I did one game and I got absolutely abused by the opposition supporters I was only 17, I got loads of abuse and I completely lost the plot.” [sic]P.I.2 MU=11
		Coaches	“The more they (coaches) moan at a referee the more that the referee will think about 50/50 you’re not going to get them next time.” [sic] I.8
Physical Intimidation		Spectators	MU=6
		Players	“I did one game and I got absolutely abused by the opposition supporters.” [sic] P.I.2 MU= 11
Match			“I had to send them both off in the end as they started exchanging punches. He refused to go (player who made the tackle) and we eventually got him off with the help of his team mates and the guys on the side but then as he went off he took his shirt off and threw it onto the ground, came back on remonstrating with all the players not so much me, but all the players. Then he brought his mate (on the pitch) with him as well who was like a 6ft4” thug basically and he started to post game have a go at everyone and wanted to fight the world.” [sic] I.1 MU=11

RESPECT  
Protocol

Coaches “Not so long ago I was “offered out” in the car park at the final whistle. It was one of those games we had an assessor there, I had given a penalty that they clearly had disagreed with and I can’t remember the exact wording but I was told that he would see me in the car park afterwards. That sort of thing affects my girlfriend she won’t come and watch games, she does not like to see me in that sort of situation.” [sic] I.9 MU=4

Negative

impact “If I was easily disturbed then I would not be refereeing now. Partly because I almost got attacked at the end of the game and then the manager tried to bribe me. A player come in your face who is 6ft4 and build like a brick s\*\*t house and your thinking oh god he is going to smack me, what do you do, kind of thing” [sic] I.5 MU=4

“I personally think that it has made it worse unfortunately after the handshake there is no respect, there’s no difference in respect.” [sic] I.3 MU=11

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Table 4: Match factors dimension

Emergent Dimension	1 <sup>st</sup> order emergent theme	2 <sup>nd</sup> order emergent theme	Raw Data
		Accepting mind-set	“Can you imagine if all the Ref’s turned round and said ‘no we’re not turning up because you abuse us,’ no games are going to get played.” [sic]I.5 MU=11
	Psychological impact	Motivation	“I did question whether I should carry on, whether it was something that I wanted to do. Whether I was the type of person who could control my emotions and my temper to be professional at that time and after a lot of thought and consideration and after speaking with the secretary of the league I decided to stick with it.” [SIC]I.5 MU=11
Personal		Family	“I just didn’t have the time, I gave up after my son was born and then I was playing football as well at the time, it was taking over my whole weekend that’s why I gave up.” [sic]P.I.1 MU=4
	Personal benefits	Enjoyment	[sic]P.I.1 MU=4
		Contribution	“Very fulfilling, enjoyable at times.” [sic]I.5 MU=11
		Fitness	“Part of it is still being involved in football. I can’t play anymore. I think as a referee you have the best seat on a

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football pitch out there in the action making decisions  
putting something back into the game.” [sic] I.6  
MU=11

“It keeps me fit again, when I used to play football I would  
come off from a game and feel that I have been in a  
game because you’re attacking and doing this and that.”  
[sic]I.3 MU=11

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Table 5: Personal Factors dimension

### **7.3 Discussion of Results for “What’s it like to be a referee?’ (Study one)**

The present study aimed to highlight the factors which may contribute to referees leaving the game. Three higher emergent dimensions: organizational factors (e.g., support, training and feedback on performance), personal (e.g., psychological impact, intention to quit and personal benefits) and Match Factors (e.g., psychological intimidation, physical intimidation and RESPECT protocol) were highlighted.

#### **7.3.1 Organisational Factors**

The dimension relating to organizational factors emerged as a key area. Encompasses a number of elements which referees feel influence their intention to quit the game. The organization dimension contains the first order theme of lack of support which relates to both the FA and individual CSAs that the referee represents. For the referee, these are the organizations they look to for leadership, support and ultimately who they represent as a workforce and they feel that they are unvalued and report feelings of low self-worth. Referees feel that the training presently given by The FA does not prepare them for the role and is inadequate in several areas including; an over emphasis of theory (the laws of the game) and a lack of relevant practical training for the role.

Referees have clearly requested that the training needs to be reviewed and more accurately represent the role that they fulfil within the organization, via the inclusion of more relevant topics including conflict management. They feel presently that the training lacks realism and does not prepare them for the role of a referee. These emergent themes (first and second order) within this dimension clearly articulate factors that referees feel impact on them but could also influence their untimely intention to quit the game.

The training they receive does not reflect their role or prepare them to work within their workplace (field of play). Referees reported feelings of being under-prepared, lacking the skills required to handle and deal with situations effectively within their workplace. This perceived lack of ability amongst these referees to deal with the workplace and occupational stressors they encounter supports previous research (Clarke and Cooper (2004); Smith, Johal, Wadsworth, Davey-Smith and

Peters for OSC report in (2000) and like with previous research has been established as a factor that could influence them in quitting the game. Referees recognised that they are on the front line and feel that some practical training revolving around how to handle conflict and inflammatory situations would not only aid them in their job role but also aid their own development. This supports previous work by O'Neil and Davis (2011) where conflict management and resolution training had been used to aid the skill set and ability of police officers to handle the situations they faced. This approach could be used with referees. They would also feel more equipped and feel psychologically more prepared to deal with these situations when they encounter them. This is supported by the works of Fried and Fisher (2013) on job stress and burnout occurring when staff feel ill-equipped to deal with situations they are in.

Feedback on performance was an emergent 1<sup>st</sup> order theme. Referees felt that there is a lack of continual professional development (second order theme) that is offered to them if they do not go for continual promotion. A referee can apply for promotion on two occasions within a season. There is no formal performance review of a referee by an assessor unless promotion has been applied for. A referee could have not had their performance reviewed for several seasons or been given feedback on their performance if they have not applied for promotion.

Referees felt that the F.A could deploy assessors within CSAs at least once a season to provide feedback to those referees who did not want to apply for promotion. Referees cited within this study several reasons for not applying for promotion including location of matches, work commitment and impact on lifestyle. This is an important factor as research (Anshel and Weinberg 1995; Taylor and Daniel, 1987) has shown that feelings of low self-worth and confidence in relation to performance and how the individual perceives they are viewed within an organization can contribute to an intention to quit. These feelings could be reduced if support and performance reviews were given to referees who did not apply for promotion as they would see that they are just as valued as those that are applying for promotion within the organization of the F.A.

### **7.3.2 Match factors**

The match factor dimension contains influencing themes that these referees perceived to be important in shaping their intention to leave the game. First order

themes of verbal intimidation have been uncovered which were experienced from the players, coaches and spectators. Physical intimidation has also been established as a first order theme that referees encounter on a regular basis. This intimidation has been found to come from players and coaches, both during and after the game.

Referees are exposed to psychological intimidation which has been found to cause physiological effects including anger and frustration. The reporting of these feelings accompanied with reductions in self-confidence and increased levels of anxiety, indicate that the referees could be being exposed to sources of stress. This highlights the importance of considering individual factors which may impact a referee's experience, such as how they cope with any stress that they experience as a result of the role they are performing. This research supports previous works by Taylor and Daniel, (1987), Rainey, (1995b), Ansel & Weinberg, (1996) and in that sources of stress are factors which can influence football referee's intention to quit the game.

This research has also uncovered the physical intimidation that referees experience during matches and cite this as a factor that has caused them concern and to question their continuation in the game. They feel that they are left isolated by the physical threat that they sometimes face and feel vulnerable. This finding supports previous research (Anshel and Weinberg 1995; Taylor and Daniel, 1987). Match related factors have been established as playing an important role in shaping a referee's intention to leave the game.

### **7.3.3 Personal factors**

Another emergent dimension from the interviews was that of the personal dimension. Personal benefits emerged as a 1<sup>st</sup> order theme which contained the factors which help to initially motivate a person to train but also contained those which they see as important factors for them remaining in the game. Specific factors given for being involved were enjoyment, contribution (to football) and fitness being emergent second order themes. Considering the negative environment that referees feel that they face, a strongly motivating factor that is keeping them involved is the sense of intrinsic reward that they find the role brings to them personally.

Within this dimension a number of lower order themes emerged which give an insight into potential factors that inform a referee's decision to leave the game. It was found that almost all referees within the study have experienced abuse during their

time as a referee. Abuse can be seen as a workplace stressor for referees and supports previous research by O'Neil and Davis (2011) that failure to deal with this stressor could result in an organization being at fault and a breakdown in enforcement by its workforce referees of the law of the game which in fact could result in further conflict/abuse as exemplified by the Police. Abuse was cited as a key factor which is directly contributing to people leaving the game. Abuse is also the factor that causes current referees to question their continuation within their role and they feel that the abuse that they receive has a number of detrimental consequences for their own personal wellbeing and motivation for continuing within their role but also in the organization that they represent. The findings of this study support previous research (Anshel and Weinberg 1995; Taylor and Daniel, 1987) that football officials are leaving and questioning their continued involvement in the game due to abuse but are also being exposed to occupational stress, related to the role that they fulfil as a referee.

#### **7.4 Conclusion and implications for future research**

In conclusion, referees feel the organization they represent does not support them in a number of ways. They reported feelings of being under prepared, lacking the skills required to handle and deal with situations effectively that they experienced and feel their training does not prepare them for or reflect the role they perform as a referee. Referees reported regular exposure to a workplace environment where they regularly encountered both psychological and physical abuse and intimidation and this prompted them to experience feelings of isolation, low self-confidence, vulnerability and low self-worth.

The research found that referees are unskilled in knowing how to handle situations of challenging behavior and that this causes them to experience feelings of anxiousness, anger and frustration. Referees within this study have been found to be continually exposed to abuse and intimidation (physical and mental) and situations of conflict when refereeing a game of football, and see this as 'normal behavior' that they are expected to face when performing their role.

The limitations of this study include the restricted geographical coverage of the UK from the CSAs which were represented. The CSAs that the participants represented saw a bias towards those located within the south of the U.K and this

can be viewed as a limitation. There was also no representation of the Armed forces, CSAs and future research should consider the representation of CSAs nationally. The sample size was small and this can also be seen as a limitation, as a greater number of participants would have potentially increased the validity of both the dimensions and themes which were established from this research.

### **7.5 Implications for future research**

Further research in this area is needed to develop understanding relating to why referees decide to leave the game. This study has concluded that referees feel that the training that they presently complete does not prepare them to fulfill the role that they are asked to perform when refereeing a game of football.

Therefore, it is proposed that referees need to undertake more specific training that provides them with skills to deal with the conflict that they may face. It is proposed that training referees undertake a specific football conflict management and training unit. The rationale for research into this area is to provide referees with the skills to handle and deal with situations they face as a referee. This training has been successfully implemented by the Police (Violanti, 1992; Sun, 2003) to see if this improves their experiences and reduces intention to quit and ultimately attrition.

## **Chapter Eight: Teaching referees how to handle conflict (Study Two)**

### **8.1 Introduction**

This study intends to evaluate a training programme intended to develop referees ability to manage conflict during matches. The development of this workshop was based on previous conflict management and resolution theory (Thomas and Kilman, 1974; 1976) and considered the research and training employed by the Police in training officers (Violanti, 1992; Sun, 2003).

### **8.2 The environment**

For a referee, their workplace is the soccer field. Due to the nature of the role they perform, parallels can be drawn between their role and other front-line professions which involve dealing with members of the public face to face where there is an exchange of information and enforcement of rules and procedures (e.g., Nurses, Teachers and Police). Research into the management of workplace and occupational stressors within organizations (NHS and Police) and it's consequences have been conducted within other front line professions (Davey-Smith and Peters, 2000; Clarke, 2004). Previous research has been conducted by O'Neil and Davis (2011) relating to the reasons that cause policing (as an organisation) within communities (their workplace) to fail and how conflict is managed and handled on the streets. While some research into how police manage conflict exists, only a limited amount of research into the conflict management experience of referees has been conducted. For example, Folkesson, Nyberg, Archer and Norlander (2002) research investigated the situations where soccer referees experienced behaviour that was threatening and/or aggressive during soccer matches. They identified three origins of aggression which were; players, coaches or managers, and spectators. The dimensions that were established to be the most prevalent was that of threat, this area encompassed both physical and verbal aggression.

Wolfson and Neave (2007) research found that referees experience instant and unprecedented harmful criticism both during and after a match. A study conducted in Canada within men's soccer by Deal et al. (2017) investigated the type of disciplinary incidents encountered by referees and also considered the viewpoint

of others (players, coaches/managers or spectators) that contributed to the incidents. From analysis of the data that they obtained via using a mixed method approach of disciplinary records and interviews they found that within the lower levels of the game there was a higher frequency of incidents. Qualitative information obtained showed that components at various levels of social ecology added to the occurrence of episodes of abuse. On the micro-level factors appeared to specifically add to the occurrence of episodes, e.g. where players and managerial staff had absence of knowledge pertaining to the rules of the game and attitudes, conflicting refereeing and their communication. At a more extensive level the training and mentoring of referees were related with episodes. This research further underpins the findings of Dell et al. (2014) where inadequate training and lack of support given by the FA at organizational level was established to contribute to referees not being able to handle incidents.

The phenomenon of referee abuse is not new, Mahoney (2003) commented that governing bodies who represent sporting officials are aware of the types of abuse (psychological and physiological conflict) that their workforce encounter and have made psychological training available to officials to assist them in coping. Whilst this research was based within the UK, it was only aimed at professional referees and did not consider referees who are volunteers. Training is not offered to the voluntary workforce of officials currently standing at around 28,000 referees registered with The FA (NGS, 2015). This study will implement a conflict management and resolution workshop for grassroots referees to establish if it provides them with the skills to resolve conflict on the pitch.

Abuse and conflict have been cited as key factors for referees leaving the game (Cuskelly & Hoye, 2004; Titlebaum, Haberlin, & Titlebaum, 2009; Dell, et al., 2014) argue that the impact of abuse on referees is a major factor in prompting some individuals to question their personal continuation within the game and has resulted in referees leaving the sport. Moreover, working in an environment deemed as negative is detrimental to an individual's ability to flourish and has a direct impact on their personal well-being (Seligman, 2012); as such, inline with Sport England's Sporting Future (DCMS, 2015) agenda to enhance the wellbeing of those involved in sport, the current research is timely.

Goldsmith and Williams' (1992) research investigated perceived stressors for soccer and volleyball officials and established it is the 'fear of failure' that resulted in the

greatest amount of perceived stress. It is important to recognise that 'verbal abuse' was also frequently reported as a key area contributing towards stress of the officials. In addition, the researchers discovered that soccer officials had a greater perception of 'fear of physical harm' when compared to their volleyball counterparts. Soccer officials cited the close interaction with the players and dealing with on the pitch incidents as being a factor for this fear this is further supported by the work of (Friman et al., 2004; Turker and Selcuk, 2009; Dell et al., 2014) This research intends to see if the current training provides referees with guidance on handling incidents on the pitch. This is relevant as attacks on referees have been on the increase, since Volleyball referees are located off the court away from players, and if applying Hall (1968) proxemics theory are at a distance away which is seen as being social and consultative (safe space). For a referee who is located within the field of play amongst the players, this results in them having a lack of control over their space. This can result in a player being at a social and consultative distance but very quickly moving into the intimate 'invitation only' space of the referee. If a player enters this personal space uninvited, Hall (1968) theory stated that this can cause the individual distress and make them feel uncomfortable. Therefore, this could offer an explanation as to why soccer referees reported an increased fear of physical harm.

The perception of fear of physical harm and negative thoughts impacts on the ability of an individual and detracts from the positive emotion that can be experienced through volunteering activities (Hancock and Tayler (2001); Seligman, (2012); Hancock et al (2015) research that the attrition of sports officials is high due to their experience across sports. Hancock et al. (2015) and Ingen and Wilson, (2016). If an individual's past experience is negative in any given situational context, then there is a high chance that future experiences in that context will also be negative and thus could impact on their ability to handle situations that arise on the field.

It is important to consider previous research into the area of what motivates an individual to volunteer. Brodie et al (2011) established via their research into what creates and sustains active citizenship, found a number of variables that contribute to the volunteer experiences e.g. considering the quality of the experience, if the volunteer feels valued, if they are enjoying the experience and the quality of the relationships. Brodie et al (2011) then proposed the 'participation equation' (Figure 1)

which details how certain factors can impact upon whether a person continues or stops volunteering.

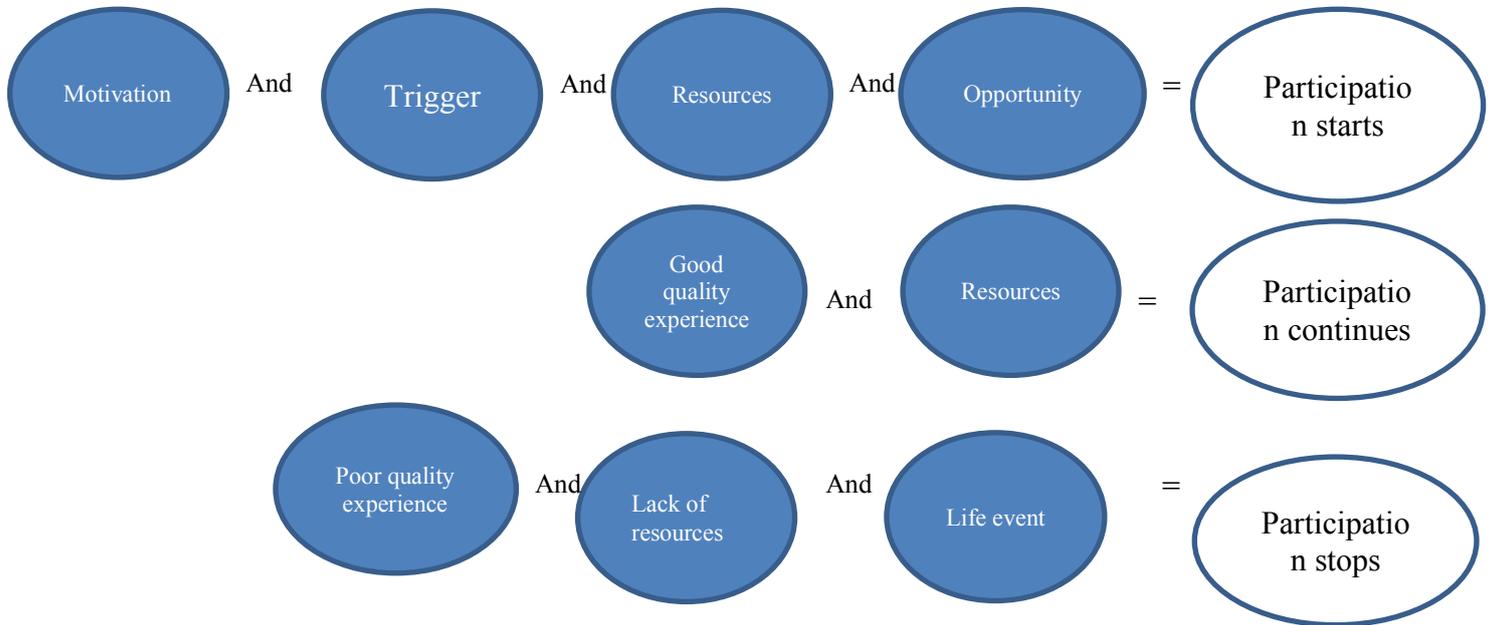


Figure 2: Brodie et al (2011) The 'participation equation'

Several studies have highlighted that the environment a referee works within results in the individual experiencing symptoms that are associated with stress (Taylor and Daniel, 1987; Anshel and Weinberg 1995; Taylor et al, 1990; Gullen and Bara, 2004; Nichols et al., 2016; Peachey et al, 2014). These include loss of self-confidence, increased levels of anxiety and feeling under-skilled to handle situations. Research has also presented a counter argument in that referees can comfortably handle the situations and effectively use coping strategies. Wolfson & Neave, (2007) established that professional UK soccer referees were able to use effective coping strategies to deal with stress. They were not bothered by criticism from coaches, players, or fans; they simply anticipated and accepted abuse and criticism as part of the role of officiating.

Samuel, Englet, Zhang and Basevitch (2018) further supported (Wolfson & Neave, 2007) as they established that referees have a higher level of coping strategies and levels of self-control compared with professional players and the general public. This is an interesting finding, although the study was conducted with referees from Israel thus direct comparisons cannot be made with the UK due to the

different socio-cultural factors. When exploring the findings of Wolfson & Neave (2007) one limitation of the studies is transferability of findings. It is was only focused on professional referees who have specific training and access to psychological support grassroots referees do not.

The research being conducted within this study aims to further develop the work of Dell, et al., (2014), which established that an inability to handle conflict was having a negative and detrimental impact upon referees. This study will investigate the impact of a referee specific workshop on conflict management and resolution. It is hypothesised that the referees will possess specific coping skills, strategies and increased confidence as a direct result of the workshop. Despite research into the experiences of referees, very little research has been conducted focusing on the training of volunteer sporting officials, specifically soccer, and if it provides them with the skills to deal with situations that they encounter. This research will consider the findings of Dell, et al., (2014) and pilot a specifically designed conflict management workshop.

The current knowledge base around official's experiences in sport has focused on a number of sports; for example, Baseball and Softball (Rainey, 1999), Basketball (Anshel & Weinberg, 1995; Rainey & Winterich, 1995) and Rugby (Rainey & Hardy, 1997; 1999). The conclusions from these studies is consistent, arguing that experiences of officials usually centre on fear associated with failure or concerns. These studies findings were consistent with those previously conducted, the research found that the following factors emerged: fear associated with failure or concerns with performance (handling situations effectively), fear of physical harm, conflict of an interpersonal nature and time pressures.

It is important to point out that the majority of these studies have only used active officials within their sample. This study will seek to articulate the referee experience to see if referee experience any of these factors in soccer where research is limited. It will also seek to ascertain the reason behind what prompted referees to leave the game. Previous research has not considered or investigated past referee's experiences to see if they differ from those that are still actively involved in the game, this research intends to address this area.

If an individual is not gaining positive emotion through a task (officiating), but is instead experiencing negative emotions, this will have a detrimental impact on not only the individual but also on the sport they are officiating (Cuskelly, 2003; Cuskelly

and Hoye, 2004). The negative emotion could therefore result in individual's withdrawing from officiating. For example, Hughes (2001) research into New Mexico high school officials found that many were exposed to verbal and non-verbal misconduct by people who were watching the sport. An astonishing 85.7% of the officials who participated in the study said that if this environment got worse they would seriously consider leaving officiating. Ensuring officials have adequate skills to deal with the environment that they are exposed to can therefore aid retention (Burke, et al., (2000); Sabaini, (2001); Cuskelly & Hoye, (2004); and Titlebaum, et al., 2009). This does highlight issues that are beyond the remit of this research enquiry in that there needs to be an emphasis on changing the abusive nature in sport led.

Previous research by Burke et al. (2000) conducted on basketball referees, prior, during and after the match concluded that officials needed to be both physically and mentally ready to deal with the demands that are placed upon them when officiating in order to overcome the environment that they encounter. The sporting context is also important when researching this phenomenon due to the vast differences that exist between different sports. Burke et al. (2000) study was purely based on basketball, it is played within a different environment to soccer and there are fewer players on each team that the referee has to control. Therefore, this research will investigate if the demands that are placed upon soccer referees are similar to that of basketball officials.

### **8.3 Social exchange**

Bernal, Nix and Boatwright (2012) conducted a review of previous studies to explore the motivations of sports officials. The researchers found that within the present sports environment dissent (misconduct) towards officials by players, managers, spectators and parents is a constant issue. Likewise, Wolfson and Neave's (2007) study using a qualitative questionnaire of 42 participants, investigated the motivating factors of officials and found that the most popular reason given for refereeing was the intrinsic commitment that the referees have to the game. When asked what motivated them to referee within soccer; the love of football was the only item of the questionnaire where every participant gave it the highest score and significance, along with the opportunity to contribute to the game being next. Referees disregarded power, money, prestige, recognition and respect as being

motivators for them undertaking the role. The research concluded that a key motivator for referees continuing to be involved in officiating was because they enjoyed the game of soccer and experience an intrinsic reward (Dell et al., 2014). As a result, if an individual is not enjoying this role, will it result in questioning whether they should remain in the game, this study seeks to investigate this. This is relevant for this study as it will seek to address why individuals became involved in officiating the game and why they stay or leave. Wolfson and Neave (2007) used the same profile of subjects (grassroots referees, volunteers from the UK) that will be explored within this study. Therefore, this will allow for a comparison to be drawn to see if the findings of this study are consistent with those found previously.

Vallerand et al. (2003) stated that motivation can be enhanced by passion which can improve well-being and give meaning to everyday life. Vallerand et al. (2008) stated that for an individual to continually commit to an activity over a period of time then they must have desire to do that activity even when they are faced with challenging times. The motivational energy that they must have to take part in the activity gives the person passion and a sense of desire to continue with the activity.

In 2004, Griffith University were commissioned by the Australian Sports Commission (ASC) to conduct research into the recruitment and issues affecting retention of sports officials across Australia (Cuskelly and Hoye, 2004). Further research into this area had been a recommendation of a previous ASC survey which found that 78% of individuals who responded to the survey had witnessed sports officials being abused (Cuskelly and Hoye, 2004.) The study found that 83% of individuals held the viewpoint that not enough was being actively done to reduce and eradicate the abuse.

It is important to point out that the research found, that for those adults who did decide to undertake the role of an official, they did this knowing that abuse was associated with the environment of the field of play and this did not deter them (Cuskelly and Hoye, 2004). The research established that the abuse aimed at female officials, who were officiating in a male environment was interpreted as being very offensive and usually of a personal nature. The officials also stated that they felt that they did not have adequate training to deal with situations and abuse that they encountered whilst officiating. Officials reported that they are expected to informally learn how to deal with these issues whilst they are still learning how to fulfill their role as an official.

The report concluded that the training and education officials undertake in Australia, is too focused on them developing the knowledge and skills to apply the rules of the sport. Training for sports officials has no real emphasis on the development of both communication and conflict management skills according to participants within this research. These are areas that the current study aims to address, specifically in relation to soccer officials in the UK.

The lack of training within the area of conflict management by those in the ASC study was similarly found by Dell, et al, (2014) in their UK-based study. Interviews were conducted and then analysed with active and non-active referees. The intervention used within this study is being implemented to try and address the findings of the Griffiths report and those of study 1 of this thesis to evaluate if a specific conflict management and resolution workshop better prepares referees for their role.

#### **8.4 The rationale**

The costs of referees leaving the game can be significant and wide ranging. These costs can relate to the individual (e.g., loss of income), The FA as an organisation (e.g., resources invested into training, organisational knowledge and reputational damage) as well as the game itself (e.g., leagues closing down due to a lack of referees). Therefore, there is merit in exploring the experiences of soccer referees in the UK, particularly with reference to the organization, match-related and individual factors which have a significant role to play. The question posed by the present research is therefore “Is a conflict management and resolution workshop useful to referees?’ It is intended that the developed workshop will better prepare referees and improve the experience they have, thus impacting on their well-being, improving intention to remain within the game and as such, improve the sport of soccer in the UK and the service that The FA provides.

Study 1 of this thesis which was comprised of my own research Dell et al, (2014) (see chapter 6) concluded that soccer referees feel the organisation they represent does not support them in a number of ways. They reported feelings of being under prepared, lacking the skills required to handle and deal with situations effectively. Referees reported regular exposure to a workplace environment impacting on their personal well-being where they regularly encountered both

psychological and physical abuse and intimidation. This prompted them to experience feelings of isolation, low self-confidence, vulnerability and low self-worth.

The research found with significance, that referees are unskilled in knowing how to handle situations of challenging behaviour (conflict) and that this causes them to experience feelings of anxiousness, anger and frustration which has resulted in referees leaving the game. Referees within this study have been found to be continually exposed to abuse and intimidation (physical and mental) and situations of conflict when refereeing a game of soccer and see this as 'normal behaviour' that they are expected to face when performing their role. This study intends to extend on this previous work and implement a specifically designed workshop aimed at providing referees with specific skills to handle the environment that they are exposed to and enable them to feel equipped to handle situations of conflict.

## **8.5 Methodology**

### **8.5.1 Participants**

Participants for my intervention study were selected using the purposive sampling technique previously outlined in chapter 5. The CSA that was selected was selected at random from the 52 CSAs, it was approached by the researcher and asked if they would like to participate. For the 2011-2012 season, two basic referee training courses were selected from the ones that the CSA were holding. From the two groups, one was selected randomly as Group A (experimental) and the other Group B (control); each group had 20 participants. Before the demographics are presented for each of these groups it is important to explain the journey individuals undertake to become a referee.

Trainee referees participated in this study; Group A (experimental) and Group B (control). Both genders were represented (Group A M= 19 F = 1 / Group B M=18 F = 2) with the age range from 14 to over 55 years of age. Group A (20) undertook the conflict management and resolution workshop. Group B (20) completed the normal training programme for referees.

There are several stages that have to be undertaken when an individual is considering training to become a football referee. The process is the same for all of the 52 CSAs and is monitored by the FA, it is open to anyone over the age of 14 years of age with no upper age limit although it is imperative that the candidate is able to participate within all practical sessions of the training.

### **8.5.2 Registering an interest**

The initial step requires interested parties to complete a referee interest form which is on the CSAs websites. Potential candidates and their parents (if under 16 years of age) are invited to attend an introduction to referee evening. This is a free, one hour information session designed to guide interested parties through the referee experience, discuss the different formats of the game, training requirements and the commitment required.

### **8.5.3 Registering for a course**

After the introduction evening has been held, the CSA will then contact those that attended with a link which they can follow to enroll on to the referee training course. If the individual decides that they would like to take the next step in becoming a referee, then they will be asked to complete the application form and pay a £115.00 course fee to secure their place on the next available date. When the application form and payment has been processed by the CSA the individual will be then sent their pre-course learning materials which need to be completed ahead of attending the practical course.

### **8.5.4 Course structure and tutors**

The FA referee training course is comprised of five modules, the course structure and content is the same across all 52 CSA. The course has been designed and validated by the FA to ensure all candidates receive the same training experience with the course content being consistent across the country. Detailed information on each model can be found in appendix one. A comparison will be made between module 5 and the developed module for the intervention.

### **8.5.5 Module five – challenges and conflict**

All participants who have completed modules 1-4 and who have passed the theory paper are then invited to attend the second stage of the referee training course, the FA module 5 workshop on challenges and conflict. If a candidate did not pass the theory paper on the laws of the game they are allowed to be reassessed within a month of them taking the initial paper.

Module 5 is a 2-hour workshop centered around the experiences of the trainee referees and also to discuss challenges and conflict referees encounter when implementing the laws of the game. The session is also designed to offer further guidance and development to the trainees. Upon completion of the module 5 evening trainees are signed off to become a referee.

### 8.6 Referee Research groups (group A: experimental / group B: control)

All individuals from the CSA that were selected for this research study had completed modules 1-4 and met the required standards for each element. Within the groups, both genders were represented with Group A comprising of 19 males and one female; Group B 18 males and two females. The age range within both groups was 14 years to >50 years (Group A – 56 and Group B – 52); parental consent was obtained for anyone under the age of 18 years of age.

Group A completed the 2-hour conflict resolution workshop whilst Group B completed The FA standard module 5 workshop which has been outlined previously. The intervention consisted of a 2-hour workshop where the participants underwent a program delivered by an FA educated trainer. The presentation, tasks, scenarios and candidate work-booklet was designed utilising the following theories; communication (Hall, 1968), conflict management and resolution theory (Thomas and Kilman, 1976:1977), conflict training within frontline professions (Violanti, 1992 and Sun, 2003). The pre and post workshop questionnaires were designed utilising theory on evaluating training programs (Kirpatrick,1994;1996).

*Table 5: The ABCD approach for referees when dealing with confliction and resolving it*

Letter from ABCD	Meaning	Action required by referee
A	Acknowledge	The other person involved and listen to them Ensure that you use “I” statements Be assertive and make eye contact
B	Breath	Before you say anything in response take a deep breath
C	Consider	Think about what you are going to do (actions)
D	Do	Think about your body language be open and own the space

Prior to starting the workshops all participants were asked to complete a pre-workshop questionnaire (see appendix 3) and upon completion of their respective

workshops they were asked to complete a post-workshop questionnaire (see appendix 3). Both groups were also contacted for feedback after 3 months after using the post-workshop questionnaire. The rationale behind obtaining data prior to the respective workshops was to establish baseline data on how the referees viewed their current skills and abilities relating to dealing with conflict. The Kirkpatrick (1994;1996) model on evaluating training programs was considered and used when constructing the questionnaires. The model is comprised of four levels;

Level 1 = Reaction: measures reaction to the training of the participants. By measuring reactions, it allows you to establish how well the training was received by the participants and can also help you with improvements for the future.

Level 2 = Learning: here you measure what has been learnt, if their knowledge has improved as a direct result of the training and if the specific learning objectives were met.

Level 3 = Behavior: at this level an evaluation is made regarding how far the participants have changed their behaviour as a result of the training that they have received.

Level 4 = Results: analysis of the final results from the training will take place.

## 8.7 Results

*Table 6: Baseline pre-workshop questionnaire data results*

Question	Pre-workshop Group A	Pre-workshop Group B
I feel that my referee training has assisted me with my refereeing over the past 6 matches	95% Strongly agreed or agreed	100% Strongly agreed
I have felt ready to deal with conflict	65% Strongly agreed or agreed	75% agreed or strongly agreed
My referee training has provided me with the skills to deal with conflict	60% Strongly agreed or agreed	85% agreed or strongly agreed
I have been successful at dealing with conflict	65 % Strongly agreed or agreed	65% agreed or strongly agreed

*Table 7: Post Questionnaire data results*

Question	Post Workshop Group A	Post Workshop Group B
The conflict workshop was useful for referees	100% Strongly agreed or agreed	50 % Strongly disagreed or disagreed 40% Neither agreed or disagreed
I think that this training has helped me with my refereeing	100% Strongly agreed or agreed	45% Strongly agreed or agreed 30% Neither agree or disagree 25% Strongly disagreed or disagreed
I now feel ready to deal with conflict	100% Strongly agreed or agreed	45% Strongly disagreed or disagreed 50% Neither agreed or disagreed
I feel that this training has helped to give me the skills I need to deal with conflict when refereeing	100% Strongly agreed or agreed	60% Strongly disagreed or disagreed 30% Neither agreed or disagreed

*Table 8: Post Questionnaire 3 month follow up data results*

Question	Follow Up Group A	Follow Up Group B
The conflict workshop was useful for referees	100% Strongly agreed or agreed	80 % Strongly disagreed or disagreed 20% Neither agreed or disagreed
I think that this training has helped me with my refereeing	78% Strongly agreed or agreed 22% Neither agreed or disagreed	80% Strongly disagreed or disagreed 20% Neither agreed or disagreed
I now feel ready to deal with conflict	89% Strongly agreed or agreed 11% Neither agreed or disagreed	100% Strongly disagreed or disagreed
I feel that this training has helped to give me the skills I need to deal with conflict when refereeing	100% Strongly agreed or agreed	100% Strongly disagreed or disagreed

## **8.8 Discussion of results**

All participants considered that their training had assisted them with their refereeing. When asked to analyse their readiness to deal with conflict after their basic training, 50% felt that they were unable to deal with conflict. Participants were asked if their basic training had prepared them to deal with conflict during the matches which they had officiated: "I don't feel ready to deal with conflict" N-12 and

“I don’t know how to deal with it (conflict) N-14. When the participants were asked to evaluate how successful they had been at dealing with conflict 40% could not come to a conclusion on their ability to deal with conflict successfully. This suggests a lack of confidence and belief in their present skills set to deal with conflict on the pitch (Cuskely & Hoyer, 2000; Turker and Selcuk, 2009; Dell et al, 2014).

There is a clear difference in their reported feelings from Group A and B surrounding their ability to deal with conflict after their final training session module 5. Following the conflict management workshop 100% of Group A felt ready to deal with conflict compared with just 50% of Group B feeling ready. Group A were asked to evaluate if the conflict workshop was useful, if it will help with their refereeing and if it had provided them with skills to deal with conflict, N-16 either strongly agreed and N-4 agreed. These results are significant, clearly demonstrating that the workshop has value and provides referees with vital skills to deal with conflict that the FA training does not. Only 5% of group B felt that the session that they did was useful, 90% consider the training they did will not help their refereeing and 45% do not feel ready to deal with conflict or possess the skills to deal with it.

It is clear from both the quantitative and qualitative data obtained that the FA module 5 on dealing with challenging situations and conflict, is not fit for its purpose. The session actually resulted in a decline in how ready group B felt with regard to their ability to deal with conflict; 75% felt ready pre-workshop and post module 5 it declined to 5%. The content is not assisting the participants in learning how to deal with conflict with one participant stating nothing new was covered, it didn’t help them and conflict was not covered; “I have learnt nothing new, conflict wasn’t covered” P08B and P12B stated “I don’t feel ready to deal with conflict”.

This is in stark contrast to group A who completed the conflict workshop with 100% feeling ready and consider themselves to have the skills to do it. P12A “I now feel ready to handle and deal with conflict” this was further supported by P10A “Every referee should complete this workshop.... I thought I was ready to deal with conflict - now I know I am”.

This was confirmed at the one month follow up with 80% of Group A continuing to strongly agree and agree that they feel ready to deal with conflict and 95% of Group B stating that they were not ready to deal with it.

Overall, the present training that The FA is offering for its referee candidates is not fit for purpose. Referees do not feel prepared for the role that they are then

asked to undertake. They do not feel prepared to handle the situations that they are exposed (conflict) to on the field of play. Candidates felt P4B: "I don't feel confident (to deal with conflict)" this was further supported by P7B "Hasn't done anything to help and hasn't shown how a referee would deal with conflicts." This could result in developing stress related symptoms (see Taylor and Daniel, 1987; Anshel and Weinberg 1995; Cuskelly and Hoey, 2004; Friman et al, 2004; Turker and Selcuk, 2009)

The intervention workshop has been found to better prepare referees, providing them with the training and skill set that they find useful for their role as a referee. P8A "It helps you understand the process and deal with things in order- which in turn gives you a feeling of control" and "The ABCD principal will definitely be a part of my game. Before I had no idea how to deal with conflict but now I am much more confident" P2A. The ability to have and utilised coping strategies has been consistently highlighted within previous research (see Taylor and Daniel, 1987; Anshel and Weinberg 1995; Cuskelly and Hoye, 2004; Voight, 2009) and increases the chance of officials remaining. It is evident from the results obtained from the intervention group that they have developed some coping skills which could help reduce their intention to quit.

As a result, the candidates within group A (intervention) felt better prepared and able to deal with situations that they did encounter, thus, enhancing their confidence and motivation which previous research by Morrow-Howell et al (2009), Cuskelly & Hoye, (2004); Brodie et al (2011) has demonstrated is key in ensuring that volunteers remain and have a positive experience.

When considering the results and applying them to Brodie et al (2011) participation equation if referees have a poor-quality experience then they are more likely to stop. In addition, participants who undertook the 'normal' module 5 evening felt that they have knowledge, skills and adequate resources (training) to undertake the role as highlighted by the post workshop feedback "Didn't teach me anything new" with P9B stating "There was no training." P9B. Research (see Nichols, 2013; Titlebaum, Haberlin and Titlebaum) has established that with referees making comments like these are pre-cursors to withdrawal from volunteering within sports. This is in stark contrast to the feedback given from the intervention group which demonstrated in accordance with Kirkpatrick's 1996 theory on training and development that there has been both a reaction (positive) and learning; "It does that

little bit more to your confidence and the way you can control player's emotions” P15A. The findings of this study are consistent with that of Thomas & Kilmann: (1977), Sabaini, (2001); Cuskelly and Hoye (2004) in that if officials are provided with adequate training then they are more inclined to stay with this conclusion further being supported by Brodie et al (2011) that if referees have positive experience (e.g. feel in control, equipped and happy) they will stay and continue to participate as a volunteer.

It is important to highlight that there was a follow up after 3 months for both groups, the rationale for this, is that it is consistent with Kirkpatrick's theory (1994) evaluation method of evaluating training programs which was used within the research intervention. Here we were looking to see if there have been any changes in behaviour.

There was no change in behaviour observed within Group B which demonstrates that the training was not effective. P13A 'The model 5 evening was not about challenges or conflict and I didn't learn anything new' this was echoed by P103B "I wish I had done some training on conflict as I don't know how to deal with it on the pitch".

In contrast to Group B, Group A provided the following feedback P9A3 "All in all, a very important workshop. I have certainly gained skills to be able to comfortably deal with conflict during matches." P73A; "A workshop that is a must to all newly qualified referees of all ages" and P23A "Before the course I had no idea as to what to do in that sort of situation (conflict) but now I feel confident that I will be able to deal with conflict sufficiently." Feedback like this from the intervention group not only indicates that the training workshop was effective when considering Kirkpatrick's (1996) theory, but also made a change to the participants behavior. This along with the immediate feedback obtained from participants show, that during all 4 levels learning has taken place, along with the development of a new skill set.

It is imperative that The FA address the inadequacies of its current training it is a recommendation of this study that they should implement nationwide, the conflict management and resolution workshop.

## **Chapter Nine: Overall discussion and conclusions**

### **9.1 The problem**

This thesis, via its two conducted research investigations, has demonstrated that, despite the FA's best efforts, with targeted initiatives spanning over 15 years, they have failed. The reason behind their failure varies from initiative to initiative, but ultimately the fact remains that, as an organization, they have failed to attract enough new referees and also retain the ones it has to meet its' voluntary workforce needs across its' 52 CSAs.

The FA has failed to truly investigate the rationale behind their inability to reach target workforce numbers which is now an outdated aim (Dell et al., 2014). This thesis attempted to address this gap in research and investigate what it is like to be a volunteer referee and to provide recommendations for the FA.

Former research conducted on referees had tended to focus on two issues; the first being decision making of referees (see Anderson and Pierce, 2009) and secondly investigating the levels of stress match officials can experience (see Rainey, 2000; Taylor, Daniel, Leith & Burke, 1990; Burke et al. 2000). Earlier research enquiries (see Titlebaum, Haberlin and Titlebaum, 2009; Sabaini, 2001; Philippe, Vallerand, Andrianasisoa & Brunel, 2009) had provided limited insight on why referees depart sport. However, there was a lack of research into soccer referees within the UK and nothing that also explored the motives of officials to initially train and then remain as part of the game.

This data was used in the design and piloting of the conflict management and resolution workshop as an intervention aimed at trying to retain referees.

The costs of referees leaving the game can be significant and wide ranging. These costs can relate to the individual (e.g., loss of income), the FA as an organization (e.g., resources invested into training, organisational knowledge and reputational damage) as well as the game itself (e.g., leagues folding due to a lack of referees). There is therefore merit in exploring the experiences of soccer referees in the UK, particularly with reference to the organizational, match-related and individual factors which have a significant role to play in their role in the game.

## **9.2 Discussion of results**

The research studies conducted as part of this thesis have gone some way to bridge the gap in understanding what it is like to be a referee, the motivation behind them joining and what factors result in them staying or leaving the game.

Study 1 highlighted what it is like to be a referee and established the factors which can contribute to referees leaving the game (Cuskelly, (2003); Cuskelly & Hoye, 2004; Brackenridge, Pitchford and Wilson; (2011); Dell et al., 2014). The findings of Dell et al., (2014) further supported previous works (see Anshel & Weinberg, 1995; Brackenridge, Pitchford and Wilson, (2011); Balch & Scott, 2007).

Via the semi structured interviews three higher emergent dimensions emerged: 1) Organizational factors (e.g., support, training and feedback on performance), 2) Personal (e.g., psychological impact, intention to quit and personal benefits) and 3) Match Factors (e.g., psychological intimidation, physical intimidation and RESPECT protocol). Organizational factors were cited more than any others in relation to the intention to quit and ultimately impact on attrition.

An emergent first order theme, disclosed by referees, was lack of support that they felt related to both the FA and the individual CSAs they were registered with. The referees felt that these are the organizations that should be supporting them and ultimately these are the federations that they feel should be giving them not only leadership, but also support.

Ultimately, referees represent the FA and their respective CSA as a workforce. Referees have been established from study 1 as feeling that they are continually undervalued and report feeling of low self-worth continually both within Study One but also within the findings of the intervention workshop within Study Two. These findings endorse the previous findings of (see Cuskelly & Hoye, 2004; Dell et al., 2014).

## **9.3 Training**

Referees have continually highlighted during both studies for this thesis that they feel that the training which they were given by the FA to be a referee is inadequate. Ultimately, this has resulted in the conclusion being drawn that The FA does not prepare its' workforce for the role they are then asking them to fulfil. The research has established consistently that the present basic referee training course

is inadequate due to several factors including, an over emphasis of theory (the laws of the game), lack of relevant practical training for the role and providing candidates with a skill set to handle and deal with conflict on the field of play.

The findings of both studies endorses the previous works of Brodie et al, (2011) pertaining to motivation to continue refereeing. Referees are consistently reporting feelings of being undervalued by the organizations they represent, the players, managers and spectators; having a poor-quality experience on the field of play; both individually and collectively they feel that they are not making a difference and the majority have feelings during refereeing where they are not enjoying the experiences. These feelings are impacting upon the individual and the organization (Morrow-Howell et al, 2009; Ridinger, 2015; Ridinger et al, 2017 and Cleland, O’Gorman and Webb, 2017).

When considering Brodie et al (2011) participation equation, individuals are attracted to refereeing as they have a motivation, want to be part of the organisation that represents the game they love and have been given an opportunity of registering on a basic training course. These are the factors that need to be present and which results in someone volunteering as a referee. If the quality of experience is positive then they will continue to undertake the role as a referee.

Referees are consistently reporting poor quality of experience when undertaking their role and a lack of resources i.e. training which is resulting in them ceasing to participate as a football volunteer (Brackenridge, Pitchford & Wilson, 2011; Dell et al., 2014). The FA acknowledges (NGS, 2015) that they have consistently failed to retain referees they have trained over the past 15 years and Dell et al., (2014) has highlighted that this is still an issue.

Referees have clearly stated within this study and the previous work of Dell et al., (2014) that the training needs to be reviewed. They feel that the training needs to more accurately represent the role that they fulfil within the organization. This includes how to handle situations they encounter on the pitch and the inclusion of more relevant topics such as including conflict management.

Referees constantly cite in the analysis of results for both studies, that their training is not sufficient to enable them to undertake the role. In addition, referees feel a lack of support from the organization that they represent; the individual CSA and the FA. When considering the findings of both research studies within this thesis, the referees feel that the FA as an organisation does not appreciate the

environment that referees encounter week in week out. A lack of understanding and support from the organization that an individual is representing further supports the works of Cuskelly, (2003); Cuskelyl & Hoye, (2004) and if this is not addressed rapidly will cause further attrition.

One of the conclusions from Dell et al., (2014) was that the present training lacks realism and failed to prepare referees for their role. These emergent themes (first and second order) within this dimension clearly articulate factors that referees feel impact on them but could also ultimately influence their intention to quit the game.

The training they received does not reflect their role or prepare them to work within their workplace (field of play). Referees reported feelings of being under prepared, lacking the skills required to handle and deal with situations effectively within their workplace. The perceived lack of ability amongst these referees, to deal with the workplace and occupational stressors they encounter, supports previous research (Clarke (2004); Smith, Johal, Wadsworth, Davey-Smith and Peters, (2000) and as with previous research has been established as a factor that could influence them in quitting the game.

Referees recognised that they are on the front line and feel that some practical training revolving around how to handle conflict and inflammatory situations would not only aid them in their job role but also aid their own development. This supports previous work by O'Neil and Davis (2011) where conflict management and resolution training was used to aid the skill set and ability of police officers to handle the situations with which they are faced. This approach could be used with referees. They would also feel more equipped and feel psychologically more prepared to deal with these situations when they encountered them. Research (Gray & Wilson, 2008; Cuskelly, 2003; Cuskelly & Hoye 2004; Nicols & King, 1998; Fust, 1991) has already demonstrated that if an individual possesses adequate coping resources and skills for their role then there is a greater chance of them remaining. Therefore, the concept of a new training workshop was conceived.

The focus of Study 2 was investigating the referee as a volunteer, specifically their training experiences with The FA and the implementation of a bespoke conflict and resolution training workshop for referees. If an individual experiences suitable training that aids them in their role then they are more likely to remain and have a positive experience (Sun, 2003; Violanti,1992).

The investigation also attempted to articulate the mind-set and the experiences of a modern-day referee in England. This was achieved by examining the experiences of match officials on and off the field; exploring the motives that prompt individuals to become match officials and concomitantly explore why individuals remain as referees once qualified or why they decide to leave the role.

The study's findings were consistent with those previously conducted with the following four themes associated as being stress factors for officials and were constantly found to emerge from every study to be; fear associated with failure or concerns with performance, fear of physical harm, conflict of an interpersonal nature and time pressures (see Goldsmith & Williams, 1992; Seligman, 2012; Gullen & Bara, 2004; Rainey & Hardey, 2010; Gullen, 2011).

Within numerous volunteering environments Okun (1994) found that, it is the 'selective incentive' theme that is often as an underpinning motive for individuals to volunteer. Referees have been found to have almost identical reasons for volunteering which has been cited as "the love of the game". Through the act of volunteering the individual also experiences an increase in pride and/or self-esteem. Okun (1994) established that for older individuals volunteering made them feel useful. For referees this is not the case as they encounter conflict, abuse and the risk of physical harm every week and this supports the previous research findings (see Wolfson & Neave, 2007; Folkesson, Nyberg, Archer and Norlander, 2002). Due to exposure to these environments, abuse and conflict remain cited by referees within this thesis study as key factors for them leaving the game, which is consistent with previous findings (Cuskelly, 2003; Cuskelly & Hoye, 2004; Titlebaum, Haberlin & Titlebaum, 2009). The findings of Dell et al, (2014) still remain key in articulating the impact of abuse on referees as one of the major factors prompting some individuals to question their personal continuation within the game and has resulted in referees leaving their role.

The results of this thesis demonstrate that abuse and threatening behaviour continue in soccer within the UK. As a result, referees are exposed to conflict, threatening behavior along with the fear of physical harm, these findings support the previous findings of Cuskelly (2003); Cuskelly & Hoye (2004); Friman, Nyberg and Norlander (2004), Dell et al. (2014). Soccer matches are regularly covered within the world press, with there being increasing coverage of referees. This reinforces Smith's (1994) research and can impact upon referee recruitment. This thesis has

demonstrated that referee numbers over the past 15 years have still not reached The FA NGS objective of 36,000 (see Dell et al, 2014; NGS, 2017). This target was meant to be reached by 2012 and despite numerous expensive initiatives run by The FA they still in 2017 have not reached this target with only 31,000 referees being registered.

Referees as a collective group have a clear mutual interest with a significant factor being the desire to be involved in the game of football. Giving back to the game was an emergent theme from Study 1 for older individuals who wish to remain in the game whilst not being in a position to continue playing competitively. These findings support the hypothesis that referees are a unique and a very diverse volunteering group who fail to fall into one of the categories proposed by Handy (1968) or profile of volunteers as proposed (Peachey et al, 2014; Nichols, 2016).

There were only 8% of females represented within both studies. The APS survey (Groom, 2014) highlighted that in the UK females were twice as likely to volunteer, a trend clearly not observed within soccer. Unlike, the findings of the Community Life Survey (2017) this thesis found that the representation of females who volunteer is significantly lower. This indicates that the number of females that are volunteering to become referees is worryingly low. Numbers go against national trends, where there are equal numbers in 2017 of male and female volunteers. This is an area that is recommended to be resulted in the future with an investigation looking into why females do not want to be referees despite soccer being one of the most played sports for females nationally and globally.

Due to the number of decisions being made by a referee, it is inevitable that there will be disagreement and criticism from observers. Such criticism can come from coaches, managers and the crowd (Rainey, 1995; VanYperen, 1998). In some instances, this criticism can escalate to criminal behavior. Several studies (see Anshel and Weinberg 1995; Taylor and Daniel, 1987) have highlighted that the exposure of referees in sport to this environment can result in the individual experiencing symptoms that are associated with stress. (These include loss of self-confidence and increased levels of anxiety). This highlights the importance of considering individual factors which may impact a referee's experience, such as how they cope with any stress (Anshel & Weinberg, 1995).

Wolfson and Neave's (2007) research found that referees experience instant and unprecedented harmful criticism both during and after a match. A study

was conducted in Canada within men's soccer by Deal et al. (2017). These findings have been supported from the MU established in Study One relating the individual and match factors referees (see results section for quotes).

At a more extensive level the training and mentoring of referees were related with episodes. This research further underpins the findings of Dell et al. (2014) where inadequate training and lack of support given by The FA at organizational level was established as contributing to referees not being able to handle incidents.

The theory underpinning the design of the presentation, tasks, scenarios and candidate work-booklet was designed utilising the following theories; communication (Hall, 1966), conflict management and resolution theory (Thomas and Kilman, 1977), conflict training within frontline professions (Violanti, 1992 and Sun, 2003). The pre and post workshop questionnaires were designed utilising theory on evaluating training programmes (Kirkpatrick, 1994).

#### **9.4 Limitations and future works**

Relating to the theoretical theory that exists (see Role identify, (Grube & Pilavin, 2000); Social integration (Hancock et al. (2015)) and Active theory (Ayalon, 2008) referees were found not to consistently fall into one of the theoretical frameworks. Referees are a very diverse group of individuals who have an extensive age range from 14 up to 68 (for the studies conducted). Further research would be needed into this area to provide a concise and underpinned identify of referees.

A further limitation of both studies conducted for this thesis was the number of participants. To increase the validity of the results a greater sample size would be recommended. In addition, the cohort of participants was all based within the South East of the UK, several had moved to this region from other areas, but the geographical representation as a demographic is limited. Therefore, to increase the transferability of the results both studies should be conducted again but with consideration given to the geographical representation of referees, a cross sectional analysis could be conducted representing the main regions of the UK (North, South, East and West).

Future studies could also follow newly trained referees who undertake the intervention workshop over the course of a season compared with ones that complete the regular training. This would then allow for further analysis to be made

into the usability and transferability of the ABCD approach and analyse whether it assists referees over a longer period of time.

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**Appendix One**

**UNIVERSITY RESEARCH ETHICS COMMITTEE**

APPLICATION FORM

FOR  
RESEARCH ETHICS APPROVAL

## SECTION A: GENERAL

1. Title of the Study:	To investigate the parameters and consequences of occupational stress among football referees and referee development officers (RDOs )		
Project Start Date:	October 2010	Project End Date:	July 2014

2. Full name of applicant: Celena Dell					
Position Held:		Part time Student on PhD Sports Science			
School:	Sport and Education	Course Title (if student):		PhD Sport Sciences Research	
Email:	<a href="mailto:Celenadell@hotmail.com">Celenadell@hotmail.com</a> or <a href="mailto:sppgccd@brunel.ac.uk">sppgccd@brunel.ac.uk</a>	Telephone:	07805880361	Fax:	
Please provide details of any and all other researcher(s) who will work on the research project:					
Name(s):					
Position Held:					
Location:					
Contact details (e-mail/telephone/fax):					
Name(s):					
Position Held:					
Location:					
Contact details (e-mail/telephone/fax):					
Name(s):					
Position Held:					
Location:					
Contact details (e-mail/telephone/fax):					

3. Is this a student proposal?	Yes	✓	No	
<b>If yes, please complete the remainder of this section.</b>				

Supervisor Name:	Professor Celia Brackenridge  Dr Daniel Rhind  Dr Misia Gervis	Position held:	Professor of Sport Science (Youth Sport) Lecturer School of Sports Sciences Senior Lecturer School of Sport Sciences
Location:	Brunel University		
Contact details (email/telephone/fax):	<p>Celia Brackenridge:  <a href="mailto:Celia.brackenridge@brunel.ac.uk">Celia.brackenridge@brunel.ac.uk</a>  07815881329 (Mobile)</p> <p>Daniel Rhind: (<a href="mailto:daniel.rhind@brunel.ac.uk">daniel.rhind@brunel.ac.uk</a>)</p> <p>Misia Gervis: (<a href="mailto:misia.gervis@brunel.ac.uk">misia.gervis@brunel.ac.uk</a>)</p>		

4. Declaration to be signed by the Applicant or the supervisor in the case of a student:

- I confirm that the research will be undertaken in accordance with the Brunel University Ethical Framework, Good Research Practice Policy, and Code of Research Ethics.
- I will undertake to report formally to the relevant University Research Ethics Committee for continuing review approval.
- I shall ensure that any changes in approved research protocols are reported promptly for approval by the relevant University Ethics committee.
- I shall ensure that the research study complies with the law and Brunel University policies on the use of human material (if applicable) and health and safety.
- I am satisfied that the research study is compliant with the Data Protection Act 1998, and that necessary arrangements have been, or will be, made with regard to the storage and processing of participants' personal information and generally, to ensure confidentiality of such data supplied and generated in the course of the research.

*(Note: Where relevant, further advice is available from the Information Access Officer, e-mail [data-protection@brunel.ac.uk](mailto:data-protection@brunel.ac.uk)).*

- I will ensure that all adverse or unforeseen problems arising from the research project are reported in a timely fashion to the Chair of the relevant University Research Ethics Committee.
- I will undertake to provide notification when the study is complete and if it fails to start or is abandoned.
- I have met and advised the student on the ethical aspects of the study design and am satisfied that it complies with the current professional (*where relevant*), School and University guidelines.

**Signature of Applicant: ...Celena Dell.....  
2010...**

**Date:.....18<sup>th</sup> June**

Signature of Supervisor:.....

Date.....

## SECTION B: FUNDING

5. If the research is externally funded, what is the source of the funding?				
Travel and incidental expenses are being supplied by The F.A.				
5.1. Are there any conditions attached to the funding?				
YES	✓	NO		
If yes, please specify.				
Receipts are submitted and quarterly meetings held at Wembley with the head and deputy head of the referee department.				

## SECTION C: THE RESEARCH

<p>6. In <b>lay terms</b>, please provide an outline of the proposed research, including:</p> <ul style="list-style-type: none"> <li>• background</li> <li>• objectives</li> <li>• research methodology</li> <li>• contribution of research</li> <li>• justification of benefit</li> </ul>
<p><b>Title</b> - To investigate the parameters and consequences of occupational stress among football referees.</p> <p><b>Research question</b> – Why do referees leave the game?</p> <p><b>Background</b>  There are obviously other core problems that exist within football : however, these issues continually fail to make it into the media spot light unless a high profile incident takes place, thus bringing the issue to attention. Such issues include the abuse of sporting officials. Officials often face public criticism of their decision making during the game by the crowd in the form of abusive chanting. Post match interviews provide managers and players with an opportunity to vent their opinion of the official which is often negative and during match analysis football pundits dissect the pivotal issues of the game which include the decisions of the referees. Abuse of referees at all levels of the game is regularly documented and has been suggested as a possible reason behind why referees could be leaving the game however research in this area is lacking.  The number of referees in the affiliated game is declining at a rapid rate and, if this problem is not addressed it could affect the biggest participation sport in the UK as there may be a shortage of officials required to oversee games. The FA acknowledge that more needs to be done to explore the reasons behind why referee’s are leaving the game and what can be done to stem this loss. The FA is keen to support active referees and provide them with the appropriate support to help them deal and cope with their role as a referee. They have recently used initiative back by the professional game to assist the referee these being the Get</p>

on with the game and respect the ref campaigns (2008). The FA acknowledges that it has failed its own objective from 2003 of “having a referee at every game”. The reasons behind this failure is unknown and The F.A are keen to explore why referee’s are leaving the game hence their support for this research investigation. Within sport the reasons behind why people leave have been explored with terms like burnout being suggested as a possible factor. Freudenberger (1974) defined burnout as the ability of an individual to effectively deal with stressful situations. He argued that burnout was affected by conditions at work that drain an individual physically and emotionally. Raedeke et al. (1997) further developed the relationship between burnout and sport and re-defined burnout as ‘a syndrome that consists of physical and emotional exhaustion, devaluation of sport and a reduction in athletic accomplishment’. Therefore, we should perhaps ask whether burnout is situation-specific? If so, then simply being involved in sport might increase the risk of experiencing burnout.

Extensive research into the reasons behind why coaches leave their roles and investing if burnout is a causation factor has been extensively researched. (Caccese and Mayerberg, 1984; Dale and Weinberg, 1990; Kelley, 1994; Anshel and Weinberg, 1996 and Kelley, Eklund and Ritter-Taylor, 1999), but there is a lack of research into burnout amongst officials. Previous research (Taylor, Daniel, Leith and Burke (1990) and Rainey, 2000) has investigated the perceived stress, psychological burnout and paths to turnover intentions amongst sports officials. Turnover intentions indicate if the individual is showing signs that they intend to leave their position thus contributing to turnover. Stress causing factors and coping resources of officials has been researched (Goldsmith and Williams, 1992; Rainey and Winterich, 1995 and Kaissidis-Rodafinos, Anshel and Porter, 1997)

However, there is a lack of research into burnout amongst sporting officials and referees within the UK. The proposed study will build on the limited previous research (Reilly and Gregson, 2006; Hardy and Hardy, 1999) and Mason and Lovell, 2000) and will investigate burnout amongst football referees. It will explore the potential cause(s) of this, and whether there is a link between these and attrition rates. The study will be investigating and posing questions that explore the general experiences of being a referee

Attrition is a gradual natural reduction in membership or personnel, via retirement or resignation. The term attrition rate relates to the rate of shrinkage in size or number, which in this instance is the number of referee’s registered. The higher the attrition rate the lower the retention rate of staff would be for an organisation.

The Football Association (The FA) goal is to provide a referee for every game that takes place within England. In 2003, it was estimated by The FA that, in some areas of the country, up to 20 percent of football games do not have a qualified match official. The FA in 2003 launched an initiative called Three Lions on Your Shirt, which aimed to recruit 10,000 referees a year. It was seen by The FA that by recruiting 10,000 referees each year they would soon have enough to fulfil their aim of “having a referee for each game”. The FA felt that attracting more referee’s each year would mean that they would not have to worry about retention or the attrition rate of referees as they would be continually attracting more.

The 2003 initiative never achieved its aim, referee numbers did not rise by the required 10,000 a year in fact numbers steadily declined season upon season. Analysis has shown that, from 2006-2007 and 2007-2008 there was a loss of 5475 referees, this was at an estimated cost of £438,000 to The FA – the tangible cost to The FA and CSAs of training these referees. (This figure does not take into

consideration the costs incurred for professional development and is solely based on the initial training cost of £80 per person.). Whilst the tangible costs can be measured the intangible costs are not as easily quantified: these include experience, organisational memory, mentoring and loss of knowledge, these factors are incalculable. Further costs would have been incurred by CSAs relating to the time and resources that they invest at County level. The FA acknowledged in 2009 that as they were losing referees at an increasing rate. Their own previous estimation of 20 % was now outdated and that there was now the problem that more games were taking place with either unqualified referees or no referee in attendance.

The FA

The number of referees involved in football is declining at a rapid rate and, if this problem is not addressed it could affect the biggest participation sport in the UK as there may be a shortage of officials required to oversee games. The FA acknowledge that more needs to be done to explore the reasons behind why referees are leaving the game and what can be done to stem this loss. The FA is keen to support active referees and provide them with the appropriate support to help them deal and cope with their role as a referee including introducing Referee Development Officers for each County Soccer Association (CSA).

They have recently used initiatives back by the professional game to assist the referee; these being the Get on with the game and respect the ref campaigns (2008). The FA acknowledges that it has failed its own objective from 2003 of "having a referee at every game".

The FA launched the National Game Strategy (NGS in 2007) this strategy was implemented with the purpose being to produce a strategic framework that sets out key priorities, expenditure proposals and targets for the National Game over the next six years 2007-2012. An aim of the NGS was to reduce the shortfall of officials by recruiting and training 8,000 new referees by 2012 although to ensure that they achieve the objective of having a referee for every game they also need to retain the 26,000 referees that they currently had. Over the past 5 seasons they have not been retaining referees and retention has been identified as a problem that needs addressing.

Previous research that I have conducted (Dell,2010) has highlighted some themes which are loosely associated with attrition. This research aims to build on the previous work through focusing on why referees quit the game and to identify and explain the reasons behind referee attrition.

**Therefore, the objectives of this study are to:**

- Investigate and clearly describe the needs of the referee workforce.
- Clearly articulate what it is like to be a referee and to analyse the reasons behind why referees are leaving the game.
- To investigate if sporting burnout is prevalent amongst referees.
- To explore if there is a relationship the relationship between sporting burnout and attrition of referees.
- To investigate whether the situations faced and experienced by referees contribute and attribute to them leaving the game.
- To develop practical advice for The FA and recommendations on how referee attrition rates could be reduced.

**Proposed methodology**

## **Outline**

Both present and past individuals who were once referees will engage in reflection of what it was like for them being a referee. The reflection will involve the referees taking place initially within individual interviews to provide the researcher with a review of their experiences. The interview will take an unstructured individual approach with the question being posed 'What's it like to be a referee'? The rationale behind asking this question is that it will allow the individuals to express their feelings and experiences which will cover both psychological and social aspects that are experienced by referees.

The proposed research is comprised of 4 stages. Initially individual interviews will be conducted where the format will use indicative questions. Interviews will take place with non-active non-registered referee's whom have left the game and current active registered referee's. These will take place within two randomly selected County FAs from the 52 recognised Counties that combine to form the FA.

After the completion of the interviews the transcripts will be reviewed and transcribed verbatim. From these transcripts, raw-data themes will be coded, these will be the quotes made or from paraphrasing quotes that the interviewees have made which represent an important thought or point. This will be done for each referee response to the questions asked within the interview. The raw data themes will then be arranged into groups of similar responses and common themes moving from those that are very general to the specific. This will result in the formation of lower (very general) and higher (very specific) order themes (Cote, Salmela, Baria and Russel, 1993). A list of questions will then be constructed considering these themes and used to probe deeper within a semi-structured group interview with past and present referees for the second phase of this investigation.

A longitudinal study will also be conducted which will target referees in training. A basic referee training course will be targeted for 6 selected CSA's for season 2010-2011 and participants recruited. The CSAs will be selected to reflect the size categories of CSAs that The FA employs (small, medium and large). These trainees will then be followed over the next two seasons until 2012-2013 season. The rationale behind this type of study is to continually assess and evaluate what it is like to be a referee and if the individual's initial expectations of being a referee are achieved. They will complete a monthly diary entry via email to report on their experiences of being a referee within that past month and reflecting on situations that they have encountered.

After the commencement of this study interviews will take place every 3 months to consolidate the diary entries. The candidates for the interviews will be selected at random from those that have volunteered to take part within the study. The interviews will continue to take place every 3 months from 2010 until 2013 when the longitudinal study ends.

## **Sample**

The population that will be used for this study will consist of referees who are registered as an active official with the F.A. Non-active referees who have been previously registered with a CSA County F.A and have left refereeing in the last 12 months will also be included.

Participants will be recruited through their current or previously affiliated CSA and asked to take part in the focus group interviews, group interviews and then a survey which represents the different stages of the research investigation. The CSAs will approach their members and gain their permission for their data to be

used as part of this investigation and ask them if they would like to participate within the study.

The longitudinal study will target one basic referee training course for each of the selected 6 County FA's for season 2010-2011. The maximum number of participants on the training course is 16. Therefore approximately 96 individuals will be targeted for this aspect of the study.

The F.A referee department have authorised and provided their permission for the research to be conducted and will approach the CSAs initially to inform them of the research and state that they are endorsing it.

#### **Research instruments**

- An Olympus digital recorder to record the focus group and group interviews. The past and present referees will engage in conversations relating to the question posed.

#### **Justification and contribution**

- This study seeks to establish which factors may contribute to attrition and to identify the factors that may directly relate to referee dropout.
- This study will utilise a potentially unique approach to investigate what the real-life experiences of referees are and the impact that these have on their life.
- The methodology being used within this study is potentially unique within the context of sporting officials and referees. It will make a contribution to establishing if burnout is present amongst referees and if it contributes to attrition.
- The results of this study could be used within the wider context of sporting officials and could be used to promote and develop support networks for officials.
- As a result of this study, the retention of referees will be enhanced and potential changes to how referees are supported could be implemented thus helping to prevent individuals dropping out of refereeing and slow the attrition rate.

Attach any questionnaires, psychological tests, etc.

7. Who originated the study?

**Celena Dell**

8. Location of study

8.1 Where will the study take place?

Data will be obtained and analysed at Brunel University. It is planned that focus group interviews will take place at the base of the CSA referees training centres. The CSA headquarters for the other case study county have been offered for use. All facilities used will be private to ensure that confidentiality is not breached. Each facility that is used will have a health and safety assessment in place and a completed risk assessment for use by the public.

8.2 If the study is to be carried out overseas, what steps have been taken to secure research and ethical permission in the country of study? (Please attach evidence of approval if available.)

N/A

<b>9. Multi-centre studies</b>				
<b>9.1 Is this a multi-centre study?</b>				
YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please complete the details below in Questions 9.2 – 9.3; otherwise go to Question 10.				
<b>9.2 Who has overall responsibility for the study?</b>				
Celena Dell				
<b>9.3 Has approval been sought from other Ethics Committees and LRECs?</b>				
YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Please enclose copies of approval letters, where applicable.				

<b>10. If appropriate, has the protocol been reviewed by a statistician?</b>				
YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, give the name of the statistician:				
Position held:				
<b>10.1 Define (<i>where necessary</i>) the statistical power of the study.</b>				
This study is using a qualitative approach with interviews taking place thus no statistic will be conducted.				
<b>11. Who will have overall control of the data generated?</b>				
Celena Dell				
<b>12. How do you propose to disseminate the results of your research?</b>				
Via internal research seminars and external conferences, journal articles and text books. The FA will also receive an executive report.				

<b>13. PROCEDURES</b>			
Please state whether the project includes procedures which: ( <i>please tick the appropriate box</i> )			
	YES		NO
a. are physically invasive;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. involve the use of human tissue or taking of bodily samples;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

c. involve the use of biological, radiological, chemical or hazardous substances;			✓
d. are psychologically/socially intrusive.			✓

If you have answered YES to any of the questions in 13 above, please complete questions 14 and 15; otherwise proceed to question 16. You must also consult the Head of Risk and Radiation to ensure compliance with Health and Safety regulations.

**14. Specific procedures involved:**

Include details, as applicable, of:

-the dosage and route of administration of the drug(s) used in and under research, other substances and/or appliances to be administered/used, and the method of administration or use,

-measurements and samples to be taken;

-tests to be performed;

-the use of visual aids or the administration of psychological tests.

**14.1** Might the procedure(s) cause pain, distress, disruption or intrusion to a participant?

YES

NO

If yes, please explain.

**14.2.** Are there any particular requirements or abstentions which will be imposed upon the participant (e.g., multiple visits, abstention from alcohol, tobacco, etc.)?

YES

NO

If yes, please explain.

**15.** If tissue and/or samples are to be taken, please state the nature, amount and frequency.



15.1 What arrangements will be made for the storage of the tissue and/or samples and for disposal at the end of the study?				
<b>16. Products and devices</b>				
16.1 Does the research involve the testing of a product or device?				
YES		NO	<input checked="" type="checkbox"/>	
If yes, please describe it.				
16.2 If this research involves a drug, is it being used in accordance with its licensed uses?				
YES		NO		
If no, please explain why:				
17. Has a Health & Safety risk assessment been carried out?				
YES	<input checked="" type="checkbox"/> <b>(Attached)</b>	NO		

**SECTION D: THE PARTICIPANTS**

<i>For the purposes of this section, "participants" include human subjects, their data, their organs and/or tissues. For participants to be recruited to the research, please state:</i>	
18. the number of participants:	<b>Approximately 10 for the interview stage of the research</b>

		<b>Approximately 24 individuals for the study 2</b>			
19. if data are to be collected on different sites, please state the number of participants at each site:					
Site 1:	Local County FA headquarters	Number of participants:		12	
Site 2:	Local County FA headquarters of CSA	Number of participants:		Min of 6 interviews for each referee basic training course	
<i>(insert additional sites if necessary)</i>					
20. How have you arrived at this number?					
<p>Individual interview participants 6 approx. for both active and non-active referees thus totalling 12.</p> <p>Group interviews will take place within 6 separate CSAs with a maximum of 6 individual being within each group for both group A and group B thus 36 participants approximately in total.</p> <p>The longitudinal study will target one trainee course for each of the 6 selected CSAs for season 2010-11 and then follow these participants through the next two seasons. The average number of participants for a basic referee training course is 16. Therefore approximately 96 individuals will be targeted for this aspect of the research and asked to participate within the study. I would expect 50% of the cohort to volunteer to be part of this project so the minimum of 48 for the longitudinal study.</p>					
21. Age group or range (e.g., under 60s):			18-65		
22. Sex:	Male	75%	Female	25%	
23. Do participants belong to any of the following vulnerable groups?					
Children:	YES		NO	✓	
Participants unable to give informed consent in their own right (e.g., people with learning difficulty):					

	<b>YE S</b>		<b>N O</b>	✓	
Other vulnerable groups ( <i>e.g., mental illness, dementia, students, refugees, unemployed, prisoners</i> ):					
	<b>YE S</b>		<b>N O</b>	✓	

*The above list is indicative, not definitive. Care will need to be taken to formulate inclusion/exclusion criteria that clearly justify why certain individuals are to be excluded, to avoid giving the impression of unnecessary discrimination. On the other hand, the need to conduct research in "special" or "vulnerable" groups should be justified and it needs generally to be shown that the data required could not be obtained from any other class of participant.*

If the answer to any of the above is yes, please complete Questions 24 to 28; otherwise proceed to Question 29.

**24.** Please explain why it is necessary to conduct the research in such vulnerable participants and whether required data could be obtained by any other means.

--

**25.** Please state what special or additional arrangements have been made to deal with issues of consent and the procedures to safeguard the interests of such participants.

--

**26.** Please describe the procedures used to ensure children (i.e., persons under 18 years) are able to provide consent/assent to participation.

--

**27.** If appropriate, please state whether and how parental consent, or the consent of the legal guardian and/or order/declaration of the court, will be sought in relation to the participation of children in the research.

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**28.** If the participant is unable to consent in their own right, will you seek the prior approval of an informed independent adult and any other person or body to the inclusion of the participant in the research?

	<b>YES</b>		<b>NO</b>	
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State precisely what arrangements will be put in place.

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## Recruitment and Selection

*The Research Ethics Committee will need to be satisfied with the effectiveness and propriety of recruitment and selection procedures given the participant involved, e.g., that the participant will not feel in any way obliged to take part, that advertisements do not appear to offer inducements. The Committee will be particularly interested in cases where a participant's relationship with the investigator could raise issues about the voluntary status or motive of the participant's involvement in the research (e.g., students).*

29. How will the subjects of the study be selected, approached and recruited (please indicate the inclusion and exclusion criteria)?

The population that will be used for this study will consist of referees who are registered as an active official with The FA or whom have previously been registered with The FA within the last 12 months. The participants will be recruited through their current or previously affiliated CSA who will approach their members and gain their permission for their data to be used as part of this investigation. The person who will approach the referees is the CSAs referee's development office (RDO). The RDO is responsible for recruiting and retaining referees within the CSA they work. All have been in post since 2009 some work full time and some part time, the position can be paid or voluntary this depends on the CSA they work within. They are the contact point for referees with the CSA and ultimately The FA and are there to support and assist referees. Individuals who are selected for any aspect of the research will have to meet the selection criteria outlined below. The FA refereeing department have agreed to support all aspects of the research being conducted for this study and have offered to contact all the selected CSA's to endorse the study and ask for their support and involvement. The selected CSAs will be asked to provide lists of current referees at level 5 (senior county level) and level 6 (county level), along with details of referees previously of the same level who did not re-register for the 2009-2010 seasons, along with a contact email address so that they can be invited to take part within the group interview stage of the research. These levels have been selected as they represent individuals who can officiate (referee or be a linesperson) for any competitive league or cup competition within the CSA and at any level (Junior/Youth or Senior). The FA will provide from their own database the raw data pertaining to total referees for the five-year analysis period 2005 to 2010. To be included the referee has to have been registered with The FA as a referee for that county. All referees that are under 18 will be excluded from this study as they would have not reached either level 6 or level 5 status. This is due to how the promotion of referee work, you can only progress one level each season and therefore they could only have attained level 7 status

### **Selection of Participants for the initial focus group interviews.**

Candidates for the focus group interviews will be used from two CSA's who participated within previous research conducted by myself in 2008. These CSA's will be referred to as County A and County B. The selected CSAs will be asked to provide a list of current referees at level 5 and 6 and details of referees previously of the same level who did not re-register for the 2009-2010 season.

### **Selection of Participants for the interviews and survey**

Candidates for the interview and the subsequent survey will be invited from the 6 CSAs that have been selected for the main study. These CSAs represent small sized CSAs (<250 referees), medium CSAs (250-750) and large sized CSAs (>750 referees).

These CSAs have been selected in order to provide a representation of all 3 sized categories that The FA have in relation to the number of referees they have registered within them currently. These CSAs were selected randomly from the size categories that they fall within for The F.A. There is an equal representation of large, medium and small size CSAs which form part of the 42 CSAs that The FA control.

For each of the 6 CSAs all of the registered and previously registered referees for season 2008-2009 whom did not register for the 2009-2010 season will be targeted. They will be sent an email (or letter in the case where there is no email) inviting them to participate within the group interview stage. They will also be sent an information sheet providing them with information on the study and why it is taking place. Those who want to take part in the study will be asked to contact myself and complete the participant consent form (see appendix one) I will then arrange for them to attend a group interview.

**Longitudinal study selection criteria for participants**

Individuals will be recruited via the CSA with whom they registered and for whom they attended some component of the basic training programme. From the details obtained from the CSAs, the individuals will be sent an email asking them to participate in this part of the research. This will be sent out on behalf of the respective CSAs and will indicate that it is a study supported and endorsed by the FA. A participant information sheet about the study and details of what will be expected will also be included in this initial correspondence. Data will also be kept in relation to how many people are approached along with the rates of acceptance and decline.

Only individuals who reply and agree to take part within this part of the pilot study will be then emailed the diary page that they will be asked to complete once a month asking them to reflect their refereeing experience. The question being posed 'What's it like to be a referee?' and asking them to record their thoughts and feelings via a journal page.

All participants for the individual interviews / group interview and longitudinal study will be fully briefed of the project and informed of their right to withdraw.

*If you are proposing to advertise, please attach a copy of the advert to be used.*

**30.** Where are you recruiting the participants?

Via the County Soccer Associations that they are registered with.

<b>31.</b> Relationship of participant to investigator:	None are known to myself
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**32.** Will the participants take part on a fully voluntary basis?

	<b>YES</b>	✓	<b>NO</b>		
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**33.** Will Brunel University students be involved as participants in the research project?

	<b>YES</b>		<b>NO</b>	✓	
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If yes, please provide full details.

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**34.** Will payments or other inducements be made to participants?

	<b>YES</b>		<b>NO</b>	✓	
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If yes, give amounts, type and purpose.				
<i>Information to Participants and Consent</i>				
35. Will participants be informed of the purpose of the research?				
	YES	✓	NO	
If no, please explain why.				
36. Will the participants be given a written information sheet?				
	YES	✓	NO	
If yes, attach a copy.				

If no, please explain why.					
<p>The participants within the focus group interviews will receive a short briefing on the purpose of the research and the aim of holding a focus group interview.</p> <p>Due to the data analysis that is constructing the main part of the research it is not necessary for the focus group members to be informed of the data analysis / involvement of specific counties as this could expose the counties identities.</p>					
37. Will written consent be obtained?					
	<b>YES</b>	<input checked="" type="checkbox"/>		<b>NO</b>	<input type="checkbox"/>
If yes, attach a copy of consent form.					
If no, please explain why.					
38. Where potential participants will/may suffer from any difficulties of communication, state the methods to be employed both to present information to the participants and achieve consent. If written, please attach a copy.					
N/A					
39. Please state how you will bring to the attention of the participants their right to withdraw from the study without penalty.					
The right to withdraw will be explicitly detailed in the participant information sheets and explained and reiterated verbally throughout the study period.					
Where relevant:					
39.1 Will information be given to the participants' GP (if deemed necessary)? N/A					
	<b>YES</b>	<input type="checkbox"/>		<b>NO</b>	<input type="checkbox"/>
39.2 Have the participants consented to having their GP informed?					
	<b>YES</b>	<input type="checkbox"/>		<b>NO</b>	<input type="checkbox"/>
40. Please state what measures will be taken to protect the confidentiality of the participant's data (i.e., arising out of the research and contained in personal data).					
<p>The interview recordings and transcripts will be stored electronically with a password protected access only for the key researcher.</p> <p>Any documents that are stored in hard copy form will be kept in a locked filing cabinet at Brunel. Text extracts from the interview transcripts and the participant's journal diary pages for the longitudinal study will be coded and fully anonymised in the presentation of the study.</p>					
41. How long will the data be retained following completion of the study?					
5 years after the completion of the study.					



<b>42. How will participants be informed of the results of the study if they so wish?</b>
Participants will be contacted by letter to inform them that, if they wish to view the completed PhD study, a copy will be circulated to them.

<b>43. Risk to research participants</b>					
43.1 Do you think there are any ethical problems or special considerations with the proposed study?					
	<b>YES</b>		<b>NO</b>	✓	
<i>If yes, please give details:</i>					
43.2 Are there any potential hazards or risks to participants?					
	<b>YES</b>		<b>NO</b>	✓	
<i>If yes, please specify them and state what precautions have been taken to minimise and deal with them:</i>					
<b>44. Risk to researchers</b>					
44.1 Are there any potential hazards or risks for the researchers and others associated with participation in the research (as distinct from the research participants)?					
	<b>YES</b>		<b>NO</b>	✓	
<i>If yes, specify them and state what precautions have been taken to minimise and deal with them.</i>					



**SECTION E: RISKS AND HAZARDS**

**SECTION F: COMPENSATION FOR DEATH OR PERSONAL INJURY**

45. Is Brunel University providing indemnity for compensation in the event of personal injury or death arising out of participation in the research?

	<b>YES</b>	✓		<b>NO</b>	
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46. If the insurance cover is not being provided by Brunel University, please provide written confirmation that you have insurance cover for negligent and non-negligent harm.

47. Has a manufacturer provided commercial equipment and/or mechanical devices?

	<b>YES</b>		<b>NO</b>	✓	
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If yes, please state what arrangements have been made to compensate or provide indemnity in the event of personal injury or death arising from the use of the equipment or mechanical devices.

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**SECTION G: CONFLICT OF INTEREST AND INTELLECTUAL PROPERTY**

48. Are there any potential conflicts of interest arising from the project, deriving from relationships with collaborators/sponsors/participants/interest groups?

	<b>YES</b>		<b>NO</b>	✓	
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Please disclose all relevant personal and commercial interests.

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49. Does the project require access to intellectual property rights (IPR) belonging to third parties?

	<b>YES</b>		<b>NO</b>	✓	
--	------------	--	-----------	---	--

<b>49.1</b> If yes, has use of such IPR been cleared with the relevant owners?					
	<b>YES</b>		<b>NO</b>		
<i>50 Are arrangements in place to ensure the proper attribution and acknowledgement of inventive contributions to the project by all participants/collaborators?</i>					
	<b>YES</b>		<b>NO</b>	✓	
If yes, please provide evidence of this.					

**School of Sport and Education**

**Research Ethics Risk Assessment and Management for Celena Dell PhD  
Research Ethics Application**

<b>Identified Risks</b>	<b>Likelihood</b>	<b>Potential Impact/Outcome</b>	<b>Risk Management/Mitigating Factors</b>
<b>Identify the risks and hazards present</b>	<b>H/M/L</b>	<b>Who might be harmed and how?</b>	<b>Evaluate the risks and decide on precautions</b>
Psychological harm to participants during the process of analysing their experiences of being a referee.	L	Present and previous referees who are participants within the focus group interviews.	The participant information sheet does advise participants they can withdraw from the study at any time. If any indication of psychological harm is evident in focus group interviews, the key researcher will stop the conversation immediately and, if required, refer the individual to The FA recommended counselling service or suggest that the participant seeks other appropriate professional support and advice.

**Referee Attrition Participant  
Interview Study Consent Form 2011-2012**

I \_\_\_\_\_ have volunteered to take part in the referee attrition study being conducted by Celena Dell. I hereby give my consent to take part in the study and participate in the interview stage.

I give my consent for my comments and views to be used within the project and understand that my identity and personal details will be kept confidential. I have been informed of the details of the project and I have been provided with an information sheet on the project.

I have been informed of my right to withdraw at any point prior to and during the interview being conducted. I understand that if the interview has been completed and then I withdraw whilst I will take no further part within the investigation, my comments from the completed interview can still be used as part of the research investigation and I give my consent for this to happen in this situation.

**Name (Print) :** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Please tick the appropriate box below to state your referee status:**

Active referee

Non-active referee

Date stopped refereeing: \_\_\_\_\_

## Participant Information Sheet For Interviews

**Project Title:** To investigate the experiences of football referees

**Aims of the research:**

- To investigate and clearly describe the needs of the referee workforce.
- To clearly articulate what it is like to be a referee and to analysis the reason behind why referees are leaving the game.
- To investigate whether the situations faced and experienced by referees contribute and attribute to them leaving the game.
- To develop practical advice for The FA and recommendations on how referee attrition rates could be reduced.

**Aim of the interview:**

The participants for the initial interviews will be consist of both active referees and referees that have left refereeing within the last 12 months .

Participants for the interviews will be recruited via County FA's and with the support of The F.A.

All identities will be kept confidential and no identities of the members of the focus group will be divulged. Participants will be asked questions regarding their experiences of being a referee. The rationale behind asking questions is that it will allow individuals to express their feelings and experiences and cover both the psychological and social aspects which are experienced by referees.

Celena Dell  
48 Fairway Avenue  
West Drayton  
Middlesex  
UB7 7AN

17<sup>th</sup> August 2010

Dear Celena

**RE42-09 – To investigate the parameters and consequences of occupational stress among football referees and referee development officers**

I am writing to confirm the Research Ethics Committee of the School of Sport and Education received your application connected to the above mentioned research study. Your application has been independently reviewed to ensure it complies with the University/School Research Ethics requirements and guidelines.

The Chair, acting under delegated authority, is satisfied with the decision reached by the independent reviewers and is pleased to confirm there is no objection on ethical grounds to the proposed study.

Any changes to the protocol contained within your application and any unforeseen ethical issues which arise during the conduct of your study must be notified to the Research Ethics Committee for further consideration.

On behalf of the Research Ethics Committee for the School of Sport and Education, I wish you every success with your study.

Yours sincerely

Dr Gary Armstrong  
**Chair of Research Ethics Committee**  
School Of Sport and Education

**Appendix Two: Structure of The FA basic referees course**

All CSA's have to comply with the FA standards for course tutors, which requires tutors to have completed The FA generic tutor training and also be on the list of approved tutors. This requires course tutors for each CSA to apply annually for their tutor licence. This process requires tutors to demonstrate that they have completed the required annual CPD and have been actively working as a tutor within the CSA that they hold their tutor licence with. All tutors receive an inspection visit from a FA appointed regional inspector, who turns up unannounced to inspect the teaching,

learning and delivery of the course in conjunction with FA standards. The basic referee course is comprised of 24 hours in total plus 6 games that have to be officiated as a trainee referee, 2 of these matches should be observed by a CSA referee coach.

#### Module one- Introductory session

This session is led by a number of FA referee tutors who will outline the journey that you undertake to become a referee. Once an individual has attended this initial session they will be sent an electronic link to follow to finalise their registration for the course. Then they will receive the pre-course materials which includes the following:

- FA Referee course book
- FA Referee Pre Course Activity Pack
- FIFA Laws of the game and an interactive DVD on the laws of the game
- Details on completing the Safeguarding children and Criminal Records Check (CRC)

#### Module Two – Practical Training 1

This session runs for 6 hours and will involve learning how to referee outside on a pitch, there will also be some classroom components. Practical elements will provide an introduction to activities that individuals can do to warm up prior to officiating and to cool down, positioning and movement on the field of play during open play and set pieces, managing game situations and communication techniques including signalling.

All the learning resources and required materials that a referee needs to officiate will be provided. The day will conclude with all candidates taking the role of the referee and officiating part of a game which will take place amongst the candidate group.

#### Module Three – Fouls/ Misconduct training plus examination

The duration of the unit is 6 hours in total and will be centred around recognising challenges, the misconduct procedure of The FA and further practical training. Candidates will also complete a multiple-choice theory paper and a practical on the field assessment are used to establish knowledge of the laws of the game.

#### Module Four – Practical Referee Training and evaluation

This unit requires the training referee to officiate a total of 10 games. The games are used to underpin the theory and practical skills undertaken on the course whilst establishing the level of knowledge a candidate has. A referee coach will observe and provide the candidate with immediate feedback on their performance and then provide them with a development plan.



# Conflict Management and Resolution Workshop

Appendix Two

Presented by:

Dr Misia Gervis

Dr Daniel Rhind

Celena Dell MSc, BSc Hons

Contact:

[celenadell@hotmail.com](mailto:celenadell@hotmail.com)

Surrey FA Module 5

Evening : 12/15/2011

## Reflective Referee Task 1

Instructions: Record your thoughts for each of the situations on the charts below.

### Referee Situation: Successful

What did you feel?  
(Emotion)

What were you  
thinking?  
(Cognition)

What did you do?  
(Behaviour)

### Referee Situation: Unsuccessful

What did you feel?  
(Emotion)

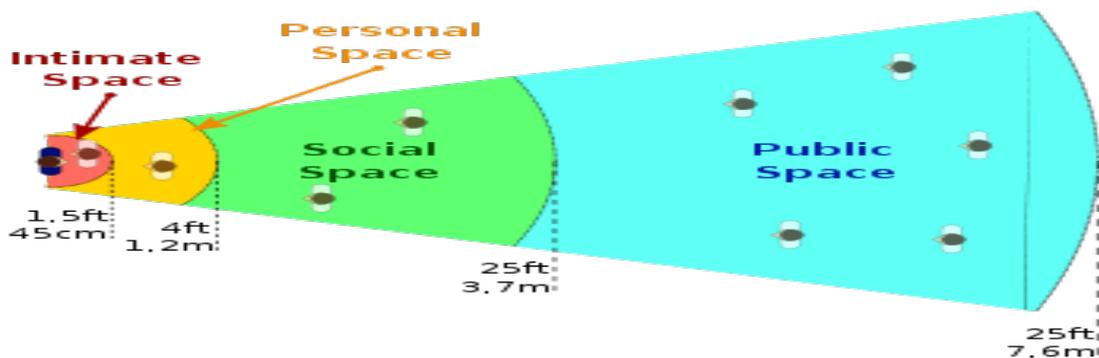
What were you  
thinking?  
(Cognition)

What did you do?  
(Behaviour)

## Proxemics – Communication Theory

Proxemics is the study that concerns somebody's perception and usage of human space within a cultural context.

Edward T Hall (1966) developed the proxemic theory which has three distinct regions for space, intimate which is the closest area surrounding someone, social which governs the spaces in which people feel comfortable in having social interactions with people that are known to them and strangers and public space the area where interactions are considered to be impersonal.



- Intimate space—the closest "bubble" of space surrounding a person. Entry into this space is acceptable only for the closest friends and intimates.
- Social and consultative spaces—the spaces in which people feel comfortable conducting routine social interactions with acquaintances as well as strangers.
- Public space—the area of space beyond which people will perceive interactions as impersonal and relatively anonymous.

### Space boundaries and Refereeing



Intimate



Social



Public

People handle space in different ways and the way in which somebody feels in relation to spacial boundaries can be heavily influenced by the culture that they have been brought up in.

Cultural differences relating to the boundaries of these spaces vary widely from culture to culture. In the United States, people have been shown to enter into conversation with a social distance of roughly 4–7 feet, but in some areas of Europe the expected distance is half of that value and this can result in Americans who travel to Europe often experiencing the urgent need to back away from a conversation partner who seems to be getting too close as they are not comfortable with the distance.

### Refereeing and Cultural Differences

This is an important factor to consider when you referee people from different cultures as what you may consider to be invading your personal space could be a normal distance to the player you are communicating with. This is why it is important to establish boundaries and acceptable distances when you interact with others on a football pitch.



### Implications of getting too close

Proxemic's is a hugely influential aspect of non-verbal communication and if somebody feels that the boundaries that they feel comfortable with have been broken then they can become distressed and confrontational. When personal space is encroached on different people will react different but usual behaviour is a reaction in a defensive manor with gestures, changes in posture, trying to move away and then moving away.

Having an appreciation of proxemics can help to reduce misunderstandings of non verbal communication. If somebody has a greater comprehension of special awareness and how others expressions could indicate how they are feeling; this

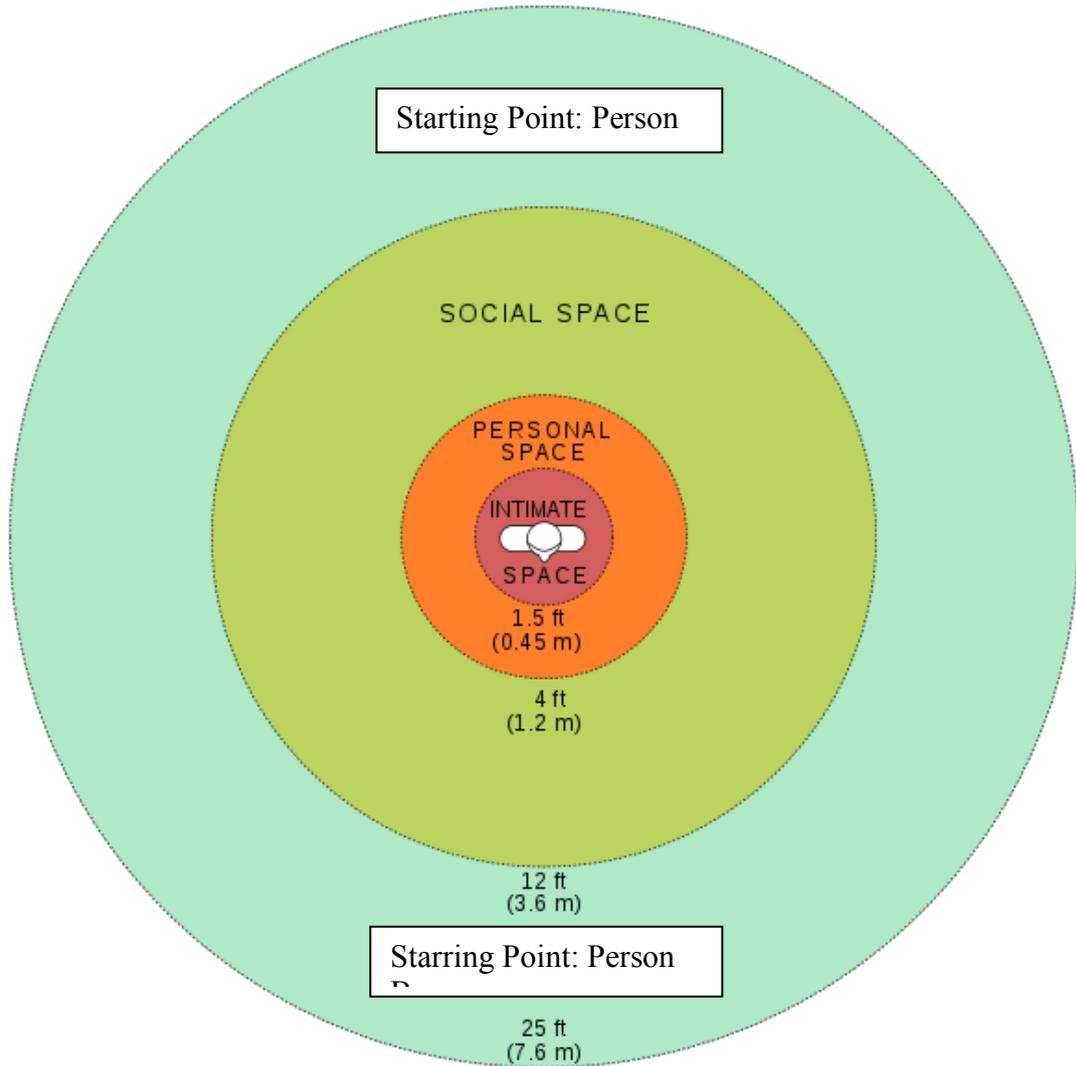
could mean that by altering your body position you could avoid a confrontational situation and you could have a more positive communication process as you can engage with the other individual.



#### Space Activity: Task 2

Starting position: Person A and Person B are to stand 25ft apart at opposite ends of the room facing each other. Each individual is to complete the steps below:

1. Record how you are feeling right now, indicate this now on your facial chart this should indicate how comfortable you are feeling with where you are standing.
2. Keep taking steps towards each other. When you start to feel differently record how you are now feeling on the facial chart and mark on the chart below with a number 1 the area that you are now standing in.
3. Each time you start to feel differently record this change on the facial chart and mark the chart below with the corresponding number to reflect where you are standing e.g 2, 3, 4 etc.
4. The activity ends when you are standing face to face. You need to record how you are feeling now and write how it is different from where you started.



How do you feel?

Starting Point:

Very Comfortable	Comfortable	Slightly Uncomfortable	Uncomfortable	Very Uncomfortable
				

Change in Feeling:

Very Comfortable	Comfortable	Slightly Uncomfortable	Uncomfortable	Very Uncomfortable
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Change in Feeling:

Very Comfortable	Comfortable	Slightly Uncomfortable	Uncomfortable	Very Uncomfortable
				
				

Change in Feeling:

Very Comfortable	Comfortable	Slightly Uncomfortable	Uncomfortable	Very Uncomfortable
				
				

Change in Feeling:

Face to Face -How are you feeling now?. Record your thoughts in the space below:

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## **Conflict Theory Support Handout**

Thomas and Kilmann (1977) identified five main styles of dealing with conflict that vary in their degrees of cooperativeness and assertiveness.

They argued that individuals have a preferred conflict resolution style:

### **Competitive style**

People who have a competitive nature take a firm stand, and know what they want.

Usually operate from a position of power, drawn from things like position, rank, expertise, or persuasive ability.

This style can be useful in an emergency where a quick decision is needed; when the decision is unpopular; or when defending against someone who is trying to exploit the situation selfishly.

## **Collaborative style**

People with a collaborative style try to meet the needs of all people involved.

These individuals are highly assertive but unlike the competitor, they cooperate effectively and acknowledge that everyone is important.

This style is useful when a variety of views need to be brought together to form the best solution; when previous conflict has occurred in the group; or when the situation is too important for a simple trade-off.

## **Compromising style**

People who prefer a compromising style try to find a solution that will try and partly satisfy everyone.

Everyone is expected to give up something, even the compromiser has to give something up.

Compromise is useful when the cost of conflict is higher than the cost of losing ground, when opponents are at a standstill and when there is a deadline looming.

## **Accommodating style**

This style indicates a willingness to meet the needs of others at the expense of the person's own needs.

The accommodator knows when to give in to others, but can be persuaded to surrender a position even when it is not required.

This approach is unlikely to give the best outcomes when dealing with conflict.

## **Avoiding style**

People with this style seek to evade the conflict entirely.

This style is observed by delegating controversial decisions, accepting default decisions, and not wanting to hurt anyone's feelings.

In many situations this is a weak and ineffective approach to take for dealing with conflict.

### **Application of styles**

Now you understand the different styles, you can use them to utilise the best one for the situation you are in or a mixture of two.

You can also now identify your own instinctive approach to dealing with conflict, and how you may need to amend your approach.

Ideally you can adopt an approach that meets the situation, resolves the problem, respects people, and mends damaged working relationships.

## **The Conflict**

Use active listening skills to ensure you hear and understand other's positions and perceptions.

- Restate
  
- Paraphrase
  
- Summarize

Ensure when you talk, you're using an adult, assertive approach rather than a submissive or aggressive style

The Other Person's view

- Ask for the other person's viewpoint, confirm that you respect their opinion and need their cooperation to solve the problem.

- Leave personalities out of the discussion.
- Listen with empathy and see the conflict from the other person's point of view.
- Identify issues clearly and concisely.
- Use "I" statements.
- Remain flexible.
- Clarify feelings.

### **Agreement of Issue**

Different underlying needs, interests and goals can cause people to perceive problems very differently.

You'll need to agree the problems that you are trying to solve before you'll find a mutually acceptable solution.

## ABCD Approach in Action

### A = Acknowledge

- The other person involved and listen to them
- Ensure that you use “I” statements
- Be assertive and make eye contact

### B = Breath

- Before you say anything in response take a deep breath

### C =Consider

- Think about what you are going to do?
- Think about how you are going to do it?

### D = Do

- Think about your body language be open and own the space

































	1= Strongly disagree 2= Disagree 3= Neither agree or disagree 4= Agree 5=Strongly agree
I feel that my referee training has assisted me with my refereeing over the past 6 matches	
Please use the space below to expand on your answer above:	

Question	1-5 Scale
	1= Strongly disagree 2= Disagree 3= Neither agree or disagree 4= Agree 5=Strongly agree
I have felt ready to deal with conflict	
Please use the space below to expand on your answer above:	

Question	1-5 Scale
	1= Strongly disagree 2= Disagree 3= Neither agree or disagree 4= Agree 5=Strongly agree
My referee training has provided me with the skills to deal with conflict.	
Please use the space below to expand on your answer above:	

Question	1-5 Scale
	1= Strongly disagree 2= Disagree 3= Neither agree or disagree 4= Agree 5=Strongly agree
I have been successful at dealing with conflict.	

Please use the space below to expand on your answer above:

Referee Intension Questions (Please place an X in the numbered box that best describes your response)

1= Strongly disagree 2= Disagree 3= Neither agree or disagree 4= Agree  
5=Strongly agree

Question	1	2	3	4	5
1. I intend to continue refereeing					
2. I am satisfied with my refereeing experience					
3. I am happy I became a referee					

Please print your email address: \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Post- Workshop Questionnaire Group 2

Question	1-5 Scale
	1= Strongly disagree 2= Disagree 3= Neither agree or disagree 4= Agree 5=Strongly agree
This conflict management workshop is useful for referees	

Please use the space below to expand on your answer above:

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Question	1-5 Scale
I think that this training will help me in my future refereeing	1= Strongly disagree 2= Disagree 3= Neither agree or disagree 4= Agree    5=Strongly agree
Please use the space below to expand on your answer above:	

Question	1-5 Scale
I now feel ready to deal with conflict	1= Strongly disagree 2= Disagree 3= Neither agree or disagree 4= Agree    5=Strongly agree
Please use the space below to expand on your answer above:	

Question	1-5 Scale
I feel that this training has given me the skills I need to deal with conflict when refereeing	1= Strongly disagree 2= Disagree 3= Neither agree or disagree 4= Agree    5=Strongly agree
Please use the space below to expand on your answer above:	

Referee Intension Questions (Please place an X in the numbered box that best describes your response)

1= Strongly disagree 2= Disagree 3= Neither agree or disagree 4= Agree  
5=Strongly agree

Question	1	2	3	4	5
4. I intend to continue refereeing					
5. I am satisfied with my refereeing experience					
6. I am happy I became a referee					

**Please feel free to make any additional comments relating to feedback in relation to this workshop:**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

