THE MANAGEMENT OF JUNIOR FOOTBALL DEVELOPMENT PROGRAMMES IN
SELECTED PROFESSIONAL FOOTBALL CLUBS IN GAUTENG

by

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ABSTRACT

Football development programmes view the player as a holistic individual and therefore follow holistic procedures in the development of football players. The football development programmes of various football clubs have been used in the search for sporting excellence. The use of such programmes is an international trend at the heart of football development. However, not all football clubs have development programmes. Junior football development in South African is the responsibility of clubs and football development programmes, with the South African Football Association's Development Committee only responsible for improving football. The football development programmes in South Africa are not standardised and regulated in any way. The aim of the study is to assess the management of junior football development programmes in selected professional football clubs in Gauteng. In order to achieve this aim, the study focused on identifying the guidelines of player development programmes at professional football clubs in Gauteng. To identify possible solutions, youth development programme literature of international football youth development programmes is explored. Different management theories and management practices and functions informed the conceptual framework for contextual description and analysis. Football development programmes are described with reference to the management practice and functions of the youth development programme. The methodology included a literature review, structured self-administered interviews conducted with the administrative head and head of youth development programmes at selected professional football clubs in Gauteng. This was followed by the administration of a questionnaire that was completed by 30 football players who have graduated from youth development programmes, and 40 players who are currently in youth development programmes. Professional football clubs present an opportunity for the development of a player-development model that can cater for the long-term development of football players. Football development programmes employ suitably qualified coaches and the clubs employ ageing players in an administrative function. Professional coaches are therefore appointed to oversee the development programmes of the club and thereby prepare junior players for their roles as professional football players. Football club management should therefore be responsible for the development of systems and structures to facilitate

the nurturing and development of the players in the junior development programmes. Football clubs have introduced football development programme structures, to facilitate football development and ensure the sustainability of the different clubs. They are geared towards the holistic development and well-being of football players within the programme. The football development programme should be designed in line with the club's overall strategies. Football development within South Africa is not regulated by the South African Football Association. Therefore it is the responsibility of the respective clubs. Limitations are explained and recommendations for future studies are offered.

Key words: Sport development, youth development, holistic development, football management.

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Chapter One

Introduction, problem, aim and methodology of the study

1.1. INTRODUCTION

This short dissertation focuses on the management of junior football development programmes in professional football clubs in Gauteng in order to identify guidelines for junior football development programmes. Firstly, football as a sports code must be distinguished from the collective sport sector as defined in section 1.3. Sport has a specific nature that sets it apart from any other field of business activity, because of its important social, educational and cultural functions. It has evolved from amateur part-time activity to a significant industry with organisations and individuals investing money in the sector (Hoye, Smith, Stewart, Nicholson & Westrebeek; 2005). The professionalisation of sport has given rise to a number of changes in sport. These changes occur in the manner in which sport is produced and consumed and the manner in which sporting events and organisations are managed at all levels. Therefore, the management of sport, or sport management, can be defined as the "study and practice involved in relation to all people, activities, organisations and businesses in producing or organising any product that is sport, fitness and recreation related" (Pitts & Stotlar, 2002: 3). From this definition, sport can be regarded as the application of business and management knowledge to sport activities.

The emergence of sport organisations is found to have contributed to the establishment of sub-communities in America during the 19th century (Rader, 1977). These sub-communities are individuals, from different social groups, participating in a similar sport, for the same sports organisation. Games and competitions sponsored by these sport organisations provided a vehicle for immigrant groups to form a broader social fabric (Gems, 1997). Sport, as a discipline, therefore contributes towards the development of communities at large, by putting people with similar interests from different backgrounds together. This finding is not unique to America. Researchers have found similar results in communities in Australia (Bergin, 2002), Thailand (Jonsson, 2001) and South Africa (Pelak, 2005).

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Girginov (2008) states that the emergence of commercialism and the early development of capitalism mirrored the process of the development of modern sport. Authors such as Riordan and Kruger (2003) state that schools of "physical exercise developed as pedagogical, political and military instruments for building a national unity" in Germany, Denmark, Sweden and Russia (Girginov; 2008). Gymnastics developed as a state-sanctioned nation-building activity. According to Crampton (1994), sports and gymnastics competed for influence and resources in the new European countries established as a result of wars during 1815 and 1914. Gymnastics during this period focused on the fitness of the soldiers and sport was regarded as a leisure activity. This competition for influence and resources between sport and gymnastics led to the establishment of the dual emphasis between sport for all and elite sport which is still evident today. Sport can be regarded as a lifelong experience and should be viewed as a developmental continuum with a number of levels. These levels are interrelated and the whole is dependent on the sum of the parts (Girginov; 2008). Therefore sport for development, as well as development through sport or sport-based development, makes use of sport as an enabler for global development as illustrated in Figure 1.1 below.

Sport + model   **+Sport model**

| Sport development | $\Longleftrightarrow$ Participation $\Longleftrightarrow$ | Community development |
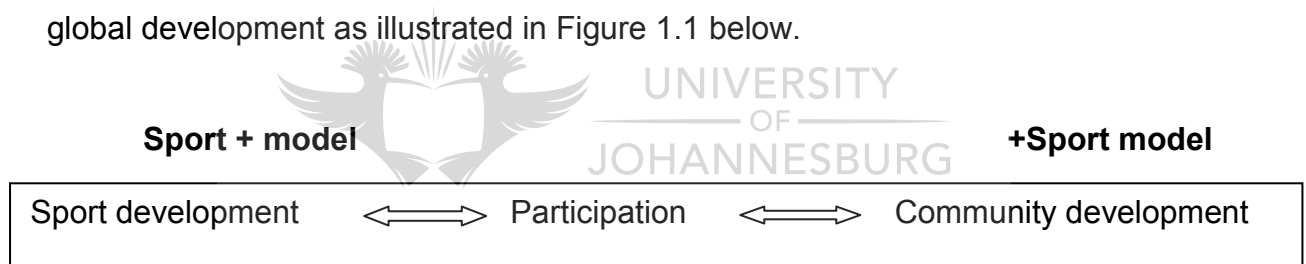
Figure 1.1: Community sports development continuum
Source: Hylton, K. & Bramham, P. (2008). Models of Sport Development, p53

Burnett and Hollander (2006) identify two models of sport development that can be tracked along this developmental continuum. The authors firstly identify the "sport+ model", where sport development and excellence are at the centre of the athlete's development. The "+sport model", on the other hand, is viewed as a vehicle for human and community development. The "sport+ model" therefore focuses on the development of sporting talent and the "+sport model" places emphasis on recreation and mass participation. According to Burnett (2008), the sport+ model involves the promotion of sport and positive experiences, of sport participation, plus additional developmental, personal and societal benefits. The "+sport model", on the other hand, focuses on the achievement of developmental-based outcomes, such as the

development of HIV/AIDS awareness and the promotion of "active citizenship" through volunteering.

In addition to this community sports development continuum, the White Paper for Sport and Recreation's Sport Development Continuum identifies four levels of sport participation, as illustrated in Figure 1.2 below.
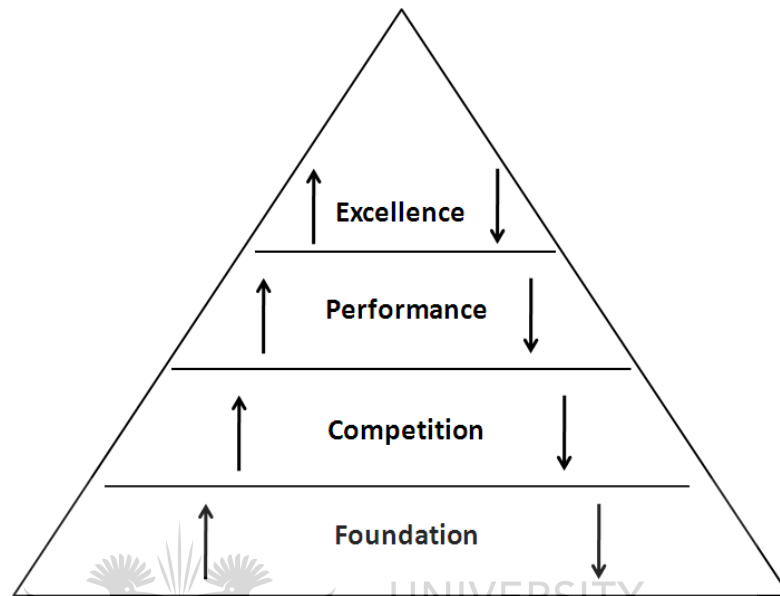
Figure 1.2: The sport development continuum
Source: Adapted from Sport and Recreation South Africa. (2002). The White Paper for Sport and Recreation

The Sport Development Continuum identifies four levels of development, which consists of foundation, competition, performance and excellence levels. According to the continuum, people participating at the foundation level, for interaction and socialising purposes, are encouraged, through the new experiences, to participate in sport activities. At the competition level, the activities are formalised and leaders and instructors are identified to facilitate participation. The individuals competing or participating at this level do so especially for the enjoyment and the perceived benefits that include physical ability, social interaction and enjoyment. The performance level, on the other hand, focuses on high performance, where practice sessions are mandatory with coaches demanding discipline both on and off the field. They can further progress to competing at the excellence level, while striving for elite participation. Sport development therefore provides the vehicle to bridge the gap

between mass sport participation and elite sport participation (Hylton & Bramham, 2008).

The arrows indicate a vertical upward progression from foundation level through competition and performance levels, to excellence. This upward movement is from the foundation level, which indicates the point of entry into the development system. As people move to the participation level they develop a thorough enjoyment of the activity that was developed at the foundation phase. However, negative experiences would result in the player not choosing to move up the pyramid and remain in the competition level. In addition, people can move down from each level, illustrating that sport participation, at high levels, cannot be maintained indefinitely. This participation sometimes ends prematurely. It would therefore be beneficial for these people to be engaged within the development continuum. Skille (2004) found that adolescents, or very few of them, want to make the commitment in sport which requires them to give up their time, money and energy to participate in sport. However, sport presents the hook that entices young people to participate in learning and life-skills development programmes (Perkins & Noam; 2007).

Perkins and Noam (2007) stated that sport is a medium through which youth can learn more about team work and decision-making skills. Sport can be used to entice young people to participate in the various sport programmes. They further indicate that sport can be used to design and promote athletic skills and healthy lifestyles among the youth. Participation in organised sports can provide opportunities for youth to learn specific skills and exercise, associated with participation in a particular sport. Coakley (2007), on the other hand, states that sport brings individuals and communities together, thereby highlighting commonalities and bridging cultural differences. Sport programmes can therefore be regarded as one of the driving forces behind the development of communities and thus contributes towards elite sport participation and encourages mass participation.

The intention of sport development, therefore, is focused on people and not objects and targets (Girginov; 2008). Therefore, sport development is the development of individuals through sport, as reflected in the "+sport model" of the development continuum, as discussed earlier in this chapter. In addition, Girginov (2008) states

that sport development is a social construct that regards an individual as moving towards becoming something new. Social constructivism is defined as a focus on human awareness or consciousness and its place in world affairs, thereby placing the importance of culture and context in understanding what occurs in society and constructing knowledge based on this understanding (Jackson & Sørensen, 2006).

The Department of Sport and Recreation South Africa (SRSA), through its Mass Participation Programme (MPP), focuses on sport development programmes in communities through the provision of sport-specific coaching, the facilitation of events, and regular participation, leading to the identification of talented athletes. According to SRSA (2007), the main aim of the Mass Participation Programme is to increase the number of people participating in sport and recreation in South Africa. The Mass Participation Programme is co-ordinated at community and school level in conjunction with the provinces, local authorities, national federations, education departments and other key stakeholders.

Perkins and Noam (2007) state that through participation in sport, the youth can learn more about specific skills and exercises associated with the sport. Renson (2001) adds that human beings learn by using their bodies, and by exploring and experiencing their surroundings, which contributes to discovering spatial, social, mental and physical limits through participation in sport. Girginov (2008: 21), on the other hand, states that "sport development is more than a practice and development of individuals through sport." Sport development is derived from a social constructivism approach which states that individuals strive to improve and become something new. The approach thus involves people being at the centre of sports development. Sport development can be said to focus on the achievement of progressive and sustainable change (Girginov, 2008).

Hylton and Bramham (2008: 47) states that "sport development has been articulated as a model or framework to build bridges or pathways between elite sports performance and sport as mass participation." This broad base of athletes participating in mass participation programmes serves as an important component for excellence in elite performance by talented athletes identified at mass participation level. Sport development should therefore lead to an increase in participation at

community level, which will provide the basis for sporting and coaching pathways to elite performance. In addition, sport development is critical in "re-establishing the moral values, healthy lifestyles and to rebuild fragmenting communities and avoid social exclusion" (Hylton & Bramham; 2008: 47). Therefore, in order to foster healthy youth contributing to society, sports programmes should establish clear goals and draw on youth development best practices.

1.2. FOOTBALL DEVELOPMENT

Development for sport focuses on sport excellence and the development of sporting talent. The growth in international sport, particularly at the end of the nineteenth century, has contributed to development for sport (Girginov, 2008). International sporting bodies, such as the International Olympic Committee and Fèdèration Internationale de Football Association (FIFA), exercise significant power over the course of sport development internationally.

FIFA is the governing body of world football (Eisenberg; 2006) and it is in this capacity that FIFA plays a global role in the relationship between sport and politics. The South African Football Association (SAFA), through its membership to FIFA, governs football in South Africa, with the Premier Soccer League responsible for the administration of professional football clubs in the country.

The success of professional football clubs is becoming more dependent on the availability of funds to invest in acquiring new players for that club. Clubs are required to develop their own players through their youth development programmes. These players will either be promoted to the senior professional team or their services will be sold to another club (Marquez & Martin, 2000). Community clubs, on the other hand, coach players for participation at local level within the community and serve as a basis for recruitment to football development programmes.

Football development has become crucial to football clubs as a means of sustainability, through the development of players from the youth development programme to the senior professional team, as well as trading of players from the youth development programme on the open market. Football development programmes view the player as a holistic individual and therefore follow holistic

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programmes in the development of football players. Holistic development relates to an inclusive and integrated approach to development, where the individual's social, physical and emotional health are seen as important components in developing the person (Donald, Lazarus & Lolwana, 2002). Monk and Olsen (2006) state that professional football clubs, amongst others, provide for the training of young football players, for jobs that they will do after they have completed the youth development programme, thereby preparing them for life as a professional football player or for life after football. The supply of trained footballers exceeds the demand, and most of the football players in development programmes do not "make the grade". Therefore, providing work-related training of football players is of critical importance to these young football players, in preparation for life after football.

According to Lennart Johansson, former President of the Union of European Football Associations (UEFA), grassroots football is the foundation of the sport, and if the grassroots are not cultivated, football at all levels will suffer (UEFA, 2005). In the UEFA Grassroots Newsletter, it is further stressed that the National Football Associations are best suited to manage their own grassroots strategies.

There are approximately 1.8 million registered players, of all ages, currently playing football in South Africa (Markinor; 2007). Football is associated with large television audiences and spectators attending matches on a weekly basis. According to the South African Football Association (SAFA), football development is at the centre of all the Association's activities and it is committed to promoting and facilitating the development of football through a sustainable and integrated approach to all aspects of the game (SAFA; 2007b). SAFA and one of its sponsors, Sasol, launched a structured plan, the Wonke Wonke ("Everyone") programme, to build on the successes and achievements of the National Under-23 team in preparation for the 2008 Olympic Games (SAFA; 2007a). The Wonke Wonke programme was designed to build on previous successes, through the identification and development of talented football players throughout South Africa (SAFA, 2007a). From this talent pool, players will be selected to represent South Africa in planned international friendly matches. This programme provides an opportunity to hone skills (including tactical and life skills) and create a world-class team that can compete at the highest level.

Football development programmes, of various football clubs, have been used in the search for sporting excellence. These programmes have been established at different levels in the country, including the regional level that caters for the recruitment and development of football players from the region. These football development programmes are established as a result of an agreement between municipalities and sports or football clubs entrusted with the management of football development in the region.

1.2.1 Football Academies

The English Football Association (FA) regulates all football in England. The FA ensures that the football regulations as agreed by FIFA are enforced at all levels (Sportsknowhow, n.d.). The FA is responsible for the regulating of football activities, such as the preparation and presentation of international teams, organising cup competitions (such as the FA Cup), youth development, refereeing, coaching, medical matters, and representing the English game internationally. National football associations throughout the world provide a form of monitoring role and construct the regulatory framework, but do not engage directly in player development.

The French Football Federation, for example, governs and runs football academies nationally. According to Wallace (2007), the French Football Federation (FFF) has eight regional centres located throughout France, known as "Centres Regional d'Education Populaire et de Sport (CREPS)". These centres provide the same programme as the Clairefontaine Football Academy which recruits players from Paris and the areas west and north-west of the city. The academy recruits 24 boys aged 13 every year, who are then placed in a three-year residential programme which they combine with playing for their club over weekends. The FFF keeps a close eye on the professional clubs in ensuring the best interests of the young players.

Wallace (2007) further reveals that the German Football Association leaves player development in the hands of all the professional football clubs. In Spain, on the other hand, players are developed by their clubs and recommended by the regions to play for the junior national teams. The Italian Football Federation leaves development of young players in the hands of the clubs that get them as early as seven years of age.

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In the mid-1980s, the father of total football, Rinus Michels, penned his thoughts on youth football and the structure of the football development programmes in Holland (Anon, 2008). One key belief was that youth football should not replicate the adult game. Another was that it should be enjoyable, with everyone involved and many opportunities to score. At the age of five, games of four-a-side are played. At age nine they progress to seven-a-side, on half-sized pitches. Finally, at 13, they play 11-a-side on regulation pitches. The Masterplan for Youth Football was written by the Koninklijke Nederlandse Voetbalbond (KNVB) and handed down to clubs. All the clubs support the programme. This means that a national plan has been designed at the very top, and is implemented by the clubs, from professional down to amateur.

These countries, including England, leave development up to the individual clubs. Football clubs develop players and the Football Associations are responsible for monitoring and setting rules for player development, but are not directly engaged in player development (Anon, 2007). According to Sport England (2000: 12), "academies and centres of excellence are intended to enable clubs to provide improved structures for young footballers that will reduce 'overplaying' and give clubs time to develop the players. The National Association develops criteria for various aspects regarding the management of the centres of excellence and academies, including the facilities required."

According to FIFA (2001: 1), Ajax Amsterdam aims to develop talented young football players into exceptional football players. The club believes that only the exceptionally gifted players will become professional football players and compete at the highest level. Therefore, "Ajax is partly dependent on players from their youth system." The youth teams are trained exactly the same way as the first team and therefore the boys are already accustomed to Ajax's style of play, training methods, behavioural standards and house rules."

Football development programmes are an international trend at the heart of football development. Football development in some European countries is governed and regulated by the national football associations responsible for football in the country concerned, which develop youth football curricula, focussing on the different age

groups and aspects of development. National development plans are developed and implemented by clubs.

According to Dumitru and Charnas (2008), there is abundant international documentation to dispel the notion that South Africa has some form of football development. Although football development is taking place within the South African footballing context, these development programmes are not standardised and regulated in any way. In the absence of a regulatory framework, individual clubs have development programmes that suit their own needs and not all clubs have development programmes. Football development programmes are more than just a group of players gathering and practicing football. The Premier Soccer League (PSL) from the 2008/09 season, was supposed to have compelled clubs to invest a portion of their monthly grant in development structures (Schloss, 2008).

In South Africa, football development programmes at certain clubs, such as Ajax Cape Town and Maritzburg United, form part of the clubs' structure. The head of youth development reports directly to the Board of Directors of the club. The youth development programmes have qualified coaches employed in the programme and provide development activities for age groups under-13; under-15; under-17; and under-19, which serves as the reserve team to the senior professional team. Players are recruited from all parts of South Africa and those players recruited from outside the club's location are housed at lodging facilities or placed with families in the area.

1.3. PROBLEM STATEMENT

South African junior football development is currently the responsibility of clubs and football development programmes located in the South African Football Association's Development Committee, which is only responsible for improving football. This allows the football development programmes to develop players in a non-specific manner that is regulated by each individual club. In addition, football development is done in a non-regulated manner. Clubs in South Africa follow a European model that is transferred to clubs through partnership agreements with these European clubs.

Research Question:

- What should the guidelines be for player development programmes at professional football clubs in South Africa?

Sub-problems:

- What principles for player development programmes could be deduced and described from related literature?
- How do the professional football clubs in Gauteng manage junior player development programmes?

1.4. AIM AND OBJECTIVES OF THE STUDY

As indicated previously, the general purpose of the study is to assess the management of junior player football development programmes in Gauteng. The rationale of the study is that there has been limited research in South Africa on the management of football development programmes. It is envisaged that this study will contribute to a body of knowledge that enhances the understanding of how football development programmes are managed in selected professional clubs in Gauteng.

The objectives of the proposed study are:

- To identify, describe and elaborate, from a literature survey, those principles that should be utilised to structure and manage a player development programme; and
- To describe player development programmes at selected Professional Football Clubs in Gauteng.

In order to manage a football development programme for youth, specific principles of development programmes must be developed or identified. These principles provide a guideline for the structure of football development programmes. The principles and criteria will be used to assess the performance of professional football clubs in Gauteng, and the manner in which these clubs manage their football development programmes.

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1.5. METHODOLOGY

The research methodology will fulfil the aim and objectives of the study by incorporating the following aspects: a literature study will be done (to gain theoretical knowledge on the topic); and descriptive research methods using a mixed method approach of qualitative and quantitative to gain insight into the management of football development in Gauteng. A brief outline of these aspects follows.

1.5.1 Literature review

A literature study provides the theoretical information regarding available literature in football development and the management of football development programmes. In addition, the literature will provide information on the principles of development and the requirements for the establishment of youth development programmes.

1.5.2 Research design

The study will collect qualitative data through in-depth structured interviews with sport development officers and managers. The study makes use of a mixed method qualitative and quantitative approach. Qualitative research used in the study will focus on following:

1.5.2.1 In-depth interview

A personal interview is a method of gathering information through face-to-face contact with an individual (Zikmund, 2003). This method allows for a two-way conversation between an interviewer and a respondent. Thomas, Nelson and Silverman (2005) states that interviews range from the highly structured style, in which questions are determined before the interview, to the open-ended, conversational format where interviews are open-ended and less structured. In this study interviews will be conducted with the sport development officers as well as the managers of junior football development programmes. The same questions will be asked of all the participants, but the order of the questions, the exact wording, and the type of follow-up questions may vary considerably.

1.5.2.2 Questionnaires

Questionnaires will be used to obtain information by asking participants to respond to questions rather than observing their behaviour. Questionnaires present certain

advantages, including the fact that a large number of respondents can be reached; they can be quickly administered and are inexpensive (Zikmund, 2003). Questionnaires have certain limitations, such as what individuals say they do, what they say they believe, or what they like or dislike. The questionnaire will be administered to players who are currently in football development programmes, as well as players who have graduated from football development programmes. The reliability of the questionnaires will be established to determine the degree to which measures are free from error and thereby yield consistent results (Zikmund, 2003). The validity of the questionnaires, on the other hand, will be assessed to determine whether the questionnaire measures what it is intended to measure.

1.5.2.3   Sample size

The population consists of all football clubs in South Africa with development programmes in place. A sample of these football clubs will be taken. The sample consists of the professional clubs based in Gauteng that will be competing in the PSL and National First Division during the 2010/11 season. The PSL provides monthly grants to clubs competing in the Premier League and according to League rules, part of the grant should be allocated to youth development as indicated in section 1.2.1. There are only six clubs from Gauteng competing in the Premier League and therefore all six clubs will be included in the study.

1.6.   CHAPTER OUTLINE

Chapter one of the study serves as an introduction, providing a background and an overview of sport development, in particular football development. The chapter further focuses on the problem statement, sub-problems, aims and objectives as well as the research design.

Chapter two will provide a theoretical overview of sport development and a background to football development internationally, as well as the different football development models in South Africa. The various models of football development are discussed, followed by the components (principles) of an holistic development programme.

Chapter three will focus on the design and methodology of the study. A discussion, referring to the compilation of the questionnaires, as well as the interpretation of the questionnaire, is also presented.

Chapter four will discuss the results of the study in relation to the literature review. This will provide an understanding of football development and the elements/components or principles of football development available for elite as well as competitive football players in the Gauteng Province.

Conclusions regarding the specific objectives of the study, as well as the findings of the data, will be presented in chapter five. This will enable recommendations to be made regarding the management of football development programmes in South Africa.

1.7. CLASSIFICATION OF TERMINOLOGY

Sport and Sports: Parkhouse (2001) states that sports are singular in nature and then refers to the various 'codes' or disciplines, such as football, netball, hockey, cricket and badminton. Sport, on the other hand, is inclusive; it is the collective noun for the broad sport industry, consisting of people, sport activities, organisations and facilities, sporting goods, sport tourism, sport marketing, and sponsorships. Sport has a specific nature that sets it apart from any other field of business activity, because of its important social, educational and cultural functions.

Sport for development and Sport Development: Sport for development (also Development through Sport or Sport-based development) utilises sport, an element of civil society, as an active and committed force in the global partnership for development. According to the United Nations (UN), human development is a process of enlarging people's choices and increasing the opportunities available to members of society. Sport and physical education can assist in contributing to the development of societies, through the teaching of skills such as discipline, confidence and leadership, as well as tolerance, co-operation and respect (United Nations, 2003).

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Smith (2005) states that sport development is the process of setting up opportunities, processes, systems and structures to enable and encourage participation in sport. Sport development is therefore aimed at increasing the sport participation within a region or country in sport for recreational purposes, or to improve performance to whatever level they desire.

Chapter Two

Management of professional football clubs and junior football development programmes

2.1. INTRODUCTION

The previous chapter provided an introduction to sport, sport development and, in particular, football development programmes. Chapter one further described the problem, sub-problems, aim and objectives of the research, as well as the methodology that will be implemented in conducting the study.

This chapter contains a literature review of the trends in football development programmes, internationally and nationally, and in particular in the Gauteng Province. In addition, the analysis of the management processes and principles, applicable to football development programmes within professional football clubs, will be discussed. In order to provide a theoretical framework as a sound point of departure for this study, different management theories are investigated.

2.2. MANAGEMENT THEORIES

Van Buren III (2008) identified five management theories, which include scientific management, administrative, bureaucratic, human relations and human resources theories. Bateman and Snell (2004) state that management theories are divided into two major approaches, namely the classical and contemporary approaches. The classical approach to management consists of systematic management, scientific management, administrative management, human relations, and bureaucracy approaches. The classical approach focuses on the structure and activities of the organisation (Cole, 2004). Two of the exponents of classical theory are Fayol (1814-1925) and Taylor (1856-1915). The systematic management approach is an attempt to build specific procedures and processes into operations in order to ensure co-ordination of efforts. This approach therefore emphasises economical operations, adequate staffing and maintenance of inventories to meet customer demand and organisational control. The scientific management approach promotes the use of scientific methods to analyse structures and processes. This approach is used to determine the efficient completion of tasks. The four principles of scientific

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management include the following: development of precise scientific approaches to work, scientific recruitment and development of staff, co-operation between workers, ensuring the plans and principles are matched, and that there is an appropriate division of work between managers and workers. The administrative management approach places emphasis on senior managers' perspectives, and claims that management is a professional skill that can be taught. The administrative management approach highlights the four management functions and fourteen management principles. The management functions are planning, organising, leading and control; the management principles consist of the division of work, authority, discipline, unity of command, unity of direction, subordination of individual interest to the general interest, remuneration, centralisation, scalar chain, order, equity, stability of tenure of personnel, initiative and esprit de corps, which relates to the promotion of unity of interest of employees and management.

The Human Relations approach focuses on understanding psychological and social processes that influence performance. This was the first approach that highlighted the informal work relationship and employee satisfaction. Cole (2004) states that the needs of people are at the centre of achieving organisational effectiveness. The leading figure in human relations is Professor Elton Mayo, who was associated with the Hawthorn Studies done between 1927 and 1932. The Hawthorn Studies provided the impetus for the studies of Maslow's hierarchy of needs. The bureaucracy or bureaucratic structures are formal networks or relationships among specialised positions within the organisation. According to Cole (2004), Weber (1864-1924) developed a theory of authority structures which posited that employees are appointed on merit within the respective roles in the organisation. These appointments are subject to the prevailing rules and behave impartially.

The contemporary approach to management, on the other hand, includes quantitative management, organisational behaviour, systems theory, and contingency theory. The quantitative management approach is an application that makes use of quantitative analysis for management decision-making and problem-solving. Decisions are made using mathematical models to solve problems. Organisational behaviour makes use of studies to identify management activities, and

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to promote employee effectiveness by understanding individual, group and organisational processes.

Systems Theory is regarded as a management system where inputs are transformed in the production of organisational outputs. Systems Theory therefore views the organisation as a complex system of people, tasks and technology (Cole, 2004). The Tavistock Institute of Human Relations identified human and social factors alone as not achieving organisational efficiency. They do, however, indicate that the organisation forms part of a larger environment in which it interacts. The organisation is therefore affected by technological and economic factors as much as by social factors. Contingency Theory, on the other hand, is an approach to the study of contingencies influencing strategies, structures and processes, resulting in high performance. Organisations may therefore be adapted to the situation that they are faced with.

From the theories described above and within the context of this study, it would appear that football development management is related to administrative management and contingency theory, with the product of the junior development programmes relating to the human relations approach to management. This management approach requires that the football club has strategies, structures and processes in places in order for the club to effectively and efficiently achieve its goals and objectives. These strategies, structures and processes are dependent on the characteristics or important contingencies of the situation in which they are applied. In addition, the club makes use of the functions of management, in terms of planning, leading, organising and controlling and applying the fourteen principles throughout the organisation. At the centre of junior development programmes is the junior player. Consequently, the programme focuses on the holistic development of the junior player in the development programme. The football development programme is focused on ensuring that the needs of the junior football development players are met, in order for them to develop and reach their full potential.

2.3. SPORT AS AN ENTERPRISE

An industry is defined by Cronje, Du Toit, Marais and Motlatla (2004) as an institution of the capitalist system, generating profit from satisfying the needs of the

communities through either the supply of goods or services. This profit is generated by processing inputs such as capital, raw materials, labour and information and thereby generating specific outputs in the form of products or social contributions, that are consumed by communities.

Parks, Zanger and Quarterman (1998) indicate that the sport industry can be divided into three broad segments: firstly, the sport participation and achievement segment, where participants compete or participate in sport, either as a professional or as an amateur, for the local community sport clubs (examples of such consumers include coaches, administrators, athletes, technical officials) and spectators, at the sports event. The sport participation segment consists of various sport products such as fitness clubs, sport camps, professional football matches, and community-based sport programmes.

The second segment of the sport industry is the sport production segment, where the production of sport products takes place that contributes to the creation of participation opportunities, or influences sport participation. Examples of sport, in this segment, include sectors such as education and training (SAFA-accredited coaching courses), recreation and tourism (adventures such as bungee jumping), events and facilities (community-based football competitions) as well as the fitness and health sector (health spa).

Sport marketing, as the third sector, takes place in the sport promotion segment that is used to market sport products and services, which includes promotional products and promotional meetings. In addition, this segment includes the use of products such as T-shirts, print and sport broadcast media, and celebrity endorsements. The product types from this segment can be used to plan marketing strategies.

Football club management and football development programme management falls within the sport participation segment. The participation segment consists of all individuals participating in football, namely players, coaches and technical officials of the club. In addition, referees officiating in competitive matches and spectators who watch football matches at the stadium are also included in the sport participation segment. Football players participating in matches require products specific to their

participation that are produced in the sport production segment. These products include football boots, football apparel, footballs and gloves, as in the case of the goalkeeper. In addition, in professional football, clubs may have sponsorship agreements in which a sponsor's logo is imprinted on the playing apparel of the team. The matches may also be televised to a wide audience.

The sport enterprise can therefore be defined, within this context, as an enterprise that generates sport-related products and services, with capital being generated in the form of sponsorships or direct capital investments, to provide sport participation and recreation as a service (Copeland, Frisby, & McCarville, 1996). According to Hickey and Kelly (2008), football structures or disciplines such as the National Football League (NFL), Australian Football League (AFL) and association football (soccer) have, over the years, developed into sport entertainment businesses, with different profiles around the world. Other authors such as Bourke and Vaeyens (2003), and Coutts and Philippaerts (2005) found that professional clubs are engaged in performance management, entertainment and profit-making as a result of the increased interest from the public, as well as the commercial value of the game. This increased commercial value, generated by professional clubs, resulted in clubs having to focus on success on the field as well as success on a financial level (Slack & Parent, 2006). The commercial value of the professional club is therefore enhanced by the success that the club achieves on the sports field.

Relvas, Littlewood, Nesti, Gilbourne and Richardson (2010) found that proficient management practices (organisational structure, quality systems, job/role satisfaction and commitment) improve organisational performance. Gammelsaeter and Jacobsen (2008), on the other hand, argue that the football clubs' organisational performance and operating culture and philosophy of practice will be the result of the commercialisation of the game, as well as the intensity of the results within this performance-orientated environment.

Ducrey, Ferreira, Huerta and Manston (2004) define the football industry as the commercial activities of a group of legal entities embedded in the game of football. The emergence of organisational fields and structures, within the football industry, resulted in organisations such as FIFA (Fèdèration Internationale de Football

Association), the world governing body for football (FIFA, 2008) and the regional confederations such as the South African Football Association (SAFA), to enforce specific regulations on the clubs (Gammelsaeter & Jakobsen, 2008). FIFA, as an organisation, is regarded as the guardian of football globally and is not only responsible for organising the World Cup™ and other world cup competitions, but is also responsible for the safeguarding and developing of the Laws of the Game, as well as the game of football globally (FIFA; 2008). Membership to FIFA is granted to any Football Association organising and supervising football in its country. Membership is only permitted if an Association has provisional membership of a Confederation for at least two years. In addition, FIFA regards football as a vehicle for social and human development through maintaining licence agreements with the United Nations (UN) agencies, through sponsorships and project partnerships (Eisenberg, 2006). These include initiatives against racism and child labour in the production of football ("Red Card to Child Labour"), and in co-operation with the Confederation of African Football (CAF) and the World Health Organisation (WHO) a campaign called "Kick Polio Out of Africa". There are other smaller NGOs in football, such as GTZ Youth Development through Football (YDF), Sport4Change, Sports Trust, and Football for Development.
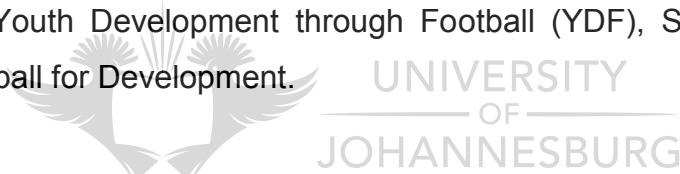
The South African Football Association (SAFA) has been a member of FIFA since June 1992 and is responsible for facilitating and developing football in South Africa (SAFA, 2010). The major leagues within SAFA are the Second Division (also known as the Vodacom League) and the Third Division (also known as the Castle League) as well as women's football. The Vodacom League consists of nine streams of 16 teams each (per province). The winners of each of the provincial streams compete in the national play-offs. The winners of the leagues receive medals and trophies. Prize money for the league winners is determined by SAFA at the beginning of each season. The top two teams of the national play-offs are promoted to the national First Division, with the bottom two teams of each provincial stream being relegated to the Third Division. The Third Division comprises 832 clubs, with over 200 000 registered players competing within regional leagues. The top two regional teams are promoted to the Vodacom League after a series of provincial play-offs.

The SASOL Women's League was launched in February 2009 as a provincial women's league. The 144 clubs in the league participate in provincial leagues with 16 teams per province. National play-offs are played at the end of each season to determine the national champion. The bottom two teams of the provincial league are relegated to the ABSA Women's League (regional league) at the end of the season.

In addition, SAFA has six associate members: the School Sports Association of South Africa, University Sport South Africa (USSA), South African Football Coaches Association (SAFCA), South African Football Medical Association (SAFMA), and the Premier Soccer League (PSL). The PSL was established in 1996 as the trading name of the National Soccer League (NSL). The PSL is the administrator of professional football in South Africa.

The South African professional football environment is financially stronger than it has ever been, and, there will be more live matches on free-to-air television than ever before (Gedye, 2007). This strong financial position is attributed to the Premier Soccer League (PSL) signing a broadcasting deal with SuperSport worth over R1,6 billion, to screen over 100 PSL matches per season over five years (2007/08–2012/13). According to SuperSport this is the most substantial deal in South African sporting history.

Besides the landmark broadcasting deal, the PSL also has a list of sponsors that they are associated with, as well as promoting, organising and administering professional football in South Africa. At the beginning of the 2007/08 premier league season the PSL announced a new title sponsor, and is now known as the ABSA Premier Soccer League, with ABSA Bank investing over R500 million into the PSL over five years (2007/08 – 2012/13) (Gedye, 2007).

The PSL is increasing the value of its brand, while the value of the organisation increased as a result of the broadcasting deal, as well as the sponsors that are currently associated with the PSL. The deal results in increased exposure when more South African football is televised. This exposure will attract more sponsors, while more organisations want to be associated with successful sporting

organisations. The PSL consists of 16 clubs competing in the league and cup competitions, as scheduled by the PSL and SAFA.

In addition to the leagues mentioned in this section, there are community-based football clubs competing in the local football associations. Informal football matches are also played in townships, where teams compete in tournaments for money, such as the Godfrey Moloi Tournament held annually in Soweto. However, even with the data available, there is no reliable information about the size of the South African football industry with regard to the number of players and the total monetary value.

2.4. MANAGEMENT OF PROFESSIONAL FOOTBALL CLUBS

Football clubs in countries such as England are regarded as financially viable businesses. The success of the club on the field is as important as the financial success of the club, including the development of efficiently produced products (Barros & Leach, 2006). The formation of football clubs, like other organisations, is influenced by the socio-economic and cultural environment that existed during their formation (Billings, Franzen & Peterson, 2004).

The formulation or establishment of football clubs is influenced by a number of broader environmental transformations which includes, amongst others, increased revenue generation through participation in certain competitions (Holt, 2007). These transformations elicit a number of challenges to the traditional approach to football governance and are being replaced by networks in which the elite clubs are becoming increasingly influential. Increased revenue generation informs structural changes within football clubs. These structural changes result in increased autonomy and thus allow clubs to take advantage of their market power. The challenges are particularly in terms of ownership of the valuable commercial properties of the club. The increased commercial freedom gained by the club, through participation in various competitions, leads to changes in the club structure, especially in terms of club autonomy, to exploit the club's market power. The commercial freedom that is gained by the club provides the club with different options on how the club functions with regard to its philosophy of acquiring new players from other clubs or promoting players from the football development programme.

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In addition, the increased commercialisation through sales and generating of funds increased political interest from national competition authorities, as well as government regulations such as the prohibition of football clubs listing on the stock exchange. Clubs listing on the stock exchange, however, is a feature in European leagues, whereas football clubs in South Africa do not list. The listing of clubs on the stock exchange provides opportunities for extension and protection of the organisation's interests (Holt, 2007). The decision-making networks of clubs are influenced by a complex web of interrelationships between the various stakeholders regarding the power that these stakeholders exert on each other. Commercial ventures therefore require the football club to establish formal systems and structures. This increased commercialisation results in clubs and staff members requiring increased autonomy in their functioning. In addition, as Chelladurai (1999) observes, professional workers in a professional environment value autonomy in performing their function.

Wilkesmann and Blunter (2002) reflect that the term 'professional football club' relates to the separation of the roles and responsibilities between voluntary membership and full-time employees. The full-time employees at the clubs include employment of, amongst others, professional coaching staff to oversee first team affairs and enable the club to move towards attaining their performance goals. Professional coaches are sometimes also appointed to oversee the development programmes of the club and thereby prepare junior players for their role as professional football players. The coaches in the development programme of a club should not only have an understanding and knowledge of anatomy and physiology, football rules, coaching football tactics and technical skills, but these coaches should also have some level of pedagogical training.

The football club manager's authority in clubs is not clearly defined as is the case in traditional organisations (Kelly, 2008). The authority of the football club manager is not limited by formal rules and regulations and it is therefore left to each manager to define her or his level of authority. Staff appointments are mainly done through personal loyalty, resulting in people often being appointed on the basis of personal relationships rather than because of their technical qualifications.

Kelly (2008) argues, however, that the management of professional football clubs has become more modernised in terms of applying management competencies, such as financial, marketing, legal and administrative expertise. Football clubs have, in recent times, developed management structures that allow for professionalisation and clarity of the roles and responsibilities of all staff, thereby increasing the co-ordination and control (Penn, 2002).

De Heij, Vermeulen and Teunter (2006) state that organisations must determine what they should do to gain an advantageous position over their competitors within the market. The organisation is then further required to obtain available resources, extend the competencies within the organisation and utilise these resources and the advantageous position to employ strategic improvement activities and projects. Sporting organisations, like most organisations, should embark on strategic activities to address changes in the market, in order for the organisation to continue on its growth path and remain sustainable.

2.4.1. Club management

Club management over the past decade (2000 to 2010) has changed with regard to team management activities that focused on winning at all cost to focusing on strategic management in order to improve the long-term value of the organisation (Gladden, Irwin & Sutton, 2001). Chadwick (2000) states that football clubs are, by implication, engaged in collaborative relationships through clubs participating in league structures. These relationships are used as a means for the club to increase its offering of products and services. Collaborative relationships can contribute to the strengthening of the club with regard to its competitiveness. Capital generation from the identified strategic activities of the club should therefore be viewed as a method of identifying new markets for talent identification and recruitment of players at a lower wage demand that will be sold at market value in the future (De Heij *et al.*, 2006). Strategic activities in most of the European football clubs are geared towards talent identification and trading of players in the open market. These clubs focus on recruitment of players that will benefit the club in the coming season and not as a long-term investment that will result in increased returns for the club in the future. Clubs are therefore recruiting players from the development programmes of other

clubs or acquiring more experienced players on the open market from other professional football clubs.

Some football clubs recruit and select competent players in order for the club to be competitive. In order for these football clubs to be more competitive off the field, they should also attract more spectators to the matches. This should be done through the development of programmes with city officials to generate mutual benefits for the club and the city (Barajas, 2007). It is envisaged that with club success comes certain benefits for the city, regarding national and international visibility that can generate tourism and potential investments. Football club management should therefore be responsible for the nurturing and development of the playing team. The success achieved on the field will result in an increase in interest of fans and players of the club, thereby creating the hope that new supporters will be attracted. Recruitment should therefore focus on assembling a squad (football players) that will contribute to the club winning and promote greater attendance at stadiums.

2.4.2. Professional football players

According to FIFA (2008), a professional is a football player who earns a salary from football and has a signed contract with the club. All other players are considered to be amateurs. All players of the youth team (up to 18 years of age) are members of the club. The members are bound to the club mainly through affiliation to the club, whereas the full-time employee is led by professional criteria that are normally found in companies. Therefore, all football players in the development programme would be regarded as members of the football club through the payment of affiliation fees on an annual basis. All football players are therefore members of the club, and bound to the club through the signing of a professional employment contract.

2.5. CLUB GOVERNANCE AND OWNERSHIP

Sullivan (2005) identified three different types of ownership: proprietary, professional, and partnership. Proprietary ownership relates to authority and possession. Proprietary ownership relates to several features, namely tenacity of purpose, longevity, stability and identity in the face of difficulty, change, loss of confidence or of commitment. Professional ownership, on the other hand, relates to the degree of scope of autonomy and initiative as well as respect for differences in implementing

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the mission. Professional ownership rests on a high degree of self-directedness and the absence of coercion. Finally, participative ownership is concerned with the nature and quality of the community in which the mission is carried out. However, Cronje *et al.* (2004) identified four types of ownership, namely sole proprietorship, partnerships, close corporations, and companies (private and public). Each of these types of ownership will be described briefly.

Sole proprietorships is an organisation owned by one person, usually the individual who has day-to-day responsibility for running the business. Sole proprietors own all the assets of the business and the profits generated by it as well as assuming full responsibility for any of its liabilities or debts. In a partnership, two or more people share ownership of a single business. Like proprietorships, the law does not distinguish between the business and its owners. The partners should have a legal agreement that sets forth how decisions will be made, profits will be shared, disputes will be resolved, how future partners will be admitted to the partnership, how partners can be bought out, and what steps will be taken to dissolve the partnership when needed.

A close corporation can be registered at a low cost to the owners. The shareholders of a close corporation are referred to as members. A close corporation has two or more members and their authority can be regulated by an association agreement based on the percentage interest in the corporation. The Close Corporation Act No. 69 of 1984 makes provision for the establishment of close corporations. However, according to the Companies Act No. 71 of 2008, close corporations will be phased out during the year 2010 and existing close corporations can continue to exist until deregistered, dissolved or converted into a private company governed under the new Companies Act.

A private company has shareholders, which could number from one to fifty. Private companies may issue stock, but the shares do not trade on public exchanges and are not issued through an initial public offering. In general, the shares of these businesses are less liquid and the values are difficult to determine. The name of a private company should end with the words (Pty) Ltd or (Proprietary) Limited. The company is a legal personality and all assets and liabilities of the company are

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separate from the shareholders. A public company on the other hand should have a minimum of seven shareholders. There is no specified maximum number of shareholders. Capital is raised by issuing shares to the public at a premium.

2.5.1. Football club ownership

This study will, among other things, focus on club ownership of professional football clubs in South Africa and in particular ownership of professional football clubs in the Gauteng Province. Football ownership in Europe ranges from family-owned to clubs that are publicly traded on the stock exchange. Football club ownership in professional football clubs ranges from single owners with majority shareholders, clubs owned by multi-national organisations with minority shareholding by a university, and ownership by a single shareholder.

Football club ownership appears to include individuals who invest in a football club as a result of identification and support for the club, rather than expecting financial returns as a result of the investment (Mason, 1980). Tischler (1981) indicates that individual shareholding and ownership of English football clubs includes businessmen and especially businessmen in the hospitality industry.

As mentioned previously (section 2.4), traditional modes of governance in European football presents challenges, especially in relation to the ownership of clubs (Holt; 2007). Clubs benefitting from the revenue growth seek greater autonomy to take advantage of the market power in terms of television rights and negotiating of commercial contracts.

Corporate structures in football are reflected in different ways in the different countries, including limited liability structure (combining elements of partnerships and corporations) implemented in the United Kingdom, family-controlled holding companies in Italy and non-profit organisations in Spain, Germany and the Netherlands (Gammelsaeter & Jakobsen, 2008). Football clubs have undergone significant changes with regard to the ownership of the clubs. Certain clubs have listed on the stock exchange, with a holding company owning the club. These clubs are listed on the stock exchange or established as public listed companies in order for the club to attract additional investment. Spanish football clubs, however, are not

listed on the Stock Exchange, but these clubs receive backing from financial institutions and authorities in the region (Barajas & Rodriquez, 2010).

An example is found in the Lillestrom Sportsklubb in Norway where, according to Gammelsaeter and Jakobsen (2008), club management comprises mostly people who were previously involved in the club. The external stakeholders of the club generally serve in the capacity of investors with all decision-making being the responsibility of management. The investors' responsibility is to increase the club's revenue. The relationship between the club and investors in a public listed company (plc) agreement can be terminated without losing the right to players and thereby maintaining the club's status. Emery and Weed (2006) state that 26 of the 92 professional football clubs in England during the 2002/2003 season have become public listed companies (plcs). Of the 26 clubs listed, 16 were Premier League Clubs and the remaining 10 from the Football League.

2.6. STRATEGIC MANAGEMENT AND FOOTBALL CLUBS

Strategic management relates to the process of analysing the internal and external environment of the organisation in order to forge the strategic direction of the organisation (Harrison & St. John, 2004). The organisation sets the strategic direction through the development of strategies to guide the organisation to achieve its goals and objectives in order to satisfy the organisational stakeholders. The internal environment includes managers, employees, owners and their representatives with a claim on the outcomes of the organisation. The external environment, on the other hand, consists of all groups of individuals outside the organisation, which includes the customers, suppliers, competitors, government departments and administration that influence business operations. Strategic direction of the organisation is achieved through the development of long-term goals and objectives.

The research of strategic management is aimed at determining organisational sources of sustainable advantage (Ghobadian, O'Regan, Thomas & Lui, 2008). Strategic management research falls into two broad categories. These categories are content, namely the scope of the business and how the business intends competing for market share; and process, which is the method that the organisation

uses in developing strategies and how these strategies are implemented. Strategic management is therefore an explicit and ongoing organisational process comprising a number of components, such as the establishment of goals and the generation and evaluation of organisational strategies (Ghobadian *et al.*, 2008). The formal strategic planning process is therefore analytical, systematic and deliberate.

Ghobadian *et al.* (2008) indicates that strategic planning has its detractors and proponents. The detractors of strategic planning argue that strategic planning drives out innovation because planning is rooted in the existing structure and circumstances and channels attention and behaviour towards the pre-ordained direction of the organisation. The detractors further argue that planning is heavily reliant on accurate forecasts, and that predictions are notoriously inaccurate. The proponents argue that explicit planning processes, rather than haphazard guesswork, result in the collection and interpretation of data critical to creating and maintaining the organisation-environment alignment. According to Ansoff (1991), trial-and-error learning, in most cases planning, produces better alignment and financial results. Grant (2003) concludes that strategic planning continues to play a central role in the management system of large organisations and notes that planning practice has changed in response to greater environmental turbulence. Grinyer, Al-Bazzaz and Yassai-Ardekani (1986) state that the aim of strategic planning is to promote adaptive thinking in companies in order to gain competitive advantage. Therefore, the attainment of environmental fit is dependent on the managers' ability to select, transmit and interpret information (Ghobadian, *et al.*, 2008).

The strategic performance of an organisation depends substantially on the way that its corporate strategy is planned, structured and then implemented (Yee & Cheah, 2006). In addition, Figure 2.1 illustrates a framework for corporate strategy which includes finance, business, technology (generic), information technology, human resources, and operations. The strategic fields rarely act independently and the interactions between the fields play a more prominent role to drive the organisations towards the achievement of a stronger corporate strategy.
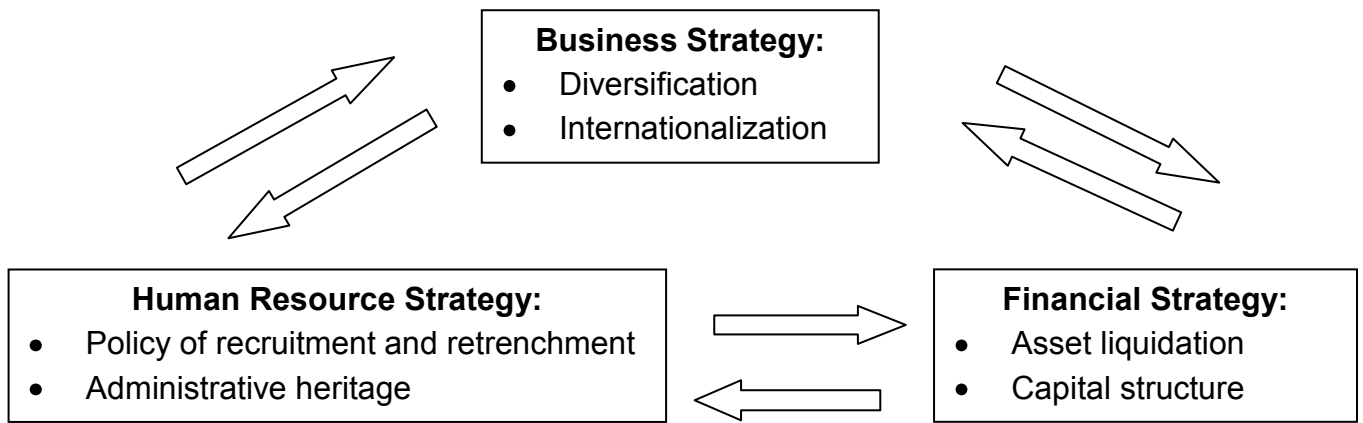
Figure 2.1: Interactions of components of three strategic fields

Source: Yee, C.Y; Cheah, C.Y.J. (2006)

2.6.1. Strategic development

Sport governance is the process of overseeing the functioning and providing the overall direction of the organisation (Ferkins, Shilbury & McDonald, 2009). The mission of for-profit organisations is the creation of shareholder wealth, whereas non-profit organisations are motivated by the achievement of goals and delivering on the mission of the organisation. The board of organisations adopt a strategic role, whereas the directors guide the definition of the corporate mission of the organisation and are responsible for the development, implementation and monitoring of the sport clubs' strategies. The role of the chief executive officer in strategic development needs to be clearly defined and negotiated, whereas the board needs to be aware of its role in monitoring the functioning of the chief executive officer. Hill and Jones (2009) describe strategic leadership as the strategy-making process, of selecting and implementing strategies to create competitive advantage for the organisation.

Porter (1980) defines the achievement of competitive advantage through three specific strategies: low cost leadership; differentiation and focus that is based on an analysis of the organisation's strategic advantage, based on the low cost position of the company; its perceived uniqueness by the customer and strategic target (industry wide or a particular sector). According to Porter (1980) the strategy of low cost leadership requires organisations to become the lower cost producers of their industry.

Strategies provide protective options for the company against competitive rivalry, as well as facilitating the establishment of competitive barriers to entry into a market through customer loyalty and price inelasticity. Company strategies are tailored to serve a specialised segment of the market, by providing a specific skill or service to specific customers in a specific geographical area. Within the context of the study, football club strategies will determine how the club will gain competitive advantage over its competitors in the PSL, for revenue, sponsorship, supporters, and players. De Heij, Vermeulen and Teunter (2006) argue that in order for the organisations to implement strategic actions, certain changes are required to improve the organisations' competitive changes.

2.6.2. Strategic management of football clubs

Shareholders and suppliers of football clubs demand financial performance, whereas fans and supporters of the club demand sporting performance (De Heij *et al.*, 2006). It is believed that the more successful the on-field performance of the club is, the more sponsors, players and suppliers want to be associated with the club. According to De Heij *et al.* (2006) football clubs are involved in strategic actions. These are, however, more related to player trade and a significant number of actions that are not related to on-field activities, including revenue generation and increasing supporter base. Strategic management of football clubs should therefore relate to more than just trading of players, but should intentionally plan the way forward, in terms of their positioning on and off the field. The club should plot its way in positioning the brand off the field, so that the exploits on the field can be supported by strong off-the-field planning and positioning.

Other authors such as Barros and Leach (2006), found that the financial performance of leading clubs is related to expansion into different markets and sponsorship deals. The different markets include the distribution of apparel in the retail market and the provision of credit cards to customers in the financial sector. Football clubs in England regard success as more than just performance on the field, but also relate this to financial success and the development of an efficiently produced product, including apparel, sponsorships and events.

The Football League in England introduced sport sanctions to deter clubs from going into administration. According to these sanctions, clubs have ten points deducted if they go into administration (Emery & Weed, 2006). However, the period that the club is in administration provides an opportunity for the club to develop sustainable financial business plans. This often takes place after forcing existing owners and directors to leave the club. Administration is a legally legitimate recovery plan that provides clubs with an opportunity to adopt better business plans. Clubs going into administration receive a court protection order from their creditors, with administrators being appointed by the court in an attempt to rescue the business (Beech, Horsman & Magraw, 2010). Administrators negotiate with the club's creditors to find an acceptable level of debt settlement and development of a payment schedule for creditors. Clubs have to reduce gearing to manageable levels (i.e. to be financed more by equity and less by debt). In addition to the points deduction clubs suffer, they are required to exit from Administration into a Companies Voluntary Agreement (CVA), where an acceptable payment agreement and schedule of payment is agreed with the creditors.

2.7. ORGANISATIONAL STRUCTURE

Organisational design relates to the broad concept of assessing and selecting the structure of a formal system of communication, division of labour, co-ordination control, authority and responsibility, required in achieving an organisation's goals (Tirimanne & Ariyawardana, 2008). The process of organisational design is, however, more complicated and detailed than the lines and boxes in the organisational chart indicate. The organisation's design is a complex web reflecting co-ordination and interaction between the various levels, business units and human components. In addition, organisational design provides a platform for the development or changing of the organisation's structure (Robbins & Coulter, 2003). Sanchez-Manzanares, Rico and Gil (2008), on the other hand, define organisational design as the creation or change of the organisational structure in order to achieve the organisational goals and objectives.

The overall strategy and management of an organisation is for the organisation to "maintain a dynamic fit" between the organisational offering and factors influencing business operations (Liao, Kickul & Ma, 2008: 267). Organisations are therefore

required to adapt, renew, change and reorganise the organisational resources and capabilities to adapt to these factors, through making appropriate decisions that will maintain the organisation's competitive advantage.

According to Wilkesmann *et al* (2002), democratic decision-making can lead the organisation to a situation in which its goals are permanently revised. Democratic decision-making relates to decisions where the consensus of the team is required. Through bottom-up decision-making processes, the organisation loses the opportunity to act strategically in moving in the direction that the organisation should go. Increased consultation results in more and diverse opinions as to which direction the organisation should go. The more often goals are enforced top-down, the more likely it is that the support of the members is absent, and thus active participation in the production of collective goods is destroyed.

According to Konstantopoulos, Trivellas and Reklitis (2007), there are four main dimensions that can be used in describing organisational structure:

i. The degree of centralisation, that is, decisions for innovative procedures are taken at the high level of the management and line managers undertake limited activities.

ii. The degree of formalisation, that is, the procedures and norms of a company are mainly defined explicitly and are well-known to each member of the company.

iii. The degree of complexity, that is, the level of management in the company.

iv. The degree of employees' initiatives for adopting and implementing new ideas.

Tirimanne *et al.* (2008) states that the extent to which organisations utilise the three categories of organisational design, namely structure of the organisation, team involvement and integration in the organisation, influences the attainment of improved performance results. It would therefore appear that those organisations performing better have an organisational structure that supports the organisation in achieving its intended goals as defined in the strategic plan, and therefore require a co-ordinated and integrated approach towards achieving these goals.

Relvas *et al.* (2010) states that Mintzberg identified five key parts of an organisation: the operating core, strategic apex, middle line, techno-structure, and support staff.

The operating core relates to the operation of the organisation by carrying out the basic work of the organisation. The strategic apex, on the other hand, relates to the top of the hierarchy of the administrative component. The chain of command is joined through the middle line of the organisation, joining the operating core and the strategic apex. The techno-structure to the left of the middle line consists of analysts carrying out their work through the application of analytical techniques. Lastly, the support staff, on the right of the middle line, consists of support functions. Figure 2.2 below illustrates the five basic parts of an organisation. Within the context of the study, Mintzberg's five basic parts of an organisation can be translated into the following: firstly, the strategic apex of the football club can be identified as the board of directors and the Chief Executive Officer or Managing Director of the club, as well as the Academy Director or Head of the Junior Development Programme. Secondly, the middle line can be translated as the coaches of the club, senior coach as well as junior development coaches. Thirdly, the operating structure is the playing staff of the football club. Fourthly, the Support Staff of the club consists of the administrative, transport, educational and medical staff. Finally, the techno structure is related to staff responsible for scouting of players as well as staff conducting game analysis for the professional team of the club.
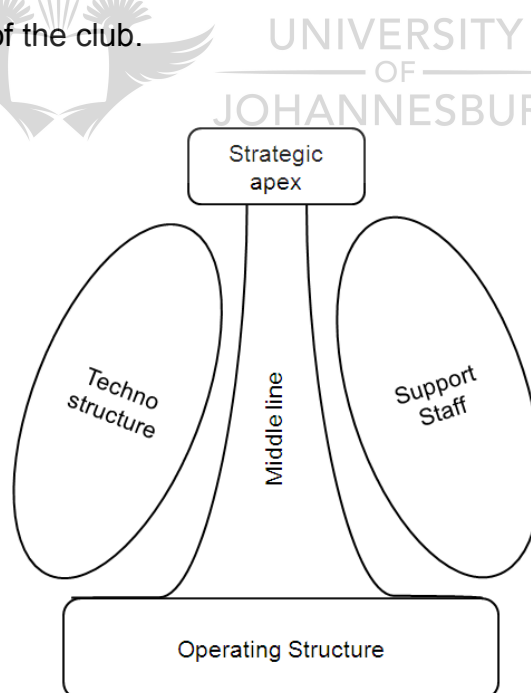
Figure 2.2: Mintzberg's five basic parts of organisations
Source: Adapted from Mintzberg, H. (1979).

According to Penn (2002), the most typical organisational form of the modern organisation has differentiated functions and clear reporting lines and responsibilities. The driver of decision-making, in any sporting organisation, is the inclusive and collaborative strategic planning process underpinned by representation of all relevant stakeholders of the association. According to Stevens (2006), strategic control ranks very high within sporting organisations, operational control is the key organisational system, and decision-making in a sports organisation is consensus-based and is followed by an inclusive approach. Strategic control plays a dominant role within the sports organisation. In addition, Stevens (2006) indentified three design categories for analysis. These design categories include the following: orientation, systems, and structure. Orientation reflects on the traditional principles of organisational values of the organisation. Systems, on the other hand, focus on elements of organising and therefore describe activities within sport and how these activities are organised and ordered. Finally, structure relates to the elements of specialisation, standardisation and centralisation.

The football club managerial structure, as defined by Kelly (2008), includes a clearly-defined and hierarchical division of labour, where each level of labour has a clearly-defined sphere of competence, as well as rules and administrative regulations. Each level in the organisation requires completion of prescribed training courses which leads to technical qualifications. The organisational structure of German clubs is found to be organised along the club structures in a hierarchical or top-down approach (Wilkesmann & Blunter, 2002). The hierarchical structure defines the authority level of the organisational pyramid, in terms of top management at top level, with the second broad level consisting of middle management, and finally the lower level made up of lower management and workers (Bateman *et al*., 2004). The decision-making structure of the club is therefore organised democratically or from the bottom up. Collective decision-making of all relevant stakeholders contributes to the successful development of a football club. This collective decision-making therefore is a representation of a variety of interests of the stakeholders and contributes to the effective achievement of the objectives.

In order for clubs to make more effective and efficient decisions, professional football clubs reduce their democratic decision-making processes to provide for more top-

down processes and decision-making (Wilkesmann & Blunter, 2002). The adjustment of the organisational structure, from a commercial perspective, provides for the attainment of the organisational goals and hence commitment from all staff members. Decision-making structures within the organisation are adjusted to be more like company structures because the bottom-up structure endangers the organisational goals and their consequent implications. Holt (2007) states that a hierarchical pyramid structure exists whereby national associations form a partnership with the international counterpart, for example UEFA, and at the top of the hierarchy are FIFA, the global governing body. Football clubs, in turn, are affiliated to the national associations, as illustrated in Figure 2.3 below.
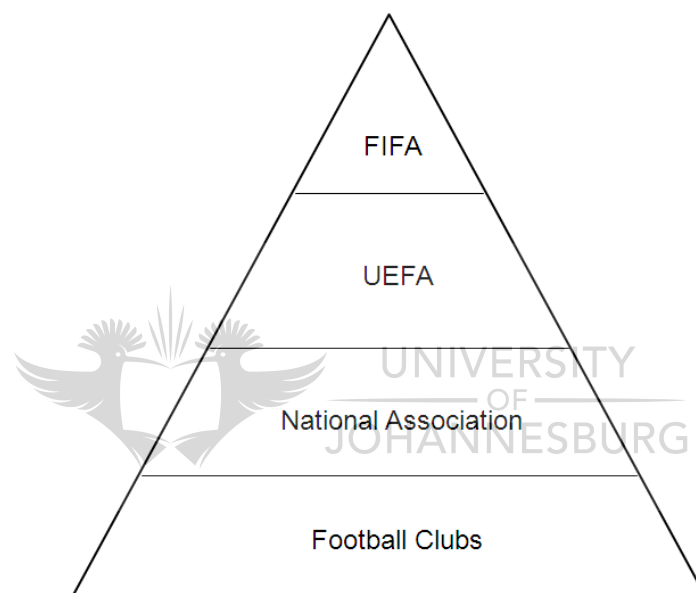
Figure 2.3: Football governance structure
Source: Adapted from Holt, M. (2007).

Football club structures are aligned to the institutional structure in order to achieve the goals and objectives of FIFA. Within the context of the study, the junior development programme forms part of the football club structure. Figure 2.4 below illustrates the organisational structure of 26 football clubs in Europe. The link between the executive board and the football departments (i.e. youth and professional) appears to be the "sports director" within football clubs (Relvas *et al.*, 2010). The executive board, it would seem, is responsible for both youth development and the professional environment of the club. The first team manager therefore is the direct line manager to the Head of Youth Development (HYD) or

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Academy Manager. Some clubs employ a business manager who controls the professional and youth departments of the club. Financial profit, as well as on-the-field performance forms part of the small enterprise that falls under the control of the business manager.
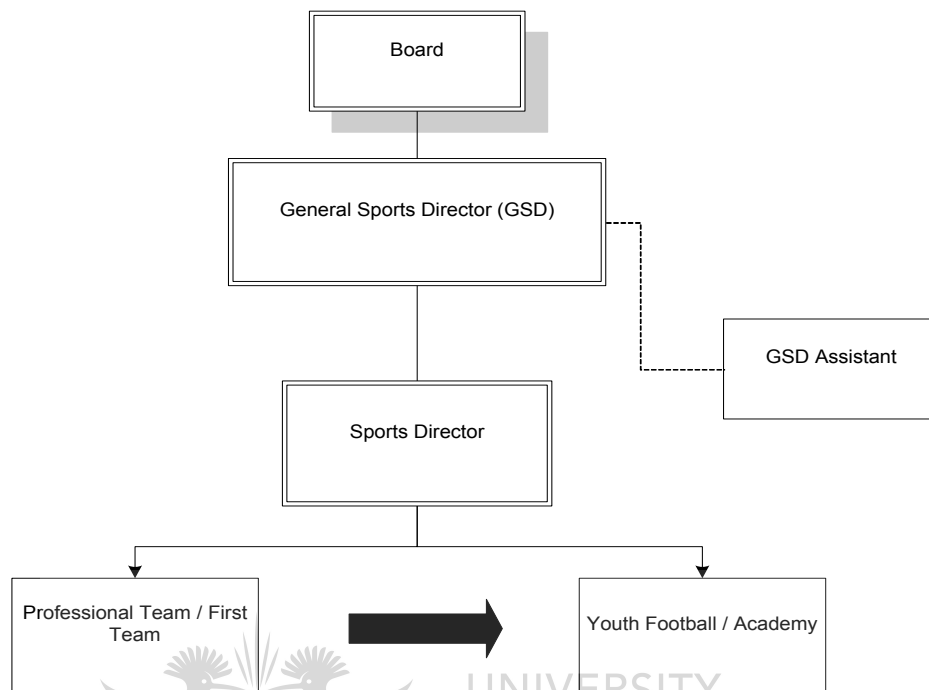
Figure 2.4: Organisational structure evidenced within 26 clubs across five European countries

Source: Adapted from Relvas, H., Littlewood, M., Nesti, M., Gilbourne, D and Richardson, D. (2010).

In addition, Relvas *et al.* (2010) state that the majority of clubs in their study identified different departments (e.g. technical, medical, operations, socio-psychological, and educational). Clubs in Sweden operate within an age-group structure and the assistant coach assumes various other roles in the club, such as fitness trainer. The club generally employs a single goalkeeper coach for all youth teams. Full-time contracted staff appeared to fill highly responsible positions such as Head of Youth Development, Technical Co-ordinator and Fitness Co-ordinator. Coaches are employed on a part-time basis, and in the event of coaches being employed on a full-time basis, these coaches would be associated with higher age-groups and would take on other "generic" and strategic roles within the club.

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2.8. ORGANISATIONAL LEADERSHIP

Organisational leadership relates to a management function whereby individuals are guided in a manner so that all these individuals within the organisation work together towards achieving the organisational goals and objectives as set out in the strategic and operational plans. Parkhouse (2005) states that the organisation can fail if the leader cannot influence employees to perform even if the organisation has the best plans in place and the employees are organised. As mentioned previously (see section 2.6.1), strategic leadership relates to giving meaning and purpose to the organisation and creating a positive future for the organisation and its shareholders (Bateman & Snell, 2004). Supervisory leadership, on the other hand, relates to the provision of guidance, support and corrective feedback to staff. Within the context of the study, strategic leadership is provided by top-level management and supervisory leadership is provided by the coaching team of the club.

2.8.1. Supervisory leadership of coaches

Sport coaching has, over the years, advanced to a level where coaches are required to present some form of leadership, on and off the field (Case, 1984; Chelladurai & Saleh, 1980). The coach's role, in terms of its influential nature and importance, is well recognised. In addition, some authors have highlighted the coaches' influence on performance (Woodman, 1993). Authors such as Cratty (1974), Kalinowski (1985), and Monsaas, (1985) also noted that the coaches' influence can extend beyond athletic performance and include elements of personal development.

The capacity of coaches to influence players is regarded as a demonstration of their leadership (Chelladurai *et al*., 1980). In addition, leadership can be defined as, "the behavioural process of influencing individuals and groups towards set goals" and therefore, the coach possesses some leadership qualities in terms of his or her interaction with the athletes (Bateman *et al*., 2004).

Kellet (1999) argues that the leadership skills of athletes, at least on the field, require that the coach facilitate the athletes' leadership. There are four functions identified as central to the role of the coach (Kellet, 1999). Three of these functions, which are applied to assistant staff and players, are empowerment, communication, and planning. The fourth element relates to the provision of a supportive environment.

2.9. ORGANISATIONAL PERFORMANCE MANAGEMENT IN FOOTBALL CLUBS

Chappelet and Bayle (2005) indicate that performance management can be carried out by means of a systematic approach of measuring performance against the strategic plan. Managing performance therefore relates to defining, measuring, controlling and managing performance of an organisation. Venkatraman and Ramanujam (1986) propose a performance measurement model that has its roots in strategic management. This model comprises three broad dimensions, which include the "overall financial" performance, the business performance dimension concerned with market-based measures, and lastly, the organisational effectiveness dimension, which is concerned with the ability of an organisation to meet its objectives and satisfy its stakeholders (Ghobadian *et al*., 2008).

Yang Wen and Yun (2009) found that the organisational top management team (TMT) guides organisational strategic decision-making as well as the implementation of the organisational strategy. These characteristics and actions determine the performance as well as the future potential of the organisation. The TMT is the group of individuals with operational and management decision-making and holds the power in the organisation. The size of the TMT and organisational performance is determined, in part, by the uncertainty of the external environment. The TMT therefore requires managers with cognitive ability to navigate through the environmental uncertainty and if an organisation intends increasing the size of the TMT, it would require an increase in communication costs.

According to Chappelet and Bayle (2005), the methods of measuring organisational performance can be classified into four classical methods of measurement, namely the degree of achieving the objectives, the resource system, internal functioning, and strategic components. In addition to the classical methods, there are four holistic approaches, namely competitive values, four-dimensional model, six-dimensional model for service organisations, and the balanced scorecard. The balanced scorecard is a management system (not only a measurement system) that enables organizations to clarify their vision and strategy and translate them into action (Kaplan & Norton, 1996). It provides feedback around both the internal business processes and external outcomes in order to continuously improve strategic

performance and results. When fully deployed, the balanced scorecard transforms strategic planning from an academic exercise into the nerve centre of an enterprise. Kaplan and Norton (1996: 7) describe the innovation of the balanced scorecard as follows:

> "The balanced scorecard retains traditional financial measures. But financial measures tell the story of past events, an adequate story for industrial age companies for which investments in long-term capabilities and customer relationships were not critical for success. These financial measures are inadequate, however, for guiding and evaluating the journey that information age companies must make to create future value through investment in customers, suppliers, employees, processes, technology, and innovation."

The balanced scorecard methodology builds on some key concepts of previous management ideas such as Total Quality Management (TQM), including customer-defined quality, continuous improvement, employee empowerment, and primarily measurement-based management and feedback.

Organisational performance is reviewed utilising a number of perspectives which include economic, financial, organisational or social perspectives. The different perspectives require the identification of dimensions of performance ranging from sport, financial, organisational and social dimensions. These dimensions further require the identification or development of key performance indicators to measure performance of these dimensions (Bayle *et al.*, 2007). Organisational performance should be measured against the strategy of the club, in order to determine whether the club has achieved what it set out to achieve at the start of the year or over the period.

Bayle and Robinson (2007) argue that there are three major strategic principles influencing performance. These principles include systems of governance, quality of networks in terms of the integration mechanism, and the positioning of the organisation within the industry. In addition, the three main factors that facilitate organisational performance include the forms and levels of professionalism, the

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presence of a participatory organisational culture, and the adoption of a partnership approach to delivery.

Chappalet and Bayle (2005), on the other hand, indicate that performance measurement can be conducted using systematic approaches, by measuring internal and external factors associated with the achievement of set results, by reviewing the quality of services, innovation, flexibility, as well as the sport results. It is related to measuring results, such as financial results, performance on the field, media coverage, stakeholder interaction, and customer satisfaction. Organisational performance can therefore be defined as the ability to acquire and properly process human, financial and physical resources, to achieve the goals of the organisation (Madella *et al.*, 2005). Madella *et al.* (2005) state that this definition implies that a multidimensional approach is required for any kind of organisation, including commercial companies, public and non-profit organisations.

From a theoretical perspective, Kanter and Summers (1987) suggest that organisational performance measures for non-profit organisations should be based on the principle of multiple interests, namely institutional, managerial and technical functions. The organisation's performance measure should therefore be aligned to the organisational strategic plan or other strategic document in order to measure the club's performance. The organisational performance management process should therefore focus on measuring performance, not only on the field, but measuring performance off the field as well.

The sport organisation's performance should be measured in a different dimension (Rocha & Turner, 2008). These dimensions can be measured by determining the organisation's ability to acquire resources (the system resource model), its productivity (goals attainment model), and its smooth function (the internal process model). This study will, among other things, determine the method of performance management within professional football clubs in Gauteng as well as the football development programmes.

2.9.1. Total Quality Management

Total Quality Management (TQM) is a way of managing in which everyone in the organisation is committed to continuous improvement in their respective part in the operational process (Bateman & Snell, 2004). According to CIMA Official terminology, TQM can be defined as, "an integrated and comprehensive system of planning and controlling all business functions so that products and services are produced which meet or exceed customer expectations (Iwarere, 2010: 35). TQM is focused on improved product quality and as a result improved customer satisfaction. TQM is therefore a process where management includes all departments in the organisation to improve all the aspects of the business. In order for the organisation to break down the walls separating the different stages of work, a more team-orientated approach is required to facilitate group problem-solving, information sharing and co-operation across all departments. TQM relates to the idea of doing something right the first time, by conforming to the required standard by the customers and thereby avoiding operational defects. Quality management is regarded as the responsibility of all employees at all levels of the organisation.

Little research has been conducted in the field of organisational performance management in sport organisations. Bayle and Robinson (2007), for example, classify organisational performance in three ways, namely micro-analytical focusing on actors' behaviours inside the organisation. The second classification, macro-analytical, is concerned with the organisational relationships. Lastly, the configurational approach to explaining organisational performance focuses on the area of strategy that adopts a systematic analysis of key factors that affect performance.

2.10. PROGRAMME MANAGEMENT

Programme management relates to achieving organisational outcomes through the delivery of any unique and verifiable product, result, or capability, to perform a service that must be produced in order to complete a specific organisational process or phase (Cann & Brumagim, 2008). Potter (2007) indicates that programme objectives must be in line with the overall strategy of the organisation. Programme management links the business strategy to the operational implementation, thereby

contributing towards improved delivery in terms of product, service and infrastructure development (Milosevic, Martinelli & Wadell, 2007).

Project and programme management, as a discipline, has evolved over time into a somewhat codified set of principles, practices and tools, focusing on a specific end result (Shenhar, Milosevic, Dvir & Thamhain, 2007). The project and programme management renews and strengthens the linkage between programmes and organisational business strategy. Therefore, the purpose of the programme is not the programme in itself, but to achieve the strategic goals of the performing organisation. The youth development programme of a professional football club should, therefore, be developed in line with the club's broad strategies and should not operate in isolation.

Programme management is seen as strategic and focused on business success (Milosevic, Martinelli & Wadell, 2007). In addition, programme management provides a method of operationalising the business strategy towards delivering on the product, service, and infrastructure development. The management of sport programmes, especially those programmes targeted at children and adolescents, should pay careful consideration to the design of the programme, how these programmes are implemented, and how performance is evaluated (Chalip, 2006). Football clubs have a number of programmes that they manage, including marketing and commercialising of the club's activities, the preparation and performance of the senior team, and the junior football development programme.

2.10.1.   Defining sport development

According to Smith (2005), sport development is the process of setting up opportunities, processes, systems and structures to enable and encourage participation in sport. Sport development is therefore aimed at increasing the sport participation within a region or country in sport for recreational purposes, or to improve performance to whatever level they desire. Green (2005), however, states that sport development has the objective of increasing the number of active participants in a sport and enhancing the quality of performance in sport. From the above definitions it would appear that sport development achieves the aim of elite performance through mass participation programmes. Mass participation

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programmes are intended to increase the level of active citizens participating in sporting events and will therefore provide a pool of talent that can be recruited into elite sporting programmes and participation in professional sport.

However, according to Pitchford, Brackenridge, Bringer, Cockburn, Nutt, Pawleczek and Russell (2004), little research is currently conducted that focuses on the experience of the participants in the children's games. Some researchers, such as Renson (2001), however, state that the human body learns through experience and that the body explores its surroundings and through sport participation people discover their spatial, social, mental and physical limits. Therefore, sport development programmes serve as a vehicle for children to enhance learning, development and understanding of their limitations when performing sporting activities. Sport development programmes therefore provide an opportunity for the participants in the programmes to grow and develop their sporting abilities, as well as an opportunity for holistic development of the children in the sports programme.

The emphasis on mass participation and competitiveness in sport development are linked in that the organisation intends increasing the pool of talented athletes from which elite athletes can be developed (Green 2005). Sport development programmes that are aimed at youth require planning, implementation and evaluation. Sport development programmes build self-esteem, promote moral development and teach life-skills. The opposite is also true: sport development can lead to anti-social development (Monk & Olsson, 2006). The sport development programme is therefore an intentional programme with set goals and objectives in order to develop elite athletes from the targeted pool of athletes.

An athlete-centred philosophy of sport development is at the forefront of sport participation, which includes the "holistic development and well-being" of the child (Kerr & Stirling, 2008). The athlete-centred model is a "value based" approach of sport development programmes that places emphasis on a developmentally appropriate child-focused sport. The value-based approach is therefore focused on improving the value of the organisation and improved decision-making at all levels within the organisation. This value is related to the development of elite athletes who will be sold on the open market or athletes who will eventually play at the highest

level for the specific club. Authors such as the Canadian Heritage (2002), and Clarke, Smith and Thibault (1994) argue that the health and well-being of the athlete comes first and that the performance outcome of the sport is the secondary factor. Kerr *et al.* (2008) refer to sport as a vehicle to pursue personal development through life skills education, ethical conduct and citizenship. This approach to football development focuses on the full or holistic development of the athlete and only through holistic development can optimal athletic performance be achieved. Holistic development and attainment of personal excellence will contribute to the performance excellence on the field.

Kerr *et al.* (2008) indicates that all adults, in an athlete-centred sport system, have a responsibility to protect and enhance the well-being of athletes beyond their sporting career. The promotion of accountability, within the athlete-centred approach to coaching, requires the development of cultural norms and expectations within this model. Sport development programmes should therefore focus on the development of the athlete first, and the result should be a by-product of the participation. It is therefore the intent of the programme to develop the child without focusing on results and thereby reducing external stressors on the child. Thus, within the athlete-centred approach, where the main goal is the development of the individual athlete, performance excellence is an end product of the athlete-centred approach with the older age groups, and this athlete-centred model can exist within a high performance sport (Kerr *et al.*, 2008).

2.10.2.   International trends in football development programmes

Football academies at professional clubs in countries such as England, are licensed Football Association Academies. These academies are concerned with the children and have therefore developed a range of services and products that are specifically geared towards young children (Pitchford, Brackenridge, Bringer, Cockburn, Nutt, Pawlaczek & Russell, 2004). The establishment of these academies is governed by the English Football Association and guided by policy. The policy document, "Charter Mark", provides for matters concerning the provision, coaching and development of youth players. The Football Charter, developed by the English Football Association, describes football development by professional clubs and how these clubs should deliver development programmes, by emphasising a "child-

centred" coaching technique promoting enjoyment and improved skills levels of all participants (Pitchford *et al.,* 2004). In order to address issues around the marginalisation of children in the decision-making processes that shape the policies and practices of football development, it was found that certain clubs within England have included players in the development of codes of conduct for coaching staff, parents and players (Pitchford *et al.*, 2004).

The English Football Association (FA) Technical Department (1997) introduced Football Education for young players: "A Charter for Quality." The purpose of the structure was to provide a structured approach to football development in England. Specific environmental (facilities, staff, medical provision, practice and legislation) and operational criteria (coaching qualifications) were provided within this charter of quality that is regarded as essential for appropriate player development. The French Football Federation (FFF), together with the Ligue du Football Professional (LPF), implemented a similar quality model, namely the "Chart du Football Professional" (2007). This charter is updated and reviewed annually in order to regulate the academies of professional clubs in France. The FFF defines specific requirements for the academies which include facilities, staff, players and efficiency criteria. Within the context of this study, the requirements of the youth development programme will be investigated.

Other countries such as Belgium, Finland and Germany have, through their respective Football Associations, implemented a football programme called Football Professional Academy Support System (FootPASS) (Van Hoecke, Schoukens & De Sutter, 2006; Van Hoecke, Schoukens, Louchmann & Laudenklos, 2008). Some of the principles of FootPASS mirror some of the Total Quality Management concepts (see section 2.9.1) through encouraging coherent and clear long-term strategic planning, and preparing the stakeholders to enhance the effectiveness of these organisations. The intention of FootPASS is to provide support to clubs in implementing their quality management systems. Van Hoecke, Schoukens and De Knop (2007) state that the governing bodies emphasise and thereby encourage the implementation of such a quality management system in order for clubs to develop home-grown talent and also encourage the clubs' success in a very competitive environment. Van Hoecke *et al*. (2006) considers seven dimensions namely:

strategic planning, organisational structure, talent development, supporting activities, internal marketing, external relations, and facilities that will further development and the implementation of a football development programme.

Football clubs support the development process by exposing young players to specialised coaching and training, in order to accelerate development within the club (Williams, Reilly & Franks, 1999). The notion of professionalism is introduced through the clubs' Academy System (Richardson, Gilbourne & Littlewood, 2004). The English Football Association's Technical Department (1997) indicates that football academies are encouraged to provide a supportive approach to the elite development programme. Football Clubs, such as Ajax Amsterdam and Fulham FC, indicated that it is the goal of their academies to create an environment that is conducive to the development of elite players of the future (Richardson *et al.*, 2004). It is further indicated that the academies are there to develop players for the first team or at least generate an income for the club through the sale of "marketable assets".

2.10.3.   International junior player development programmes

As mentioned previously (section 2.10.1), youth development programmes are developed utilising a "child-centred" approach, whereby the strategies should be in line with the requirements of the club and the national association. Cutner-Smith, Wallace and Wang (1999), however, found a strong negative relationship between time spent on skills learning and winning in these programmes. In addition, there is a moderate negative relationship between time spent by players waiting to participate in skills drills during practice and winning. Player performance in competition is therefore adversely affected by the time spent setting up and distributing equipment.

Education is a major component of the pioneering Diambars Football Academy (Morgan, 2007a). French footballer Patrick Viera launched an academy in Senegal, and planned on making South Africa home to the second academy. At Diambars in Senegal, seventy percent of the junior players' time is spent on education. Viera believes that by focusing on education, the exploitation of young players can be prevented. The purpose of the strong focus on education is further reiterated in the need for something which players can depend on in the event that their goal of

playing professional football does not materialise, even after attending the academy. In the context of this study this is one of the areas to be investigated.

The ASEC Abidjan Football Academy was established in 1993 and is located at the ASEC training complex in the Republic of Côte d'Ivoire (FIFA, 2004). The Academy provides the children with a general education and world-class football training. The philosophy of the Academy is: "the more the man grows, the better the chance he will be a great footballer" (FIFA, 2004). The football players of the academy live at the school during the week and have two training sessions on most days with matches scheduled for Saturdays. The Academy further schedules regular doctor's visits with each player following a set diet. Education is an important part of player development and if any player does not do his/her homework, that player misses training. The academy provides schooling in mathematics, history, geography and physics, as well as English, French and Spanish, in preparation for a move to a European club.

According to the National Soccer Coaches Association of America (NSCAA, n.d.), the best French players at the age of 13 go to the National Training Centre at Clairefontaine. These players are identified in the six regions in France. The French Football Federation (FFF) uses the following criteria for the identification of young players:

- Morphology – players are tested to determine the age of their bones to predict full size.
- Medical purpose – determining the medically related limitations.
- Physical aspects – determining their athletic potential. Here speed is the most important.
- Technical Skills – the most important aspect. This includes intelligence, adaptability and understanding during the games.
- Personality – players undergo a QPS or sports personality test. Players scoring the highest in this section are all currently professional football players.
- Scholarship – grades in school. The students' behaviour in and out of school and work is monitored.

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Players are trained and educated with the following concepts in mind:

- Forget what is at stake;
- Results only come from the game;
- Respect the principles of playing soccer and play within the structure the coach gives you;
- Victory is the only goal;
- The first consideration is to be present (to become an impact player) in the game, to free yourself from your opponent, and to ask for the ball.

It is the belief of the FFF that football players only have two real jobs, that of being a football player and the second and equally important is being a student. Training is scheduled from Monday to Friday, with match-days scheduled on Saturdays and Sundays. Training focuses on physical, technical (skills training) and tactical training focusing on game tactics.

According to Crumley (2002), the FFF requires all professional football clubs to establish and finance development centres where older prospective players can combine studies with high level football instruction and training. Therefore, the FFF provides these clubs with a pool of talented players to recruit from.

The Football Association (FA) of England has shown its commitment to player development in full-time education through the Active Sports Programme. Through this programme, the FA aims to develop and support both existing and new innovative programmes, in educational institutions, to develop young talent outside the structures provided by professional clubs, academies and centres of excellence.

At the Arsenal Academy in England (Anon, 2005) the results are not the primary objective for the under-eighteen players. The club's primary concern for this age-group is player development. The Arsenal Academy is responsible for the development of players between the ages of nine and eighteen. Throughout this period their primary aim is to produce footballers ready to establish themselves in their club or national team.

Bolton Wanderers Academy was established in 1998 and represents the youth policy of the football club (Bolton Wanderers, 2007a). The Academy is designed to bring boys aged seven to sixteen through junior teams to the senior professional squad. The junior teams are coached by two qualified coaches (UEFA A or B qualifications). The players at Bolton Wanderers Academy follow an educational programme of one-and-a-half days per week on any course of their choice. Players from outside the Bolton area are placed with families, ensuring that the boys grow up in a family environment. The Academy is headed by an Academy Director with three Assistant Academy Directors, Head of Education, Welfare Child Protection Officer, International Academy Director, Physiotherapist, Sport Psychologist, Recruitment Officer, Doctor, Transport Co-ordinator, Fitness Coach and Administrator.

The appointment of an International Academy Director at Bolton Wanderers is aimed at promoting the club to junior and senior football clubs in all territories in the world (Bolton Wanderers; 2007b). The aim of the International Academy is to identify the next generation of players internationally to continue the progress made by the club in order to continue being successful on the domestic front, although ultimately the club wants to achieve success in the European competitions.

The trends in international football development programmes provide a framework for junior football development programmes. Football development is regulated by the national federations, with the federation developing guidelines in terms of the requirements and criteria for junior player development. With these guidelines in place, the clubs are able to provide an environment that is conducive to junior player development. In addition, clubs not only provide professional football coaches and educational programmes, but health facilities are aligned to the programme as well.

2.10.4. Components of the junior development programmes

The main objective of sport organisations and federations is to gain maximum profit from training talented athletes (Vincze *et al.*, 2008). These athletes are therefore trained to gain selection to the senior team, thereby making savings from the budget by not spending money on trained players from elsewhere. Another benefit to the club in talent identification and implementation of a development programme relates to the selling of a player from the development programme to another club and

thereby generating a profit from the sale of the player. In addition, talent identification and youth development is most beneficial among independent youth development programmes, as these programmes are not linked to a senior professional club that takes up all the attention of the staff and resources.

Professional football clubs present an opportunity for the development of a player–development model that can cater for the long-term development of football players. The long-term development model is aimed at providing a pool of players for future selection for the professional team of the club (Harwood, 2008). It should provide a multi-dimensional programme or system of developing young football players in terms of "psychosocial competencies and performance-enhancement skills" appropriate for the phase and stage of development. In addition, this multi-dimensional programme focuses on the holistic development of the youth player by incorporating football development (physical) with other components of development such as social, psychological, and emotional development and preparing the youth players for life as a professional football player and for life after football.

Green's (2005) sport development theory is based on a pyramid approach to sport development, as reflected in Figure 2.5 below. The pyramid model addresses three key elements that include the entrance, retention and advancement of athletes in sports participation. The entrance of athletes to the sport relates to the ways to which athletes are first introduced to sports (mass participation). Retention relates to the athlete's decision to continue participation (competitive sport) or whether participation should cease.
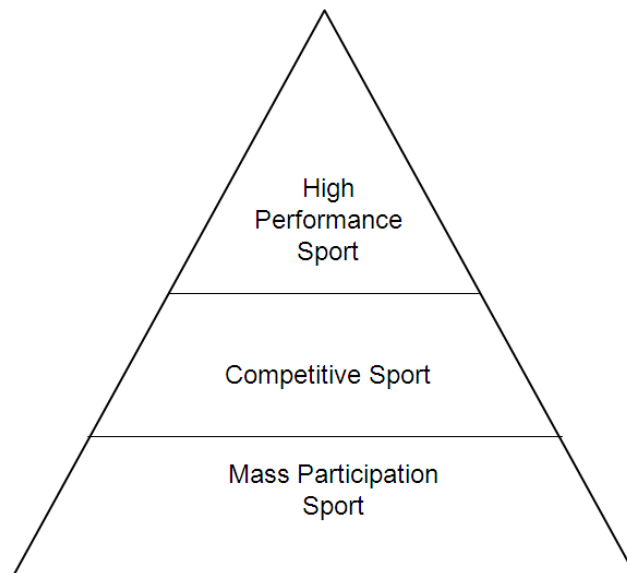
Figure 2.5: Pyramid model of sport development

Source: Adapted from Green, B.C. (2005).

Arnaut (2006) states that the sport development programmes should be regulated by the specific sport federation along with public authorities. The junior football development programmes of all football clubs in South Africa are regulated by SAFA, which accredits these programmes. In addition, policies are developed to guide the training of young players at club level. The intentions of the football development policies are therefore to ensure the quality of the training is in line with national, provincial and federation (SAFA) requirements.

The management of sport youth programmes has six key objectives (Flintoff, 2003), namely: strategic planning, to enhance sport development; primary liaison, to establish links between the development programme and local primary and secondary schools; out of school hours activities, to develop and support out-of-school programmes; coaching and leadership, development of coaching, leadership and officiating programmes for senior players and local coaches and administrators; and raising standards, reviewing current sport programmes in the light of specific programme requirements.

The Scottish regions of Dumfries and Galloway (Atkinson, 2001) state that the objectives of the football development plan are guided by a second overriding principle of 'providing support in order for people to recognise and reach their full

football potential'. In the plan, the Scottish Football Association identifies the importance of ensuring the continued participation and development of the twelve-to-eighteen-year-old age groups. Due to a variety of factors that influence young people in these formative years of their development cycle, it becomes critical to the future success of the sport that there is a structured football programme available which targets this particular age group.

A weakness in football management is regarded as one of the most important reasons why Hungarian football is experiencing a lag in football development management (Vincze *et al.,* 2008). Project leaders were appointed by the Hungarian football authorities to address the challenges in talent development. Football development at club level was entrusted to ageing players in the club structure. These ageing players had little or no managerial experience in the field of football management or coaching. The school system was utilised as the basis for football development in Hungary. One of the first clubs introducing this structure was Goliath Football Club. Primary and secondary schools provide an opportunity for regular training and play in this framework of football development. The football development framework that was introduced in Hungary further provided an opportunity three times annually for competition and selection. Vincze *et al.* (2008) states that the second development programme, the Boszik Programme, was introduced in 2001 in Hungary based on three elements, namely football in school where an opportunity is provided for learners to become familiar with and learn to enjoy the game; club football that provides a platform for the coaching of talented players; and the academy of elite players where the best players from clubs are selected, thereby providing an opportunity for the training and development of elite football players. This is similar to Green's (2005) pyramid model of sport development, as shown in Figure 2.5, where school sport is mass participation, club football relates to competition sport, and High Performance Sport consists of the academy of elite players.

Football management therefore requires the effective management of talented football players. It is evident that the talent war for young football players will continue (Brady, Bolchover & Sturgess, 2008). The senior managers at football clubs "don't

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spend enough time on talent management" and would prefer to buy instant success by investing in established players competing at a professional level.

The football development programme requires a development curriculum with the involvement of parents, teachers, coaches and other community partners (Folsom-Meek, Nearing & Bock, 2007). Curtner-Smith, Wallace and Wang (1999) state that the curriculum should be developed in line with the organisation of practices, the practice of football or sports drills, playing and practicing using small-sided games and full-sided games.

Green and Oakley (2001) states that the coaching of athletes is a fundamental element of sports development, as is the nurturing of young football players. The development programme should include life skills training that consists of "career advice, educational support, life skills, along with financial planning and management and media and presentation skills training" (Green *et al.*, 2001). This description of the development of athletes further enhances Smith's (2005) definition of sport development.

High school adolescents who compete in sports programmes regarded sports programmes as important developmental experiences that contributed towards their psychological development, whereby goal-setting, time management and emotional control was learned (Dworkin, Larson & Hanson, 2003). A wide range of values and skills can be taught to participants in a sports programme. McCallister, Blinde and Weiss (2000), however, found that coaches experienced challenges in implementing life skills programmes because of inconsistency in their messages, which tended to be very general e.g. punishment and leading by example. Gilbert, Gilbert and Trudel (2001) stated that more directed teaching strategies can be used to influence athletes' behaviour and personal characteristics. These strategies included individual meetings, fines and withdrawing playing times. The focus was therefore placed on pre-event speeches, pre-event routines and restructuring the learning environment.

Gould, Collins, Lauer and Chung (2007) state that adolescents found after-school activities useful in developing positive skills, such as taking initiative and the ability to set and achieve goals. Behaviours need to be clearly defined in order to effectively

facilitate life skills development. These behaviours further need to be communicated repeatedly, with reinforcement and reprimand of inappropriate actions and discussion with the football players. In addition, in order for the coaches to facilitate life skills and performance development, coaches must build relationships with the football players.

Kern and Calleja (2008) argue that the development of sports skills at all levels requires the athlete to actively practice the skills required to participate in the sport. This necessitates that practice be organised in smaller teams to increase the participation by all members, until skill levels are developed for all phases of play. The authors argue that the development of technical skills is an important element of any practice session and it is therefore important for all active players to spend the majority of their time actually practising skills that they perform during a match (Kern *et al*., 2008).

2.10.5.   Structure

Sport programmes and the structure of the development programme reflect the philosophy of the organisation (Flintoff, 2003). Richardson, Gilbourne and Littlewood (2004) state that the aim of football development programmes is to develop football players to participate in the first team or earn an income for the club from the sale of the player to another professional football club. Football development programmes are involved in the process of identifying talented young football players and then nurturing and developing that talent for a senior professional club or to trade players on the open market.

Football clubs introduced the football development programme structure to facilitate football development. The football development programme structures are regarded as rigid and promote a top-down approach to football development (Kirk, 2004). There is a clear gradation between the players and coaches identified, between players in the first year, second year and third year. The hierarchical system is supported by a strong authoritarian regime. This authoritarian regime is manifested in a combination of "violent and abusive language, direct personnel castigations and threats of physical exercise as punishment" (Kirk, 2004).
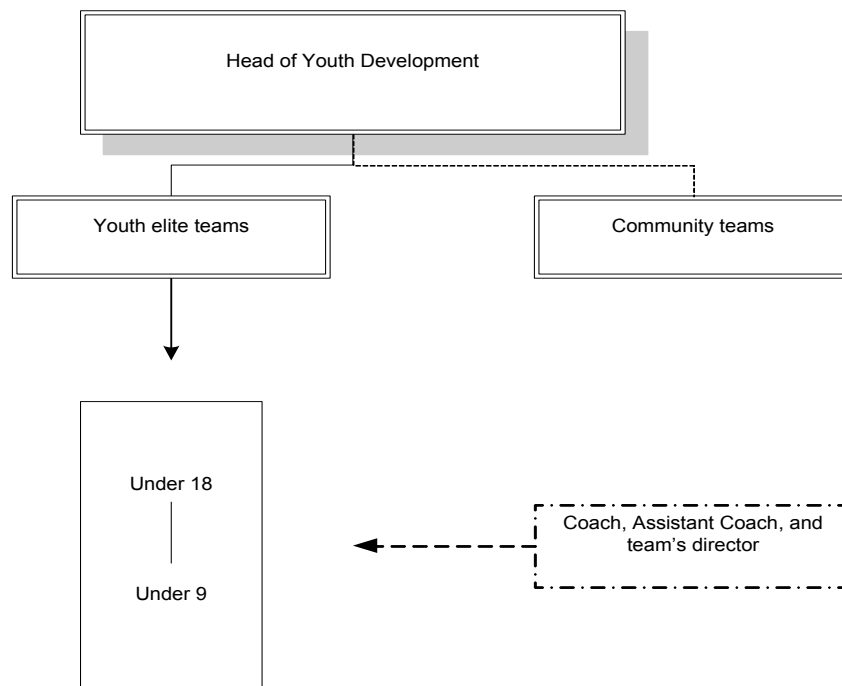
Figure 2.6: Youth development structure at Swedish clubs

Source: Adapted from Relvas, H; Littlewood, M; Nesti, M; Gilbourne, D; Richardson, D. (2010).

Similar structures at football clubs may appear if national and international governing bodies influence organisational design (O'Brien, 2003 and Van Hoecke *et al.,* 2007). Figure 2.6 illustrates the organisational structure of Swedish football clubs. This influence may be seen in club cultures, goals, programmes and/or mission. It therefore appears as if the structures within and between different countries is becoming homogenous. This similarity is most notable in the clubs' mission statements that have been developed for football development programmes.

Lorimer (2009) states that coaches play a key role in the performance of athletes in their team. They contribute towards the development of these athletes through direct interaction with the athletes; and they contribute towards physical, technical and psychological development through their knowledge and experience (Lyle, 2002). In addition, Jowett and Cockerill (2003) have shown that athletes are more trusting and respect their coaches if the coach is perceived to provide guidance to the athletes.

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2.10.6.   Talent identification

Solomon (2007) defines junior football development programmes as the provision of learning or enabling environment for youth development players to fulfil their potential as football players. Effective and sustainable programmes need to be implemented for the nurturing of young talent throughout South Africa. Talented players are therefore identified and recruited to the junior football development programme. Williams and Reilly (2000) provide a definition of talent identification as, "talent development implies that players are provided with a suitable learning environment so that they have the opportunity to realise their potential." Fitness and anthropometric measures can be used to compare talented players in order to identify strengths and weaknesses, and can be useful to scouts and coaches in confirming their initial perceptions of a player's abilities. In addition, the following predictors of talent in football are identified, namely physical (height, weight, body size, bone diameter, body fat); physiological (aerobic capacity, anaerobic endurance, anaerobic power); psychological (attention, anticipation, decision-making, game intelligence, creative thinking, self-confidence, anxiety control, motivation); and sociological (parental support, socio-economic background, education, coach-child interaction, hours in practice).

Monk and Ollson (2006) states that youth development programmes for players aged eight to sixteen years act as a type of internal market offering employment at apprenticeship level. According to this apprenticeship model, youth players are employed as apprentices for development and promotion to the senior professional team. Other opportunities presented to the players allow for vocational activities off the field that present opportunities for further studies and opportunities for life after football.

Career advice or career development forms part of the life skills programme. Career development is defined as the "formation of mature, realistic career plans grounded in assessing one's career goals, interests, and abilities and awareness of vocational opportunities and requirements" (Crites, 1978). The strong athletic identity developed by the young athletes is formed while they are still young and this athletic identity tends to dominate other identities that may have developed (Albion & Fogarty, 2005). The process of identity development is a "life-long process". Bayle

and Jacobs (2004), state that career development allows young football players to develop career awareness, identifying the different career paths and specific careers available along these career paths.

Talent identification is an important element of the football development process. Talent identification views the performance of youth development players on their scores in relation to physical and other performance standards that are set for the specific sporting code (Abbott & Collins, 2002). Therefore, talent identification is found to be advantageous for the athlete, for the coach and for the sport (Bompas, 1996). According to Vincze, Fugedi, Dancs and Bognar (2005) talent identification has been around since the conception of organised competitive sport. Veale, Pearce, Koehn and Carlson (2008) state that the performance standards used to select athletes consist of a range of specific criteria including anthropometric characteristics, body strength, speed, agility and sport-specific performance characteristics.

2.10.7.   Marketing

According to Cronje *et al*. (2004) marketing consists of the management tasks and decisions directed at successfully meeting opportunities and threats in a dynamic environment, by effectively developing and transferring a need-satisfying market offering to consumers in such a way that the objectives of the business, the consumer and society will be achieved. The marketing process entails the transfer of products or services from one person to another. In addition, the marketing process broadly involves environmental scanning through market research and the development of a marketing offering consisting of tangible products or intangible services.

Sport Marketing, on the other hand, is unique because the sport product is unlike any other product that consumers buy (Park *et al.,* 2007). The sport product is consumed as it is being produced and it is not accompanied by any guarantees of customer satisfaction. The outcomes of the sports event cannot be predicted because of the spontaneous nature of the activity. According to Pinnuck and Potter (2006), match attendance at AFL matches results from short-term and long-term success of the team as well as the uncertainty of the result of the match. Short-term success relates

to the recent wins and log position of the team, whereas the long-term success relates to the past long-term success that predicts short-term success and the team may have "star players" or "style of play" that resulted in supporters being attracted to the team in the first place.

Bradbury and Catley (2007) state that football is a business and that clubs should not take the attendance of supporters for granted. The clubs are competing against other teams, sports and leisure attractions and venues, for the support of these supporters. The sport business has products and consumers and the clubs are therefore branded commodities. The intensity of team support is therefore enhanced through identification with the individual or team. Thus, in order to increase revenue streams of the clubs, clubs should focus on building a strong brand around the club. Foster, Greyser and Walsh (2006) state that clubs with strong brand names have commercial advantages, including more leverage to negotiate better sponsorship deals and the likelihood of attracting more supporters to the stadium. Consumers are attracted to the brand through the significance of the names and logos of the clubs. Poor team performance will not reduce consumer loyalty to the club's brand. This will provide an opportunity for product extension beyond the core product of the football club. According to Barajas *et al.* (2010) the football product is produced in sport entertainment for the audience and the players are essential to the production process.

Kase, de Hoyos, Sanchis and Breton (2007) state that clubs such as Spain's Real Madrid place emphasis on the importance of emotional values, setting long-term goals and objectives and developing new products and areas of expertise in order for the club to achieve its long-term goals. The club recruits star players not to sell t-shirts, but because the player is viewed as a football player with a set of assets with a high potential market value. It therefore recruits the best players and the club's image is improved and supporters enjoy this image through watching matches and buying club merchandise.

Marketing of football events and football products takes place in South African football; however, the marketing of the junior football development programmes is not

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researched thoroughly in South Africa. In the context of this study, marketing of football development programmes is one of the areas that the study will examine.

2.10.8. Finance

The financial function in organisations is related to the flow of funds. Financing is also referred to as the acquisition of funds, the application of funds for the acquisition of assets (known as investment) as well as the administration and reporting on financial matters (Cronje *et al.*, 2004). Financial management, on the other hand, is responsible for the management of all facets of the financial function. Park *et al.* (2007) states that financial management is the manner in which an organisation deals with financial matters. Financial management falls into two broad areas, namely determining how to utilise current financial resources and determining how to procure additional financial resources. In addition, Parkhouse (2005) states that the financial activities include the issuing of shares, borrowing, paying of dividends, and repaying debt.

According to Pinnuck *et al*. (2006) the success that clubs achieve on the sporting field directly or indirectly enhances the five revenue streams of the club, namely (i) financial distribution (PSL grant); (ii) match day ticket receipts; (iii) membership receipts (membership to supporters club); (iv) fundraising receipts; and (v) marketing receipts. Therefore, performance on the field influences the number of people that attend matches in terms of match day ticket receipts, the number of registered supporters (membership revenue), and marketing revenue through sponsorship.

Sport clubs in countries such as the Czech Republic are forced to generate their own income sources since the fall of communism in 1990 (Calavova & Berka, 2005). Five types of income sources are identified: membership subscription, association subsidies, private gifts corporate body donations, and income from advertisements. The fifth source of income comes from sport activities, renting of equipment and the transfer of players. Alvito (2007) states that the existence of a global labour market for football players has led to clubs developing "foot soldiers" who are traded on the national and international markets.

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2.11. CONCLUSION

In this chapter, attention was given to understanding management theories and management principles and approaches and how these relate to football club management and the management of football development programmes. Attention was also given to the structure and design of junior football development programmes at international football clubs. It becomes apparent from the international youth development programmes that junior football development is regulated by the national federations that these clubs are affiliated to. In addition, these programmes not only focus on football development but also on the holistic development of the football players.

The next chapter will present the research design and methodology of the study.

Chapter Three
Research methodology

3.1. INTRODUCTION

The previous chapter focused on a literature review, detailing the management of professional football clubs, football club ownership and the management of junior football development programmes. In addition, the chapter explained the management components of the junior football development programme.

This chapter focuses on the research methodology applied in the study in order to gain insight into the management of junior football development programmes through qualitative and quantitative research. The general aim of the study is to determine the management practices of junior player development programmes at selected professional clubs in Gauteng. The objectives of the study are therefore to identify the guidelines in the structuring of player development programmes at professional football clubs in South Africa. In addition, another objective of the study is to determine how junior football development programmes are structured at Gauteng Professional Football Clubs.

3.2. RESEARCH APPROACH

The approach to the research relates to the format of the investigation and the methods of data collection. Each of the methods has its own advantages and disadvantages. Zikmund (2003) identifies four basic research methods for descriptive and causal research: surveys, experiments, secondary data studies, and observations. According to Zikmund (2003) a survey is a research technique in which information is gathered from a sample of people using a questionnaire. This is the most common method of gathering primary data. A business experiment is a data collection method for establishing cause-and-effect relationships. This approach provides a basis for isolating causal factors, because outside influences do not come into play. Secondary data studies makes use of previously collected data such as the development of a mathematical model to predict sales on the basis of past sales or on the basis of a correlation with related variables. Lastly, observation is a

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technique of merely recording what is observed. This technique records behaviour without relying on reports from respondents.

Zikmund (2003) states that descriptive research seeks to provide answers to who, what, when, where and how questions. The value of descriptive research is based on the premise that problems can be solved and practices improved through objective and thorough description and understanding of the phenomenon (Thomas, Nelson & Silverman, 2005). Descriptive research will provide an overview or description of management of football development programmes at selected professional football clubs in Gauteng and this descriptive information may be all that is needed to address football management problems (Zikmund, 2003). The study makes use of a mixed method qualitative and quantitative approach. The purpose of qualitative research is to provide greater understanding of a concept by focusing on words and observations. Quantitative research on the other hand seeks to determine the quantity or extent of some phenomenon in the form of numbers. As mentioned in chapter one, section 1.3, there is limited research into football development in South Africa and in line with the purpose of the study, descriptive research is the chosen research method.
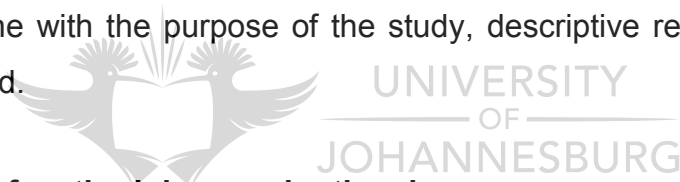
3.2.1. Choice of methodology and rationale

In this study, qualitative data was collected through interviews with administrative heads of the football clubs (Club Management) and the heads of youth development. In addition, a literature survey of football development programmes was used to gain an understanding into the approaches of European Football Clubs in the management of their youth development programmes. A questionnaire was developed for the purposes of the study and this questionnaire was used to gain an insight into the experiences of players who are currently in football development programmes, as well as players who have graduated from them. The questionnaire provides quantitative data on frequency distribution based on the players' responses to the questionnaire.

3.3. RESEARCH OBJECTIVES

The problem statement, as stated in chapter 1, see section 1.3, is to identify the guidelines for player development programmes at professional football clubs. The

sub-problems of the study aim to determine how selected clubs are structured and managed in South Africa, to determine how selected football development programmes are structured and managed in South Africa, and to determine how professional football clubs in Gauteng manage football development programmes. In order to address the problem and sub-problems of the study, as stated in section 3.1, the aim of the study is to determine the management practices of junior player development programmes at selected professional clubs in Gauteng. The objectives are to identify the structure of junior football development programmes and to determine how junior football development programmes are structured and managed at Gauteng Professional Football Clubs.

As indicated previously, in section 1.4, the aim of the study is to provide guidelines for the management of junior player football development programmes in Gauteng. The rationale for the study is that there has been limited research in South Africa on the management of football development programmes. It is envisaged that this study will contribute to a body of knowledge that enhances the understanding of how football development programmes are managed at selected professional clubs in Gauteng.

In order to manage a football development programme for youth, specific principles of development programmes must be developed or identified. These principles provide a guideline for the structure of football development programmes. The principles and criteria will be used to assess the performance of professional football clubs in Gauteng and the manner in which these clubs manage their football development programmes.

3.4. RESEARCH DESIGN

As explained in section 3.2, four descriptive research methods are identified. The most common descriptive research method is the survey (Thomas, Nelson & Silverman, 2005). For the purposes of the study the survey will be utilised to gather data. The survey is regarded as a technique that seeks to determine the present practices or opinions of the football development population and can take the form of a questionnaire or interview.

A literature study was utilised to gain insight into football development programmes in other countries such as England, Holland and France. Background knowledge gained from the literature review guided the development of the research instruments. The interview schedule contained three categories of questions, which are (1) club strategy and structure; (2) development programme strategy and structure; and (3) football development programme components. The questionnaire focused on the football development programme and how this is experienced by the football players currently in a programme and players who have been through the programme. The researcher further conducted interviews with the administrative head of the selected football clubs and the head of the football development programme. In addition, a questionnaire was completed by football players who are currently in football development programmes as well as players who have graduated from football development programmes at professional football clubs in Gauteng.

3.4.1. Literature review

The literature focuses on the youth development programmes at football clubs in Europe. The countries and clubs included in the literature study are within the English Football Association, the French Football Federation and clubs such as Arsenal FC and Bolton Wanderers in England, Ajax Amsterdam in the Netherlands and ASEC Abidjan in the Republic of Côte d'Ivoire. In addition, football programmes of countries such as Belgium, Finland and Germany are also described. The literature study focused on the governance of the junior football development programme, structure, performance management and junior football development programme design. The literature review guided the development of the data collection instrument, the interview questions and the questionnaire administered to the players currently in youth development programmes as well as players who have graduated from the youth development programmes.

3.4.2. Research population

The population of the study consists of all professional football clubs in Gauteng that have a football development programme as part of their strategy and structure. These clubs are Bidvest Wits FC, Kaizer Chiefs FC, Moroka Swallows FC, Orlando Pirates FC, Supersport United and Mamelodi Sundowns FC. Due to the size of the

population, all six professional football clubs were included in the study. However, of the six clubs identified, only four of the clubs participated in the study.

3.4.3. Sample

Probability sampling is a sampling technique that uses random selection. The selection method ensures that different units in the population have equal probabilities of being chosen (Zikmund, 2003). For this study, quota sampling was used, which ensures that certain characteristics of the sample population will be represented to the extent that the researcher desires (Zikmund, 2003). Sample selection was done of professional football clubs in Gauteng and respondents that have graduated from or are currently in football development programmes. The population of the professional football clubs in Gauteng competing in the Premier Soccer League was selected.

The sample of respondents was selected using quota sampling thereby ensuring that all players selected have graduated from the football development programmes of the professional football clubs in Gauteng. In addition, the players should have been in the football development programme for a minimum of three years. The sampling of players who are currently in the youth development programmes was selected by the respective clubs that made their youth development players available to complete the questionnaire.

For this study the interviewees had to have a thorough understanding of the club's football structure, as the administrative head or head of the development programme. It was assumed that with a minimum of three years' experience, the interviewees would possess sufficient knowledge of the subject matter of this study. The players were identified and selected by the clubs. The sample includes all players who are currently enrolled in the youth development programmes of the clubs.

A sample of players who have graduated from the various youth development programme currently playing professional football for one of the Gauteng clubs was selected to complete a questionnaire to provide an insight into how the players experienced the football development programme. The players are currently playing football at a professional level for the selected clubs in Gauteng. It is assumed that

the players have spent a minimum of three years in the football development programme. In total, 30 usable questionnaires were completed and analysed, since the questionnaire was administered to 30 players who have graduated from the youth development programme, with a 100% response rate.

In addition, players who are currently in the academies of the various clubs were selected to complete the questionnaire. The players selected represented the academy teams of the various clubs and are of varying ages. The players formed part of the clubs' academy team and these players' ages and the duration of their stay in the academy teams was defined by the various clubs. The questionnaire was administered to 45 players currently in the youth development programme. Twenty (20) players from one of the clubs had a 100% response rate and 20 of the 25 players from the second club completed the questionnaire with 80% response rate.

3.4.4. Interview

Interview is a data collection method where participants are questioned and respond orally instead of in writing as is the case with a questionnaire (Thomas *et al*., 2005). The interviewer therefore gathers information through face-to-face contact with the participants (Zikmund, 2003). Interviews provide certain advantages to the interviewer, which include providing an opportunity for feedback, probing complex answers, and length of the interview. Disadvantages of interviews, on the other hand, include the cost in terms of geographical location and number of people who are non-respondents because they could not be contacted. Other disadvantages are the necessity for call-backs, which relates to contacting people on more than one occasion in order to make contact with the individual.

In order to conduct the interview, the interview process was rehearsed by the interviewer with five football administrators and youth development programme managers, from youth football development programmes not included as part of the study. The rehearsal was conducted in order to determine the relevance of the questions as well as the validity of the interview tool. During the rehearsals, caution was exercised in order not to bring interviewer bias into the conversation, as well as not becoming argumentative with the respondents.

Two interview schedules were developed, one for the administrative head of the football club and one for the head of the youth development programme. The questions in the interview schedule for the administrative head or Club Management (Annexure A) was designed in such a manner so as to answer questions around the following areas: club ownership, broad strategies of the club and how the youth development programme fits into this strategy, key performance indicators/thrusts of the club, the club's recruitment and retention strategy of coaches and players, management of finances of the club, performance management of the youth development programme, and utilisation of the club's facilities.

Questions in the interview schedule for the head of the youth development programme, (Annexure B), relates to the following: the role and purpose of the youth development programme within the club, organisational structure of the youth development programme, recruitment and retention of staff and players, offering of the youth development programme, marketing and management of the finances and monitoring, and evaluation impact assessment of the youth development programme.

The scheduling of interviews presented a challenge because the administrators were not easily available to be interviewed. Numerous attempts were made to secure meetings with the respective individuals from the different football clubs. These clubs were contacted telephonically and by e-mails, however, the respective individuals from two of the clubs were not available for interviews. The clubs indicated that all interviews must be approved by the Administrative Head of the club; however, the Administrative Head was not available for interviews because of other commitments. Therefore only four clubs were available to interview and interviews were conducted with the administrative head as well as the head of football of one club, the Managing Director of the second club, the head of youth development from the third club, as well as the head of Administration of the fourth club. No reasons were provided for non-participation. Information for the other two clubs was collected from their respective websites. Utilising the clubs' websites further presented challenges in developing a clear picture of the state of football management and the management of youth development programmes, because these are not very detailed in terms of the information that is required in the study.

3.4.5. Questionnaire

The questionnaire is a paper-and-pencil survey whereby respondents are asked to respond to certain questions in order to gain information (Thomas, *et al*., 2005). In addition, the questionnaire provides the researcher with an increased likelihood of obtaining complete and precise information (Zikmund, 2003). Questionnaires provide quick, inexpensive, efficient and accurate means of assessing information about the population.

The questionnaire was developed in order to gain insight into the players' experience of the football development programme (Annexure C). The demographic section of the questionnaire is designed to establish the profile of players who have graduated from youth development programmes at professional football clubs. Section 2 of the questionnaire is designed to determine the youth development programme and the number of years that the players spent in the programme.

In addition to the club administrators being interviewed, 30 players who have graduated from youth development programmes completed a questionnaire regarding their experiences in the respective programmes. These players were selected and identified by the clubs. Of the identified players, only 30 players were available to complete the questionnaire. The players are currently playing football for one of the six professional football clubs in Gauteng and have spent a minimum of three years in a youth development programme. In addition to the 30 players that have completed the questionnaire, 40 players currently in youth development programmes of two clubs completed the questionnaire.

3.4.6. Reliability and validity

Zikmund (2003: 300) states that there are three major criteria for the evaluation of measurements: reliability, validity and sensitivity.

3.4.6.1. Reliability

Reliability is the degree to which measures are free from error and therefore yield consistent results. In addition, a questionnaire was administered with the players who have graduated from the youth development programmes, to assess their experiences at the youth development programmes and the clear movement of the

player from the youth development programme to senior level participation. The purpose and value of the study was clearly articulated to all respondents from the outset to limit the effects of pessimistic attitudes that may have influenced responses and truthfulness. The interviewer was present during the completion of the questionnaires in order to clarify terminology and ensure that all questions were understood.

There are two dimensions that underlie the concept of reliability: one is repeatability and the other is internal consistency. The test-retest method was utilised for assessing the reliability of the data collection instruments. During the interview rehearsal as reflected in section 3.4.2, the interview was conducted two weeks after the initial interview with the pilot group of coaches and football administrators involved in football development programmes in Gauteng. In addition, the questionnaire was tested with players currently in the youth development programmes not linked to the professional football clubs in the study.

3.4.6.2. Validity

The purpose of measurement is to measure what we intend to measure (Zikmund, 2003). The pilot study of the interview was conducted with football administrators and coaches who are actively involved in the sustained development of football and football administration in general in Gauteng and South Africa.

The validity of the interview schedule and questionnaire was tested using content validity, where content validity refers to the subjective agreement among professionals that a scale logically appears to reflect accurately what it claims to measure. Content validity forces the researchers to define the very domains they are attempting to study. The interview schedule and questionnaire were tested through a pilot study that was conducted with coaches, administrators and ex-professional football players who have been associated with football development programmes outside of the sample group. The questionnaire was also piloted with football players in youth development programmes not linked to the professional football clubs in the sample group.

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The pilot group of coaches, administrators and ex-professional football players involved in youth development programmes provided feedback regarding the interview questions; these were assessed as being logical and accurately reflecting what the interview intends to measure.

3.4.6.3. Sensitivity

Sensitivity is the measurement instrument's ability to accurately measure variability in stimuli or responses (Zikmund; 2003: 302). The sensitivity of a scale is an important measurement concept, particularly when changes in attitudes or other hypothetical constructs are under investigation. A dichotomous response category, such as "agree or disagree", does not allow the recording of subtle attitude changes. Sensitivity of the questionnaire was increased by adding "totally," "to large extent," "to some extent," "not at all" and "not applicable". In other sections of the questionnaire, sensitivity was increased by adding additional questions on certain matters, especially in situations where "yes" was selected.

3.4.7. Data Collection

The interview sessions were captured on the interviews schedule. The interviews were administered "face to face" with the respondents thereby ensuring an increased response rate and clarity of the topics and addressed difficult concepts that needed to be explained. In addition, the interviews presented opportunities for probing regarding certain topics and elements.

The questionnaires were completed by the respondents. As with the interview, the questionnaire was administered personally, in order to clarify difficult concepts. The administrators were contacted telephonically and interviews were scheduled with the administrators from the various football clubs. The interviews were scheduled and conducted. In terms of the questionnaire, permission was granted by the head of youth development programmes for players who are currently in the youth development programmes. Players who have graduated from the youth development programmes were approached through their respective clubs. Players were informed of the study and requested to complete the questionnaire. These players were informed that their responses are confidential and voluntary.

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3.4.8. Data analysis

Descriptive analysis is the transformation of raw data into a form that will make them easy to understand and interpret (Zikmund, 2003). The responses of the respondents and the calculating of averages, frequency distributions and percentage distributions are the most common ways of summarising data.

In the context of this study, the responses of the respondents in the interviews were analysed using frequency distribution, which is a set of data that is organised by summarising the number of times a particular value of variable occurs (Zikmund, 2003). The respondents' answers were captured in table format in order to indicate the frequency to which the football players that are currently in the youth development programme and the players that have graduated from the football development programme have responded to the questions in the questionnaires.

3.5.   ETHICAL CONSIDERATIONS

The participants were requested to participate in the research by contacting the administrative heads of the respective clubs. With permission being granted for the clubs to participate in the research, interviews were scheduled with the administrative heads and the heads of youth development of the respective clubs. Players who graduated from youth development programmes were identified and requested to complete the questionnaire, and players who are currently in the youth development programmes were identified by the respective clubs to complete the questionnaire. Every respondent was introduced to the study and the purpose of the study was described to all potential participants. The main ethical consideration for this study, relates to providing the respondents with information as to the purpose of the study, the issue of confidentiality, the need for honesty in collecting data, and the need for objectivity in reporting data. It is also necessary to guard against political views and bias towards the football club and its management, federation (SAFA) programmes and individual club agendas.

3.6.   CONCLUSION

The research design, methodology and instruments were discussed in this chapter. The respondents were selected from the six professional football clubs in Gauteng that consisted of the administrative head and head of youth development programme

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at the selected football clubs. In addition, players who have graduated from the youth development programmes of these clubs completed a questionnaire relating to their experiences of the programmes. In Chapter 4 the findings of the study will be presented and discussed.

Chapter Four

Results

4.1. INTRODUCTION

In chapter three the descriptive research methodology that was utilised in conducting the research was discussed. This chapter focuses on the findings of the study.

This chapter will present the youth development programme as part of the larger football club and within the context of the football club. The results will be presented in terms of the clubs' responses and within the club context of how the youth development programmes function. The results will be presented in two sections, the results from the interviews and results from the questionnaires administered to the two groups of football players.

4.2. FINDINGS FROM THE INTERVIEWS

As mentioned previously, in section 3.4.3.2, only four of the six clubs participated in the research study.

4.2.1. Club governance and ownership

Football club ownership at Gauteng professional football clubs ranges from ownership by large multinational businesses to private listed companies. One of the clubs is owned by a multinational company. Three of the four clubs participating in the study are registered with the Companies and Intellectual Property Commission (CIPC) as private companies. All the clubs have boards of directors that the management of the club reports to and that are responsible for setting the strategic direction of the club. Ownership of one of the clubs consists of approximately 96% shareholding by a foreign investors' estate and the remaining 4% of the shareholding is held by local shareholders. There were investors interested in purchasing the majority shareholder's shares but there is no clarity around the price of the shares so the process has been held in abeyance.

The youth development programmes of all four clubs are owned by the respective clubs. This implies that the youth development programmes of all the clubs form part

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of the organisation, with the club employing a Head of Youth Development or Academy Director to oversee the activities of the youth development programme and reporting directly to the board of directors in terms of the programme strategy, implementation and performance.

4.2.2. Strategic management

Strategic management of the clubs in the study is not clearly defined. The strategies for the clubs varies from clubs serving as part of the marketing wing of the multinational company owning the club and therefore serves to improve the brand image of the company. Other broad strategies of the clubs are around the sustainability of the club. The sustainability includes the club's ability to generate resources to operate. Resources are generated through traditional methods (sponsorships and gate takings from tickets sales) and non-traditional forms of revenue funding. The clubs further indicated that football clubs cannot rely on traditional sources of funding. In addition, the focus is on sustaining the winning culture of the club by presenting an entertaining product through match wins and success on the field.

Other broad strategies of the selected clubs include increasing the clubs' support base through introducing a new breed of supporters. It is envisaged that the club will grow the support base by focusing on growing the club regionally first and then focusing on national growth. This will be achieved by moving the club back to the place of origin and utilising the available infrastructure. In addition, the club intends maintaining a certain level of professionalism at all times. The clubs are not clear on how they intend achieving the documented or undocumented goals and objectives.

The strategies of the youth development programmes of the clubs are very similar, with all four clubs' strategies focusing on creating opportunities for youngsters to develop and nurture talented football players, promote career development and youth structures. In addition, the youth development programmes of football clubs are seen as a vehicle to entrench brand image. The strategies of the clubs' youth development programmes varies and ranges from identification of football players with excellent football skills and assisting them to achieve their football ambition,

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while empowering them with academic enrichment, to showing support to the community and giving back to the community that the club comes from.

The objectives of the youth development of two of the clubs are reflected in the mission statement. There is, however, no clear alignment between the youth development strategy and that of the club.

4.2.3. Organisational structure

As indicated in section 4.2, the clubs all have a board of directors providing strategic direction to the club. Top management or the administrative head of clubs are reflected by a Chief Executive Officer (CEO), Managing Director (MD) or Director of Football. One of the clubs has an acting CEO in place who also serves as the head of football within the club.

The organisational structure of the four clubs is very similar, with the technical arm and the administrative arm reporting to the administrative head. Figure 4.1 below illustrates the general organisational structure reflected by the four clubs in Gauteng. The Marketing Director and the Financial Manager report directly to the administrative head of the club. The technical reporting relates to the football side of the club and is concerned with all the teams competing under the club name as well as the support services provided to the football teams. One of the clubs only has the technical and administration function reporting directly to the CEO, with professional football (first team) and head of youth development reporting to the head of the technical division. The head of administration oversees public relations and marketing, information technology and website design and sponsorship management. Finance is centralised for the entire club. One of the other clubs has the MD reporting to an Executive Chairperson. The club focuses on the football business as well other revenue streams, with a Commercial Department focusing on commercial ventures and investments. In addition, the Marketing and Branding department is focused on marketing the club and strengthening the brand of the club.
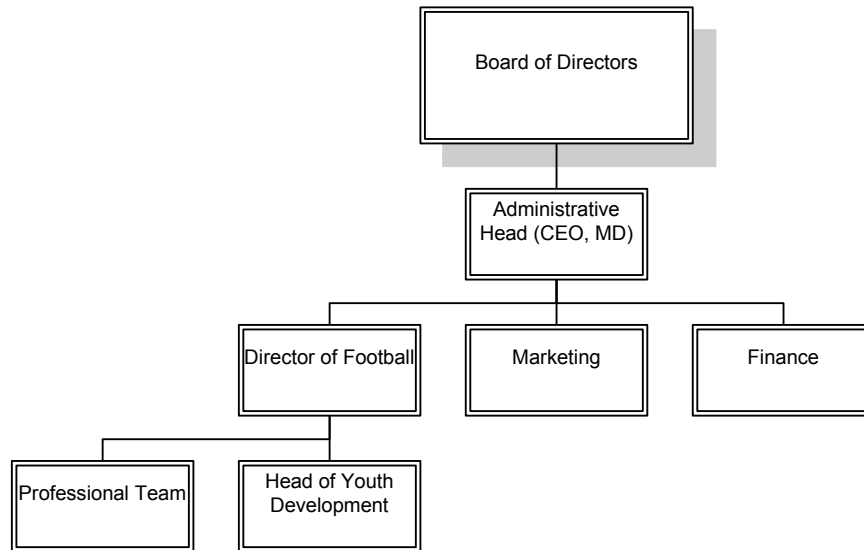
Figure 4.1: Organisational structure of 4 PSL football clubs in Gauteng

The youth development programme, on the other hand, reports directly to the Director of Football or Football Manager. Figure 4.2 illustrates the youth development structure of the football club. The Head of Youth Development within this structure does not report to the professional team; however, the Head of Youth Development and Professional Team Coach work together towards developing players who can play for the first team of the club. Within the youth development programme the support functions are provided to all teams within the youth development programme. The support functions within the youth development programme include the following: kit manager, physiotherapist, fitness trainer, administrator, goalkeeper coach and driver.

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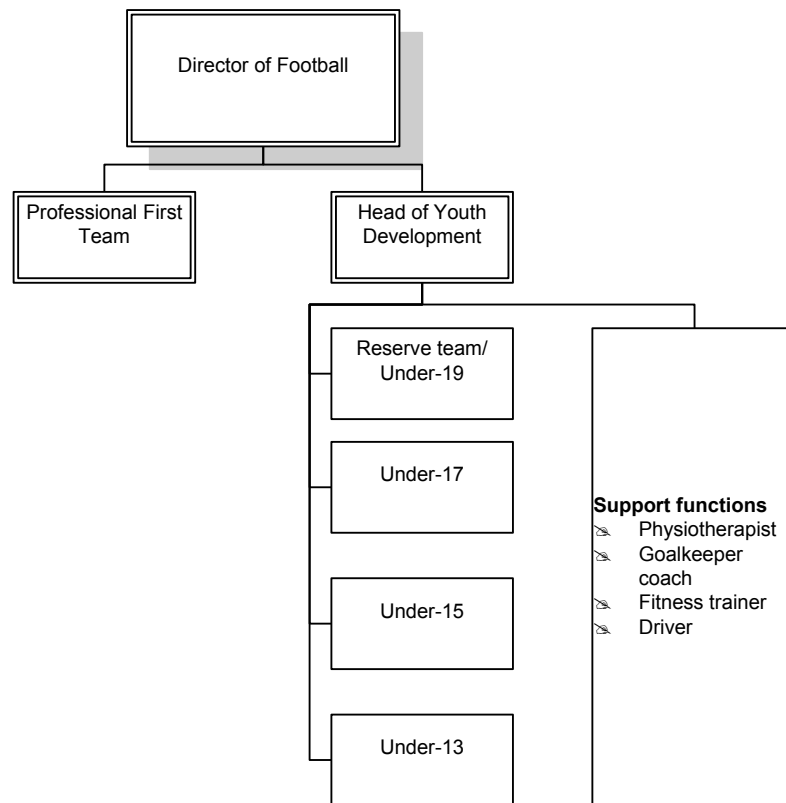
Figure 4.2: Organisational structure of youth development programme of 4 PSL clubs

4.2.4. Talent identification, recruitment and selection

Recruitment and selection is done through the appointment of scouts. Player scouts or talent scouts evaluate the talent of footballers with a view to signing them on a professional contract for their employers. Some scouts focus on discovering promising young players and future stars; others are employed to run the rule on potential signings. Of the four clubs, three recruit players throughout the country. Players are scouted at schools, leagues and by recommendations received from community-based football coaches. In addition, the clubs make use of open trials, where players for the specific age group come to an open day and are assessed by the coaches on technical skill. These open trials are challenging because of the high number of players that attend these sessions.

Only one club does all recruitment of Gauteng-based players only. The reason is that the players still have contact with their families and on weekends after the matches the players go home and report back to training on Monday morning for school. This club has a relationship with amateur clubs and they therefore recruit

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directly from amateur teams in the province. The recruitment of all players in the youth development programmes is geared towards long-term development in order for players to be promoted to the senior team or to be sold to other clubs nationally and internationally.

The recruitment of coaches and administrative staff is done through a strict recruitment practice, by conducting theoretical and practical assessment of prospective coaches, as well as an interview. This recruitment policy results in clubs employing retired players as coaches in the academy or in administrative positions within the club. All coaches from all clubs are qualified coaches with at least a SAFA level 1 qualification. The clubs indicated that the coaches are remunerated according to the level of qualification and level of experience.

The recruitment of coaches ranges from promotion of players and coaches within the club, to clubs having open recruitment policies. Clubs making use of promoting staff from within employ the assistant to the head coach working as the head of youth development and the other assistant is the head coach of the under-17 Academy team, in order to promote continuity. The assistant under-17 coach is the head coach for the under-15 team and the assistant coach to the under-15 team is the head coach of the under-13 team. The club recruits from within its structures and utilises internal staff before recruiting from outside the club.

Where staff members are promoted from within the club, staff are protective of each other and protective of positions and would rather have friends employed instead of having an outsider employed in any position. Recruitment of coaches at one of the clubs is done in a manner so as to retain them over an extended period to give them time to understand the culture of the club and players. They therefore give the coaches time to demonstrate their ability. This philosophy goes through the organisation which is served by loyal people because the organisation invests in its people. This recruitment policy results in low staff turnover because they work in an environment where it does not feel like "an axe is hanging over their heads." These staff members, including coaching staff, have clear performance contracts with development plans and they work in a non-threatening environment where they can

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work without the threat of losing their jobs for non-performance before settling in at the club.

4.2.5. Performance management

Performance management of the clubs in the study is only conducted in terms of performance on the field and financial performance of the club in general. Performance assessment of players within the youth development programmes is done, with the two clubs interviewed indicating that the players are assessed against certain criteria. Assessment is done against physical, technical and tactical criteria. The players from one of the clubs receive reports at the end of each term on scholastic and football performance.

Performance management is done in varied ways amongst the clubs and performance management is done by reviewing the clubs' strategy and the development of departmental and individual scorecards to measure performance of all staff members in the organisation. Football players and the coaching staff are measured against the performance of the team on the field and in training. Individual performance management is done by regular performance discussion with coaches in the development programme. Performance is assessed against specific criteria as set out by the club, and some of these include performance on the field and progression of players through the academy.

4.2.6. Marketing

All clubs have dedicated staff involved in marketing the club as a whole, however, one of the clubs indicated that the youth development programme is not a marketing tool. One of the clubs has in the past used the youth development programme as a separate marketing vehicle through a working link with one of the universities in the country. The marketing of junior football development programmes is done through the invitation to international youth tournaments such as the under-15 Nike Cup. However, clubs indicated that more can be done in utilising the junior football development programmes to market the club, such as having junior football development programmes playing games against school teams. This makes the assumption that school sports are well-organised and that all schools have their own football teams.

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The youth development programme of one club is utilised to develop the brand of the club. The club therefore uses the youth development programme through schools programmes, where the club goes into schools in the immediate target area and conducts coaching clinics with the learners at the school. After completion of the coaching clinic, the club provides each learner with a club certificate signed by the head coach. Another way that the club utilises the academy is through the provision of open trials. This provides increased exposure for the club through the media. In addition, parents want their children to be associated with a professional football academy.

4.2.7. Finance

As mentioned previously (section 4.4), the financial function of the club is a centralised function for all four clubs. All finance activities are co-ordinated within a finance department and the youth development programmes are not responsible for their own finance. However, one of the clubs indicated that the club spends approximately R5 million on marketing, school and accommodation for the players within the youth development programme. The finance of this club is managed by the chairman of the club. This appears to be the case in finance management of the club where the chairman of the Board also serves as the Chief Executive Officer of the club as well as the Chief Financial Officer. This presents a problem for specific clubs where the CEO is based in Cape Town and the club cannot react fast enough to the day-to-day financial requirements and investments requiring speedy decision-making.

4.2.8. Programme management

All four clubs have a youth development programme aimed at nurturing players for the club. One of the clubs is at an advanced stage of setting up their youth development programme in Soweto, after the club moved its base there. The club has conducted trials for players in the under-17 age group and additional trials were arranged for players in the under-12 and under-15 age groups. This club therefore has their under-17 and under-19 training in Soweto, while the rest of the development programme and senior team is still at the existing training facility in Germiston. The intention is to move the club to Soweto in the next two years, and that players from Soweto should be recruited in order for people in the community to identify with the club.

The purpose of the youth development programmes of the different football clubs focuses on the nurturing of football players for the club and for the South African national teams (see paragraph 4.3). Recruitment of youth development players ranges from recruitment of players in Gauteng for one of the clubs, to nation-wide for the others. Youth programmes that recruit players from Gauteng have their matches on a Saturday and the players go home to their family as this an important aspect of the players' development. In addition, schooling is offered to the players utilising the Cambridge education system in line with South African Qualification Authority requirements. The club's reasoning for offering this education system is to prepare players for education anywhere in the world if given the opportunity to ply their trade in another country.

This club offers a six days a week programme that consists of breakfast, training, school, lunch, training, dinner and study or leisure time on Monday to Friday, with games being played on Saturdays. On Wednesday the programme consists of breakfast in the morning, followed by life skills of one topic per month, and in the afternoon players struggling with certain subjects get tutoring from university students. Life skills consists of 12 topics per year and these include the following: personal finance management, drugs and drugs in sport, and press liaison and interview as well as communication skills. Games are played on Saturdays and pre-match meals are offered before the game; players go home to their families after the match.

Other clubs recruit players from other parts of the country and house players in the club hostel. The clubs provide accommodation for the players from outside the province and to players not living in Johannesburg. These players attend school and have training in the afternoon. The youth development programmes have partnership agreements with specific schools in the area that the players attend for secondary education.

One of the clubs had a working relationship with a university in the past where in addition to providing football training, the players in the youth development programme benefited from academic training in achieving degrees or diplomas in various disciplines. Players had access to psychological services, physiotherapy and

other facilities, including accommodation. The product of this programme was intended to develop an educated, professionally equipped athlete and individual with a career that can contribute to society. In addition, this club has currently suspended two of the club's junior development teams (under-15 and under-17) for age cheating. The club is conducting an internal investigation into the issue of age cheating and how this can be prevented in the future. This is not just a problem that one of the clubs is faced with; it is a general challenge experienced by all clubs. Clubs address age cheating by reviewing the junior player's Identity Documents (Department of Home Affairs) and Clinic Cards to determine a player's age.

The philosophy of this club is to strengthen the development of junior players that feeds into the first team. The club offers an integrated training approach where players from the current under-19 team train with the first team and get used to the culture of the first team which makes the transition seamless when the player is promoted to the first team. In order to further strengthen this close working relationship between the junior football development programme and the first team, the club is building facilities for the junior football development programme closer to the first team training facility.

4.2.8.1. Product offering

The components of the youth development programme that the clubs offer are contained in Table 4.1 below. This table illustrates the number of clubs that offer the relevant components in their programmes to players in the youth development programmes, illustrated as a percentage. All the clubs (100%) offer Sport Skill Development, Medical Support, Competitions and Transport to players in the youth development programmes. Two (50%) clubs offer Academic Development, Life Skills Development and Accommodation to the players in the youth development programmes. Three (75%) offer Nutritional programmes to the players and one (25%) club offers a Drug Programme in association with the South African Police Service (SAPS) Social Responsibility programmes and Church.

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Table 4.1: Components that clubs offered in their youth development programme

Programme	No of clubs (4)	Percentage of clubs
8.1 Academic Development	2 (4)	50%
8.2 Life Skills Development	2 (4)	50%
8.3 Sport Skills Development	4 (4)	100%
8.4 Medical Support	4 (4)	100%
8.5 Accommodation	2 (4)	50%
8.6 Nutrition	3 (4)	75%
8.7 Competitions	4 (4)	100%
8.8 Transport	4 (4)	100%
Other: Drug programme with SAPS Social Responsibility & Church	1 (4)	25%

The youth development programmes of the clubs ranges from fully established to clubs setting up their youth development programmes in terms of relocating to an area where the club is based. This club therefore only cater for players living in the area and does not provide accommodation for these players as they live at home with their parents or caregivers. Regarding recruitment from outside the province, one of the clubs provides boarding facilities for players living more than 85 kilometres from Johannesburg. The club houses over 100 players at the team's hostel close to the training facility. This club therefore covers full board and lodging, schooling with uniforms, books, stationery, medical attention, transport and pocket money. Additional components within this club's youth development programme include Social Responsibility Programmes, drug programmes with the South African Police Services and Church programmes.

Another club provides sponsorship for players attending school with the club paying for schooling, uniforms, and transport. However, this club does not have a formal relationship with the school. Players from the junior football development programme attend the schools and the club pays for the tuition, which is as far as the relationship goes. In addition, the club wants to establish relationships with schools in all nine

provinces and further align the club's supporters structures with the schools in order for the club to be aware of potential players with talent attending the school. The intention of the supporters' structure being aligned to the school is for the supporters clubs to serve as agents of change to facilitate social change within communities.

In addition to the head of the youth development programme being interviewed, a sample of players who have graduated from the youth development programmes completed a questionnaire regarding their expectations and experiences in the youth development programmes. The findings from the questionnaire are discussed in the sections below.

4.3.   FINDINGS FROM THE QUESTIONNAIRE

The questionnaire was administered to players who have graduated from youth development programmes from the professional football clubs in Gauteng and players that are currently enrolled in the youth development programmes. As mentioned above (section 3.4.5), 30 players from youth development programmes and 40 players currently enrolled in youth development programmes completed the questionnaire.

4.3.1. Biographical information

The average age of the players from youth development programmes who completed the questionnaire is 23.7 years old. The average age for players currently in the youth development programmes of two of the clubs (Bidvest Wits FC and Orlando Pirates FC) is 16.2 years. Forty players from the current youth development programmes completed the questionnaire, with a 50% (20) distribution between the two clubs. The distribution of players who graduated from the different youth development programmes is illustrated in Table 4.2.

Table 4.2: Distribution of players from youth development programmes

Name of Academy	Number of players	Percentage of players (%)
Bidvest Wits FC	4	13%
Kaizer Chiefs FC	4	13%
Moroka Swallows FC	4	13%
Orlando Pirates FC	5	17%
Mamelodi Sundowns FC	4	13%
Supersport United	4	13%

One player spent time at two youth development programmes, schooling at the SAFA School of Excellence and at the SuperSport United Academy. The majority (70%) of the players who completed the questionnaire indicated that they spent more than three years in the youth development programmes of the various clubs and the remaining 30% spent three years in the youth development programmes. The players currently in the football development programme of the clubs consist of equal distribution of 25% (10) in the programmes for one year, 25% (10) for two years, 25% (10) for three years and 25% (10) in the programme for more than three years.

4.3.2. Programme meeting the needs of the players

The questionnaire required players to rate the youth development programme that they attended. The players were required to illustrate to what extent the youth development programme was meeting their needs. The different components of the youth development programme that were provided were rated by the players on a five-point Likert Scale. The questionnaire was completed by players who have graduated from the youth development programmes and players who are currently part of the youth development programmes of the different clubs. The extent to which the youth development programme met the needs of the players who have graduated from the youth development programme is illustrated in Table 4.3 below.

Table 4.3: Extent to which programme meet players' needs of players that have graduated from Youth Development Programmes

Component	Total		To large extent		To some extent		Not at all		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
Football skills training	23	77%	7	23%	0	0%	0	0%	0	0%
Accommodation	13	43%	7	23%	5	17%	0	0%	5	17%
Nutrition	12	40%	7	23%	10	33%	1	3%	0	0%
Football kit	22	73%	8	27%	0	0%	0	0%	0	0%
Coaching	27	90%	2	7%	1	3%	0	0%	0	0%
Medical support	16	53%	11	37%	3	10%	0	0%	0	0%
Academic programmes	18	60%	7	23%	1	3%	2	7%	2	7%
Educational support	15	50%	7	23%	3	10%	3	10%	2	7%
Sport facilities	24	80%	5	17%	1	3%		0%		0%
Equipment	21	70%	7	23%	2	7%		0%		0%
Mentorship	6	20%	6	20%	7	23%	8	27%	3	10%
Annual assessments	15	50%	7	23%	4	13%	2	7%	2	7%
Crime prevention	7	23%	7	23%	7	23%	8	27%	1	3%
Financial planning	5	17%	8	27%	10	33%	6	20%	1	3%
Drug education	10	33%	6	20%	9	30%	5	17%	0	0%
Career planning	12	40%	7	23%	7	23%	4	13%	0	0%
Interview skills	6	20%	12	40%	6	20%	6	20%	0	0%
Communication skills	11	37%	9	30%	5	17%	5	17%	0	0%

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The components of the programme that are directly linked with football training scores above 70% in meeting the players' needs. These components consisted of 77% (23) for football skills training, 73% (22) for football kit, 90% (27) for coaching, 80% (24) for sport facilities, and 70% (21) for equipment. Of these five components, 3% (1) of the respondents indicated that coaching and sports facilities only met their needs "to some extent" and equipment 7% (2). Forty-three percent (13) of the respondents indicated that this component totally met their needs, whereas 17% (5) of the respondents indicated that accommodation is "not applicable". Regarding medical support and nutrition on the other hand, only "totally" met 40% (12) and 53% (16) of the respondents' needs, with 33% (10) indicating that nutrition "to some extent" met their needs and 3% (1) of the respondents indicated that nutritional needs were not met.

The other components dealing with the other elements of development off the field had varying responses with above 50% indicating that some of the components "totally" met their needs. The satisfaction of the players regarding the development activities scored high with 60% (18) of the respondents who were totally satisfied with the academic programme, 50% (15) with the educational support and 50% (15) with the annual assessments. The remaining 7 components that were assessed scored below 50%. This means that 50% (15) of the respondents, with 20% (6) finding mentorship "totally" meeting their needs, 23% (7) for crime prevention, 17% (5) for financial planning, 33% (10) for drug education, 40% (12) for career planning, 20% (6) for interview skills and 37% (11) for communication skills. With regard to the respondents indicating that the same components did not meet their needs, this indicated 27% (8) for mentorship, 27% (8) for crime prevention, 20% (6) financial planning, 17% (5) drug education, 13% (4) for career planning, 20% (6) interview skills and 17% (5) for communication skills.

The extent to which the youth development programme met the needs of the players currently in youth development programmes is illustrated in Table 4.4.

Table 4.4: Extent to which programme meet needs of players currently in Youth Development Programmes

Component	Total		To large extent		To some extent		Not at all		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
Football skills training	39	98%	1	3%	0	0%	0	0%	0	0%
Accommodation	34	85%	5	13%	0	0%	1	3%	0	0%
Nutrition	32	80%	5	13%	2	5%	1	3%	0	0%
Football kit	31	78%	5	13%	4	10%	0	0%	0	0%
Coaching	40	100%	0	0%	0	0%	0	0%	0	0%
Medical support	37	93%	3	8%	0	0%	0	0%	0	0%
Academic programmes	13	33%	24	60%	3	8%	0	0%	0	0%
Educational support	13	33%	22	55%	5	13%	0	0%	0	0%
Sport facilities	38	95%	1	3%	1	3%	0	0%	0	0%
Equipment	35	88%	5	13%	0	0%	0	0%	0	0%
Mentorship	7	18%	4	10%	29	73%	0	0%	0	0%
Annual assessments	26	65%	8	20%	6	15%	0	0%	0	0%
Crime prevention	24	60%	5	13%	9	23%	2	5%	0	0%
Financial planning	7	18%	2	5%	10	25%	20	50%	1	3%
Drug education	16	40%	7	18%	11	28%	6	15%	0	0%
Career Planning	10	25%	4	10%	24	60%	1	3%	1	3%
Interview skills	7	18%	2	5%	20	50%	10	25%	1	3%
Communication skills	16	40%	7	18%	15	38%	2	5%	0	0%

The players who are currently in the youth development programmes rated the football related components highly. Ninety-eight percent (39) of the respondents stated that football skills training "totally" met their needs. Other components that scored high for "totally" meeting the respondents' needs include the following: 85% (34) for accommodation that is provided for players, 80% (31) for nutrition, 78% (31) for football kit, 100% (40) for coaching, 93% (37) for medical support, 95% (38) for sports facilities and 88% (35) for the equipment. The components dealing directly with football development were rated highly by the respondents. Fifteen percent (6) of the respondents indicated that accommodation, nutrition and football kit met their needs "to a large extent".

Other components relating to off-the-field development were rated lower by the players who completed the questionnaire. Thirty-three percent (13) of the respondents indicated that academic programmes and educational support "totally" met their needs. The respondents scored the following components to "totally" meeting their needs as follows: 60% (24) for crime prevention, 65% (26) for annual assessments, 18% (7) for mentorship, 18% (7) for financial planning, and 18% (7) for interview skills. With regard to academic programmes, 60% (24), and educational support, 55% (22) of respondents indicated that the components met their needs "to a large extent".

Other components that scored high in terms of where respondents' needs were "to some extent" met include the following: 73% (29) for mentorship, 60% (24) for crime prevention, and 50% (20) for interview skills. Fifty per cent (20) and 25% (10) of the respondents indicated that financial planning and interview skills respectively did not meet their expectations at all.

In addition to the components discussed above, players attended specific programmes within the youth development programme. This section was completed by players currently in the youth development programmes and players who have graduated. Table 4.5 illustrates the number of players who have attended life skills training and the type of life skills training within the youth development programme.

Table 4.5: Life skills training attended

Programme	Number of players that have graduated (30)	Percentage of players	Number of current players (40)	Percentage of players
Health and fitness	30 (30)	100%	40 (40)	100%
Social interaction	19 (30)	63%	10 (40)	25%
Education: study skills	25 (30)	83%	40 (40)	100%
Discipline	20 (30)	67%	38 (40)	95%
Time management	21 (30)	70%	38 (40)	95%
Financial management: Budgeting	15 (30)	50%	10 (40)	25%
Other (specify): Drug Awareness Interview skills	6 (30)	20%	5 (40)	13%

With regard to the life skills training that the players have attended, all respondents attended health and fitness programmes. Sixty-three percent (19) of the respondents indicated that they attended social interaction training, whereas only 25% (10) from the players who are currently in the youth development programme did. With regard to study skills, 83% (25) of the respondents who have graduated from the youth development programmes have attended, whereas all the respondents currently in the youth development programmes have attended.

As regards other training in life skills that the players indicated they received; 67% (20) received training in discipline and 95% (38) of current players, 70% (21) training in time management and 95% (38) of current players, while 50% (15) of the respondents who have graduated and 25% (10) who are currently in youth development programmes have received training in financial management (budgeting). As regards training in any additional programmes, 13% (5) of the respondents currently in youth development programmes indicated that they received

media training. These programmes and the components listed in Table 4.4 contribute towards the holistic development of the football players.

4.4. CHALLENGES OF THE YOUTH DEVELOPMENT PROGRAMME

The interviewees and the respondents to the questionnaires have highlighted certain challenges they have experienced within the youth development programmes. One of the main challenges, as indicated by one of the clubs, was the problem of cheating regarding players' correct age. This is experienced by all clubs and the clubs are dealing with age cheating differently. One of the respondents indicated that their club conducts bone marrow testing to determine the age of the player if the player's age is in question. Another club has suspended the youth development programme and is currently investigating the extent of age cheating in the club. One of the other clubs indicated the club is working with the National Department of Home Affairs where players are suspected of age cheating.

Another club has indicated that they are faced with challenges with the CEO being based far away from the club in another province. In addition, this club has been experiencing challenges during the 2010/2011 season with regard to the performance of the senior team. These performance challenges are stated as the result of the team becoming "too emotional" about the promotion of players from the academy to the first team and these players did not have the experience necessary to compete at the required level. The club is regarded as being emotional about the promotion of players from the youth development programme and losing track of the performance of the team.

Players who have graduated from youth development programmes indicated a similar challenge which is that there is not a close relationship between the first team and the youth development structure of the club. This is further highlighted with one of the clubs that has its youth development programme in a different province, as reported by the players. Players also indicated that the club did not provide assistance in trying to find other clubs if they did not sign professional contracts with the first team. Some players indicated that more emphasis should be placed on life skills training, especially in the areas of financial planning, time management and life away from the football field. In addition, players indicated that the contracts they sign

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with the junior football development programme are too long. In some cases, players have contracts with the club for up to six years and cannot negotiate with other clubs to further their careers. One of the clubs, however, indicated that players within the junior football development programme only sign one-year contracts that are renewed on an annual basis in line with FIFA regulations regarding contracting of junior development football players.

Players who are currently in youth development programmes indicated that they are faced with numerous challenges; these relate to nutrition and the clubs do not provide balanced meals for the players. The players also indicated that the move of the programme requires major adjustment and requires them to adapt to the new environment, and the club does not facilitate this adjustment. Other challenges include combining training with school work and that they do not have enough time to complete school work after training. In addition, they find it hard to do homework because of the noise at the hostel. Players also indicated that more rooms are required at the hostels. As with players who have graduated from the youth development programmes, players currently in the programmes indicated that the club does not provide a clear path to the first team or assistance in signing with other clubs if they are not signed by the first team.

4.5. CONCLUSION

Chapter four described the results obtained from the researcher-administered interviews with the administrative head of the football club, the head of the youth development programmes, and additional information obtained from the different clubs' websites. Information was provided on the management of the youth development programme within the football club. Additional information was collected through the questionnaire completed by 30 players who have graduated from the youth development programmes and 40 players who are currently in the youth development programme; this addressed players' needs and how the youth development programme managed these needs.

The findings will be discussed in chapter five and recommendations will be made on how football development programmes should be managed. Recommendations will be made in applying the management principles within the youth development

programme, in line with the management structure of the club, as well as the design of the holistic youth development programme that develops professional athletes (individuals) making a contribution to society.

Chapter Five

Conclusions and recommendations

5.1 INTRODUCTION

Chapter four presented the findings of the study. Chapter five will provide the interpretation to the findings of the study and recommendations of the study. The limitations of the study will be reviewed, followed by recommendations for future research.

5.2 INTERPRETATION OF FINDINGS

The interpretation of the findings of the study will be presented within the research question, sub-problems, aims and objectives. This section will therefore be presented against addressing the guidelines for player development programmes in professional football clubs in South Africa, the principles for player development programmes, and how the professional football clubs in Gauteng manage junior player development programmes.

In addition, the findings will be presented within the aim and objectives of the study; to assess the management of junior player football development programmes in Gauteng. The objectives of the proposed study are: (i) to identify, describe and elaborate, from a literature survey, those principles that should be utilised to structure and manage a player development programme; and (ii) to describe player development programmes in selected Professional Football Clubs in Gauteng.

5.2.1. Guidelines for player development programmes

Junior football development programmes form part of the federation and football clubs main thrust in improving the standard of the game. Junior football development programmes in countries such as England and France are regulated by the federation governing football. These countries provide specific guidelines and regulations in terms of youth development and the requirements for clubs to register and accredit their youth development programmes. In addition, football development programmes are registered under licensing of the respective football associations.

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The youth development programme of any sports organisation is an extension of the club and all planning is done in line with the club's overall strategic plan. In addition, it is found that the football clubs have structures and processes in place in order to perform the required functions. The clubs make use of certain management functions in order to perform their duties. Football clubs are geared towards the holistic development and well-being of football players within the programme. The programme is therefore designed to develop the person as a whole and not only develop the football player. In order to contribute towards the holistic development of the football players, the programme requires involvement from the parents, teachers, coaches and other community partners, in the development or design of the programme.

Football clubs are focused on not only delivering sporting performance on the field, but they are also forced to show financial performance and increase the shareholders' equity or increase the value of the clubs' shares. In addition, football clubs have to perform against the strategic plan of the club and ensure loyalty of the supporters of the club. The majority of football players in South Africa come from impoverished backgrounds and football is seen as a vehicle to improve their financial situation. The establishment of junior football development programmes further assists young people to move closer towards achieving this goal.

In order for players to be developed within the youth development programmes, coaches should be recruited who will help the club achieve its developmental goal. Coaches employed within the youth development programmes are qualified and have at least a minimum level qualification. The focus of the coaches during the training sessions is physical, technical (skills training) and tactical training (focusing on game tactics). The youth development programmes provide specialised facilities, medical support and practice in line with legislation.

In addition to providing football training, the youth development programme places emphasis on education in order to develop the players for life after football or in the event that the players do not realise their dreams of playing professional football. Education is a major component of the youth development programme in countries such as Senegal, Holland, and the Republic of Côte d'Ivoire. The junior development

programmes are designed to provide a holistic approach to the development of the junior players.

5.2.2. Principles of player development programmes

The international youth development programmes are designed within a broader community development programme. The programmes are thus designed to contribute to the holistic development of the child and should utilise a child-centred philosophy for their youth development programme. This philosophy places emphasis on developmentally appropriate child-focused training and development. This approach places the health and well-being of the child first and performance outcomes are secondary in youth development.

This holistic development approach places the athlete or junior football player at the centre of the development programme and emphasises a programme that is focused on the child. Sport results are therefore secondary within the youth development programme and the development of the players within the programme is the primary concern.

The international youth development programmes are regulated by the national federation in terms of the environmental (facilities, staff, medical provision, practice and legislation) and the operational (coaching qualifications) criteria. The national federation regulates the development programme but the youth development programme is designed within the club's overall strategy and to ensure sustainability of the respective clubs. The sustainability of the clubs is ensured through developing players who will be promoted to the first team and other players who will be traded on the open market in order to generate additional funding.

5.2.3. Management of junior player football development programmes in Gauteng

The football development programmes of the selected professional football clubs in Gauteng are owned by the club and are an integral component of the club structure. The youth development programme is a department of the club and all finances are managed centrally. The senior management, including the head of youth development, sets the strategic direction of the club, in order to ensure sustainability

of the club. Strategies of the youth development programmes contribute towards ensuring sustainability through developing of youth players who can compete for a place in the senior professional team or can be traded. In order for the youth development programme to contribute towards sustainability, the club employs qualified coaches who have at least a SAFA level 1 coaching qualification and report to the head of youth development who in turn reports to either the technical director of the club or directly to the CEO or Board of Directors.

The football development programmes in Gauteng focus on the development of football players in terms of their technical ability; the other components of development are secondary in the development of the players. However, education forms an integral part of the development, but the programme is structured around the football development with the club establishing partnerships with schools where players can be enrolled.

5.2.4. Principles for structuring and management of junior football development programmes

The study revealed that junior football development programmes focus on players in the age groups 7 to 16. These clubs furthermore have a direct link between the junior development programme and the senior professional team. All coaches in the European programmes have a UEFA A or B qualification in coaching qualifications. All players recruited to the junior development programme are assessed using various criteria such as physical aspects, technical skills, personality and academic or scholastic ability. The football development programme is designed to nurture players for the senior team or to enter the open market. These elements form the basis for the junior football development programme. The life skills programme of the junior football development programme provides education support to players at school, financial planning, and interview and communication skills.

In addition, the youth development programmes of all clubs are regulated by the national federations of the respective countries. These clubs follow a structured national approach to youth development since the national federations provide environmental and operational criteria that should be met for clubs to register their youth development programmes. Players recruited to youth development centres are

assessed against set criteria that include physical aspects, medical purpose, technical skills, personality and scholastic ability. These players are then trained and educated to become top football players and as well as being scholars. The main goal of the youth development centre is to create an environment that is conducive to the development of elite players.

5.2.5. Junior football development programmes in selected professional football clubs in Gauteng

Junior football development in Gauteng focuses on the under-13, under-15, under-17 and in some clubs under-19 and reserve teams consisting of under-23's. The coaches within the programme are all qualified and hold a minimum level 1 SAFA qualification. The junior player development programmes of football clubs focus on elite player development and not on the other levels of development such as mass participation and the competition level. These levels in the development continuum are left to the national association (SAFA) and the community-based football clubs.

The focus in junior football development programmes within professional football clubs appears to be football development and the other aspects of development such as cognitive, emotional, scholastic and social development are not regarded as highly. The academic programme forms part of the school programme through partnerships between the junior football development programme and the respective schools the players attend. The players indicated that the football components met their needs; however, the other components of development, such as mentorship, crime prevention, financial planning, drug education, career planning, interview and communication skills, do not meet the players' needs. In addition, the other components of the junior development programmes, for example, educational support and academic programmes, are managed and implemented by the clubs' partners such as schools.

Players indicated that there is no clear pathway to the first team and that they are not assisted in further developing their football careers if they do not sign professional contracts with the first team. The junior development programme and the senior team appear to be operating as two separate entities, with the senior team being removed from the junior development programme.

In the absence of proper strategic management, the football club's focus is on a season-by-season basis and financial performance and on-the-field performance is measured on an annual basis. The junior football development programme planning is not done in line with the clubs' overall strategies. The clubs do not have any organisational performance measures in place and are thereby restricted by finances and on-the-field performance. Some countries employed a football programme using Total Quality Management concepts to improve strategic planning and effectiveness measurement of the club and the junior development programme. South African clubs and especially the Gauteng clubs focused on assessing performance on the field and the club's market share or number of people in the stadium attending matches.

Football players in the youth development programmes are recruited from all parts of South Africa through a recruitment process and open trials. Players who are recruited from outside the province are accommodated at the club's hostel and attend school. The club provides football coaching, education and to some extent life skills training, which includes social interaction, study skills, discipline, time management and financial management.

5.3 LIMITATIONS OF THE STUDY

The study focused on the six professional football clubs in Gauteng; however, only four of the clubs were interviewed. The sample size of clubs in the study was small and the information from the other two clubs in Gauteng would have provided a more accurate picture of how youth development programmes are managed within the professional clubs in Gauteng. In addition to the sample size, the administrators interviewed consisted of Administrative Head and Academy Directors of the different clubs, but not from the same club. However, the administrators interviewed presented an overall picture of the club and responded to questions from interviews for the Administrative Head and Academy Directors.

Other limitations to the study were that the football players in the sample consisted of players who have graduated from the youth development programmes, as well as players who are currently registered in the development programme of two of the clubs. The size of the sample group of players currently registered in the

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development programme that completed the questionnaire did not represent all the clubs in the sample group. Additional information from players in youth development programmes in the other clubs would have provided information regarding the current situation in terms of the football development programmes in Gauteng. The players from the other clubs did not complete the questionnaire because one of the club's youth development programmes was suspended at the time of conducting the research and the other clubs could not be contacted, as mentioned in section 3.4.3.2.

Most research into football development has been carried out on physical development, talent identification, player development and other related fields. Football management research focuses on club management, with emphasis on senior level or professional football. The implications for the lack of research in football development management would mean that any theoretical information on youth development and development aspects would be extrapolated and applied to football development.

The field of football development and regulation of football development programmes has been researched internationally, with limited research done on the regulation of football or sport development in South Africa and within a South African context. The implications for this lack of research on the regulation of South African football development would be that all case studies and examples would relate only to international football clubs.

The sample size of the study is not a comprehensive indication of football development in the country. The professional football fraternity consists of 32 clubs competing in the Premier League as well as the National First Division. The 16 clubs competing in the Premier League will be required to complete a questionnaire regarding the management of football development within the club. The completion of the questionnaire and return of these questionnaires by all the clubs that received them will provide a true reflection of football development by all Premier League Clubs.

A number of players have graduated from existing development academies at the various clubs, and there are players who trained at these academies who have not

graduated to either the club's senior team or other professional teams. Players who have come through a development programme will provide insight into their expectations, and their actual experiences of the development programme offered by the different organisations. These players are not always accessible to be interviewed or complete questionnaires.

5.4 RECOMMENDATIONS

The recommendations of the study are presented within the context of the problem statement, sub-problems, aim and objectives.

5.4.1. Guideline for players development programmes

Junior football development programmes in the country should be regulated and co-ordinated by SAFA. The national federation should set the guidelines and regulate the junior football development programmes. SAFA should provide all football clubs with standards that should be met around environmental and operational criteria. The environmental criteria should focus on the field specifications and the operational criteria on the coaching requirements, medical, educational support and administration of the development programme. SAFA can then provide accreditation and licensing to the junior football development programmes that meet the criteria as set out by the national federation. This standardised approach to football development will contribute towards the development of players for all national teams.

The youth development programme should be developed within the regulatory guidelines of the national federation (SAFA). The programme should further be developed in line with the overall strategy of the club. In order for the club to achieve its overall strategy, appropriate personnel should be recruited and this includes the recruitment of appropriately qualified coaches and other relevant support staff. The head of youth development should report on overall performance to the administrative head of the club, but should also form a working relationship with the head coach of the senior professional team. This working relationship will contribute towards the establishment of a pathway for players in the youth development programme to the senior team. The head coach will have access to these players and the head of the youth development programme will provide guidelines to the

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coaches in the youth development programme of the needs of the senior team players.

The football development programme should focus on the holistic development of the players. The programme should therefore focus on football skills development as well as other components of the child, such as educational, social, and psychological, as well as life skills training, to prepare the players for life as a professional football player and for life after football. For the club to fulfil its youth development goal, the club should make provision for the necessary facilities and additional support to players in the youth development programme. This support includes medical in the form of doctors and physiotherapy and other support such as educational, social welfare and life skills.

5.4.2. Principles of players development programmes

Football is only one aspect of the football player's life and the junior development programmes should take cognisance of this. Junior football development programmes should focus on more than only the football component, but emphasis should be placed on the holistic development of the player. Therefore, in order for the club to develop athletes who can also contribute to society in general, clubs should focus on the holistic development of the player, incorporating elements of physical, emotional, social and cognitive development. The holistic development programme focuses on the development of the athlete, the individual and career development. The programme should therefore provide the following: football-specific development, offer support services (such as life skills, educational support, psychological, emotional development, communication, financial planning and management) and career development. This will contribute towards the development of an educated, professionally equipped individual in a career who can contribute towards society.

The youth development programme should cater for the development of players in the following age groups: under-10, under-12, under-14 and under-17. The players from the younger age groups (under-10 and under-12) should be recruited from the areas where the players live, in order for the players to reside at home with their families. Players from the older age groups (under-14 and under-17) who are

recruited from all areas in South Africa, should be placed in club accommodation, where the players are supervised. These players should be enrolled in a school that the club has a relationship with so that the club can monitor the educational development of the players.

5.4.3. Management of junior player development programmes

Football clubs in South Africa are organisations and should be managed as a business delivering a product and increasing the share value of the club. Football club management consists of different levels of management within the club, with different responsibilities. The football club should develop a long-term strategic plan for what the club wants to achieve in a 3 to 5-year period. This strategic plan should include strategies around junior player development, with the goals and objectives of the junior development programme. The club should establish indicators and benchmarks to be monitored. In addition, resource requirements for the club and in particular for the junior development programmes should be clearly defined within the strategic document. The strategic plan should serve as the basis for the development of the junior football development programme's plan. This plan is therefore developed in line with the strategic plan of the club.

In order for the club to measure performance against the strategic plan and programme plans, the club and junior development programme should develop an organisational performance plan to measure the effectiveness of the organisation. This will provide the club with a more detailed picture of its performance. The club will then not only view performance on the field and financial performance, as the only measurement tools to assess the clubs' performance; instead, the performance plan to measure the performance of the junior development programme will give an indication of how the programme is performing within the club.

The club should utilise the youth development programme to market the club in order to generate additional funding. Marketing of the club should focus on increasing the supporter base of the club and should focus on increasing brand awareness of the club. Increased brand awareness is enhanced through identification of the supporters with the club.

5.4.4. Principles for the structuring and management of youth development programmes

Youth development programmes are departments within the club structure and should contribute towards the club achieving its overall objectives. The objective of the youth development programme should be developed and implemented in alignment with the overall strategy of the club. For the youth development programme to ensure alignment to the club objectives, the head of youth development should report to the overall director of football or directly to the administrative head of the club. In addition, the head of youth development and the head coach to the senior professional team should have a close working relationship in order for the youth development programme to develop players to meet the needs of the senior team.

The head of the youth development programme should have a team of suitably qualified coaches coaching the various teams within the youth development programme. As mentioned in section 5.4.2, the junior football player recruitment and selection policy should focus on recruitment of players within Gauteng, for the younger age groups (under-10 and under-12) and players recruited from all over South Africa for the older age groups (under-14 and under-17). The recruitment of players in Gauteng for the younger age group promotes social development with these players living with their families until they are older.

As players move through the different age groups, the players should be assessed in order to ensure that they are meeting the developmental targets and to identify any further developmental areas that coaches should focus on. The developmental assessments should not only address the football skills, but should also assess the overall performance of the player, including educational performance. The performance of the youth development programme should therefore be assessed in line with the overall strategies of the programme and not only the assessment of the players and the coaching staff. The organisational performance goals and targets should be cascaded down to the individual level of all staff members and the players should have clear developmental targets.

5.4.5. Junior development programmes in selected professional football clubs in Gauteng

The junior development programme should be designed with the overall strategies of the club. The head of youth development should have a closer relationship with the head coach in identifying the long-term needs of the senior team and how the youth development programme can meet the needs of the senior team as regards player development. This will contribute towards sustainability and continuity within the club. This close working relationship will contribute to providing a clearly defined pathway for players with access to graduate to the senior team.

The junior development programme should provide football training in terms of physical, technical and tactical training. However, the programme should focus on the holistic development of the players. In addition, each player within the youth development programme should have a clear pathway designed for their development.

The junior development programmes of the selected professional football clubs in Gauteng should focus on the following age groups: under-10, under-12, under-14 and under-17. Players who are older than the under-17 age group should have been recruited to the senior team and be playing in a reserve league where the senior coach has access to the players. This will create a clear pathway for players in the youth development programme to the senior team. In addition, players who do not move to the senior team should be assisted in identification of other clubs where the players can graduate from the youth development programme and realise their dream of playing professional football.

5.5   FUTURE RESEARCH

The research into the management of junior football development should be conducted throughout the country and not only focus on junior football development programmes within professional football clubs. The research should also include commercial and community-based junior football development programmes. The players who are currently in the junior football development and players who have been through the programme, as well as their parents, should be included. This research can contribute towards the development of a regulatory framework for

football development for the South African Football Association. Research in the areas of junior football development programmes should also be undertaken.

5.6 CONCLUSION

The study revealed that junior football development is in line with a broader development continuum that uses sport as a vehicle for social development on the one end and sport development on the other end. In addition, government programmes are all geared towards increased levels of mass participation that feed into excellence programmes.

However, from the literature available, there does not appear to be a link between the Department of Sport and Recreation South Africa, SAFA and the PSL, as regards youth development programmes and the structuring of these programmes.

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Annexure A – Interview schedule – Club Management

Name of Club:

Position at the club:

1. How and when was the club established?

2. Who are the owners of the Club?

3. What is the broad strategy of the club?

4. Briefly describe the club's organisational structure.

5. Explain the key performance indicators/thrusts/focus of the club.

6. What are the principles with regard to the club's recruitment and retention of coaches/staff and players?

7. How does the Academy fit into the strategy of the club?

8. How does the club manage the finances of the Academy?

9. How does the club measure the performance of the Academy?

10. How does the club utilise the Academy to market the club?

11. Does the club have access to its own facilities and how are these facilities managed/maintained

12. In your view, what are the "good" practices of the club?

13. In your view, what are the challenges of the club?

Annexure B – Interview schedule – Programme Management

Name of Club:

Position at the club:

Contact detail (e-mail):

Contact detail (Tel):

1. How does the Academy align with the club's structures and systems?

2. What is the role/purpose of the Academy?

3. What is the broad strategy of the Academy?

4. Briefly describe the Academy's organisational structure

5. How do you recruit and appoint staff for the Academy (coaches, administration, lecturers, other)?

6. How does the Academy recruit players?

7. What agreements (contracts or other) does the Academy have with the Players?

8. Which of the following components do you offer in your programme (Please tick)?

Programme	Yes	No
8.1 Academic Development		
8.2 Life Skills Development		
8.3 Sport Skills Development		
8.4 Medical Support		
8.5 Accommodation		
8.6 Nutrition		
8.7 Competitions		
8.8 Transport		
8.9 Other		

9. How do you market your Academy?

10. How do you acquire and manage the finances of the Academy?

11. Describe the monitoring, evaluation and impact assessment processes and procedures of the programme

12. In your view, what are the "good" practices of the Academy?

13. In your view, what are the challenges of the club?

14. Please indicate how many coaches of each of the following types in your development programme the qualifications have indicated in the table below.

	SAFA 0	SAFA 1	SAFA 2	SAFA 3	FUTURO	UEFA B Pro	UEFA A	Other
Head Coach(es)								
Coach(es)								
Goalkeeper Coach(es)								
Other								

15. Approximately how many players in each of the following age groups <u>currently</u> form part of your football development programme?

Age group	No. of players
7 – 12 years	
13 – 15 years	
16 – 19 years	
20 – 21 years	
Older than 21 years	
Reserve league players	

16. Please provide a list of all the facilities that the Academy has access to.

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17. List and describe all the partnerships that your programme has.

Partner	Description of partnership

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Annexure C – Questionnaire

November 2010

Dear Sir/Madam

I am currently undertaking research regarding the Management of junior player development programmes in professional football clubs in Gauteng. Limited research as been undertaken in South Africa into the management of football development programmes and it is envisaged that this study will contribute to a body of knowledge that enhances the understanding of how football development programmes are managed in South Africa.

It would be greatly appreciated if you could complete the attached questionnaire. Your input is valuable to the outcome of this study. Your responses are confidential and voluntary. The questionnaire should take no longer than 10 minutes to complete, while the potential impact of your participation will last much longer, in the further development of football within South Africa.

Kindly complete the questionnaire while I guide you. Please remember that the quality of the research product and its contribution is largely dependent on the quality of the information received.

I thank you for taking the time to complete this questionnaire.

Yours faithfully

Wayne Adonis

www.manaraa.com

Please provide answers to the following questions in the space provided. There are no right or wrong answers. Do not think extensively about you answers. Please tick (√) your answer in the space provided to the questions below.

1. Biographical Information

What is your age in years?

_____years

What is your gender?

Male	Female

Family Home: _____

2. Academy

Name of Academy that you are at:

Name of Academy	Please tick
Bidvest Wits FC	
Kaizer Chiefs	
Moroka Swallows FC	
Orlando Pirates FC	
Mamelodi Sundowns FC	
Supersport United	
Other	

How many years have you been in the Academy:

Number of years	Please tick
1	
2	
3	
More than 3	

3. To what extent does the programme comply/meet with your needs:

Tick (√) the appropriate answer in the block provided.

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	Totally	To large extent	To some extent	Not at all	Not Applicable
Football skills training					
Accommodation					
Nutrition					
Football kit					
Coaching					
Medical support					
Academic programmes					
Educational support					
Sport facilities					
Equipment					
Mentorship					
Annual assessments					
Crime prevention					
Financial planning					
Drug education					
Career Planning					
Interview skills					
Communication Skills					

4. **Which of the following people do you have access to on a day to day at the Academy?**

	No	Yes	Additional Comments
Coach(es)			
Goalkeeper coach(es)			
Biokineticist / Physiotherapist / Physical Trainer			
Team manager(s)			
Welfare worker and/or psychologist			
Educational Support			

5. **Which of the following programmes have you attended?**

Programme	YES
Health and fitness	
Social interaction	
Education – study skills	
Discipline	
Time management	
Financial management – Budgeting	
Other (specify):	

6. **In your view, what are the good practices of the Academy?**

7. **In your view, what are the challenges of the Academy? (How would you change the programme to make it better?)**

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