

**On the Transition into Elite Rugby League: Perceptions of Players and Coaching Staff**

Rachel A. Jones<sup>1,2</sup>, John W. Mahoney<sup>2</sup>, and Daniel F. Gucciardi<sup>3\*</sup>

*<sup>1</sup>School of Psychology, The University of Queensland*

*<sup>2</sup>School of Human Movement Studies, The University of Queensland*

*<sup>3</sup>School of Physiotherapy and Exercise Science, Curtin University*

Authors' Note

Appreciation is extended to Brian Canavan and James Johns for their assistance with participant recruitment, as well as three anonymous reviewers for their insightful comments on an earlier version of this manuscript.

\*Address correspondence to Daniel Gucciardi, School of Physiotherapy and Exercise Science, Curtin University, GPO Box U1987, Perth, Western Australia. Email:

[daniel.f.gucciardi@gmail.com](mailto:daniel.f.gucciardi@gmail.com).

**Abstract**

1  
2 Transitions need to be effectively managed to allow for successful progression through  
3 developmental stages in many life domains. In this study, we aimed to generate new insights into  
4 within-career athletic progressions by exploring players' and coaching staff's perspectives on the  
5 transition from sub-elite to elite level rugby league within an Australian context. A personal  
6 construct psychology approach including experience cycle methodology was used to interview 17  
7 purposefully recruited male rugby league players ( $M_{age} = 21.71$ ,  $SD = 2.79$ ) who had been or were  
8 part of an elite rugby league squad, and 9 staff ( $M_{age} = 47.14$ ,  $SD = 11.13$ ) who had experience  
9 working with transitioning rugby league athletes. Overall, 21 themes (11 combined, 5 unique for  
10 each group) were extracted from the participants' discourse using a thematic analysis, all of which  
11 were separately conceptualised into 3 global themes: *personal attributes*, *environmental factors*,  
12 and *critical incidents*. Our findings provided support for the robustness of a holistic, lifespan  
13 developmental perspective of career transitions in sport contexts. The theoretical integration of this  
14 lifespan perspective with the Job Demands-Resources model is discussed as a fruitful avenue for  
15 future research and theory.

16

17 **Keywords:** experience cycle methodology; job demands-resources model; personal construct  
18 psychology; within-career transitions

## 19           **On the Transition into Elite Rugby League: Perceptions of Players and Coaching Staff**

20           Contemporary sport transition scholars have defined career transitions as periods of  
21 normative (i.e., predictable, anticipated, voluntary) and non-normative (i.e., unpredictable,  
22 unanticipated, involuntary) events throughout the developmental life course of athletes that are  
23 characterised by “a set of specific demands related to practice, competitions, communication, and  
24 lifestyle that athletes have to cope with in order to continue successfully in sport or to adjust to the  
25 post-career” (Alfermann & Stambulova, 2007, p. 713). With the recent shift towards a holistic,  
26 lifespan developmental perspective of career transitions in sport contexts (e.g., Stambulova,  
27 Alfermann, Statler, & Cote, 2009; Wylleman & Lavalley, 2004), there is an increased recognition of  
28 the centrality of key transitional periods other than career termination for performance excellence  
29 and psychosocial well-being in the life course of an athletic career (for reviews, see Gordon &  
30 Lavalley, 2011; Park, Lavalley, & Tod, 2013). The limited research on within-career transitions in  
31 sport is surprising since it was almost 20 years ago that Stambulova (1994) identified six normative  
32 transitional periods of an elite athletic career: (1) the beginning of sport specialisation, (2) the  
33 transition to more intensive training in the chosen sport, (3) the transition from junior to senior/high  
34 achievement sport, (4) from amateur to professional sports, (5) from peak to the final stage, and (6)  
35 the transition to the post-career. Aligned with recommendations of leading sport transitions scholars  
36 to broaden their focus beyond career termination (e.g., Alfermann & Stambulova, 2007;  
37 Stambulova et al., 2009), we aimed to contribute to this body of knowledge on career transitions in  
38 sport by exploring athletes’ and coaching staff’s perceptions of the transition from sub-elite to elite  
39 sport.

40           In what can be considered an extension of Stambulova’s (1994, 2009) empirical and  
41 substantive work on her athletic career transition model, Wylleman and Lavalley (2004) emphasised  
42 the importance of the “whole person” including both athletic and non-athletic (e.g., academic,  
43 vocational) challenges and transitions within a broader set of events across the developmental life  
44 course. Their conceptual model encompasses normative transitions faced by athletes at athletic,

45 individual or psychological, psychosocial, and academic or vocational levels. The athletic level of  
46 development draws from Bloom's (1985) three stage model (i.e., initiation, development, mastery)  
47 and also includes a discontinuation stage to capture career termination. The second level is designed  
48 to capture the major stages in an individual's psychological development (i.e., childhood,  
49 adolescence, (young) adulthood). The third level is focused on changes in psycho-social  
50 development relative to one's athletic development, and denotes important social agents (e.g.,  
51 parents, coach, peers, romantic partners) as perceived by athletes. The fourth and final level is  
52 concerned with stages and transitions of an academic (e.g., primary to high school) and vocational  
53 nature. Thus, Wylleman and Lavallee have captured the concurrent, interactive, and reciprocal  
54 nature of normative transitions within a lifespan (i.e., whole-career) and holistic (i.e., development  
55 in different domains) perspective.

56         It is both conceptually and practically important that we gain insights into why some athletes  
57 thrive through transitions into higher levels of competition, whereas others struggle to cope with the  
58 demands they confront. Within an Australian sport context, approximately 50% of athletes make the  
59 transition from the sub-elite to elite level experience difficulty in the form of challenges such as  
60 financial problems, self-doubt, and illness, and only 33% of athletes successfully transition into the  
61 senior level (Oldenziel, Gagné, & Gulbin, 2003). Other scholars have estimated the success rate at  
62 which athletes successfully transition into elite sport at around 17% (Vanden Auweele, De  
63 Martelaer, Rzewnicki, De Knop, & Wylleman, 2004). Elite athlete development is also a major  
64 financial expenditure for many governments. For example, in the four years prior to 2012, the  
65 Australian and British Governments invested over \$AU380 (approx. US\$390) million and £265  
66 (approx. US\$415) million, respectively, to help their athletes succeed at the London Olympics  
67 (Australian Government, 2012; UK Sport, 2012). Substantively, the transition into elite sport is a  
68 phase in which individuals typically confront a variety of challenges and demands across different  
69 domains of their life. Indeed, sources of stress for elite athletes can encompass environmental (e.g.,  
70 selection, finances, training environment), personal (e.g., nutrition, injury), leadership (e.g.,

71 coaching styles, relationship with coach), and team issues (e.g., team atmosphere, support network;  
72 Fletcher & Hanton, 2003). Therefore, the transition into elite sport is an ideal period to better  
73 understand the concurrent and interactive nature of such factors of a holistic perspective on  
74 transitions (cf. Wylleman & Lavallee, 2004).

75         Several commonalities as well as unique findings can be gleaned from initial research on  
76 within-career transitions (Bruner, Munroe-Chandler & Spink, 2008; Finn & McKenna, 2010;  
77 Pummell, Harwood, & Lavallee, 2008). Consistent with theoretical expectations (e.g., Schlossberg,  
78 1981; Stambulova et al., 2009), within-career transitions have been found to encompass dynamic  
79 and complex periods that are characterised by many normative and non-normative events or non-  
80 events that can be problematic for the attainment of personal goals and the maintenance of  
81 psychosocial well-being. Additionally, across each of the studies conducted to date, it appears that  
82 the transition to higher levels of competition is associated with a variety of stressors or demands  
83 that are consistent with the four levels (i.e., athletic, psychological, psycho-social,  
84 academic/vocational) of Wylleman and Lavallee's (2004) developmental model of transitions.  
85 Unique findings across the available research can also be found in the dynamics of these four  
86 developmental layers. For example, coaches' reports of English athletes' experiences are  
87 emphasised by strains that are outside of the sport context (Finn & McKenna, 2010), whereas sport-  
88 related strains characterised the reports of Canadian athletes (Bruner et al., 2008). Despite these  
89 encouraging results, further research is required to ascertain the robustness of these findings and  
90 generate new insights into an integrated account of within-career transitions. Research that is guided  
91 by theory is especially important given the largely descriptive and atheoretical nature of previous  
92 research (Alfermann & Stambulova, 2007).

93         Central to both conceptual (Stambulova, 1994, 2009; Wylleman & Lavallee, 2004) and  
94 empirical evidence (Bruner et al., 2008; Finn & McKenna, 2010; Pummell et al., 2008; see also,  
95 Gordon & Lavallee, 2011; Park et al., 2013) on sport transitions is the notion of coping; that is, the  
96 process of drawing on (internal and external) resources to manage those demands and challenges

97 that athletes confront in a given developmental period and which have implications for continuation  
98 in their sport or adjusting to life after sport. Thus, the successful negotiation of any career transition  
99 is dynamic and involves a complex interplay between the available coping *resources* and the  
100 normative and non-normative *challenges or demands* they confront and which occur across  
101 different domains of one's life. In keeping with this conceptualisation of coping, we propose the  
102 Job-Demands-Resources model (JD-R; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; for a  
103 review, see Bakker & Demerouti, 2007) as one theoretical model that can help organise existing  
104 evidence as well as offer a framework for the interpretation of new findings. Despite the primary  
105 tenets of the JD-R model having been empirically supported in a variety of workplace contexts and  
106 occupations (e.g., Bakker & Demerouti, in press), the model has not yet been applied to sport  
107 contexts.

108         Within the context of the JD-R model (Demerouti et al., 2001) there are two defining  
109 characteristics of the work environment. The first set of conditions relates to *job demands* and  
110 includes those physical, social, or organisational aspects of the context that require sustained  
111 psychological and/or physical effort and which are associated with certain physiological and/or  
112 psychological costs. Job demands are central to the "impairment pathway" in which there is direct  
113 positive relationship with negative outcomes (e.g., job strain, burnout) or an inverse relationship  
114 with positive outcomes (e.g., engagement, well-being). With regard to previous within-career  
115 transition research, for example, elite adolescent ice hockey players reported a decrease in self-  
116 confidence from overly critical feedback from their coaches (Bruner et al., 2008), whereas event  
117 riders associated limited communication from sport organisation as a deficiency in organisational  
118 support (Pummell et al., 2008). On the other hand, *job resources* are those physical, psychological,  
119 social, and organisational factors that help individuals meet performance requirements, buffer  
120 against strain, and/or promote growth and development. Job resources are central to the  
121 "enhancement pathway" in which there is direct positive relationship with positive outcomes (e.g.,  
122 engagement, well-being) and an inverse relationship with negative outcomes (e.g., job strain,

123 burnout). With regard to previous within-career transition research, for example, elite adolescent ice  
124 hockey players reported a link between emotional support from teammates and performance  
125 (Bruner et al., 2008), whereas event riders associated a positive “team spirit” from informational  
126 support provided by teammates and peers (Pummell et al., 2008). In addition to these main effects, a  
127 key tenet of this model is that the combination of high demands and low resources leads to negative  
128 outcomes, whereas the combination of high demands and high resources leads to positive outcomes  
129 (Bakker & Demerouti, 2007).

130 In summary, the central aim of this study was to contribute to the body of knowledge on  
131 career transitions in sport by exploring players’ and coaching staff’s perspectives on the transition  
132 from sub-elite to elite level rugby league within an Australian context. Rugby league is an  
133 international sport played in over 30 countries with Australia currently the top ranked country  
134 (Rugby League International Federation, 2012). Rugby league has been played competitively in  
135 Australia for 104 years (NRL, 2012). The National Rugby League (NRL) was developed in 1998  
136 and administers Australia’s national competition (the highest level of national competition  
137 excluding State of Origin) which consists of 16 teams (including a New Zealand team; NRL,  
138 2012). There is two career pathways into the NRL. Each NRL team has an under 20s side that  
139 participates in the National Youth Competition (NYC) which comprises the second-tier (or sub-  
140 elite) level of the Club pathway. Alternatively, athletes can follow the State League pathway  
141 comprised of independent, second-tier, open-age state competitions such as the Queensland Cup (Q-  
142 Cup) and New South Wales Cup, from which NRL clubs recruit players associated with their feeder  
143 teams (NRL, 2012).

144 Three key extensions of previous research were considered in our study. First, with the  
145 available studies on within-career transitions having occurred in Russian (Stambulova, 1994),  
146 British (Pummell et al., 2008), English (Finn & McKenna, 2010) or Canadian contexts (Bruner et  
147 al., 2008), our research context offered an assessment of the extent to which these previous findings  
148 extend to a culture (i.e., Australian) and sport (i.e., rugby league) not previously examined. Second,

149 we examined the perspectives of players who were at different stages of the transition process; that  
150 is, players who were positioned at a sub-elite level with the prospect of transitioning into an elite  
151 team, currently in the process of transitioning into the elite level, had transitioned successfully (i.e.,  
152 are still playing fulltime at the elite level after several years), had transitioned into the elite level and  
153 struggled to maintain their spot, and had an opportunity to transition but did not make it into the  
154 elite level. Third, although athletes' viewpoints are important due to their proximity to lived  
155 experiences, the perspectives of coaches and other personnel (e.g., development managers) remain  
156 an untapped resource because they drive the selection process and pass on information to relevant  
157 selectors (Morris, 2000). The perspectives of coaching staff are rarely featured in the transition  
158 literature and can therefore offer new insights into the transition into elite sport, as well as enhance  
159 the scientific rigour via multiple perspectives. In so doing, consistencies among rating sources (e.g.,  
160 common themes reported by players) and unique perspectives between ratings sources (e.g., themes  
161 reported by players and not coaches) can be revealed.

## 162 Method

### 163 Participants

164 Seventeen male rugby league players aged between 19 and 29 years ( $M = 21.71$ ,  $SD = 2.79$ )  
165 were purposefully recruited from the NRL and the Q-Cup. Six NRL clubs and one Q-Cup club were  
166 represented. All participants had between one and five years ( $M_{subelite} = 2.82$ ,  $SD = 1.33$ ) playing  
167 experience at the sub-elite level (defined as the competition one step below NRL level, e.g., NYC,  
168 New South Wales Cup, Q Cup). Players with a minimum of one year experience training with an  
169 NRL squad or who were contracted to an NRL squad for the first time in 2011 (counted as 1 year)  
170 were recruited to participate and had a range of experience ( $M_{elitesquad (years)} = 2.76$ ,  $SD = 1.35$ , Range  
171 = 1 – 5;  $M_{NRLGames} = 15.06$ ,  $SD = 19.37$ , Range = 0 – 65). The players were at different stages of  
172 their rugby league careers with some anticipating the elite transition (i.e., were contracted to an elite  
173 NRL team but had not yet played a game of NRL, defined as *second-tier players*,  $n = 3$ ), some  
174 currently in the process of transitioning (*transitioning players* who had played some NRL games



175 but were not playing NRL fulltime and had played less than 26 games or an entire regular season of  
176 NRL in total,  $n = 7$ ), those who transitioned successfully (i.e., are still playing fulltime at the elite  
177 level after several years and had played more than 26 games of NRL,  $n = 4$ ), those who transitioned  
178 into the elite level for several years but struggled to maintain their spot on a fulltime basis (*partially*  
179 *transitioned*,  $n = 1$ ), those who transitioned successfully but were now playing at a second-tier level  
180 to finish their career (*completed transition*,  $n = 1$ ), and those who had an opportunity to transition  
181 (i.e., received a contract with the elite squad) but did not make it into the elite level (*failed*  
182 *transition*,  $n = 1$ ). A number of different cultural groups were represented by the participants  
183 including French, Aboriginal and Torres Strait Islander, Polynesian, and Caucasian.

184         Nine male coaches and support staff aged between 27 and 60 years ( $M = 47.14$ ,  $SD = 11.13$ )  
185 were also recruited from the NRL and Q Cup for this study. Support staff roles included strength  
186 and conditioning ( $n = 2$ ), development coach ( $n = 2$ ), football operations/coaching and development  
187 manager ( $n = 2$ ), head coach ( $n = 1$ ), and player welfare ( $n = 1$ ). Five NRL clubs, one Q Cup club,  
188 and the NRL organisation were represented. Coach or support staff members had extensive years  
189 experience in their respective roles ( $M_{elite} = 10.00$ ,  $SD = 8.90$ ,  $M_{subelite} = 5.44$ ,  $SD = 4.38$ ) and all but  
190 one were working at either an elite or sub-elite level of rugby league at the time of the interview.

## 191 **Interview Schedule**

192         Semi-structured interview schedules were developed separately for players and coaches. The  
193 general structure of both interview guides was based on Morgan and Krueger's (1998) five main  
194 question areas: opening questions, introductory questions, transition questions to link to the next  
195 area, key questions, and ending questions. We developed key substantive questions using  
196 experience cycle methodology (ECM; Oades & Viney, 2000), which is grounded in a personal  
197 construct psychology (PCP; Kelly, 1955/1991) theoretical framework. PCP (Kelly, 1995/1991) first  
198 emerged within the sport psychology literature 20 years ago with Butler and colleagues' application  
199 of the performance profile technique (Butler & Hardy, 1992; Butler, Smith, & Irwin, 1993; for a  
200 review, see Gucciardi & Gordon, 2009b) and has been reignited through investigations of mental

201 toughness (e.g., Gucciardi, Gordon, & Dimmock, 2008; Jones, Hanton, & Connaughton, 2002) and  
202 choking in sport (e.g., Gucciardi, Longbottom, Jackson, & Dimmock, 2010). Central to PCP is the  
203 notion that individuals act as “personal scientists” who are actively engaged in forming and testing  
204 theories about their world through their ongoing experiences. Furthermore, cognition, affect, and  
205 behaviour are not considered independent entities within a PCP framework but rather comprise  
206 features of a holistic system that stem from a common underlying process of anticipation and  
207 construction that is cyclical in nature (Kelly, 1955/1991). It is this view of human beings as holistic  
208 entities that conceptually aligns PCP with the emphasis on the whole system and the  
209 interdependence of its parts espoused by contemporary transition scholars (e.g., Stambulova et al.,  
210 2009; Wylleman & Lavallee, 2004).

211 ECM provides a useful framework for capturing the cyclical process by which people are  
212 said to operate within the context of PCP (Kelly, 1955/1991). Briefly, people develop certain  
213 hypotheses or *anticipations* of the events or situations in their life. They then involve or *invest*  
214 themselves in this anticipation of their world, which is actively experienced through their *encounter*  
215 with the event or situation (akin to data collection for a scientist). Having experienced the event,  
216 people compare their encounter with their initial anticipation to ascertain whether their expectations  
217 were *dis/confirmed*. Finally, their decision regarding the assessment of the experience with their  
218 anticipation leads to *constructive revision* in which existing constructs may be strengthened or  
219 revised, or new constructs are developed for subsequent cycles of experience. Interview questions  
220 were slightly modified to suit the transition phase of players (e.g., past tense for players who have  
221 already transitioned into the NRL). Specifically, ECM was employed to ascertain participants’  
222 perspectives on the anticipation phase (e.g., “What (were) are you expecting when you (were about  
223 to) start training with the NRL squad?”); the investment phase (e.g., “What did (will) it mean to you  
224 to play NRL?”); the encounter phase (e.g., “What was (is) your experience moving into the NRL  
225 squad?”); the dis/confirmation phase (e.g., “How did things go compared to what you initially  
226 thought would happen?”); and the constructive revision phase (e.g., “If you were to go through the

227 whole transition experience again, what would you do differently?”). Consistent with a PCP  
228 approach (i.e., dichotomy corollary), coaching staff were asked to compare and contrast the  
229 experiences of players who have successfully transitioned with those who were unsuccessful for  
230 each of these phases of the experience cycle. Clarification and elaboration probes (e.g., “Can you  
231 tell me what you mean by...?” and “Could you tell me a bit more about that?”) were used  
232 throughout the interviews to add meaning to the data (Patton, 2002). Interested readers can contact  
233 the corresponding author for a copy of the full interview guides.

### 234 **Procedure**

235 Ethics approval was obtained from the authors’ institution prior to the commencement of the  
236 project. Participants were recruited via personal contacts with NRL and Q-Cup teams who  
237 identified and contacted staff and players who met the selection criteria. All participants approached  
238 consented to participate and only two potential participants (one staff and one player) were unable  
239 to arrange times to attend an interview due to work commitments. The lead author conducted all  
240 interviews to ensure consistency both in the conduct of the interview and the process of building  
241 rapport. Each interview was conducted either face-to-face or via phone and took approximately 45  
242 to 90 minutes and occurred during the competitive season (over a period of five months).  
243 Transcription and data analysis occurred simultaneously with data collection. Where possible, a  
244 copy of the interview schedule was sent to participants prior to the interview.

### 245 **Data Analysis**

246 Interviews were transcribed verbatim and analysed using recommendations for inductive  
247 thematic analysis (Patton, 2002). First, the interview transcripts and audio files were revisited  
248 several times before analysis to gain a clear appreciation of the participants’ discourse. Second, the  
249 raw data were coded into an initial classification system by breaking each interview into small  
250 segments of meaningful information units. Third, the individual meaning units were organised into  
251 categories, then reviewed to create broader themes that identified patterns in the data and set clear  
252 boundaries distinguishing different themes. The player and staff data were analysed as separate

253 groups. Common themes within each group were compiled into a final list for each group with  
254 unique themes viewed as anomalies (Gilham, 2005). The final two lists of themes were then  
255 compared to ascertain similarities and differences.

### 256 **Research Credibility**

257 Triangulation and member checking were employed to enhance research credibility. All  
258 participants were given the opportunity to view a copy of the interview transcript and invited to  
259 verify its accuracy and amend or clarify their responses as desired; no participants requested  
260 changes or updates to their transcript. Triangulation of sources was achieved by interviewing a  
261 number of athletes at different stages of development and by including staff data to increase the  
262 number of sources of information (Lincoln & Guba, 1985). Additionally, the first two named  
263 authors independently analysed the data, and then collaborated to compare similarities and  
264 differences to arrive at a common classification scheme. The corresponding author acted as a  
265 “devil’s advocate” (Lincoln & Guba, 1985), and completed an audit trial upon completion of the  
266 analysis process (e.g., checking raw data and classification scheme; Patton, 2002).

### 267 **Results and Discussion**

268 The results are presented in three sections. First, we provide a summary of the similarities  
269 and differences between our findings and those of previous within-career sport transition research.  
270 Second, we discuss the similarities and discrepancies between players and coaching staff. Finally,  
271 we conclude with a comparison of players’ views across different transition phases. Descriptors of  
272 players provided in the Participants section (e.g., “second-tier player”) are employed throughout the  
273 results section to contextualise the discussion. We draw from tenets of the JD-R model (Demerouti  
274 et al., 2001) to describe and interpret the findings of our study.

### 275 **General Findings**

276 A visual representation of the global themes and themes discussed by the participants is  
277 displayed in Figure 1. Further detail for each theme, including descriptive summaries and verbatim  
278 quotes, is provided in Table 1. Overall, the findings supported the notion that the transition process

279 is a fluid balance of personal and environmental demands and resources across four developmental  
280 domains (Wylleman & Lavallee, 2004). Specific themes reported by the participants were largely  
281 consistent with previous research on within-career transitions in sport (Bruner et al., 2008; Finn &  
282 McKenna, 2010; Pummell et al., 2008). For example, ice hockey athletes reported similar athletic,  
283 psychosocial and psychological themes to both rugby league players and coaching staff including  
284 earning playing time (similar to opportunity), readiness for elite competition (cf., role expectations  
285 and initial experiences), personal development (cf., personal growth), and role of teammates and  
286 billets (included in the support theme; Bruner et al., 2008). Comments regarding coachability and  
287 demonstrating competence (physicality and ability) were not highlighted in the player themes, yet  
288 they were mentioned by coaching staff. In the UK, coaches identified a similar perception of athlete  
289 transitions as coaching staff in the current study, identifying transitions as potentially stressful, high  
290 in physical demands (physicality and ability theme) and requiring personal maturity (personal  
291 growth) and capacity to handle change (cf., coping strategies; Finn & McKenna, 2010). Similar  
292 sources of strain (or demands) discussed within themes of the current study (physical intensity, self-  
293 management, coach relationship, earning respect from senior athletes and coaches, managing free  
294 time, parents, girlfriends) were also identified in Finn and McKenna's study. Work ethic, support,  
295 intrinsic motivation, positive and negative experiences (cf., initial and subsequent) were themes in  
296 common with those reported by event riders (Pummell et al., 2008). The findings were also  
297 consistent with performance indicators reported by NYC coaches who emphasised that important  
298 cognitive (psychological) resources such as attitude, character, personality, discipline, and learning  
299 ability are needed at the elite level (Cupples & O'Connor, 2011). Collectively, therefore, the current  
300 findings provide evidence to support the robustness of the holistic perspective of sport transitions  
301 (Stambulova, 1994; Wylleman & Lavallee, 2004) and the findings of within-career transition  
302 research.

303           Despite these similarities with previous sport transition research and theory, several  
304 differences also emerged. First, the level of agreement among participants and importance assigned

305 to attributes differed between studies. For example, work ethic was the most common theme  
306 reported by participants in this study, whereas the most common theme reported by ice hockey  
307 athletes was readiness for transition (Bruner et al., 2008). Second, psychological, psychosocial,  
308 athletic, and academic domains have been emphasised in previous research (Finn & McKenna,  
309 2010; Pummell et al., 2008), whereas participants in this study did not report themes associated  
310 with the academic or vocational domain (consistent with research in ice hockey; Bruner et al.,  
311 2008). The limited discussion on the academic or vocational domain in the current study indicates  
312 the importance of considerations associated with the sport-type and culture for understanding  
313 transition demands and resources (i.e., college versus academy or club environments). This  
314 difference may be due to the young age at which rugby league players specialise and peak (Schulz  
315 & Curnow, 1988), leading to increased pressure to focus on rugby league and consider career at a  
316 later time. It may also be reflective of the setting in which the interviews took place (all at rugby  
317 league clubs or offices) and the face validity of the study and expectations participants had of the  
318 researchers. Third, themes including confidence, interpersonal attractiveness, identity, off-field  
319 behaviours, injury, stage development, getting ahead of one's self, as well as the global theme of  
320 critical incidents did not appear in previous research on within-career transitions, perhaps due to our  
321 sampling of a wider range of participants across the transition period than previous studies.

### 322 **Player and Coaching Staff Comparisons**

323 As depicted in Figure 1, a number of similarities and differences in the demands and  
324 resources identified across Wylleman and Lavellee's (2004) levels of development were evident  
325 between the two groups of participants. Both players and coaching staff identified themes from the  
326 athletic, psychosocial and psychological levels, with no mention of the academic/vocational level,  
327 and agreed on the importance of work ethic as both a demand and a resource. Common resources  
328 included stage development and opportunity within the athletic level; confidence, coping strategies,  
329 personal growth, and interpersonal attractiveness within the psychological level; and support within  
330 the psychosocial level. Club culture, off-field behaviours and role expectations were agreed upon

331 demands within the psychosocial level. However, several themes were unique to either the players  
332 or coaching staff. Players, for example, highlighted the importance of intrinsic motivation (resource,  
333 psychological level), whereas coaches identified physical ability and stature (demand and resource),  
334 coachability (resource, athletic level), and identity (resource, psychological level) as personal  
335 attributes that can facilitate or impede a successful transition into the elite competition. Players but  
336 not coaching staff mentioned extrinsic motivation (resource) under the global theme of  
337 environment. Interestingly, one of the development coaches reported that young players tended to  
338 get paid “too much too soon” while not enough money was being spent on senior players to  
339 maintain a balanced and contented player group. A variety of responses was evident under the  
340 global theme of critical incidents. Staff uniquely identified getting ahead of one’s self (leading to  
341 increased demands, psychological level), whereas only the players identified injuries (demand,  
342 athletic level) as well as initial (generally characterised by high number of demands or impairment  
343 pathway) and subsequent experiences (characterised by an increase in resources or failure, athletic  
344 level).

345         The differences in responses between groups appeared to reflect a difference in  
346 consideration of experience cycle phases. For example, coaching staff tended to focus on external  
347 experiences especially during the encounter phase, describing the players’ engagement during the  
348 transition (behavioural focus), whereas players focused on internal experiences (i.e., thoughts and  
349 feelings), particularly in the anticipation phase, describing physical and psychological readiness for  
350 the transition, and the dis/confirmation phase (Oades & Viney, 2000). Players also reported internal  
351 attributions regardless of the outcome or demands they experienced throughout the transition  
352 process. This attribution style was most clearly demonstrated in players’ responses when asked how  
353 they would change their experiences given the opportunity to go through the transition again. All  
354 players took responsibility for the path that they had taken and stated that they would not change  
355 anything (despite some of the pathways taken being identified as problematic) since doing so  
356 appeared to be seen as assigning blame to others or external events for the outcome, which in turn

357 appeared to be viewed as an unfavourable characteristic. This trend in the players' discourse is  
358 interesting considering that external attributions are an important part of optimistic thinking, an  
359 established adaptive coping strategy (Seligman, 1991). The decision-making process and role  
360 responsibility of each group of participants also may have played a role, that is, coaching staff  
361 spend much of their time assisting players to develop physical skill and attributes. This finding is  
362 consistent with previous reports of athletes' experiences which demonstrate a shift from others  
363 introducing and reinforcing psychological characteristics to athletes taking ownership of their own  
364 psychological development during the specialisation years, indicating a shift in roles for both  
365 athletes and coaching staff (MacNamara et al., 2010). For example, the strength and conditioning  
366 coaches were the main participants who identified the importance of physicality and ability as a key  
367 theme, consistent with their occupational focus.

368 Additional nuances between groups were identified. Every participant in the study identified  
369 work ethic as a primary contributor to transition success, with a number of participants citing it to  
370 be the most important theme. Interestingly, the players dismissed the importance of physical size  
371 and skill in lieu of work ethic and other personal attributes and environmental themes; one of the  
372 partially transitioned players stated that "it's the person who trains the hardest, puts in the time, puts  
373 in the effort...they can always come in on top...even though they've got less ability." In contrast,  
374 coaching staff emphasised physicality and ability, "from my experience, the number one thing is  
375 pure talent and then the other thing would be their actual physical attributes as in size, speed, skill."  
376 This discrepancy might be explained by differences in implicit theories of athletic abilities (cf.  
377 Dweck & Leggett, 1988), such that the players appear to endorse an incremental theory (i.e.,  
378 personal attributes such as intelligence or personality are malleable and open to development  
379 through effort) whereas the coaching staff supported an entity theory (i.e., personal attributes are  
380 stable, trait-like whose opportunities for change are not within one's control). However, it became  
381 apparent throughout the players' discourse that their main focus and responsibility was responding  
382 to challenges in an appropriate way (i.e., psychological aspects).



383           Having an understanding of the expectations of the club or environment (i.e., knowing what  
384 to expect) was reported to aid the transition process by allowing the players to mobilise resources to  
385 appropriately prepare for possible demands. One of the biggest difficulties players reportedly faced  
386 was that most of them did not know what to expect when initially transitioning into the NRL squad,  
387 and even transitioning from club to club, because different club cultures dictated different  
388 expectations in terms of behaviour. This ambiguity interfered with players' physical and  
389 psychological readiness to transition because planning allows for preparation and increased feelings  
390 of control and improved self-efficacy (Alfermann, Stambulova, & Zemaityte, 2004). One second  
391 tier player stated, "the standard they expected was a surprise...[the club] expected pretty much for  
392 me to be perfect...I didn't believe I was up to it." The consequences of this uncertainty led to  
393 misinformed behaviours (e.g., becoming extremely unfit during the off-season making it difficult to  
394 catch up with the rest of the squad) and complacency, or anxiety due to the unknown, reducing  
395 physical and psychological readiness to transition. The general level of agreement on most themes  
396 between players in contrast to the low level of agreement on themes identified by the coaching staff  
397 provided a clear demonstration of the inconsistent message being sent to the players, interfering  
398 with their preparation or anticipation phase. Role clarity, which helps reduce uncertainty regarding  
399 the organisation's expectation on employees, has been revealed as an important antecedent of an  
400 individual's commitment to their organisation (Saks, Uggerslev, & Fassina, 2007) and both task and  
401 contextual performance (Whitaker, Dahlin, & Levy, 2007). Discrepancies between coaching staff  
402 views tended to be a reflection of their coaching philosophies, club culture and their current roles.  
403 For example, the partially transitioned player reported his differing experiences at two NRL clubs,  
404           If you make a mistake at [NRL Club 1] at training like if you drop the ball, (the coach)  
405           was like, "oh yeah, don't worry just restart and we'll do it again", but if you drop a  
406           ball at training at [NRL Club 2], you'll get your head bitten off...[Coach 2]'s  
407           standards are a lot higher...it doesn't mean that they're going to (perform) better, it's  
408           just the way they train.

409 This example reflects the need for organisational fit as a consequence of an athlete's readiness  
410 to transition, with increased readiness (due to clear role expectations and an understanding of  
411 the club culture, i.e., information as a resource) leading to increased ability to fit or to make  
412 an informed decision regarding a club that does fit, perhaps leading to the enhancement  
413 pathway main effect (cf. JD-R model; Demerouti et al., 2001).

414 The coaching staff also discussed the importance of having a balanced identity (cf.,  
415 foreclosed identity; Murphy, Petitpas, & Brewer, 1996), a theme not mentioned by the players.  
416 Some players' responses were indicative of a foreclosed identity (i.e., committed to the athlete role  
417 without exploring identity elements); for example, one transitioning player reported that many of  
418 his friends were going out and exploring different social options and alternatives (i.e., going  
419 through psychosocial moratorium; Erikson, 1968) while he decided not to join them because he did  
420 not want to take his focus off his career. Another second-tier player mentioned that he missed some  
421 of his final High School Certificate exams to join NYC pre-season, reducing his career options  
422 outside of football. Contrary to the single-minded focus (indicative of foreclosed identity) among  
423 the player reports, the coaching staff underscored the importance of self-exploration and developing  
424 a strong sense of self throughout the transition process. A player welfare manager reported the  
425 importance of

426 "broadening a person's identity, which is about the self-esteem thing. It becomes clear  
427 that if you engage in something else, if you're a good family person, if you're a church  
428 person, or whatever it be...you've got to have a bit of an outlet that takes you away  
429 from that single focused desire because it actually helps that desire.

430 Many of the players mentioned the importance of balance; however, this theme was mentioned in  
431 relation to trying to balance the workload of mandatory study or work during NYC or mental  
432 recovery.

### 433 **Transition Stage Comparisons**

434 Aligned with the theoretical framework (Kelly, 1995/1991) that guided our methodological  
435 approach (Oades & Viney, 2000), the key themes reported by the players can be considered in  
436 relation to a cycle of experience, beginning with the anticipation phase (i.e., knowing what to  
437 expect, confidence, or lack of). During this phase, the second-tier players appeared to interpret this  
438 phase in the context of demands and reported experiencing nerves, “down times” and awe at the  
439 greatness of the opportunity to join the NRL squad; for example, one player stated, “I couldn’t  
440 believe I was in the top squad and I didn’t prepare for it.” The transitioning players also focused on  
441 the demands during this phase and tended to discuss the pressures, fear and intimidation of playing  
442 with superstars. The partially-transitioned player reported being unsure of what to expect whereas  
443 the player who failed to transition overstated his resources and indicated that he thought he knew  
444 what to expect, “I thought I’d do it easy. I thought just training. I’m good at it. No concerns at all.”  
445 Those players who successfully transitioned tended to report being concerned with meeting  
446 expectations (i.e., planning how to use resources to manage demands and to perform and fit  
447 culture). The anticipation phase is followed by an investment in the transition experience based on  
448 intrinsic (i.e., love of the game) and extrinsic (i.e., incentives) motivations. Consistent with self-  
449 determination theory (Deci & Ryan, 2000), those players who emphasised an intrinsic motivation  
450 for playing at the elite level were more likely to have successfully transitioned when compared with  
451 those who reported extrinsic motives.

452 Differences in players’ perceptions were evident during the encounter phase of the cycle of  
453 experience, specifically relating to entering the NRL squad (i.e., first NRL game). The second-tier  
454 players tended to report an initial feeling of being overwhelmed by demands including being away  
455 from family and under preparing (i.e., loss of resources), leading to difficult initial experiences and  
456 in some cases reduced performance (impairment pathway). For example, a second-tier player stated  
457 that he did not adequately prepare for the pre-season demands: “That first year I just went under the  
458 weather...as soon as I had a bad pre-season I was out of the picture,” potentially delaying his  
459 opportunity to play NRL which occurred after data collection; he progressed into the transitioning

460 category after mobilising resources, making some changes and switching to the enhancement  
461 pathway, “I knew after having that year under my belt what I had to do to turn it around...” The  
462 transitioning players tended to also identify a number of demands at first, however, appeared to be  
463 able to adapt by utilising resources. A transitioning player summed up the adaptation process as  
464 follows:

465           It all comes down to you’ve made mistakes and those mistakes are going to help you  
466           go along or you’re going to improve and you’re going to not make those mistakes a  
467           second time round, it’s going to make you a better player and mentally strong the next  
468           time you come round.

469 Five out of the seven transitioning players went on to successfully transition into the NRL. These  
470 players were able to identify what was needed to adapt to the demands placed on them during the  
471 encounter phase and perceived these demands as challenges rather than threats (Lazarus &  
472 Folkman, 1984). One of the transitioning players who dropped out of rugby league shortly after the  
473 study to pursue another sport identified a continuous lack of support from coaches and coaching  
474 staff and appeared to view this situation as a threat, “the coaching staff were taking its toll on me  
475 (and) I couldn’t really give much more”. The partially transitioned player and the player who failed  
476 to transition tended to have a negative view of the encounter phase, whereas the successfully  
477 transitioned players reported feeling confident to meet the demands they faced. One successfully  
478 transitioned player reported that his initial experience was positive, however, his second year  
479 (subsequent experience) was more challenging, “the second year is the hardest because everyone  
480 expects you to know what to do and that can be a bit more pressure”. The player who had  
481 completed the transition tended to be negative about his encounter experience, perceiving a number  
482 of threats, particularly in terms of support, leading to a less than ideal experience and achievement  
483 level (cf. JD-R impairment pathway). The apparent discrepancy between what was anticipated and  
484 what occurred during the transition experience among the discourse of the players who did not

485 successfully transition or partially transition suggested a greater likelihood of an unsuccessful  
486 transition and difficulties adapting to their initial experiences.

487 Themes relevant to the encounter phase included off-field behaviour, work ethic, support,  
488 confidence, coping, personal growth, and interpersonal attractiveness. In particular, those players  
489 who made successful transitions tended to have their expectations confirmed when entering the  
490 transition process or were able to adapt quickly using effective coping mechanisms, reporting a high  
491 level of support either from peers or family/romantic partners. One successfully transitioned player  
492 stated, “A lot of help came from the boys (players)...(they) just made everything much easier for  
493 me and I felt welcomed...they always gave me a kick up the bum if I was out of line which was  
494 good.” However, there was an exception to this general trend in the players’ discourse whereby the  
495 participant who had completed the transition reported that the first time he attempted to transition  
496 his expectations and predictions were not confirmed, particularly relating to his cultural needs,  
497 leading to disengagement for a time. He underwent a process of construct revision and renewed  
498 investment, leading to a successful transition, during which he reported an increased ability to  
499 manage the challenges he faced.

500 The coach told me straight up, “you are doing well but you won’t get in front of these  
501 (NRL players) until they retire.” Psychologically that f\*#ked me up pretty well. I gave  
502 up...Having a year off gave me a bit of desire...the thing I actually needed was to get  
503 a bit of hunger, a bit of fire in the belly. I had to learn to eat properly and to maintain  
504 myself and those are the two things that got me back.

505 After the process of adaptation occurred, all participants reported that balance, defined in terms of  
506 managing training with work (especially during NYC), managing free-time by having something  
507 outside of football and having a balanced mindset, was fundamental to maintaining a successful  
508 transition.

509 Out of the players who had been through the transition, a number of revisions and  
510 confirmations were made as a way of making sense of the transition. One successfully transitioned

511 player stated that the transition was about making the right choices on and off the field, whereas  
512 other successfully transitioned players discussed the importance of consistency in performance,  
513 doing what others are not willing to do (work ethic) and being clear-minded, having a goal to work  
514 towards. One of them stated, “Just being consistent in your performances. Just getting there but not  
515 losing focus of where you are and taking it for granted...just like a clear mind- just knowing what  
516 you want.” The partially transitioned player felt that the shock of his initial experiences had kept  
517 him from reaching his peak and advised future transitioning players to spend time gathering  
518 information to avoid a similar experience. “I would probably say that they need to talk to their  
519 coach and try and get as much advice as possible about what they’re not doing or what they should  
520 be doing or talk to older people.” The player who had completed the transition emphasised support  
521 and reiterated that he felt he had been let down in that area. The player who failed to transition  
522 reported regretting his refusal to conform to club expectations and not working harder.

523         The most evident differences between players’ perceptions occurred within the context of  
524 discussions regarding the environment, particularly relating to the subculture of rugby league.  
525 According to subculture research, sports such as rugby league are characterised by hegemonic  
526 masculinity in which males dominate and characteristics such as aggressiveness, strength, drive,  
527 competitiveness, heterosexuality, homonegativism and self-reliance are valued, along with an  
528 emphasis on the physical body, leading to behaviours such as hazing (Waldron, Lynn, & Krane,  
529 2011). Such a culture is often contradictory as it encourages risky and dangerous off-field  
530 behaviours such as binge drinking and drug use. The two players who reportedly had the most  
531 difficult transitions perceived that the club they were playing for at the time did not care or support  
532 them. The player who did not transition successfully reported acting in a way consistent with  
533 hegemonic masculinity, specifically frequent binge drinking behaviour, leading to acceptance from  
534 his fellow players but alienation from his coaches. He described his relationship with the club and  
535 his NRL coach as follows:

536 I didn't know if they knew me to be honest. It wasn't good with the head coach. A  
537 couple of the assistant coaches it was good like I could have a bit of a joke with them  
538 but it was never good with the head coach. That was my bad... We hated each  
539 other...[Q: How did that happen?]. Me getting on the (alcohol) and playing up and  
540 being in his office. Being in his office was like being back in school getting yelled at.  
541 This player recognised that he could have taken responsibility for his actions which may have  
542 resulted in a different outcome; however, he recognised the importance of support from the club and  
543 the coach and the contradiction between the expectations of the subculture to perform on and off the  
544 field. These findings are consistent with tenets of basic psychological needs theory, particularly as it  
545 pertains to one's perceptions of relatedness support in the social environment (Deci & Ryan, 2000).

546 Several participants stated that a mismatch between one's own culture/upbringing and the  
547 team's culture led to adjustment difficulties. The player who failed to transition described his  
548 difficulty transitioning from the country into a city team: "All you do in the bush is play footy and  
549 drink [alcohol]...you get into a fight and it's not a big deal...but in the city it's a massive deal...you  
550 go to court and get sanctioned by the club." Amidst these discussions on club culture it was  
551 revealed that hazing was important to earn group membership, consistent with previous findings  
552 regarding the outworking of hegemonic masculinity in male-dominated sports (Waldron et al.,  
553 2011). A player who successfully transitioned laughed when he recollected his experience of  
554 hazing:

555 I think [NRL Player] gave me a bit of a touch up and wrestle one day... That happened to  
556 him too when he was younger so it just gets passed down...it can be hard...a lot of the older  
557 guys often can push you a little bit in certain way... to not let the younger guys get ahead of  
558 themselves [i.e., arrogant] when they're there and just to concentrate and just train hard and  
559 do the best they can on and off the field as well.

560 Another player who had partially transitioned reported that he saw hazing as being similar to  
561 bullying at school with other players pointing out weaknesses, "just like being picked on, being the

562 new person...if there's something different about you...some people just target it." Players'  
563 appraisals of hazing differed based on their stage of progression through the transition process with  
564 those earlier in the process more likely to appraise hazing as a threat, whereas those who had  
565 successfully transitioned tended to perceive it as a challenge (Lazarus & Folkman, 1984).

### 566 **Substantive and Practical Implications, and Conclusions**

567         The available sport transition research has been criticised for being largely descriptive and  
568 atheoretical (Alfermann & Stambulova, 2007). Thus, this study is timely as we have drawn from  
569 complementary theoretical frameworks to inform our interview guide and sampling strategy (i.e.,  
570 PCP; Kelly, 1955/1991) and interpretation of the findings (i.e., JD-R; Demerouti et al., 2001).  
571 Additional strengths of this study included the integration of both athlete and coach perspectives,  
572 alongside a broad range of athlete perspectives that covered major periods of the transition into an  
573 elite sport team. Collectively, these strengths permitted a well-rounded assessment of the  
574 substantive robustness of previous findings and conceptual models on sport transitions, and helped  
575 generate new insights into this area of research. For example, the use of ECM alongside our  
576 sampling of athletes at different stages of the transition process helped identify differences in  
577 perspectives on the anticipations of the changeover into elite rugby league, for example, between  
578 players who had successfully transitioned against those who were unsuccessful.

579         We also revealed the usefulness of the JD-R model (Demerouti et al., 2001) as a  
580 complement to existing conceptual models of sport transitions (Stambulova, 2009; Wylleman &  
581 Lavalley, 2004) and framework to help organise new empirical evidence. As with the JD-R model  
582 (Bakker & Demerouti, 2007), we speculate that demands and resources within each level of the  
583 holistic, lifespan developmental perspective of career transitions will have direct or main effects  
584 with negative (e.g., ill-being, underperformance) or positive outcomes (e.g., well-being, high  
585 performance), as well as interactive effects between demands and resources within (e.g., high  
586 athletic demand coupled with high athletic resources) and between these four levels (e.g., high  
587 psychological demands coupled with low psychosocial resources). Indeed, Wylleman and Lavalley



588 (2004) have alluded to the interactive nature of transitions in different life domains. Perceptions of  
589 demands and resources are inextricably linked within the coping process (Lazarus & Folkman,  
590 1984) and, therefore, when integrated with the holistic, lifespan developmental perspective of career  
591 transitions in sport contexts (Wylleman & Lavallee, 2004) provide an element of parsimony  
592 together with a level of explanation that considers the complex number of themes that emerged in  
593 this study and previous transitions research.

594         Despite these strengths to our research, the study was not without limitation and these issues  
595 should be considered in future research. For example, our focus on male athletes and coaches limits  
596 the extent to which these findings can be generalised to female perspectives. Additionally, our  
597 adoption of “one-off” or cross-sectional interviews that relied primarily on retrospective recall does  
598 not permit an examination of individuals’ changing experiences and life course patterns;  
599 longitudinal qualitative approaches in which individuals are interviewed at multiple points during  
600 their transition would prove fruitful in this regard (McLeod, 2009).

601         In summary, we sought to understand a group of people striving to succeed in their context  
602 by exploring players’ and coaches’ perspectives on the transition from sub-elite to elite level rugby  
603 league within an Australian context. Specifically, both groups of participants reported that a number  
604 of personal attributes and environmental factors – mobilised through critical incidents and exhibited  
605 through consistency and a balanced lifestyle and focus – were fundamental to a successful  
606 transition. The importance of having adequate resources to match the demands of the transition was  
607 a key feature of the participants’ discourse. These themes were integrated using established theories  
608 (i.e., developmental model of transitions, coping, JD-R theory) to suggest that demands and  
609 resources from each global theme influence within-career transitions by occurring across four broad  
610 levels of development (Wylleman & Lavallee, 2004). From a practical standpoint, these findings  
611 underscore the importance of resource building interventions for athletes, coaches, and sport  
612 organisations. For example, educating athletes to take a proactive approach to goal regulation  
613 (Bindl, Parker, Totterdell, & Hagger-Johnson, 2012) could help develop their readiness for

614 important transitions across their athletic career. More broadly, educating coaches and organisations  
615 on how to create an environment that fosters self-determination, and developing more in-depth and  
616 individualised transition programs to clarify expectations and individual needs, could also assist  
617 with improving outcomes for transitioning athletes.

## References

- 651
- 652 Abbott, A., & Collins, D. (2004). Eliminating the dichotomy between theory and practice in talent  
653 identification and development: Considering the role of psychology. *Journal of Sports*  
654 *Sciences*, 22, 395 – 408. doi:10.1080/02640410410001675324
- 655 Alfermann D. & Stambulova, N. (2007). Career transitions and career termination. In G.  
656 Tenenbaum & R. C. Eklund (Eds.), *Handbook of sport psychology* (3<sup>rd</sup> ed., pp. 712–736). New  
657 York: Wiley.
- 658 Alfermann, D., Stambulova, N., & Zemaityte, A. (2004). Reactions to sport career termination: A  
659 cross-national comparison of German, Lithuanian, and Russian athletes. *Psychology of Sport*  
660 *and Exercise*, 5, 61-75. doi: 10.1016/S1469-0292(02)00050-X
- 661 Arnold, R., & Fletcher, D. (2012). A research synthesis and taxonomic classification of the  
662 organisational stressors encountered by sport performers. *Journal of Sport and Exercise*  
663 *Psychology*, 34, 397-429.
- 664 Australian Government (2012). *Budget overview*. Retrieved November 29<sup>th</sup> 2012 from,  
665 [http://www.budget.gov.au/2012-13/content/overview/download/Budget\\_Overview\\_may.pdf](http://www.budget.gov.au/2012-13/content/overview/download/Budget_Overview_may.pdf).
- 666 Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*.  
667 Englewood Cliff, NJ: Prentice Hall.
- 668 Back, M. D., Schmukle, S. C., & Egloff, B. (2011). A closer look at first sight: Social relations lens  
669 model analyses of personality and interpersonal attraction at zero acquaintance. *European*  
670 *Journal of Personality*, 25, 225 – 238. doi: 10.1002/per.790
- 671 Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: State of the art.  
672 *Journal of Managerial Psychology*, 22, 309–328. doi: 10.1108/02683940710733115
- 673 Bakker, A. B., & Demerouti, E. (in press). Job Demands – Resources theory. In E. H. Kessler (Ed.),  
674 *Wellbeing: A complete reference guide*. Chichester, West Sussex: Wiley-Blackwell.
- 675 Bartholomew, K. J., Ntoumanis, N., Ryan, R. M., Bosch, J. A., & Thøgersen-Ntoumani, C. (2011).  
676 Self-determination theory and diminished functioning: The role of interpersonal control and

- 651 psychological need thwarting. *Personality and Social Psychology Bulletin*, 37, 1459–1473.  
652 doi:10.1177/0146167211413125
- 653 Bindl, U. K., Parker, S. K., Totterdell, P., & Hagger-Johnson, G. (2012). Fuel of the self-starter:  
654 How mood relates to proactive goal regulation. *Journal of Applied Psychology*, 97, 134-150.  
655 doi: 10.1037/a0024368
- 656 Bloom, B. S. (Ed.). (1985). *Developing talent in young people*. New York: Ballantine.
- 657 Bruner, M. W., Munroe-Chandler, K. J., & Spink, K. S. (2008). Entry into elite sport: A preliminary  
658 investigation into the transition experiences of rookie athletes. *Journal of Applied Sport*  
659 *Psychology*, 20, 234 – 252. doi:10.1080/10413200701867745
- 660 Butler, R. J., & Hardy, L. (1992). The performance profile: Theory and application. *The Sport*  
661 *Psychologist*, 6, 253–264.
- 662 Butler, R. J., Smith, M., & Irwin, I. (1993). The performance profile in practice. *Journal of Applied*  
663 *Sport Psychology*, 5, 48–63.
- 664 Cahloun, L. G., & Tedeschi, R. G. (2006). The foundations of posttraumatic growth: An expanded  
665 framework. In L. G. Cahloun & R. G. Tedeschi (Eds.), *Handbook of posttraumatic growth:*  
666 *Research & practice* (pp. 3-23). Mahwah: Lawrence Erlbaum Associates Publishers.
- 667 Chanal, J. P., Marsh, H. W., Sarrazin, P. G., & Bois, J. E. (2005). Big-fish little-pond effect on  
668 gymnastics self-concept: Social comparison processes in a physical setting. *Journal of Sport*  
669 *and Exercise Psychology*, 27, 53-70.
- 670 Conroy, D. E., Willow, J. P., & Metzler, J. N. (2002). Multidimensional measurement of fear of  
671 failure: The performance failure appraisal inventory. *Journal of Applied Sport Psychology*, 14,  
672 76-90. doi: 10.1080/10413200252907752
- 673 Cooper-Thomas, H. D., Anderson, N., & Cash, M. L. (2012). Investigating organizational  
674 socialisation: A fresh look at newcomer adjustment strategies. *Personnel Review*, 41, 41-55.  
675 doi: 10.1108/00483481211189938

- 651 Côté, J. (1999). The influence of the family in the development of talent in sport. *The Sport*  
652 *Psychologist, 13*, 395-417.
- 653 Deci, E. L. & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the  
654 self-determination of behaviour. *Psychological Inquiry, 11*, 227 – 268.  
655 doi:10.1207/S15327965PLI1104\_01
- 656 Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-  
657 resources model of burnout. *Journal of Applied Psychology, 86*, 499 – 512. doi: 10.1037//0021-  
658 9010.86.3.499
- 659 Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and  
660 passion for long-term goals. *Journal of Personality and Social Psychology, 92*, 1087–1101.  
661 doi: 10.1037/0022-3514.92.6.1087
- 662 Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality.  
663 *Psychological Review, 95*, 256-273. doi:10.1037//0033-295X.95.2.256
- 664 Finn, J. & McKenna, J. (2010). Coping with academy-to-first transitions in elite English male team  
665 sports: The coaches’ perspective. *International Journal of Sports Science & Coaching, 5*, 257–  
666 279.
- 667 Fletcher, D., & Hanton, S. (2003). Sources of organisational stress in elite sports performers. *The*  
668 *Sport Psychologist, 17*, 175-195.
- 669 Gillham, B. (2005). *Research interviewing: The range of techniques*. New York: Open University  
670 Press.
- 671 Gordon, S., & Lavalley, D. (2011). Career transitions. In T. Morris & P. Terry (Eds.), *New sport*  
672 *and exercise psychology companion* (pp. 567-582). Fitness Information Technology.
- 673 Gucciardi, D. F. & Gordon, S. (2009a). Construing the athlete and exerciser: Research and applied  
674 perspectives for personal construct psychology. *Journal of Applied Sport Psychology, 21*, S17–  
675 S33. doi: 10.1080/10413200802582821

- 651 Gucciardi, D. F., & Gordon, S. (2009b). Revisiting the performance profile technique: Theoretical  
652 underpinnings and application. *The Sport Psychologist*, 23, 93-117.
- 653 Gucciardi, D.F., Gordon, S., & Dimmock, J.A. (2008). Towards an understanding of mental  
654 toughness in Australian football. *Journal of Applied Sport Psychology*, 20, 261–281.  
655 doi:10.1080/10413200801998556
- 656 Gucciardi, D. F., Longbottom, J., Jackson, B., & Dimmock, J. A. (2010). Experienced golfer's  
657 perspectives on choking under pressure. *Journal of Sport and Exercise Psychology*, 32, 61 – 83.
- 658 Hayes, S. C., Luoma, J., Bond, F., Masuda, A., & Lillis, J. (2006). Acceptance and Commitment  
659 Therapy: Model, processes, and outcomes. *Behaviour Research and Therapy*, 44, 1-25.  
660 doi:10.1016/j.brat.2005.06.006
- 661 Hays, K., Thomas, O., Maynard, I., & Bawden, M. (2009). The role of confidence in world-class  
662 sport performance. *Journal of Sports Sciences*, 27, 1185 – 1199.  
663 doi:10.1080/02640410903089798
- 664 Helsen, W. F., Van Winckel, J., & Williams, A. M. (2005). The relative age effect in youth soccer  
665 across Europe. *Journal of Sports Sciences*, 23, 629 – 636. doi:10.1080/02640410400021310
- 666 Hobfoll, S.E. (2002). Social and psychological resources and adaptation. *Review of General  
667 Psychology*, 6, 307–324.
- 668 Holt, N.L., & Hoar, S.D. (2006). The multidimensional construct of social support. In S. Hanton &  
669 S.D. Mellalieu (Eds.), *Literature reviews in sport psychology* (pp. 199–225). Hauppauge, NY:  
670 Nova Science.
- 671 Jones, G., Hanton, S., & Connaughton, D. (2002). What is this thing called mental toughness? An  
672 investigation of elite sport performers. *Journal of Applied Sport Psychology*, 14, 205–218.
- 673 Kelly, G.A. (1991). *The psychology of personal constructs: A theory of personality* (Vol. 1).  
674 London: Routledge. (Original work published 1955).
- 675 Lazarus, S. L. & Folkman, S. (1984). *Stress, appraisal, and coping*. New York: Springer.
- 676 Lincoln, YS. & Guba, EG. (1985). *Naturalistic Inquiry*. Newbury Park, CA: Sage Publications.

- 651 MacNamara, A., Button, A., & Collins, D. (2010). The role of psychological characteristics in  
652 facilitating the pathway to elite performance. Part 2: Examining environmental and stage  
653 related differences in skills and behaviours. *The Sport Psychologist*, 24, 74 – 89.
- 654 McLeod, J. (2009). *Researching social change: Qualitative approaches*. London: Sage.
- 655 Morgan, D. L. & Krueger, R. A. (Eds). (1998). *Focus group kit*. Thousand Oaks, CA: Sage.
- 656 Morris, T. (2000). Psychological characteristics and talent identification in soccer. *Journal of Sports*  
657 *Sciences*, 18, 715-726.
- 658 Murphy, G. M., Petitpas, A. J., & Brewer, B. W. (1996). Identity foreclosure, athletic identity, and  
659 career maturity in intercollegiate athletes. *The Sport Psychologist*, 10, 239–246.
- 660 National Rugby League. (2012). *National Rugby League*. Retrieved from <http://www.nrl.com>.
- 661 Nicholls, A. R., & Polman, R. C. J. (2007). Coping in sport: A systematic review. *Journal of Sports*  
662 *Sciences*, 25, 11-31. doi:10.1080/02640410600630654
- 663 Oades, L.G., & Viney, L.L. (2000). Experience cycle methodology: A new method for personal  
664 construct psychologists? In J.W. Scheer (Ed.), *The person in society: Challenges to a*  
665 *constructive theory* (pp. 160-173). Giessen: Psychosozial Verlag.
- 666 Oldenziel, K., Gagné, F., & Gulbin, J. (2003). *How do elite athletes develop? A look through the*  
667 *'rear-view mirror'* [A preliminary report from the National Athlete Development Survey  
668 (NADS)]. Canberra: Australian Sports Commission.
- 669 Park, S., Lavalley, D., & Tod, D. (2013). Athletes' career transition out of sport: A systematic  
670 review. *International Review of Sport and Exercise Psychology*, 6, 22-53. doi:  
671 10.1080/1750984X.2012.687053
- 672 Patton, M. (2002). *Qualitative research and evaluation methods*. Newbury Park, CA: Sage.
- 673 Pummell, P., Harwood, C., & Lavalley, D. (2008). Jumping to the next level: A qualitative  
674 examination of within-career transition in adolescent event riders. *Psychology of Sport &*  
675 *Exercise*, 9, 427 – 447. doi:10.1016/j.psychsport.2007.07.004

- 651 Rees, T. & Hardy, L. (2000). An investigation of the social support experiences of high-level sports  
652 performers. *The Sport Psychologist*, 14, 327 – 347.
- 653 Rugby League International Federation. (2012). *Rugby League International Federation*. Retrieved  
654 from <http://www.rlif.com/rankings>.
- 655 Saks, A. M., Uggerslev, K. L., & Fassina, N. E. (2007). Socialisation tactics and newcomer  
656 adjustment: A meta-analytic review and test of a model. *Journal of Vocational Behaviour*, 70,  
657 413–446. doi:10.1016/j.jvb.2006.12.004
- 658 Schlossberg, N. K. (1981). A model for analysing human adaptation to transition. *The Counselling*  
659 *Psychologist*, 9, 2 – 18. doi:10.1177/001100008100900202
- 660 Solomon, G. B. (2008). The assessment of athletic ability in intercollegiate sport: Instrument  
661 construction and validation. *International Journal of Sports Science & Coaching*, 3, 513 – 525.
- 662 Stambulova, N. (1994). Developmental sports career investigations in Russia: A post-perestroika  
663 analysis. *The Sport Psychologist*, 8, 221 – 237.
- 664 Stambulova, N. (2009). Talent development in sport: A career transitions perspective. In E. Tsung-  
665 Min Hung, R. Lidor, & D. Hackfort (Eds.), *Psychology of sport excellence* (pp. 63–74).  
666 Morgantown, WV: Fitness Information Technology.
- 667 Stambulova, N., Alfermann, D., Statler, T., & Cote, J. (2009). ISSP position stand: Career  
668 development and transitions of athletes. *International Journal of Sport & Exercise*  
669 *Psychology*, 7, 395–412.
- 670 UK Sport (2012). *Investment in sports*. Retrieved 29<sup>th</sup> November 2012 from  
671 <http://www.uk sport.gov.uk/sport/summer/>.
- 672 Vallerand, R.J., Blanchard, C. M., Mageau, G.A., Koestner, R., Ratelle, C., Léonard, M., Gagné,  
673 M., & Marsolais, J. (2003). Les passions de l'âme: On obsessive and harmonious passion.  
674 *Journal of Personality and Social Psychology*, 85, 756-767. doi: 10.1037/0022-3514-85.4.756



- 651 Vanden Auweele, Y., De Martelaer, K., Rzewnicki, R., De Knop, P., & Wylleman, P. (2004).  
652 Parents and coaches: A help or a harm? Affective outcome for children in sport. In Y. Vanden  
653 Auweele (Ed.), *Ethics in youth sport*. Leuven, Belgium: Lannoocampus.
- 654 Vealey, R. S., & Chase, M. A. (2008). Self-confidence in sport: Conceptual and research advances.  
655 In T. S. Horn (Ed.), *Advances in sport psychology* (3rd ed., pp. 65–97). Champaign, IL: Human  
656 Kinetics.
- 657 Waldron, J. J., Lynn, Q., & Krane, V. (2011). Duct tape, icy hot and paddles: Narratives of  
658 initiation onto US male sport teams. *Sport, Education and Society*, *16*, 111–125.  
659 doi:10.1080/13573322.2011.531965
- 660 Whitaker, B. G., Dahlin, J. J., & Levy, P. (2007). The development of a feedback environment and  
661 role clarity model of job performance. *Journal of Management*, *33*, 570-591.  
662 doi:10.1177/0149206306297581
- 663 Wuerth, S., Lee, M. J., & Alfermann, D. (2004). Parental involvement and athletes' career in youth  
664 sport. *Psychology of Sport and Exercise*, *5*, 21–33. doi:10.1016/S1469-0292(02)00047-X
- 665 Wylleman, P. & Lavalley, D. (2004). A developmental perspective on transitions faced by athletes.  
666 In M. Weiss (Ed.), *Developmental sport and exercise psychology: A lifespan perspective* (pp.  
667 507 – 527). Morgantown, WV: Fitness Information Technology.

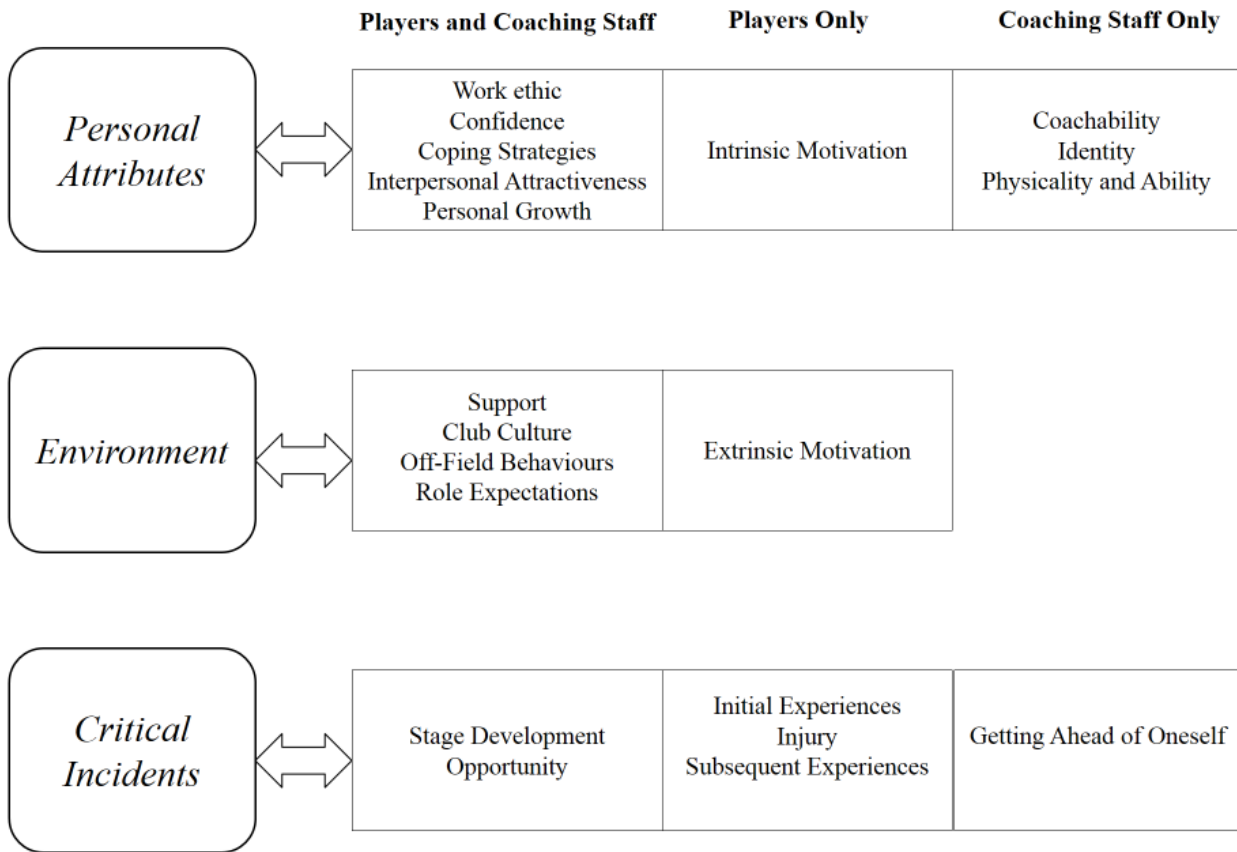


Figure 1. Schematic overview of the global themes and their associated themes as reported by players and coaching staff, players only, or coaching staff only.

Table 1. *Perceptions of players including a representative quote.*

Theme and Description	Representative Quote
Work Ethic: A player's capacity and willingness to remain determined, disciplined and effortful in fully preparing one's self for training, competition and the lifestyle of being an elite footballer	I think probably the effort, just...trying your heart out every game, doing everything you can be doing... doing more than what you have to do.
Confidence: Belief or degree of certainty that one has the ability to achieve his goals	If you can have that belief that you can do it or, even if you didn't do it the first time...you go and practice that and you're going to get it eventually.
Coping Strategies: The ability to use positive strategies or mechanisms to overcome and adapt to on and off-field stressors such as media and performance pressures, fame, family	A lot of other guys had contracts before me. I didn't make all the representative teams...and for a while there [NRL Club] didn't want me either but then I just worked hard and ended up getting in the Australian schoolboys team and it went from there (into an NRL career).
Interpersonal Attractiveness: A player's ability to integrate into the team environment particularly relating to being of good character, being personable, having a good attitude and being respectful	Honesty to yourself, to your team mates...that comes with everything like don't cut corners...just be on time, be early and all that stuff that makes a person. Just being a real positive guy. Don't be negative; just always be really happy and caring about others...always willing to help...never saying no. Just really reliable too...
Personal Growth: Growth both on and off-field across developmental domains in terms of developing maturity, independence, striving for ongoing improvement, taking responsibility or ownership for behaviours, personal development, and self-awareness	It made me grow up pretty quickly...you've got no choice. No one's going to cook your dinner if you don't cook it.
Intrinsic Motivation: An intrinsic enjoyment of rugby league football	It was the footy development that came with being part of a group that you wanted to be part of and where you wanted to do well...that enjoyment made me want to learn and become a better footballer.
Support: Help and resources provided by others	Having key people on your side that actually care about you, that are giving you constructive criticism...making you feel good about yourself, training buddies...people that can help motivate you.
Club Culture: The general club environment imposed by the club's philosophy, (including club expectations), and the players' expectations (e.g., hazing, intimidation, player acceptance)	That's what's good about [NRL Club] ...it's like the culture there is like your family because everyone's come from somewhere else and you pretty much just take everyone in and become one family.
Off-Field Behaviour: Problematic behaviour that occurs outside of the rugby league club and playing environment, particularly those involving drugs, alcohol and gaming	You see so many freaky players get (dropped) for doing something stupid...like one night out doing something dumb can end your whole career...once you're in the scene you've got to realise you're in the scene...you're targeted by media. You've just got to keep a level head when you're out.
Role Expectations: Having an understanding of the expectations of the club and environment	I think...trying to get as much information about the way NRL trains...ask past players what they went through so you can know what to expect...Like for me...I was talking to no one really...I just went in and hit everything front on without knowing what I was expecting. It makes it a lot easier if you do know what to expect. You can prepare yourself better for it.
Extrinsic Motivation:: Having extrinsic rewards for motivation (e.g., money)	A couple of little incentives along the way obviously helped. Like scholarships and things like that and trying to make those (representative) teams when I was young.
Stage Development: Completing a stepwise progression through the different levels of competition	You've got to do your apprenticeship; go through the 20s and if you're good enough from there then the club will pick you up and then you'll play first grade footy.
Opportunity: Everything falling into place to provide a chance to play NRL. Also, creating an opportunity for a better life.	Just growing up in New Zealand and the bad environments that we were living in... Education-wise nothing was very good back then and...the boys I was hanging around with (got me into trouble). That's the main reason I moved here; to try and get away from all that kind of stuff. I was just really focussed when I got here to get out of it and do something with my life.
Initial Experiences: Players' initial experiences of moving into the NRL squad, usually characterised by underperforming, poor decision-making and high levels of stress	Training full time rugby league 5-6 days a week was taking its toll on me. (I was) just one of them little kids coming in and wanting to get out...For the first 2 years I was just sort of going there, just walking around and I was saying, "yeah, get out of here, I've got better things to do"...That was really tough making the switch from Q Cup and I was training 3 days a week and just cruisey training but now training 5 or 6 days a week you got to be mentally prepared to train and get the most out of it.

Subsequent Experiences: Players' second and third year experiences in the NRL squad

The second years and following you see the good players who can have everything down pat of what they've got to do during the week or they get away from football, they do certain things that can be a big part of why players play so well on the weekend.

Injuries: The occurrence of injuries that take one out of the playing roster for one or more matches

I was playing with (osteitis pubis) for about 2 years on and off. So I got the operation at the end of last year...it just sort of dragged out and this is only my second game back (at Q-Cup level) now. That's been the most frustrating thing...knowing that I should be at that level (NRL) – I was at that level.

---

Table 2. *Perceptions of coaching staff including a representative quote.*

Theme and Description	Representative Quote
Work Ethic: A player's capacity and willingness to remain determined, disciplined and effortful in fully preparing one's self for training, competition and the lifestyle of being an elite footballer	If (players) come into the professional environment with a background of...having had developed a work ethic through their earlier lives...they seem to fit into that team environment a lot easier.
Confidence: Belief or degree of certainty that one has the ability to achieve his goals	If you're strong in yourself you'll stand up for your own beliefs...you won't be as easily misled to do the wrong thing or to skip a session or be a bit lazy...to make the right decisions based on your own ethics, ideals, ambitions and character .
Coping Strategies: The ability to use positive strategies or mechanisms to overcome and adapt to on and off-field stressors such as media and performance pressures, fame, family	There are talented players that just can't keep up with the full-time training program...they are overwhelmed by the demands and challenges so we need to help them develop better ways to cope and make the most of these experiences.
Interpersonal Attractiveness: A player's ability to integrate into the team environment particularly relating to being of good character, being personable, having a good attitude and being respectful	Players who are truthful and trustworthy and respectful to you as opposed to some arrogant and brash young athletes.
Personal Growth: Growth both on and off-field across developmental domains in terms of developing maturity, independence, striving for ongoing improvement, taking responsibility or ownership for behaviours, personal development, and self-awareness	Successful players have to be prepared to take ownership and accept responsibility...to critique their own game with the coaches to get that feedback and be able to work out what they need to do and then to go about it.
Physicality and Ability: Rate of physical development and time to maturity as well as skill and ability	It's having the necessary skill obviously to be that professional with skills that are required to fulfil that role and obviously depending on what position it's really important to not be one-dimensional...you've got to be able to have multi-skills in terms of what's needed. That skill component you can't underestimate that as well as all the others.
Coachability: Being willing and able to learn new skills	Your ability to absorb information, taking feedback, act on it and be prepared to keep working on it.
Identity: Knowing who one is, what one's values are and what defines one as a person outside of sport	You're not just an athlete, you're someone else as well...and you're not going to be the best at everything...knowing your strengths and weaknesses...having a vision of what you want to be.
Support: Help and resources provided by others	It's important to have a variety of positive and encouraging support networks that assist in all areas of life.
Club Culture: The general club environment imposed by the club's philosophy, (including club expectations), and the players' expectations (e.g., hazing, intimidation, player acceptance)	If you have a culture of alcohol abuse you just can't change that overnight. It's got to start from the youngest levels...The organising body have got to have a strong philosophy on what they really want to achieve.
Off-Field Behaviour: Problematic behaviour that occurs outside of the rugby league club and playing environment, particularly those involving drugs, alcohol and gaming	As far as events that are going to disrupt the player...we've had a number of different incidents with young players who are just tempted by different things...the drink and the gambling and late nights etc are the major issues that you encounter when you bring players into this sort of environment.
Role Expectations: Having an understanding of the expectations of the club and environment	We as a club...(are) trying to be about 5 or 6 years ahead so our next generation will come up and it'll (the requirements) be second nature to them.
Opportunity: Everything falling into place to provide a chance to play NRL. Also, creating an opportunity for a better life.	Even though you're at the peak of your ability limits, the peak of your fitness...you've still got to wait for that opportunity to present itself.
Getting ahead of One's Self: Prematurely assuming that all the work is finished and one's achieved all one needs to	I think too many guys come in and think they've made it once they get picked...They've been the king pin on their side...they get to our environment where everyone's on a level footing and they don't know how to make that next step.