

An evaluation of the Talent Identification workforce in England: Life histories and learning journeys



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Executive Summary

Key Findings:

1. **The workforce is hard to reach and therefore developing the workforce is challenging.**
2. **The workforce is predominantly part-time and male biased with smaller female and disability sectors.**
3. **Technical knowledge is perceived as the most important skill required to be successful in TID but playing experience and qualifications are less important.**
4. **The workforce feels valued but a third cannot see a career pathway.**
5. **The main perceived barriers to progressing in the workforce were holding a strong network in football, the potential to take qualifications that prepare the workforce for higher roles, and a lack of full-time opportunities.**
6. **The main perceived facilitators to progressing in the workforce were a good working knowledge of football, a dual coaching-talent ID experience and gaining appropriate qualifications.**

Key Recommendations:

Short – Medium Term

- Work with the 92 clubs to review the employment of scouts, talent network and those working in talent development to establish a full picture of the work force.
- Create a membership of scouts and talent identification employees (to ensure that consultancy space is managed effectively)
- Review current structural offer of the FA TID courses and establish providers to increase reach to the workforce – This could be FA ‘hubs’ at universities and colleges to help deliver the Talent ID modules/courses with help from regional associations.
- Review the current psycho-social elements of delivery given a lack of confidence in the workforce in understanding and identifying these factors.

Medium - Long Term

- Review the educational materials that support both the coaching and talent workforce, across both the Men's and Women's game, to make sure information is integrated and shared across the education pathways (Coaching and Talent ID) and avoid replication of information.
- Consider developing a more modular/menu approach to the talent ID education – allowing a more bespoke and less linear approach to learning.
- Communicate the progression or attainment of skills (via the modular scheme) to Technical Director and Heads of Recruitment clearly as a visual, policy and / or educational route. This would provide a clearer career progression pathway for the workforce.

Blue Sky

- To work with, and influence the professional game, partners, and clubs regarding pay and working conditions of part time scouts and talent identification professionals.
- Explore developing an APP that supports the ongoing support and education of scouts working at all levels (but especially those without large resources) with handling large data. This might include integration of data from sports sciences as benchmarks around the physical and psychological corners.
- Establish 'pods' or 'cells' to share knowledge regarding working in the TID job market. This could be through the talent ID courses, mentorship programmes with CPD points attached to this activity. This might include a linking with the professional game partners such as the League Coaches Association (LCA), the Premier League and the EFL.

Introduction – Training and Development of the Workforce

Developing and understanding the workforce is essential in being able to adapt, refine, and deliver continuing professional development for that workforce (Thistlethwaite et al., 2019). Sport organisations that have well-managed training and development programmes can more easily retain employees and volunteers, ensure that their human resources have the capability to deliver on the organisation's strategy, and provide future leaders for the organisation. Organisational investment in employees has been positively associated with creating higher levels of employee loyalty (Mowday, 1998) and facilitating a sense of obligation to give something back to the organization (Meyer, Allen & Smith, 1993). Research has also found that training and development can positively impact overall organisational performance, product quality, market share, workplace relationships and lead to higher profits, and lower absentee rates (for an overview of related research findings see Boselie, Paauwe & Jansen, 2001). Training and development opportunities are equally applicable to paid staff and volunteers. Effective training and development of volunteers is fundamental for the continued existence of many community sport organizations, as these organizations rely on developing and retaining such personnel to deliver their core services. The purpose of training and development is to ensure that employees and volunteers are provided with opportunities to learn new skills, knowledge, and attitudes that will allow them to deal with the demands of the sport organisation in which they work and volunteer. Training and development can be initiated for a variety of reasons for either individuals or groups of employees or volunteers. Typically, 'training' refers to the development and enhancement of technical, job-related skills and abilities, either on-the-job or off-the-job. 'Development' is more concerned with changing attitudes and behaviours as well as skill building and aims to improve the interpersonal capabilities of the person. In recent years there has been an increasing focus on moving beyond the confines of these conceptions of training and development and creating learning training and development in sport organisations that integrate work and learning in all aspects of organizational life. Such a comprehensive approach requires the support of the organisation's senior management and an accommodating organizational culture. Bratton and Gold (2003) identify two premises that underpin the learning organisation approach. Firstly, learning is viewed as an expected and embedded activity. The latter infers that learning is integrated into the day to-day operations of the organisation. When a person is recruited it should be not only for their ability to perform a current work role, but they should also demonstrate the potential to learn and change as the role evolves. Secondly, informal learning (Nelson et al., 2006) is

considered as a part of the job and is the responsibility of all managers and supervisors. This means that job performance, appraisal, and development are undertaken by managers and supervisors in the course of their work, and as a result they are continuously assessing the need for job improvement and career development. Understanding the role of learning in this process is essential as we seek to understand the ways in which the workforce is supported and developed.

Finding, recruiting, and retaining talent is a global challenge, and it is especially relevant for sports clubs and national federations that often see potential assets escape due to self-system inefficiencies (Koz et al. 2012). In fact, original research selected for this topic confirmed that talent development programs should make conscious decisions about their selection strategies as it can affect their success (Kalen et al. 2021; Dugdale et al. 2021). Globally, this Research Topic contributed to successfully collate applied research presenting some of the latest evidence of the use of technologies for measuring and analyzing talent. Other methodological advances have drawn on non-linear approaches, as well as the importance of socio-cultural determinants (Reverberi et al. 2020; Coutinho et al. 2021) playing out in increasingly complex and multidimensional environments (Honer et al. 2021; Ribeiro-Junior et al. 2021). These complexities highlight the difficult job the workforce has in identifying talent and the breadth of skills and knowledge required to do the job effectively. A recent editorial by Leite et al (2021) highlights the range of issues that those working in this space need to consider and understand to show worth to organisations. This is because there is still persistently low predictive value of applied and theoretical talent identification models (Till and Baker, 2020). There is a need therefore of practitioners to bridge the gap between science and practice (Collins et al. 2018) and provide a helpful guide to be effectively translated to daily practice in sports. To be able to bridge this gap effectively appropriate education programmes and CPD opportunities need to be available to the workforce.

There are few studies that have explored the needs of the workforce in sports settings and studies that are available are almost exclusively focussed on coaches in specific sporting environments (Emmonds et al 2021; Kaplanidou 2021). To our knowledge no studies have explored the life histories and learning journeys in the football talent identification workforce. The purpose of this study was to use a multi-method approach to understand a) the nature of the talent ID workforce in England, b) the life histories and learning journeys of the workforce, c) the perceived barriers and facilitators to progression within the workforce. To fulfil these

aims the following research questions were posed: What are the differences in career and learning journeys within the workforce across the men's, women's, and disability game? What are the barriers and facilitators to developing within the Talent ID workforce?

Aims

- To understand the lived experiences of a sample of talent ID practitioners
- To gather and analyse the perspectives of a sample across the workforce pathway, as to how they have developed within the Talent ID profession
- To explore how learning journeys have shaped individuals' roles, and understand what those roles entail
- To elucidate the learning needs of individuals and understand what contributes towards these needs and preferences, especially in under-represented groups.
- To explore the key barriers and facilitators in progression through the workforce structures.
- To gather and analyse the insights into what qualities, competencies, and knowledge are needed for working within Talent ID football, to develop a diverse and inclusive workforce
- To determine whether current environmental structures and learning pathways impact the workforce's sense of motivation, satisfaction, and well-being.
- To generate new insights and knowledge towards progressing different social groups within the Talent ID workforce, at all stages of the pathway, and to build the 'business' case for greater diversity within the workforce

Methods

Participants

85 participants from all areas of the football family (men's, women's, and disability) were invited through both existing networks (Football Association, Premier League, clubs) and via email and social media to participate in the survey. The total sample consisted of 77 male and 8 female participants. Individuals working in clubs attached to the Premier League, Football League, WSL, disability football or for the FA, were included in the analysis. Individuals working for talent identification agencies were excluded from the analysis and considered for this study as not part of the Football Association workforce.

Questionnaires

A workforce survey was devised based on the current literature and piloted with several people who have worked in the professional game in the TID area as well as several academics working in TID. In total 8 people completed and commented on the survey (2 academics, 2 FA Insights and education staff, 2 working in the professional men's game, 1 working in the women's game and 1 working in the disability game), after which certain questions were either removed or adapted. Two additional questions were added (see appendix 1 for questionnaire). The survey consisted briefly of descriptive demographic data, work history, learning history as well as barriers and facilitators to facilitate development within the workforce. Following numerous reminders via e-mail and social media, TID workers completed the survey. 1 participant was removed from the analysis as they did not fulfil the inclusion criteria.

The specific inclusion criteria as listed below:

Inclusion Criteria

- i) Participant was willing and able to give informed consent for participation in the project.
- ii) Aged 18 years or above.
- iii) Work in some capacity in the talent identification field.
- iv) Must have completed the level 1 FA TID course.
- v) Did not work for an independent TID company.

Interviews - Workforce

Following completion of the workforce survey, 15 participants were purposively selected and invited to take part in an in-depth interview to explore their perspectives on the support and development opportunities available within the TID workforce. Participants were purposively sampled to ensure that all aspects of the game were covered (women's, men's, and disability), and that the breadth of the workforce were consulted (e.g., staff working at various levels of the game including different category academies and the EPL, EFL, WSL and the disability game as well as talent reporters for the FA). All participants had completed the online survey and were then contacted via email, to see if they were willing to be interviewed. Upon confirmation of consent, dates and times for interview were organised, and took place over Microsoft Teams, with 11 participants finally agreeing to take part. The interview schedule was developed with guidance from the Football Association to ensure the key aspects of capturing workforce perceptions and experiences (appendix 2). The research team, all experts in research design and workforce development, contributed to the design of the interview schedule. The schedule was sent to the lead commissioner from the FA (Dr Matt Portas) for comment and approval. The interviews did not follow the guide in a strict pattern, instead providing a prompt for an open discussion with each of the participants as is typical for semi-structured interviews. Prompts and additional questions were also used, to explore certain answers in more detail, and to aid the flow of the interview.

Interviews - Key Stakeholders

Additional interviews were conducted with key stakeholders (see appendix 3) from across the game to get insights from an organisational and structural perspective, with particular emphasis placed on understanding how support is intended to be experienced by the workforce. Four participants responded from the six invited (Women's game, the PFA, PL, FA) and took part in semi-structured interviews. Those interviewed held a range of roles including Elite Performance Manager, Technical Advisor, Academy Manager, Sporting Director. These supplemented the workforce interviews and although the key stakeholders had not completed the initial workforce survey, it was felt that these views could support a fuller insight into the TID workforce.

Data Analysis

Questionnaire Data

Data are presented using absolute count data or as a percentage value. Within the 5-point Likert scale positive responses were classified as those selecting ‘likely’ and ‘very likely’. Differences between full-time and part-time employers were examined using independent sample t-tests. Due to the small number of female participants, it was not possible to undertake any statistical analysis based on sex. Statistical significance was set at $p < 0.05$.

Thematic Analysis of Interviews

Using the inductive approach, thematic analysis was employed when examining the workforce and key stakeholder interview transcriptions, following Braun and Clarke’s (2022) six phases of thematic analysis:

- Familiarisation
- Data coding
- Initial theme generation
- Theme development and review
- Refining and defining
- Write up / discussion.

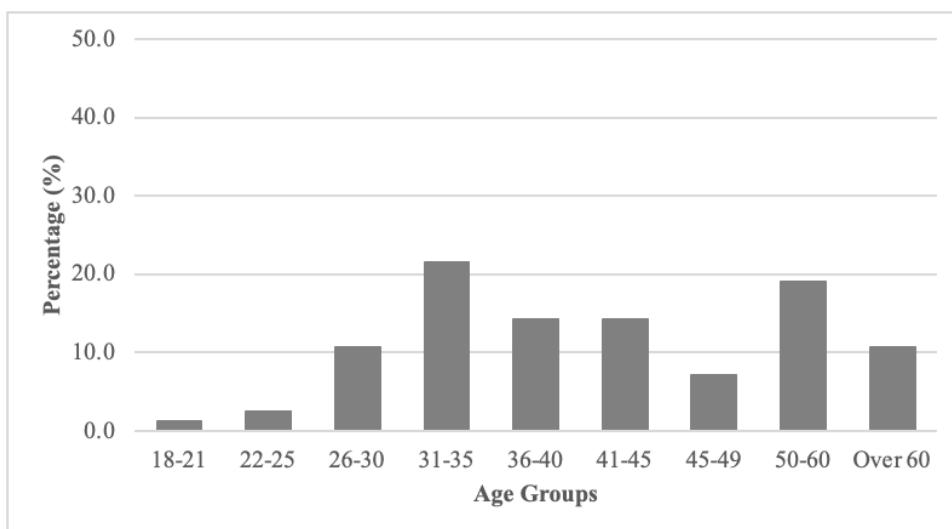
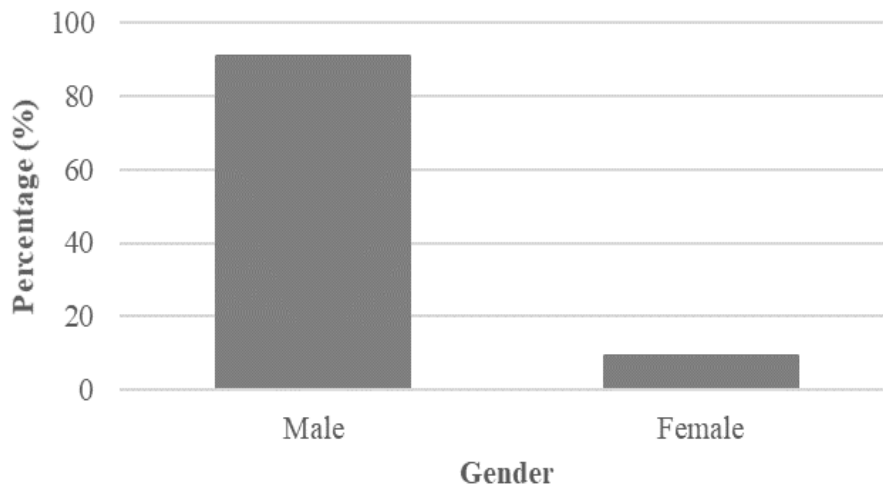
The research team reached consensus on the categorisation of themes through discussion and revisiting the interview data over a 4-week period (Sparkes, 1998).

Results

Workforce Demographics

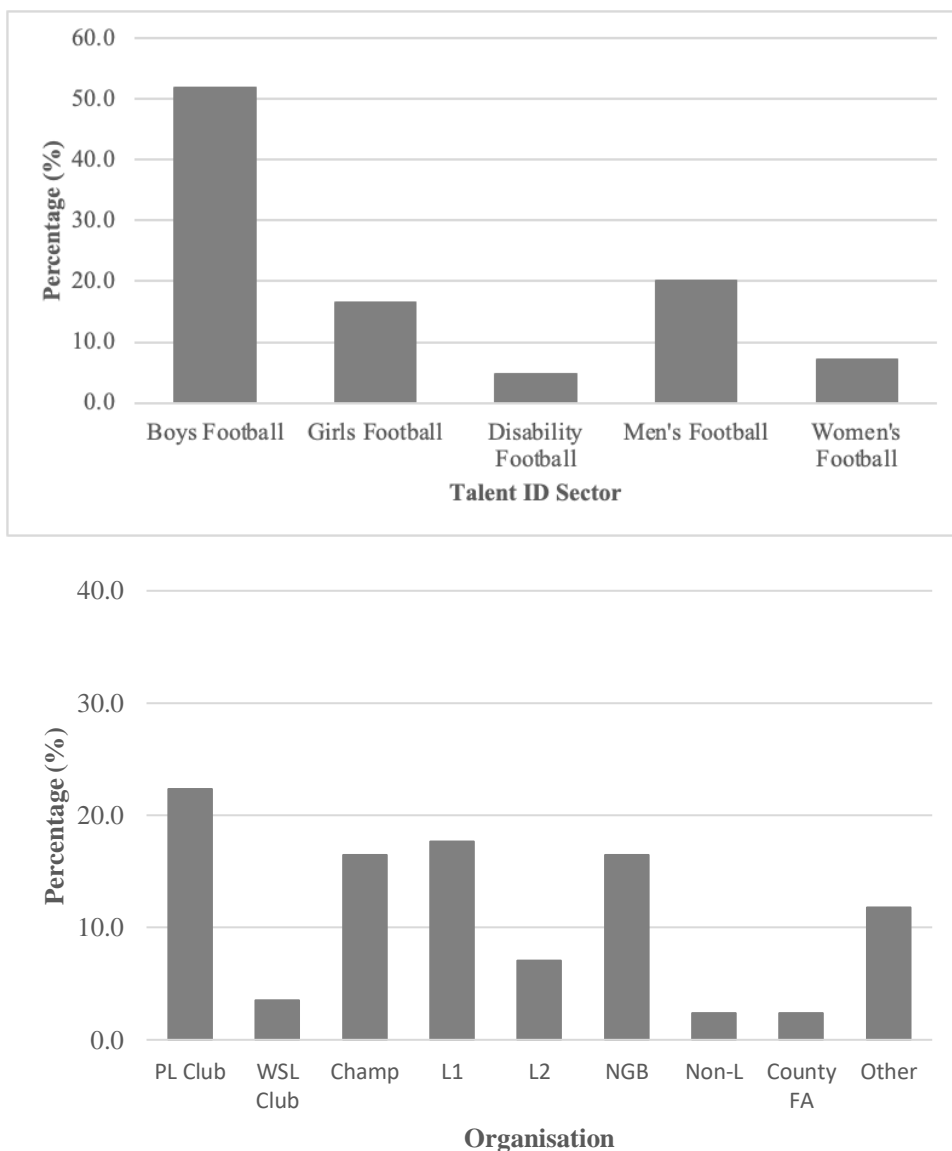
Based on survey data the workforce is male dominated (91%) with only 9% of the workforce female. Figure 1 represents the age groups of the workforce, indicating that the largest age group is 31-35y old (21%) with very few members of the workforce under 30 years of age (14%). There is an even split of the workforce over 40 years of age (51%) versus under 40 years (49%). However, nearly a third of the workforce were over 50 years of age (30%).

Figure 1: Sex and age group of the TID workforce



Most of the sample worked in boys and men's football, accounting for 72%, with 23% working in the women's and girls' game and only 5% in the disability game. Just over half of the workforce work within the boy's pathway (52%) with this split evenly across age groups and development phases (U9 – U23s). Only 7% of the workforce work within the womens game. The largest workforce is embedded within Premier League clubs (23%) with 59% of the workforce working in Category 1 clubs or above. Only 10% work in WSL clubs, non-league clubs or county FAs (see figure 2).

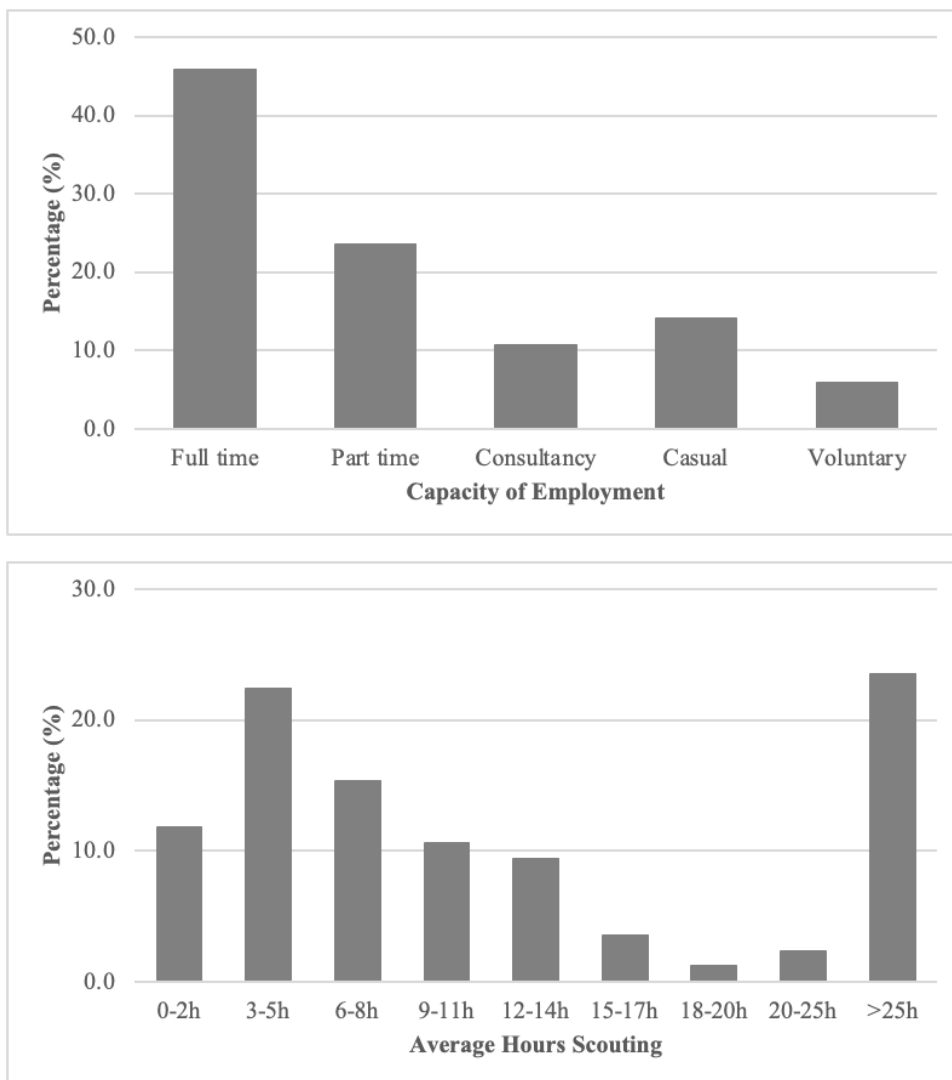
Figure 2: Sector and organisation worked in



Only 46% of participants were in full time roles, with the rest (54%) in part-time, consultancy, casual or voluntary roles (figure 3). Over two thirds of the workforce are working less than

14hr per week (70%) (figure 3). Given the large part-time workforce it is unsurprising that 60% of participants held a 2nd job. Some second jobs were coaching football (19%) but nearly a quarter (24%) had a second job outside of football. Statistical analysis indicated no statistically significant differences in demographics between part-time or full-time roles ($p > 0.05$).

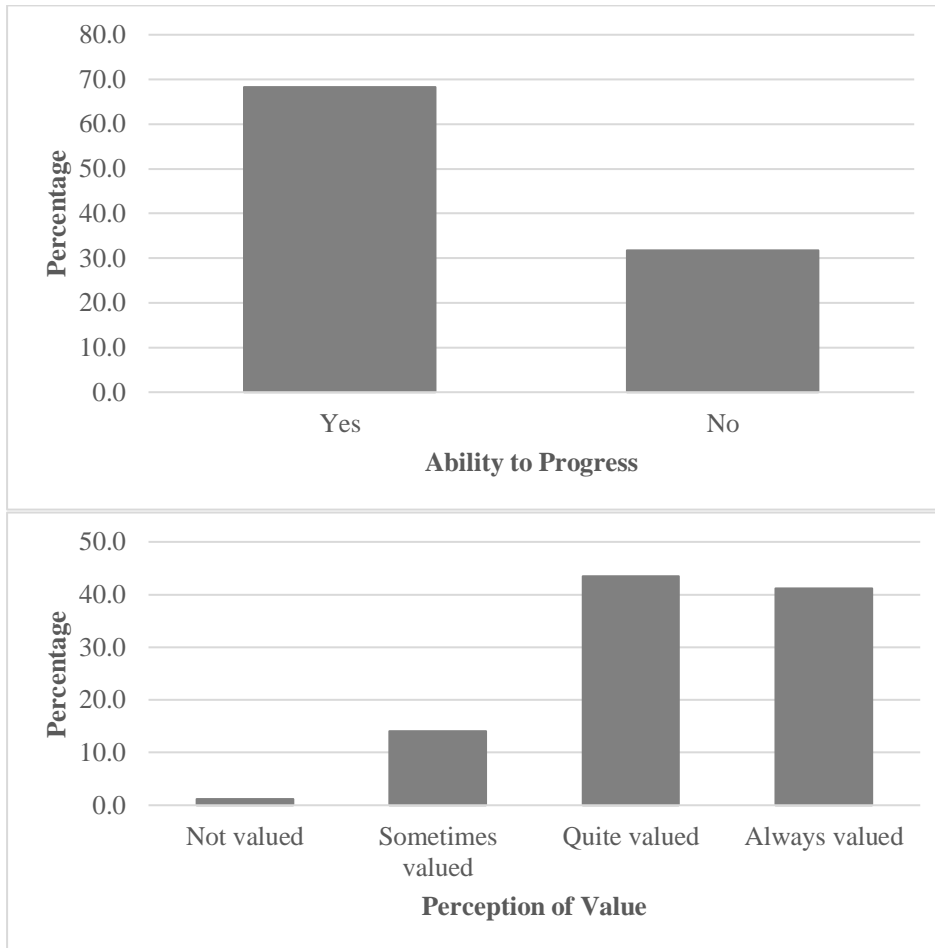
Figure 3: Nature of employment and number of hours spent scouting per week.



The workforce was relatively evenly spread across the country, however the fewest work in the Northeast of England (7.6%). Over two thirds of the workforce (68%) see a pathway for them to progress within the workforce and a large percentage feel valued in their workplace (85%). The biggest perceived barrier to progression in the workforce was time with variability shown in the other perceived barriers. For example, 14 participants felt that level of

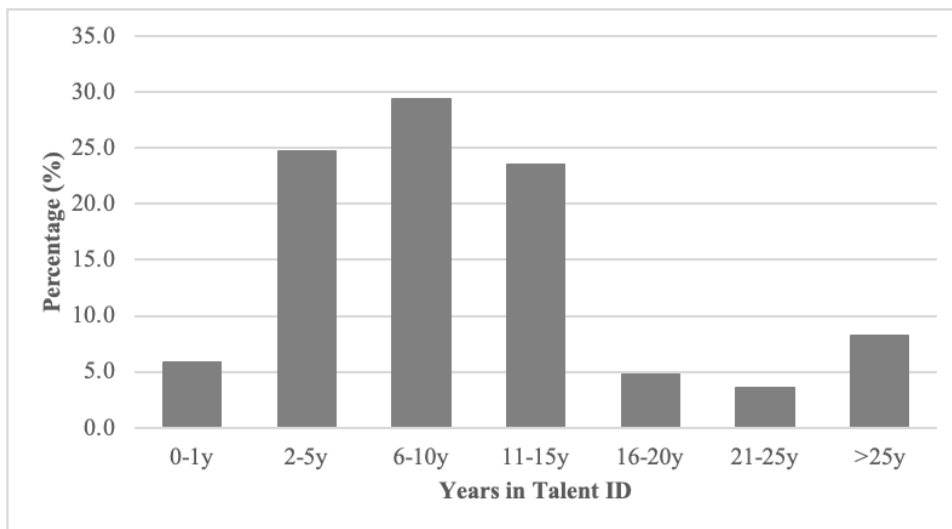
qualification was the most important barrier to progression, but 15 participants felt it was the least important.

Figure 4: Ability to progress in the workforce and sense of value/worth.



Over half of the workforce have been working in Talent ID for 2-10y (54%), but very few have been in the workforce for over 15y (16%). These data can be seen in figure 5.

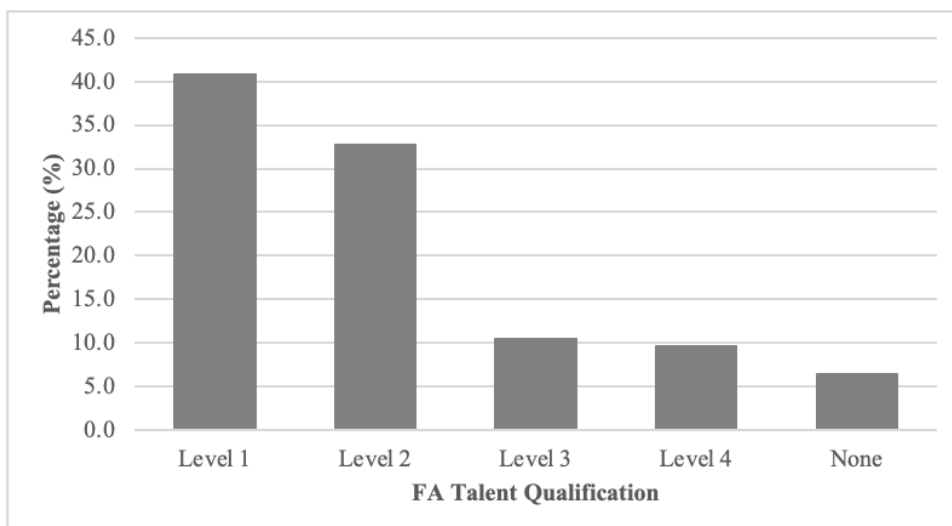
Figure 5: Number of years working in TID.



Education and skills

Nearly all the participants (94%) have an FA TID qualification, with most of these at level 1 and 2 (73%) (figure 6). Statistical analysis exploring differences in education and skills between those in full time versus those in part time roles found no statistically significant differences ($p > 0.05$).

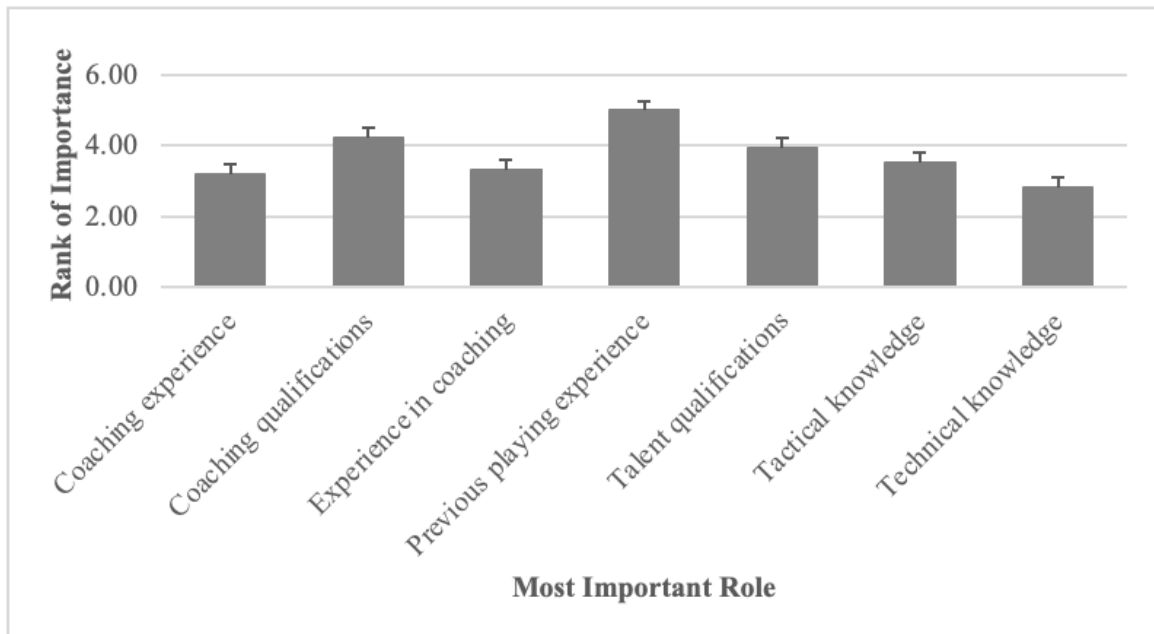
Figure 6: FA TID qualification level



In terms of the perceived skills required for the role the most important need was identified as technical knowledge of the game, followed by coaching experience. The least important perceived skill needed for the job was previous playing experience and needing a talent specific

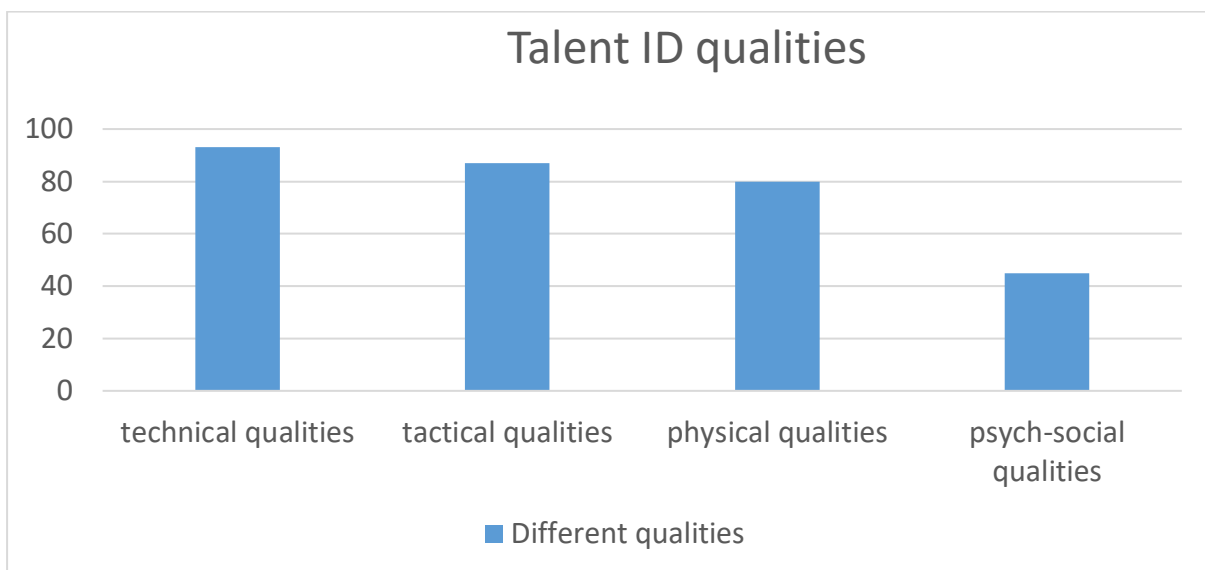
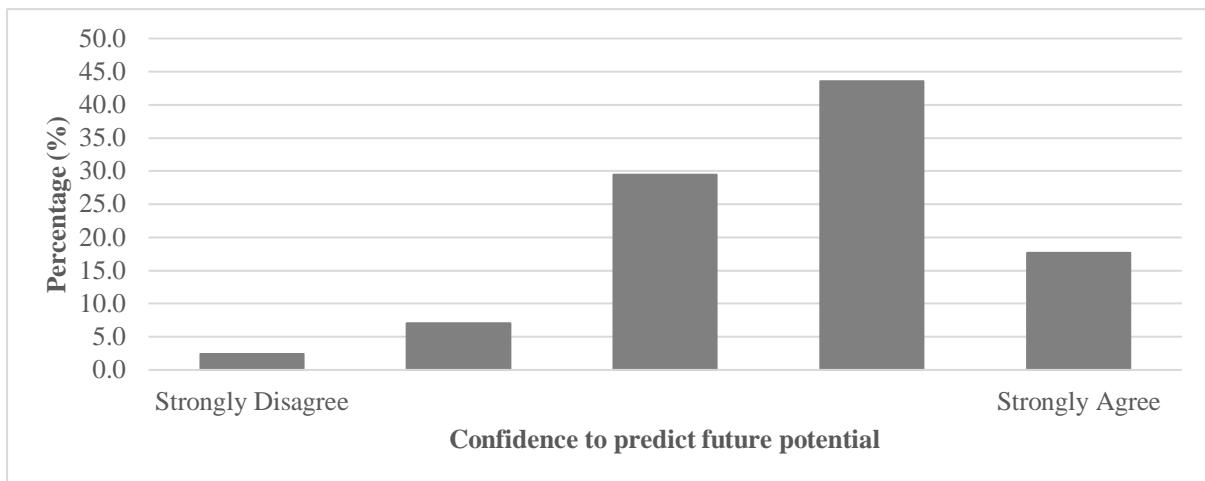
qualification was 5th out of 7 (see figure 7). A wide range of informal learning was identified with 11% of the TID workforce identifying that they utilised the FA Learning portal and nearly a third (30%) indicating that they sought knowledge gain via podcasts and webinars.

Figure 7: Perceived skills required for the job, ranked from most to least important.



Most participants felt confident that they have the skills to spot technical (93%), tactical (87%) and physical (80%) qualities in players, but only 45% felt confident identifying psycho-social qualities (see figure 8). Nearly two thirds were confident that they could predict future talent.

Figure 8: Confidence to identify the 4 corners and predict future talent



Discussion of questionnaire data

Whilst undertaking this piece of research one of the most noticeable things was the difficulty in reaching the TID workforce. Despite the research team and FA (who helped with recruitment) having extensive connections within the men's, women's, and disability game only 85 participants completed the questionnaire. It is difficult to estimate the total workforce in this area, as it is currently unknown, however some TID departments are large, and our sampling indicates how difficult it is to reach the entire workforce. For example, one category 1 premier league club has over 100 employees working in TID. Part of the difficulty in reaching the workforce may be due to the part-time nature of a substantial proportion of the TID landscape. Over half of the workforce are working less than 8hr per day and a similar percentage have a second job, many outside of football. This adds to the difficulty in reaching the workforce where for many this may not be their primary job. Despite the development in the women's game and a drive to promote more opportunities to develop female coaches, men still make up the large majority of the TID workforce. This might be because most roles sit within the boy's youth game, with over half of these roles in category 1 clubs or above. Consequently, the number of women working in TID across all sectors and TID staff working within the women's game is relatively small. Perhaps unsurprisingly then workforce is even smaller in the disability sector. Given that over half of the workforce are either part-time, consultants, casual or voluntary roles we decided to explore whether there were any differences between the full time and part-time work forces. In terms of demographics, education and skills and perceived barriers to progression within the workforce we found no statistically significant differences between those working in a full time or part time capacity. The workforce, at least from our sample, seem to suggest that careers can be made within the workforce, given that circa 70% have been in the workforce between 6-25+ years.

Most of our sample had either level 1 or 2 of the FA TID qualification, however, many felt that qualifications were not perceived as any more important for progression within the workforce than other skills (such as knowledge of the game). Technical knowledge was seen as the most important skill required to be successful in the role, with previous playing experience the least important. This may reflect the dual aspect of roles where considerable proportion of the workforce have coaching rather than high level playing backgrounds. Many practitioners within the workforce are seeking to gain further knowledge via podcasts and portals and this may be representative of the part-time nature of the workforce. It is important therefore to make

sure that practitioners are accessing appropriate quality podcasts and webinars to engage learners and enhance level of knowledge.

Two thirds of the workforce felt that they had the opportunity to progress through the workforce and encouragingly 85% of the workforce feel valued. Reasons behind why a third of the workforce felt that they do not have an opportunity to progress was explored in the qualitative analysis. Given the wide variability (beyond time) in the barriers to progression within the workforce, part of the issue around progression within the sector is understanding the needs and requirements of organisations. Given that the FA has little control over the requirements of job titles and job specifications (beyond level 4 for technical directors), it is understandable that organisations are seeking differing skills from their workforce.

Qualitative Analysis

Analysis of the interview data resulted in several raw data themes. These were organised into either **Workforce**, or **Stakeholder** themes with sub-themes addressing perceived *facilitators* and *barriers* for an effective TID workforce.

WORKFORCE

The workforce participants interviewed had wide and varied experiences, with eleven (11) participants contributing to the interviews offering insight into the facilitators and barriers of their learning journey. These interviews were analysed to identify the following sub-themes; *The Broader Landscape, Coaching Background, Scouting Networks Evolving, Football Journey, The Role of Recruitment, Expertise and Knowledge, Qualifications and Employment*. Each of these are discussed in turn with appropriate quotes used to illuminate the theme.

The Broader Landscape

The workforce discussed issues related to the broader landscape. Many respondents discussed things like the changing nature of the academy landscape, the introduction and subsequent evolution of the Elite Player Performance Plan (EPPP) and the advent of ‘elite’ young players. This was of interest to one participant who suggested:

“So, the EPPP has created this system where a lot of clubs are required to have a multidisciplinary model. Which I'm not saying I don't believe in it, but I think there's a more effective way of doing that. And that is interdisciplinary model. Where we don't have people staying in their box.”

This is an interesting element of discussion, as it was felt by some that young people are now in a much more competitive environment and with parental and club pressure to find and produce players, this broader landscape might impact on what is being looked for by the TID workforce. Whilst things like EPPP have driven up standards, there is also an element of considering the development of the ‘whole’ young person against the competitive nature of football in the developmental space:

“And of course, all of that then leads into the talent ID and the four-corner model, particularly obviously, since the turn of the millennium and EPPP, and the focus on that holistic development, not just the maybe I think, predominantly before that it was technical tactical, and there wasn't so much of the physical, psychological, or social. But that's come into it a whole lot more now. So those conversations, and invaluable and understanding what holistic and holistic development actually means how we develop that over time.”

Some of the workforce also mentioned differences in organisations expectations, knowledge, or methodology. Those that had moved job roles or organisations mentioned that issues such as what is expected, what a talented player is expected to be, or what expertise is required to perform the role of TID might change. Context here is a crucial factor, driving a subjectivity to TID that needs further consideration. This broader landscape of evolving knowledge or expertise, especially when data are widely used is something of interest:

“And then yeah, I think from the academic side as well, I think you need to educate yourself on biases and things like maturation levels and how that affects talent ID. See, I think there's two aspects to that. There's almost like your football, academia, and then there's the actual academia biases, etc., etc. And, and yeah, and just that benchmark is real key to understand that under 14 is not a mini adult, they are an under 14 so you look at them as an under 14 with what they could develop into”.

Expertise and Knowledge

The next area for attention is that of expertise and knowledge, linked closely to considerations regarding the broader landscape. There was some acknowledgement around the changing landscape of TID work, with the use of big data and video analysis a common topic. There was an awareness that TID requirements for employees was often club, game model and positional specific which often makes movement across the sector more challenging. There were significant discussions regarding player development, player learning, and the knowledge required to be an effective member of the TID workforce. Mention was given to issues such as ‘nature versus nurture’ in terms of development of young people, as well as issues of maturation and growth. It was also of note that the ‘four corner’ model, linked to the English FA’s DNA was mentioned as an essential element of understanding the ‘whole’ player.

“I think individual clubs now have got a better understanding not because of England, but they naturally now over the last 10 years have a better understanding of their own club philosophy, their own coaching philosophy and then their own playing philosophy. I think that's been a big thing. Probably since 2012, maybe 2014. That kind of time. For whatever reason that might have been because of the launch of their England DNA.”

With another participant citing similar impact in the women’s game, noting that coaching, and TID are linked, with a joined-up approach helping establish an understanding of what to look out for:

“I think it's an emergent process. And I think it I think we forget how closely it ties to the coaching. Background so like what the FA trying to do with England DNA and with the lioness characteristics, I think it's really closely aligned. Because if we're looking for players that naturally through the England DNA through the lioness characteristics and players that are more comfortable in the ball, that are more social players coaching will come for into talent ID that is just really closely aligned more than people would give it credit for.”

Interestingly, there were some critical discussions regarding the nature of CPD, as one participant discussed the idea of ‘badge collecting’. This is important when we consider the

range of different qualifications that are available to the workforce, especially those involved with both coaching and TID. There was a sense however that those in roles linked to the FA, PL or category 1 clubs had increased access to CPD opportunities. However, there were good examples of club support and development as can be seen in the quote below.

“Yeah, so I think a good thing for us is like the exposure and the CPD that we were, we are exposed to so there's lots of really good CPD that comes out of being part of this role. opportunity to go and watch national camps opportunities to have CPD delivered by national coaches”.

and

“The opportunities for continuous improvement, and professional development are very important to keep you up to speed, we have a good professional development program at PL club. And that is important because it's a changing world. It's a changing game. So, you can't sit back on those laurels”

Qualifications and Employment

The role of qualifications was an important discussion. Many of the participants were pleased with the quality and access to qualifications and CPD. The structure was welcome (Level 1-5) due to the relevance of the level of qualification to the context in which participants were working. However, there was a sense that some participants wanted access to level 4 or 5 (more aligned with sporting director or technical director roles) as that might provide the development, they would need for promotion internally or job opportunities externally.

“Recently, I was interviewed for head of recruitment at a Championship. Club. I got down to the final two. At one point I was getting people phoning me up from the club, congratulating me on getting the role. I then received an email saying I wasn't successful. I questioned it. The feedback I got was none. I asked for it didn't get any. But I was also told by five members of that club, a phone call was made. And a direct intervention took place where the job was given to somebody else. And that's generally how it's been.”

There was also some critique around the nature of the qualification and whether they were fit for purpose in terms of accessing roles. Some suggestion of networking (who you know) being more important than knowledge base.

“it's very nepotistic, you know, it's not what you know, it's who you know, and it will always be the case.”

Coaching Background

Many of the participants had a coaching background and this was both evident in their passion for the game, and their transdisciplinary knowledge, something to consider where there are dual roles. Participants discussed their multiple roles (club coaching, FA development centres, men's, and women's coaching, and TID roles) as well as the importance of having insights about player development when working in the TID space.

“So we were invited to CPD though, like we were given, basically what the role would look like, what talent ID would look like an almost kind of like being exposed to that talent can give us like a benchmark of what kind of players we were looking at, which I think is like one of the hardest things to do in talent ID, is not necessarily because I don't see black and white but it's understanding like the benchmark of players that you're looking for, if that makes sense.”

This also presented concerns or experiences from those in the workforce which exacerbated earlier findings from the survey, that being the nature of the casual or part time workforce, something that is to be considered when we start thinking about expectations from the workforce.

“And that's dependent on how many games you watch and where you're sent where you're asked to go. You know, I've been asked to go north of Birmingham and then you drive north of Birmingham to watch a match. And by the time you get back that's gone midnight. You know, it's a long day, a long evening, I suppose on average, if you said I'll take two games in a week to three games a week, maybe on average. I love watching football. I love watching live football. So, in end of the day is not a hardship.”

Scouting Networks Evolving

There were several comments regarding the changing nature of the scouting element of TID, and scouting networks. It was commented that there were fewer boots on the ground:

“In terms of eyes on the ground. No, that's very limited. So, you're relying on a broader network of contacts there that aren't necessarily employed by the club, to support your identification and availability of players or players that have caught somebody's eye.”

It was also noted that:

“The other thing we're constantly doing is trying to work with the pro clubs, community trusts, and educate coaches and people that are out, you know, boots on the ground, right? Across the country, whether it's in community club settings, or kind of community trust, engagement, and kind of football for all sessions. You know, they, they know what players were looking for, and can they help us to identify them.”

Furthermore, there was commentary that the role tended to be one that was part time. This speaks to earlier discussion regarding the multiple roles fulfilled by those in the TID workforce, such as coaching or other relevant roles.

“They need to be recruiting to invest in recruitment departments, they need more scouts more part time on the sorts of full-time scouts, so we have actually got no casual scouts at that sort of level now, that all on either part time or full-time contracts sort of thing is more around to do with the club, envisioning to be in the next two to three years”.

Supporting the idea that there are fewer boots on the ground, and the changing nature of the workforce is the advent and proliferation of data scientists. This is not necessarily seen as a negative but is certainly something that has training needs attached to it. It would be worth considering how data analysis and data engineering is expected at lower levels of the game, and with those that are scouting ‘live’ versus those that are working with multiple data sources:

“I think for me, the FA now need to probably start going down the data route a little bit with their courses, because there's a lot of clubs out there now that are looking at the Moneyball formula, because it's seen x (Club), have seen it, you know, work in it quite well.”

The challenge here is that there is an expectation to earn your stripes by going to lots of games, going to evening fixtures and what we might have as a traditional perspective of scouting, whilst at the same time, the inequity of funding in the game means that there are almost two separate, concurrent TID systems in place. Those out scouting, and those managing data and TID:

“I guess, you know, this huge opportunity. But like everything you've got to earn your stripes, haven't you? So, how'd you earn your stripes? So, a lot of it is putting yourself out there and volunteering, isn't it in the first instance? I think there's a reluctance of young people to actually volunteer. You know and get those work placements. Youngsters seem to want something in return that isn't quite there yet.”

Football Journey

There were several personal journeys shared amongst all the participants, all unique, and all remarkably interesting. Whilst it was not the intention to share all journeys, we have shared one to give an example of the varied and different approaches. Many of the stories spoke about the need to have time served, or a perceived lack of playing experience, or the costs associated.

“Well, last time I looked, I think it was three or four weekends away. And a cost of 1500 quid I think it might be more than that. Now. As a volunteer, I wouldn't get anything from the x (club) for that. And going away will be for that amount of time would make me difficult to do. If they can find another way of doing the level three that's not so expensive, and it's not so involved away?”

Below is Lisa's story

LISA'S STORY

Lisa has had a wide and varied journey into the Talent ID workforce. An A licence coach, Lisa has been a foundation phase lead for three seasons and has worked extensively in the women's game at both performance and grassroots levels. Lisa also worked in a regional centre of excellence and prior to her coaching experiences had played football at a high level, adding to her breadth of experiences. All these experiences have led to Lisa being a talent reporter working with the Football Association to build strong knowledge of players across the game, observing and reporting on young footballers. The support provided to Lisa by peers, mentors and FA education schemes during her coach and player development journey have enabled her to forge a career in this area. The growth of the women's and girls' game in recent years has allowed greater access to knowledge and players in the game and this is excellent for profiling but not as strong as coaching due to England DNA. Lisa's story is one like many others in the workforce, strong coaching background and moving into TID. With a level 1 and 2 in TID, Lisa is looking forward to more CPD in this area too....

The Role of Recruitment / Players

Finally, the changing nature of players and the need to recruit was an identified theme. One participant suggested understanding the level of players needed, or the socio-economic issues for players, or the breadth of scouting U7-U23 needs thinking through. As well as the advent of social media as being an issue. The notion that we might be having to get access through parents, or players on social media putting themselves out-there is important:

"I don't think there's enough profiling of the support mechanism around a player and because I mean, I know of an eight-year-old now that's on Instagram. He goes to six or seven different clubs. He's got over 130,000 people following him. One Saturday, he's at one club, pictured outside the front gates, the next Saturday's he is somewhere else, you're I mean, you just look at it and you go well, by the time he gets to Academy football, and he signs at nine which he will do to the club. Parents are in it for the wrong reasons. Because it's about what he can get. He's already getting sponsored by people on his Instagram page."

STAKEHOLDERS

The stakeholders had wide and varied experiences at the highest levels of the game, with four (4) participants contributing to the interviews offering insight into the current and future state

of workforce needs and development. These interviews were analysed to identify the following themes: *The Broader Landscape, Evolving Role of Recruitment, Staffing and Strategic Structures, Qualifications, Expertise and Knowledge*. Each of these are discussed in turn with useful quotes to illuminate the theme.

The Broader Landscape

Although a small number of participants, it was clear that all were aware of the changing face of football as a business. Issues were raised such as the nature of scouting changing, and the significant costs of transfers and player wages at the elite end of the game. This means that the role of TID, and recruitment more generally is changing. For example, stakeholder pointed out that the skills required now are broader than scouting and might extend to negotiation, or leadership, or budgeting:

“A little office with a fax machine...it was incredible because in the filing cabinet was just team sheet after team sheet, and the fax machine on the bottom that was just spewing out page after page literally all day from agents.”

And discussing further how things were done historically:

“All I see is all these expenses that keep coming in and I’m signing them off...it was a very different world back then in talent identification.”

Further, the need to go and scout ‘live’ was deemed less by staff working at the technical end of the game. This can often be done through vast scouting networks. And data driven approaches to scouting. Equally, the changes in the EPPP as well as the development of coaching structures and extensive academy structures means that standards and expectations have changed:

Evolving role of recruitment

Some participants discussed the fact that live recruiting has now become confirmation rather than scouting. Perhaps understanding things like character, or personality by going to see the person in action, interacting with others around them. Recent technologies, performance

analysis and other aspects of a data driven approach to TID is changing the nature of the landscape within which technical directors, scouts and performance analysts work.

“you’ve got this kind of weird world of a very much old school people that have got unbelievable knowledge and craft knowledge in the game, but very subjective and you’ve got very new objective, analytical, educated people coming into the industry.”

It was also mentioned that, whilst aligned with coaching, there was a substantial change in the approaches in TID due to the amount of information available to those working in the industry. A focus on data to inform identification is more relevant with the scouting part *“not about identification anymore. Live scouting now is really about confirmation.”*

Staffing and Structures

Similarly, to the broader landscape of TID today, there were discussions about the changing nature of the sport from a staffing and structure perspective. There perhaps needs consideration as to how this is seen at lower levels of the game, as it was clear from the workforce participants that there are differing barriers to be addressed. However, those involved in the technical direction of the game tended to work in a resource rich environment and so shared these perspectives.

“I think with EPPP, I guess as one of the moments in time where suddenly there were more expectations on clubs to have properly kind of staffed systems.”

There were considerations given to the numbers of staff, and the budgets now available to do scouting well. Equally, the number of different staff contributing to a transdisciplinary approach to the development of the game was noted. It’s no longer about TID but analysis regarding player profiles, opposition, and the development of the team:

“Managers [and] head coaches want to take into a job the performance analyst because they know the profile of the player [that the manger wants], they know how they play. These guys have come from university have never played the game, but they understand the game the way the coach wants.”

And importantly, the development of more multi-disciplinary teams often looked after by technical staff:

“The coach has been here a long time, so I don’t strictly manage him...so I kind of work with the coach to support him but I manage the medical department, the academy and scouting and recruitment.”

Qualifications

It was noted that the structure of education offered at this level was highly appropriate. One participant talked about the TID structure at Level 5, offering useful leadership and management skills, moving away from TID and into managing others. The job specific nature of this reflection is one that resonates across the research. If we can consider the link between qualification and changing job landscape, then this will be fruitful:

“I don’t see many scouts going into other roles like sports science or coaching. I think people come from performance analysis into scouting, and from scouting and recruitment into management positions, like general manager, technical director, sporting director.”

This was supplemented by discussion of two key areas, namely tertiary education and continuing professional development. Regarding tertiary education, it was noted that degrees are a good foundation and my well support development, but the ongoing development is also key:

“there’s more people coming into the industry with degrees that haven’t played the game.”

Of equal importance, participants discussed CPD, highlighting that the changing landscape of sport science regarding topics such as relative age effect, maturation, and more broad knowledge bases around player development and talent are key aspects of ongoing development:

“We need to move away from you’ve done the course and that’s it.”

Although this is sometimes offset by the need to get qualifications as part of the ongoing regulation of the industry:

“...was a bit worried because we started to get [instead of people wanting to develop] ...I have to because my boss told me I have to have the qualification. It says it in the rules, which is you know, disappointing, but inevitable.”

Expertise and Knowledge

Finally, participants discussed the expertise and knowledge required in the workforce. Particularly, this focussed on things changing, such as the player – to – scout role, exemplified by:

“I think it’s that person that understands the game. I think you have to have a good game understanding...I think it’s having that coaching analytics [that helps] ...the best analysts I know understand the game and probably have coached.”

This was particularly interesting given that this was set against knowledge of coaching, data, and analysis needing to change to offer a more contemporary view on scouting when sometimes there might be a part time member of staff:

“On the courses that we run, for example the level four cohorts, heads of recruitment...it became quite clear in the end it’s not always possible [for someone to meet the mandatory full-time role].”

There was also mention of the varied role that the scout now fulfils, such as negotiation, finance, recruitment, and leadership. Preparation for these roles was thought of as important given the diversity of those entering and remaining in the workforce. The role has moved from identifying a potential player, to one of support, development, monitoring, and succession planning. Requiring a broader set of skills:

“I think what’s happened now with the courses [is that] they’ve really dug deep into, you know, real high performance culture issues...understanding technology, understanding finance, understanding negotiations, really digging deep into management and leadership.”

“I was literally negotiating multi-million-pound deals for one individual, and I had zero training. That’s the difference, that won’t happen now.”

Finally, the competitive structure of the sport, the finances involved and the access to technology and data mean that there needs a significant shift in the approach to TID. When suggesting we may need to question the scouting network being on the road, or flying across the globe to watch players, one stakeholder suggested:

“There’s an environmental impact on that...we shouldn’t be doing that because of the environmental impact, not just the financial impact, and the accountability...return on investment, but also the transparency and being able to {justify} ...we’re going to spend 10 million pounds on this player”.

Whilst another participant noted:

“There are big departments [that are] very sophisticated, quite a lot of resource going into them. [Recruitment] also the biggest area of issues with clubs, you know, rule breaks (sic) clubs get punished more because of indiscretions around recruitment than anything else.”

Recommendations

Short – Medium Term

- Work with the 92 clubs to review the employment of scouts, talent network and those working in talent development to establish a full picture of the workforce.
- Create a membership of scouts and talent identification employees (to ensure that consultancy space is managed effectively)
- Review current structural offer of the FA TID courses and establish providers to increase reach to the workforce – This could be FA ‘hubs’ at universities and colleges to help deliver the TID modules/courses with help from regional associations.
- Review the current psycho-social elements of delivery given a lack of confidence in the workforce in understanding and identifying these factors.
- Work with stakeholders to review content and the future proofing of the TID workforce.

Medium - Long Term

- Review the educational materials that support both the coaching and talent workforce, across both the Men's and Women's game, to make sure information is integrated and shared across the education pathways (Coaching and Talent ID) and avoid replication of information.
- Consider developing a more modular/menu approach to TID education – allowing a more bespoke and less linear approach to learning.
- Communicate the progression or attainment of skills (via the modular scheme) to Technical Director and Heads of Recruitment clearly as a visual, policy and / or educational route. This would provide a clearer career progression pathway for the workforce.

Blue Sky

- To work with, and influence the professional game, partners, and clubs regarding pay and working conditions of part time scouts and talent identification professionals.
- Explore developing an APP that supports the ongoing support and education of scouts working at all levels (but especially those without large resources) with handling large data. This might include integration of data from sports sciences as benchmarks around the physical and psychological corners.
- Establish 'pods' or 'cells' to share knowledge regarding working in the TID job market. This could be through the talent ID courses, mentorship programmes with CPD points attached to this activity. This might include a linking with the professional game partners such as the League Coaches Association (LCA), the Premier League and the EFL.

Future research

- Given that this is the first project to describe and explore the barriers and facilitators to progression through the TID workforce in England further investigation is needed. Nevertheless, this paper reflects existing organisational research on workforce development, highlighting the need for training that responds to changes in the landscape. The talent ID realm exemplifies an organisational workforce that craves ongoing development and learning to improve performance and respond to the expectations of the industry. By association this supports the need for ongoing analysis

of the landscape and awareness of the need for continued and appropriate learning strategies (formal & informal) to be embedded in talent ID.

- More specifically there is a need as the women's game continues to develop at pace to explore further both women working in the men's game but potentially with a focus on the evolving workforce in the women's game as it continues to develop at pace. Given recent research (Casal et al., 2021; Scraton et al., 2018)) on male /female differences in the 4 corners, consideration should be given to this in design and delivery of content for those practitioners working in the girls and women's game. The ability to undertake some co-design research given the evolving workforce is possible. BAME related issues emerge briefly in the qualitative analysis but not enough to develop as a theme. Given the importance of work around equality, diversity, and inclusion we suggest that further investigation into under-represented groups in the sector is needed. In terms of 'future proofing' the workforce understanding the emerging and future of TID is imperative and a piece around data insights, scouting and education is needed which may feed into a visual framework of the requirements within the profession but also the potential progression routes. Longer term projects could involve reviewing the current landscape (e.g., EPPP, academies, need to recruit children means that scouts have a 'view' of who is good), and should include the role of parents, agents, and other influential stakeholders within the environment. A person-centred approach is embodied within this, where understanding the cognitive and emotional development of players in the pathway and the concept of the person as much as the player is important to explore. A greater understanding of the broader landscape that influences the talent pathway is required to do this fully.

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Appendix One – Workforce Survey



FA Talent ID Survey

Page 1: Information and Consent

Participant Information and Consent Sheet



Study Title: Understanding the football talent ID and recruitment workforce

Dear Sir/Madam

You are being invited to take part in a research study in partnership with the English Football Association (FA) that seeks to collect data to investigate the current talent identification (ID) workforce in football. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully before continuing.

What is the Purpose of the study?

The purpose of this study is to research the current landscape of talent ID in English football. Exploring working and learning journeys of the workforce across the whole game. Investigating the barriers and facilitators within the talent ID workforce.

Why have I been invited to participate?

This project is being run at the University of Gloucestershire, and funded by the FA. As practitioners who impact the delivery of talent ID we feel it important to evaluate how your journey and the current landscape influences practice and subsequent talent ID processes. By taking part you consent to your anonymised responses being stored and used for research purposes in line with GDPR guidance.

Do I have to take part?

You are free to withdraw at any time or decline from any participation. If you no longer wish to participate in the evaluative part of the project or have any questions please contact: Mr. James Grant, University of Gloucestershire, jamesgrant@connect.glos.ac.uk

What are the possible benefits of taking part?

The data gathered in this survey will be used to build knowledge of the existing talent ID

workforce. Our aim is to develop an understanding of current practice, barriers and facilitators to generate insight and improve awareness of the sector.

What will happen to the information/results collected in the project?

The online questionnaire will be analysed by the research lead at the University of Gloucestershire. Questionnaire records will be stored in a password protected macro data base (microsoft access) analytical coding begins. We will contact a small portion of eligible participants for follow up interviews approximately 2 months after the workshop. The anonymised results will be presented to the FA on behalf of the University. If you would like to see our Privacy Notice detailing how your data is stored, used and what this means for you please do follow the link below:

[Privacy Notice](#)

What happens if I do not want to take part in the project?

Participation is completely voluntary and no details will be recorded for monitoring purposes. You are free to withdraw at any time or decline from any participation. If you no longer wish to participate in the research element of the workshop or have any questions please contact Mr. James Grant, University of Gloucestershire,

jamesgrant@connect.glos.ac.uk

What happens if I do want to take part?

By signing up and taking part in the questionnaire you: confirm you have read and understood the information sheet above and consent to taking part in the research unless otherwise expressed.

What happens if want to withdraw after I have already given consent?

You can withdraw at any point during the workshop and up to 6 weeks after the completion of the workshop and/or follow up interview (if you have been sampled). If you withdraw after the 2-month follow up interview, please be aware the anonymised responses given at the workshop will be included in the study as the 6-week withdraw period would have already passed and the data would already be prepared for or analytics completed.

Ethical Approval and funding

This study is funded by the English FA. Ethics was granted by the university of Gloucestershire ethics board. If you have any concerns regarding the ethics of this study or otherwise please contact the University REC Chair, Dr Emily Ryall, eryall@glos.ac.uk .

***I confirm I had read the above and give consent for my responses to be used as a part of this research project by continuing.**

Best Wishes

James Grant

Research Assistant: Sports Leadership, Education and Society

University of Gloucestershire

Oxstalls Campus, Gloucester, GL2 9HW

jamesgrant@connect.glos.ac.uk

Thank you for your help. Your time is very much appreciated.

Page 2: Personal Details

1. Name (Last, First):

1.a. Gender:

Male

Female

Prefer to self-describe

2. What age category are you: * Required

Please select exactly 1 answer(s).

18-21

22-25

26-30

31-35

36-40

41-45

45-49

50-60

Over 60

3. Your primary email:

Please enter a valid email address.

A Little More About You

4. Which organisation or club do you currently work for? * Required

 More info

4.a. What level is the organisation or club? (For example: Category 3 Academy, RTC Tier 1, National, Non-league, Grassroots).

5. In what capacity do you work for this organisation or club?

6. What is your current job title? * Required

7. Which region(s) do you currently work in? (tick all that apply) * Required

- North
- South
- East
- West
- North East
- North West
- South East

- South West
- Wales
- International

8. How many hours (on average) per week do you spend on scouting/identifying players in your role? * Required

Please select exactly 1 answer(s).

- 0-2 hours
- 3-5 hours
- 6-8 hours
- 9-11 hours
- 12-14 hours
- 15-17 hours
- 18-20 hours
- 20-25 hours
- More than 25 hours

9. Do you have any other jobs outside of this? * Required

- Yes
- No

10. If so, what other job roles do you have? Optional

11. Do you hold any football coaching qualifications? If so what type and level: *
Required

12. Do you hold any other relevant qualifications? If so what type and level: *Optional*

13. Do you have any of the below FA talent qualifications? (tick all that apply) *
Required

- Level 1
- Level 2
- Level 3
- Level 4
- None

14. Which sector of talent ID do you mostly work in? * *Required*

15. Which age groups do you work with? (tick all that apply) * *Required*

- Under 9s
- Under 10s
- Under 11s
- Under 12s

- Under 13s
- Under 14s
- Under 15s
- Under 16s
- Under 18s
- Under 23s
- Senior Men
- Senior Women
- Other

16. What was your entry route into talent ID? (for example: Ex-professional) *

Required

17. How many years have you been involved in football talent ID? * *Required*

Please select exactly 1 answer(s).

- 0-1 year
- 2-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-25 years
- Over 25 years

18. Do you see a pathway for your progression in talent ID? (please tick a response):

Yes

No

18.a. Please provide further comment (career goals or barriers to progression):

19. How valued are your contributions in your role? (please tick a response): *

Required

Page 3: Experience

20. What is the most important for you in your role? Please rank from 1-7 with 1 the most important and 7 the least important.

	<i>* Required</i>
Coaching experience	<input type="text"/>
Coaching qualifications	<input type="text"/>
Experience in coaching	<input type="text"/>
Previous playing experience	<input type="text"/>
Talent specific qualifications	<input type="text"/>
Tactical knowledge	<input type="text"/>
Technical knowledge	<input type="text"/>

20.a. Do you identify any other area as important for you in your role?

21. What is the biggest barrier for you in your role? Please rank from 1-7 with 1 the most important and 7 the least important.

	<i>* Required</i>
Clubs	<input type="text"/>
Knowledge of the game	<input type="text"/>
Knowledge of player development	<input type="text"/>
Level of qualification	<input type="text"/>
The FA	<input type="text"/>
The Premier League	<input type="text"/>

Time	<input type="text"/>
------	----------------------

21.a. Are there any other significant barriers in your role?

<input type="text"/>

22. Do you use any specific resources (criteria, policy, procedures) to assess talent and potential? (please tick a response):

Yes
 No

22.a. If YES, please list which/what do you currently use:

<input type="text"/>

23. I am confident in my ability to assess current tactical performance of an individual

Please don't select more than 1 answer(s) per row.

Please select at least 1 answer(s).

	1	2	3	4	5	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree

24. I am confident in my ability to assess current technical performance of an individual

Please don't select more than 1 answer(s) per row.

Please select at least 1 answer(s).

	1	2	3	4	5	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree

25. I am confident in my ability to assess current physical performance of an individual

Please don't select more than 1 answer(s) per row.

Please select at least 1 answer(s).

	1	2	3	4	5	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree

26. I am confident in my ability to assess current psycho-social performance of an individual

Please don't select more than 1 answer(s) per row.

Please select at least 1 answer(s).

	1	2	3	4	5	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree

27. I am confident in my ability to predict future potential of an individual

	1	2	3	4	5	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree

Page 4: Final Thoughts

28. What informal learning do you undertake to support your role? (Tick all that apply).
* Required

- Blogs
- Books
- FA Learning Portal
- Learning from Other Sports
- Podcasts
- Research Articles
- Sport Magazines
- Webinars

28.a. Other (please state):

29. What would make you more effective in your role? * Required

I think my talent ID in football would benefit from.....

30. Do you have any other comments about your role, experiences or talent ID overall?

Page 5: Final page

Survey Ends

We may email you to follow up with an interview to gain more insight into your experiences.

Please ensure that you have added your correct email address to the first page of this survey.

Thank you for your time and effort in completing the survey. Your assistance is greatly appreciated. By completing and handing in this survey you consent to your anonymised responses being stored and used for research purposes in line with GDPR guidance. You have the right to withdraw your participation at any point during this study.

Please feel free to contact a member of the research team if you have any questions:

Research Assistant

James Grant

University of Gloucestershire

Email: jamesgrant@connect.glos.ac.uk

Key for selection options

5 - In what capacity do you work for this organisation or club?

Full time

Part time

Consultancy

Casual

Voluntary

Appendix Two – Workforce Interview Schedule

Context

Research questions and aims of the research.

Underpinning the study are the following research questions:

- What are the differences in working and learning journeys within the workforce across the men's, women's, and disability game?
- What are the barriers and facilitators to developing within the Talent ID workforce?

The research questions will be addressed through the following aims of the study:

- To understand the lived experiences of a sample of talent ID practitioners
- To gather and analyse the perspectives of a sample across the workforce pathway, as to how they have developed within the Talent ID profession.
- To explore how learning journeys have shaped individuals' roles and understand what those roles entail.
- To elucidate the learning needs of individuals and understand what contributes towards these needs and preferences, especially in under-represented groups.
- To explore the key barriers and facilitators in progression through the workforce structures.
- To gather and analyse the insights into what qualities, competencies, and knowledge are needed for working within Talent ID football, to develop a gender and disability diverse workforce.
- To determine whether current environmental structures and learning pathways impact the workforce's sense of motivation, satisfaction, and well-being.
- To generate new insights and knowledge towards progressing different social groups within the Talent ID workforce, at all stages of the pathway, and to build the 'business' case for greater diversity within the workforce.

FA Primary points of interest are:

- The key demographics of our workforce
- Differences in working and learning journeys (Talent Development / Senior Football)
- Barriers and drop off points in the pathway.
- Trends in education completed and qualifications gained.
- Reasons for not progressing into the Professional Game Workforce

Appendix Three – Stakeholder Interview Schedule

Context

Research questions and aims of the research.

Underpinning the study are the following research questions:

- What are the differences in working and learning journeys within the workforce across the men's, women's, and disability game?
- What are the barriers and facilitators to developing within the Talent ID workforce?

The research questions will be addressed through the following aims of the study:

- To understand the lived experiences of a sample of talent ID practitioners
- To gather and analyse the perspectives of a sample across the workforce pathway, as to how they have developed within the Talent ID profession.
- To explore how learning journeys have shaped individuals' roles and understand what those roles entail.
- To elucidate the learning needs of individuals and understand what contributes towards these needs and preferences, especially in under-represented groups.
- To explore the key barriers and facilitators in progression through the workforce structures.
- To gather and analyse the insights into what qualities, competencies, and knowledge are needed for working within Talent ID football, to develop a gender and disability diverse workforce.
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