Career Planning and Development in Elite Sport: An AFL perspective

Leanne Morris

Bowater School of Management and Marketing, Deakin University, Geelong, Australia

Email: leanne.morris@deakin.edu.au

Michael Cherry

Bowater School of Management and Marketing, Deakin University, Geelong, Australia

Email: michael.cherry@optusnet.com.au

Preferred Stream: Stream 4

Profile: Leanne Morris is a Senior Lecturer at Deakin University. She lectures in human resource management, organisational behaviour and human resource development. She is currently undertaking a PhD examining performance management of academics in Australian universities.

CAREER PLANNING AND DEVELOPMENT IN ELITE SPORT: AN AFL PERSPECTIVE

ABSTRACT

This paper examines career development in elite sport, specifically the perceptions of Australian Football League (AFL) players on the career development programs offered by the AFL Players Association. HRM literature reveals considerable research in the area of career planning and development. There is however a paucity of research into career planning for elite athletes in Australia. While overseas studies indicate a lack of career planning by elite athletes for their life after sport, that is not the findings of this research. This pilot study reveals that AFL Players not only recognise the need for and value of career planning, they actively utilise the AFL Players Association, Player Development program, in particular the training and development and guidance aspects of the program. This research is useful because it provides feedback to those who formulate such programs to better cater for and create more focused programs. It also provides the basis for further research across the sport and the potential to test its applicability across other elite sports.

Keywords: Career development, learning and development, human resource development, human resource management.

BACKGROUND

The literature on career development within the HRM field is expansive and there is considerable literature on elite sport. There appears to be however, little empirical research in the area of human resource management concepts and practices in elite sport.

This research aims to contribute to the limited empirical studies by examining an aspect of human resource management, namely career planning and development, of a group of employees who have received little serious academic scrutiny: AFL players (Pascoe 1995). Literature supports the view that elite sport professionals have unique characteristics that differentiate them from mainstream employees and as such do not fit within the normal parameters of human resource practices (Remer, Tongate, & Watson, 1978; Lanning, 1982). There is also recognition that elite sport professionals, including AFL players, face difficult transitions out of sport (Pearson & Petitpas, 1990; Crook, 1991; Baillie & Danish, 1992). There have been few studies that look specifically at the measures and programs that enhance the career development of athletes and aid their transition out of sport within Australia and Australian sports. Accordingly this research is about examining the career development programs of the AFL Players' Association and the perceptions and use of these programs by AFL players. One practical outcome of the study will be to provide evidence for those who formulate such programs to better cater for and create more focused programs. Expanding this study could be particularly useful to managers and administrators of other AFL clubs, and to

some extent could be used by administrators of other Australian sports such as Rugby Union and Rugby League, as these sporting codes have similar career development programs.

The game of Australian Rules football evolved from a hybrid version of various folk codes and styles of football available to colonials (Pascoe, 1995), although "no-one can be entirely sure exactly where this strange new game came from" (Pascoe, 1995:47). In 1858 Victoria Rule was codified. In 1887 the Victorian Football Association was formed, and more teams joined the competition. Ensuing decades saw the development of the game accelerate as "crowds grew in size…[and]…with the addition of new clubs… the total number of spectators increased dramatically" (Pascoe, 1995:55). 1897 saw the formation of a professional league, the Victorian Football League. The VFL competition became a 'world-class' professional football competition; the pinnacle to which a player might aspire (Pascoe, 1995).

The 1980s saw the development of a national competition under the banner of the Australian Football League (AFL). During the evolution from VFL to AFL, the game "was already exerting an influence on Australian culture" (Pascoe, 1995:68). The support for and influence of the game increased with the growth of media coverage. With this media coverage, viewers saw the footballers on exorbitant salaries and thought they are, "…well paid, …Why, they'll never have to work another day in their lives!" (Rosenberg, 1981:1). But this is not the case. AFL players, when they retire from competition, are still young and full-time retirement at a young age is not normally socially sanctioned. The questions that need to be asked then are, how prepared are AFL footballers for their life after football and what measures do they undertake to ensure a smooth transition?

ATHLETES AND CAREER PLANNING AND DEVELOPMENT

Much has been written from a theoretical standpoint on the pitfalls of athletic participation and an athlete's career development. Adler and Adler (1989) contend that a loss of future orientation and long-term planning is parallel to the privileges that accompany an athlete's status. "Because they [athletes] believe they are entitled to special care and attention, they are less likely to work to develop life and career alternatives outside their sport" (Pearson & Petitpas, 1990:9).

The literature suggests that commitment to one's sport may be a factor that inhibits career development amongst athletes, as the time and energy demands placed on participation in sport restricts athletes, making it understandable that career exploration and planning is not a top priority for them (Sowa & Gressard, 1983; Petitpas & Champagne, 1988; Petitpas,

Danish, McKelvain & Murphy, 1992; Martens & Cox, 2000; Sandstedt, Cox, Martens, Ward, Webber & Ivey, 2004). Martens and Cox (2000) noted that college athletes tend to lag behind their non-athlete counterparts in formulating career goals. Athletes have highly structured lives, with time constraints imposed on them and decisions made by others (Martens & Cox, 2000).

Researchers in sport psychology support the idea that an athlete's use of career development for life after sport, is substantially lower than non-athletes. Sandstedt, Cox, Martens, Ward, Webber and Ivey (2004) reported that considering the vast amount of time spent competing in sport, it is highly plausible that even if athletes wanted to engage in career exploration, they simply may not have the time or energy to do so. Petitpas, Danish, McKelvain and Murphy (1992) found that many athletes feel that investing time and effort into career development and planning detracts from their sporting performance. They indicated that many of their participants had no skills except those directly related to their sport. Petitpas and Champagne (1988) found that athletes enjoy a privileged status which they have no intention to upset, and thus have no inclination to expand their identities through career development. This reinforced Blann's 1985 study that showed that athletes who are preoccupied with sport pay inadequate attention to educational and career plans.

Brown and Bohac (1997) reported that opportunities to engage in developmentally appropriate tasks are often suppressed by an athletic system that regards winning as paramount. Similarly, some authors believe that athletes feel they can delay their career planning until later in life, when really at this stage it may be too late (Blann, 1985; Kennedy & Dimick, 1987). Wiechman and Williams (1997) suggested that individuals who place substantial importance upon sports roles leads them to become overly dependent on them, and they do not know how to function without their roles: a form of role engulfment.
A further insight from Hinkle (1994) suggests that many athletes perceive sport as their 'life role' and postpone future career decisions and planning. Pamer (1994) believes that fantasies propel many athletes into sport in an attempt to pursue superstardom, and avoid generating career alternatives. These findings can be likened to Lanning's (1982) study that reported that career counsellors, when they become involved with athletes, often see the athletes as 'special and privileged'. This special attention adds additional pressure and problems for the athlete. Martens and Lee (1998) validated this argument, arguing that as a result of inadequate career planning, student-athletes will be left without an alternative occupation.

Career Planning and AFL Players

While almost all of the studies discussed above are American, Canadian or British, the question that does arise is, 'are there any studies that have a focus upon Australian sport?' Unfortunately there appears to be few. Human resource studies focusing on Australian sports, whist being sparse in their numbers, examine a variety of HR topics, including; culture, employment practices, and retirement but not career planning or development. Smith and Shilbury (2004), Smith and Stewart (1995), Stewart and Smith (1999) and Colyer (2000) all researched in the area of culture, while Mills (1994) researched the 'professionalisation' of Australian sport. Dabscheck (1996, 2000, 2004) and Booth (1997) examined industrial relations in Australian sport and Schwab (1998) examined employment rules governing Australian sports. Fortunato and Gilbert (2003), Fortunato and Marchant (1999), and Grove, Lavallee and Gordon (1997) researched retirement strategies of former Australian athletes, and how such athletes coped with the stresses of retirement out of sport.

The Literature Gap

An examination of the sports literature identifies a body of research which has studied the effects of possessing a strong athletic identity, the trauma associated with making a transition out of professional sport and the lack of serious future and career planning by elite sport professionals. A similar examination of the HR literature reveals considerable research in the areas of career development, the changing nature of careers and the shifting responsibilities for career development. There is however a paucity of research examining career development for elite athletes.

Non-sporting employees receive much attention in the career development literature unlike their sporting counterparts. While there are some HR studies focused on Australian sport, the literature is silent on career development for athletes in elite sport in Australia. This study attempts to address the gap in the literature by examining the perceptions of AFL players on the need for, and use of, career development programs offered by the AFL Players Association (AFLPA).

Career Planning and Development and the AFL Players Association

Australian Rules football is arguably Australia's biggest sport, in terms of participation at the elite level (Hirons, 2005) and exposure to the population through advertising and broadcasting (OZTAM, 2005), with record club membership of the 16 clubs at 516,363 (Edmund, 2006:31). Pascoe (1995:58-59) acknowledges that "despite its wide reputation (and perhaps partly because of its popularity is taken for granted) Australian football has rarely been the subject of serious academic scrutiny". The 2005 AFL annual report reveals that there are only 12 endorsed studies being conducted on the AFL. The problem is none of these studies, with

the possible exception of Kelly and Hickey's (2005) professionalism of AFL players, focus upon HR in the AFL. Their studies focus upon player welfare or game development.

Career planning should not be viewed as a one-off event but rather a continual process that eventually becomes part of a repertoire of skills, integral to one's professional development (Donner & Wheeler, 2001). Career planning has a long-term perspective, extending beyond the current situation. Orpen (1994) suggests that individuals who systematically plan their careers tend to be more successful and feel positive towards their careers as they have a clear direction on where they are going and what they want from life. A career in elite sport, such as AFL football, is an unusual career. It does not have long career prospects with the possibility for promotion and advancement.

The career span for the average AFL player is 30 games or 2.9 years (Wood, 2003; Kelly & Hickey, 2005). As "the lifecycle of the average AFL footballer isn't very long" (Sherbourne, 2003:21) the need to plan for retirement is thrust upon them much earlier. The retired player must "find and move into a meaningful job with an adequate income" (McPherson, 1980, p.133) to support their lifestyle. Professional players are around the club six to seven days a week (Wood, 2003) meaning it is generally impossible to develop or pursue a second career outside sport. Career planning becomes secondary to winning games. There is little information available on how players prepare for their life and careers after football. Whose responsibility then is it for developing the employment skills and options of these players?

Career Planning and Development and the AFL Players Association
Acknowledging this problem and through extensive feedback from footballers, the AFL Players' Association (AFLPA), took on the mantle of promoting and supporting the development of players off the field. The AFLPA has established a network of personal and developmental services throughout Australia for use by all AFL players (AFL_SportsReady, 2006). Such services offered to the players fall under the title of AFLPA Player Development Program or PDP (Figure 1). "The PDP has been designed to focus on all aspects of a player's development, including education and training, welfare, transition and retirement issues" (AFL_SportsReady, 2006:2). It should be noted that not all AFL players require assistance in regard to career planning with many players having clear career aspirations for life after football. However these footballers can still access the PDP for assistance in regard to their education, training, welfare and transition.

Consequently, this research project is about ascertaining the views held by AFL players on the Player Development Program, in particular the career development sections. In examining the career development programs offered by the AFLPA the research will identify the perceptions of a group of Australian Rules football players of their need for and use of programs to assist them in planning for a life after football.

METHODOLOGY

Research Context - 'FootyClub'

'FootyClub' is a fictitious name for a Victorian AFL club in which this pilot study took place. 'FootyClub' has been associated with the game since its inception; making it one of the oldest clubs of any code in the world. 'FootyClub' is one of ten Victorian AFL clubs and one of 16 nationally. 'FootyClub' has played more than 2,000 league games in its long AFL history. 'FootyClub' was selected as the research club because of ease of access and practical limitations associated with this research. Researchers had access to the club as one researcher worked part-time there (not in the football department) and the other had had professional dealings with the Player Development Manager in the past. The Player Development Manager was approached and asked to nominate an equal number of players across each of the three categories as defined by Kelly and Hickey (2005). Nine participants were nominated from a group of forty-four; three from each category.

Target Population

The problem with any research is "we are almost never able to study all the members of the population that interests us" (Babbie, 2001, p.111). The target population for this exploratory study was nine AFL footballers from a single AFL club (a population size of 44 player), grouped into three different career 'phase classification' according to Kelly and Hickey (2005). Units of analysis are "things we examine in order to create summary descriptions of all such units and to explain differences among them" (Babbie, 2001:95), and in this research the unit of analysis are individual players in the different career stages, with the career groupings acting as units of observation.

The criterion that was used in the research was that designed by Kelly and Hickey (2005) who determined that AFL players can be categorised into three distinct 'phases' or groups:
Early Career Players – players who have played zero games up to the end of three years as an AFL player

<u>Mid Career Players</u> – players who have played between four years up to the end of seven years as an AFL player

<u>Late Career Players</u> – players who have played eight or more years as an AFL player

Kelly and Hickey (2005:2) identify that the boundaries between the 'phases' act as guides or "in some respects, generalisations" rather than being concrete groupings.

This exploratory study interviewed three participants from each category, making a total of nine participants.

Method

While there are possible limitations of conducting research in a single context, such as 'FootyClub' it is appropriate for "an exploratory study that serves as a first step to a later, more comprehensive study" (Ghauri, et al., 1995, p.93) or developing a theory, as it can provide useful insight into the chosen research situation.

While the research is from a single context, there should be sufficient similarities between the AFL clubs to allow for the theory to be applied and generalised to other AFL clubs and players in future research. The resulting theory has face validity to be transferable as it "seems to be a reasonable measure of what it purports to measure" (Ghauri, et al., 1995, p.48).

A qualitative approach was selected and grounded theory method was chosen as the best method for the research. With grounded theory the most common type of data collection technique is face-to-face in-depth interviews (Goulding, 2002) and this method was deemed to be the best method and primary means for data collection.

A semi-structured interview approach was used because it has the potential to generate rich and detailed accounts of individuals' experiences. Open-ended questions were used during the interviews to capture the spontaneity of the respondent's views and avoid the 'wish list' danger of closed Likert scale questions (Healy 1999). Interviews allowed the researchers to "gain insight into their [the interviewees] feelings or reasons for behaving in a certain way" (Esterberg, 2002, p.176). In grounded theory open coding was used to analyse data, working "intensively… line by line, identifying themes and categories that seem of interest" (Esterberg, 2002, p.158). Data was coded on the basis of emerging themes from the interviews.

<div align="center">

FINDINGS AND RESULTS.

</div>

Career Planning and AFL Footballers

Participants were interviewed in order to elicit information on two questions:

Question 1

'To what extent do AFL players perceive career development and career planning

programs as important and necessary tools to assist them in planning their future?'

Question 2

'How do AFL players' at different career stages perceive the career development programs of

the AFL Players Association?'

Question 1: 'To what extent do AFL players perceive career development and

career planning programs as important and necessary tools to assist them in

planning their future?'

This question aimed to assess the degree or level to which AFL players viewed career development and career planning programs as important tools to help them plan their futures. On a whole, the players hold career development and career planning programs in the highest regard. Participants provided several comments that emphasised this:

"I think it's pretty important for me especially when you can do an injury and you don't

know how long you're going to play for". (Early Career Player)

"Its very important now but back then it wasn't so important". (Mid Career Player)

"It was important but probably not addressed like it is these days". (Late Career Player)

All of the players, across all three groups reported that when they initially began in the AFL, planning was not a priority, but as they progressed in the game the need for adequate contingency plans after football become a pressing and important activity. These results also confirm the findings of Lally and Kerr (2005) that athletes initially invest so much of themselves in their sport that they tend to be somewhat indifferent towards career planning. Only later do they realise the need and importance of planning for alternatives after sport.

Question 2 'How do AFL players' at different career stages, perceive the career

development programs of the AFL Players Association?'

This question was designed to assess the players' perceptions of career development programs of the AFL Players Association. The aim was to ascertain if any difference existed between the three different career groups and if player perceptions of career development programs have changed over time. It can be concluded on a macro level, that the playing group as a whole perceived the career development programs in the AFLPA's Player Development Program (PDP) as sufficient in meeting their current and future career planning need and that these are the most used of all the programs offered . On a micro level, however, there are slight differences in the views expressed by players in the three career categories.

The early career players had not been involved in the career development programs to any great extent, as they were still establishing themselves in their football career. Of the career development programs that they have used, the early career players referred to the content of the programs as "great" and believed the programs' ability to assist them to plan for the future are "a good thing".

The mid career players were the highest users of the career development programs and as such, had much higher opinions of them. As a few of the mid career players were not expecting to play beyond this season, they had fairly well developed career plans. The reason for their well-developed plans was due to their high use of the PDP. These players perceive the career development programs offered by the AFLPA as "really good". One player initially thought the career development programs were going to be a waste of time, but actually using the services and seeing the effort the AFLPA put into helping him out, he now believes the programs were "quite useful" and recommends them to others who may be in a similar situation as he.

The late career players reported positive perceptions of the program. Typical opinions about the career development programs were that "they do a great job". One player spoke of how he initially did not know much about the entire program when he used the career development sections but now thinks it is "pretty good".

Overall there is a realisation by these players of the need for education and training or some form of guidance on career choices for after football. The interviewed players saw the benefit in using education and guidance services provided by the AFLPA. Additionally these players had a positive perception of the overall PDP, with praise for the career development sections. No interviewed player could name any programs, workshops or training resources that should be added to the PDP to enhance its ability to benefit players. All players intended to use the services of the PDP in the future thereby demonstrating value of the PDP to the players' future planning needs.

An emerging theme with the early and mid career players was the value placed on the education and training, and guidance section of the PDP. In comparison, the late career players saw greater value in the education and guidance sections but they used the career section more than the guidance sections. There appeared to be a shift in players' values as they progress in the AFL. The early and mid career players sought guidance about career

options and alternatives, whereas the late career players required preparation for their future careers; a natural progression from career guidance to career orientated assistance programs. What was interesting was that players from each career category made mention of the financial assistance of the education and training grants, which acted as a catapult to get them into education or training.

DISCUSSION

The use of the AFL player phase categories of early, mid and late career players provides a useful means to assess the aim of the research project: how AFL players at different career stages perceive the career development programs offered by the AFLPA.

While there were a number of issues and themes unique to each group of players, there were issues common to all interviewed players. All players acknowledged the finite nature of their sporting careers, and the need and importance of planning for a career and life after football. Not surprisingly 'education and training' and 'guidance' were the most used and most recommended sections in the PDP. Additionally all players stated they had intentions to use the PDP in the future.

The early career players were new to the game and still coming to terms with the norms of life as professional footballers, though they recognised the vulnerabilities and uncertainties associated with playing professional football. The effect of the game on their bodies was a concern for this group of players. The potential for a long, but physically demanding football career, generally made these players aware of keeping their bodies in peak physical health. Additionally almost all players in this career category spoke of the future need to focus on other roles and activities outside football.

Having been on an AFL list for up to eight years, most mid career players had achieved their ambition of playing professional AFL football. Among this group was an acute awareness that their football careers would not go on forever. The mid career players spoke with enthusiasm about the need to be proactively involved in activities that could assist and provide them with alternatives after football. With uncertainty of contracts, performance problems and injury clouds, these players expressed doubts about their playing future. As a result these players were the most prepared for retirement, relishing the potential opportunities to explore activities outside football.

As these players had dedicated more than eight years to AFL, the late career players, apart from being well established in football, collectively acknowledged their playing days were numbered, expressing a desire to continue playing as long as possible and make the most of

the remaining opportunities. Life after football for this group has been put on hold as they focus on their last few remaining football years.

What we are seeing with the mid career and late career players is that they are displaying characteristics associated with a core and peripheral group employment situation. The 'core workforce' is characterised by full time staff who enjoy relatively secure jobs with good pay and employment conditions (Gunnigle, 1992). The 'periphery workforce' are workers who enjoy much less favourable pay and employment conditions, with little job security (Gunnigle, 1992); offered a job but not a career. What can be concluded from the research is that the late career players are similar to the 'core' workers, with those who have achieved 'stardom' contracted for long periods of time and for substantial amounts of money. On the other hand, the mid career players resemble the 'peripheral' workers, not on such exorbitant salaries and much shorter contracts.

Limitations

A limitation of the study is the fact that it examined just one AFL club; one of ten in Victoria, and one of 16 in Australia. More extensive research conducted across several AFL clubs could provide additional insight into players' perceptions of career development programs. Future research would increase the sample size to improve generalisability by interviewing more players and could be conducted across several, if not all AFL clubs within Australia. Conducting research at more than one club would allow for inter-club comparisons to be made, and possible comparisons based on club culture, club location and/or player composition (age, ethnicity, socio-economic status, associated club prestige, club financial standing). While the research centred on the AFLPA's career development program, future research may also consider the impact of such things as contract length, the level of career planning and remuneration on the players' preparation for life after football.

CONCLUSION

This research has examined three career-categories of AFL footballers, from one AFL club, about their perceptions of the importance of career planning and development. It also explored players' use of the related programs offered by the AFL Players Association. Previous overseas research identified career planning as not a top priority for athletes (Blann, 1985, Martens and Cox 2000, and Sandstedt et al, 2004). The fact that this research was undertaken in 2006 compared to the earlier overseas research might indicate that athletes today are more enlightened about the need to prepare for post-sporting careers. This research however not only identified the importance of career planning to these elite athletes but also revealed their use of programs offered by the AFLPA to facilitate careers after they had

finished their AFL careers. Further research would ascertain if this is the case at other AFL clubs. This research could also be applied to different sports such as Rugby Union and Rugby League, as these sporting codes have similar career development programs.

Additional areas of research interest also emerged. Further examination is warranted into the comparison between the concept of 'core' and 'peripheral' workers and elite athletes. In addition, the development of an elite sport model of career development using Levinson's (1985) Era's model and Greenhaus's (1987) Five-stage model of career development, as a basis, is worthy of further investigation.

REFERENCES

Adler P A and Adler P (1989) The gloried self: The aggrandisement and the construction of self. *Social Psychology Quarterly 52*(4) :299-310.

AFL_SportsReady (2006) AFL player apprenticeship. Melbourne: AFL SportsReady Limited.

Babbie E R (2001) The practice of social research (9th ed.) Wadsworth Thomson Learning, California

Blann F W (1985) Intercollegiate athletic competitions and students' educational and career plans, *Journal of College Student Personnel 26*:115-118.

Booth R (1997) History of player recruitment, transfer and payment rule in the Victorian and Australian Football Leagues. *Australian Society for Sports History Bulletin, 26*:13-33.

Brown C and Bohac J (1997) Beyond athletic participation: Career development interventions with student-athletes. *Journal of College Student Development, 36*(6): 671-673.

Colyer S (2000) Organisational culture in selected western Australian sports organisations. *Journal of Sport Management, 14*:321-341.

Dabscheck D (1996) Playing the team game: Unions in Australian professional team sport, *Journal of Industrial Relations, 38*(4) :600-628.

Dabscheck D (2000) Sport, human rights and industrial relations. *Australian Journal of Human Rights, 6*:129-159.

Dabscheck D (2004) Industrial relations in Australian professional team sports. *The Otemon Journal of Australian Studies, 30*:3-22.

Donner, G J and Wheeler M M (2001) Career planning and development for nurses: The time has come. *International Nursing Review, 48*:79-85.

Edmund, S. (2006). Fans flock to the footy. *Herald Sun,* Friday 30 June : 31.

Fortunato V and Gilbert K (2003) Reconstructing lives: The problem of retirement from elite sport, Common Ground Publishing Pty Ltd.

Fortunato V and Marchant D (1999) Forced retirement from elite football in Australia. *Journal of Personal and Interpersonal Loss 4*(3):269-281.

Ghauri P, Gronhaug K, and Kristianslund I (1995) Research methods in business studies: A practical guide, Prentice Hall International, Hertfordshire.

Greenhaus, J. H. (1987). Career management. Hinsdale: The Dryden Press.

Grove J R, Lavallee D and Gordon S (1997) Coping with retirement from sport: The influence of athletic identity, *Journal of Applied Sport Psychology 9*(2):13.

Gunnigle P (1992) Changing management approaches to employment relations in Ireland. *Employment Relations, 1*:17-32.

Hinkle J S (1994) Integrating sport psychology and sport counselling: Developmental programming, education, and research. *Journal of Sport Behaviour, 1*:52-59.

Hirons M (2005) Australians' interest in sport increases.: Sweeney Sports Albert Park.

Kelly P and Hickey C (2005) Getting the balance right: Professionalism, performance, prudentialism and playstations in the life of AFL footballers, AFL Research Board, Melbourne.

Kennedy S R and Dimick K M (1987) Career maturity and professional sports expectation of college football and basketball players *Journal of College Student Personnel, 28*:293-297.

Lally P and Kerr G (2005) The career planning, athletic identity, and student role identity of intercollegiate student athletes. *Research Quarterly for Exercise and Sport, 76*(3) : 275-290.

Levinson, D. J. (1986). A concept of adult development. *American Psychologist, 41*: 3-13.

Martens M and Cox R (2000) Career development in college varsity athletes. *Journal of College Student Development, 41*:172-180.

Martens M P and Lee F (1998) Promoting life-career development in the student athlete: How can career centres help? *Journal of Career Development, 25*(2):123-134.

McPherson B D (1980) Retirement from professional sport: The process and problems of occupational and psychological adjustment, *Sociological Symposium, 30* :126-143.

Orpen C (1994) The effects of organisational and individual career management on career success. *International Journal of Manpower 15*(1) : 27-37.

OZTAM. (2005). Top 20 programs - 18th September - 24th September 2005 OZTAM, Melbourne.

Pamer T (1994) The athletic dream and the black male student: Primary prevention implications for counsellors. *The School Counsellor, 41*(5):333-337.

Pascoe R (1995) The winter game: The complete history of Australian Football. The Text Publishing Company, Melbourne.

Pearson R and Petitpas A (1990) Transitions of athletes: Developmental and preventive perspectives, *Journal of Counselling and Development 69*(1) : 7-10.

Petitpas A and Champagne D E (1988) Developmental programming for intercollegiate athletes, *Journal of College Student Development, 29*: 454-460.

Petitpas A, Danish S J, McKelvain R, and Murphy S (1992) A career assistance program for elite athletes, *Journal of Counselling and Development 70*(3):383-386.

Rosenberg E (1981) Professional athletic retirement, *Arena Review, 5*(2) : 1-11.

Sandstedt S, Cox R, Martens M, Ward G, Webber N, and Ivey S. (2004) Development of the student-athlete career situation inventory (sacsi). *Journal of Career Development, 31*(2) : 79-93.

Sherbourne C (2003) How to spend $100 million. *Herald Sun,* September 13, p. 21.

Smith A and Shilbury D (2004) Mapping cultural dimensions in Australian sporting organisations, *Sport Management Review, 7*: 133-165.

Smith A and Stewart B (1995) Sporting club cultures: An exploratory case study. *Australian Leisure, 6*: 32-37.

Sowa C J and Gressard C F (1983) Athletic participation: Its relationship to student development *Journal of College Student Personnel, 24*: 236-239.

Sparkes A C (1998) Athletic identity: An Achilles' heel to the survival of self. *Qualitative Health Research, 8*(5): 644-664.

Stewart B, and Smith A (1999) The special features of sport. *Annals of Leisure Research, 2*: 87-99.

Wiechman S and Williams J (1997) Relation of athletic identity to injury and mood disturbance, *Journal of Sport Behaviour 20*(2):199-211.

Wood G (2003) Business ethics discs 1 and 2 [CD-ROM]. Burwood: Deakin University.