

## Central Lancashire Online Knowledge (CLoK)

Title	'Through the lens of ethnography': Perceptions, challenges, and experiences of an early career practitioner-researcher in professional football
Type	Article
URL	<a href="https://clock.uclan.ac.uk/id/eprint/29086/">https://clock.uclan.ac.uk/id/eprint/29086/</a>
DOI	<a href="https://doi.org/10.1080/2159676X.2019.1638444">https://doi.org/10.1080/2159676X.2019.1638444</a>
Date	2020
Citation	Champ, Francesca Mary, Ronkainen, Noora, Nesti, Mark S., Tod, David and Littlewood, Martin (2020) 'Through the lens of ethnography': Perceptions, challenges, and experiences of an early career practitioner-researcher in professional football. <i>Qualitative Research in Sport, Exercise and Health</i> , 12 (4). pp. 513-529. ISSN 2159-676X
Creators	Champ, Francesca Mary, Ronkainen, Noora, Nesti, Mark S., Tod, David and Littlewood, Martin

It is advisable to refer to the publisher's version if you intend to cite from the work.  
<https://doi.org/10.1080/2159676X.2019.1638444>

For information about Research at UCLan please go to <http://www.uclan.ac.uk/research/>

All outputs in CLoK are protected by Intellectual Property Rights law, including Copyright law. Copyright, IPR and Moral Rights for the works on this site are retained by the individual authors and/or other copyright owners. Terms and conditions for use of this material are defined in the <http://clock.uclan.ac.uk/policies/>

1 **‘Through the Lens of Ethnography’: Perceptions, Challenges, and Experiences of**  
2 **an Early Career Practitioner-Researcher in Professional Football**

3  
4 Francesca M Champ<sup>a\*</sup>, Noora. J. Ronkainen<sup>b</sup>, Mark. S. Nesti<sup>b</sup>, David. A. Tod<sup>b</sup>, Martin.  
5 A. Littlewood<sup>b</sup>

6 *<sup>a</sup>Department of Sport, Exercise, and Nutritional Sciences, University of Central*  
7 *Lancashire, Preston, United Kingdom; <sup>b</sup>Sport and Exercise Sciences, Liverpool John*  
8 *Moore's University, Liverpool, United Kingdom*

9 [\\*fmchamp@uclan.ac.uk](mailto:fmchamp@uclan.ac.uk), @fchamp1

10 Word Count: 8796

26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50

## Abstract

The present study critically explores the use of practitioner-researcher ethnography in professional football, and illustrates some of the challenges that the first author experienced as a result of the dual-role occupation. The first author occupied the position of insider sport psychology practitioner-researcher within one professional football club over a 3-year duration. Traditional ethnographic research methods were employed, including; observations, field notes, and reflections. Following thematic analysis, research on the potential for conflict and tension in ethnography, and ethical guidelines from caring professions (e.g. sport psychology, health, and nursing) were used to make sense of the data. A series of reflective extracts highlight moral, ethical, and personal challenges of occupying a dual role, including threats to identity, acceptance of academics in elite sport, and confidentiality. For those individuals whose livelihood is dependent on their successes as a practitioner-researcher an understanding of how to overcome methodological challenges will be beneficial in improving their organisational status. From the results of this study, we suggest that a range of support mechanisms (e.g. ethnographers club, regional support hubs, supervisor/researcher training and education), and the development of a clear sense of self are essential for the ethnographic practitioner-researcher.

*Keywords: Qualitative, Ethnography, Practitioner-Research, Sport Psychology, Longitudinal, Dilemmas*

## Introduction

51

52           Qualitative researchers in sport, exercise, and health have increasingly started to  
53 look for ways to expand and diversify the methodological landscape of these fields (e.g.  
54 Champ et al., 2018; Devaney *et al.*, 2018; Spracklen *et al.*, 2010). Although quantitative,  
55 mixed methods, and structured qualitative methods (e.g. questionnaires, semi-structured  
56 interviews, focus groups) have been beneficial in developing our understanding of the  
57 relationship between psychological characteristics/variables/interventions on sports  
58 performance (see Scott-Hamilton et al., 2016), there are several limitations to these  
59 methods. For example, questionnaires and structured interviews provide us with a limited  
60 contextual understanding of the lived experiences of athletes and their support staff in  
61 their everyday life. This is due to the inability of the researcher to embed themselves  
62 within the subculture across time (Champ et al., 2018; Gough, 2016). Furthermore, these  
63 methods often rely on participant's retrospective recall of an event or situation, and  
64 responses are constrained by the questions being asked of them (Ragin, 2014).

65           Ethnography has been offered as one promising approach for studying  
66 experiences in sport, exercise, and health contexts (or more specifically, sport  
67 psychology) because it enables researchers to immerse themselves within a setting to  
68 develop a more in-depth understanding of specific subcultures and their social  
69 interactions, language practices and behaviours (Maitland, 2012). Secondly, ethnography  
70 offers the opportunity for researchers to create new forms of knowledge and  
71 understanding (Krane & Baird, 2005). However, despite its promises, this method also  
72 brings several challenges especially for those who want to study organisations (Lillis,  
73 2008; Arber, 2006; Coy, 2006). For example, Arber (2006) described feelings of betrayal  
74 and frustration when making difficult decisions that might influence a stakeholder's  
75 position within the organisation. Adams, Ellis, and Jones (2017) built upon this work and

76 identified the challenges of negotiating working practices, and developing a shared  
77 understanding of language. Sociological work conducted by Cushion (2001) and Parker  
78 (1995) highlighted gaining access, developing relationships, and establishing the  
79 participants' trust as barriers to this type of research in professional football. Therefore,  
80 this paper will provide a more focused exploration of the use and application of  
81 practitioner-researcher ethnography specific to applied sport psychology.

82 Ethnography has its roots in the social anthropologies of the early 20<sup>th</sup> century.  
83 More recently, ethnography has been used in education (Corrigan, 1979; Fleming, 1995;  
84 Lacey, 1970; Willis, 2000), nursing (Henderson & Vesperi, 1995; Roper & Shapira, 1999;  
85 Smyth & Holmes, 2005), and sport (Adler & Adler, 1991; Bowles, 2014; Cushion &  
86 Jones, 2006; Parker, 1996). As a research approach, ethnography aims to place specific  
87 encounters, events, and understandings into a fuller and more meaningful context  
88 (Tedlock, 2000). Culver et al. (2012) argued that there is no simple way of conducting  
89 ethnography. Rather ethnographer's experiences are highly variable, and approaches have  
90 to be adapted to the particular research problem and setting. Consequently, the  
91 ethnographer might operate from a number of different positions during the data  
92 collection phase (e.g. insider vs outsider). An insider is situated within the participants'  
93 natural setting, and therefore shares some of the participants' experiences (see Atkinson,  
94 2016; Spracklen *et al.* 2010). In contrast, outsider researchers are not positioned within a  
95 specific subculture. For example, Hoeber and Kerwin (2013) described themselves as  
96 "outsiders looking in" on the experiences of female sports fans.

97 In this study, we explore ethnographic work from the position of insider  
98 practitioner-researcher. Practitioner-research is defined as a research method carried out  
99 by applied practitioners with the aim of further developing our understanding of the social  
100 world in which the research was conducted (McLeod, 1999). Over the last decade, insider

101 practitioner-research has emerged and established itself as a way of understanding and  
102 changing organisations (Coghlan, 2007). In health settings (e.g., hospitals, care homes)  
103 practitioner-researcher ethnography has advanced knowledge and understanding in  
104 relation to managing dual role conflicts (Abdulrehman, 2017; Dixon-Woods, 2018), the  
105 insider vs outsider paradoxes (Yeo & Dopson, 2018), and developing relationships  
106 (Holloway & Galvin, 2016; Ledger, 2010). In sport psychology, practitioner-research has  
107 extended our understanding of sports injury and disabilities (Howe, 2003; Shipway &  
108 Holloway, 2016; Smith & Sparkes, 2016; Sparkes & Smith, 2009), coach-athlete  
109 relationships (Maitland et al., 2015), and the influence of organisational culture on athlete  
110 development (Champ et al., 2018; Devaney et al., 2018). Practitioner-research is perhaps  
111 the most appropriate method of reducing the gap between research and practice in sport  
112 psychology as it encourages applied practitioners to maintain their links with academia,  
113 and allows for the publication of models of best practice. Ethnographic practitioner-  
114 research can be described as an art form and provides a new angle to organisational  
115 culture and identity studies, inclusive of how a sport psychologist might best operate in  
116 elite sport (Ryba et al., 2010). However, to date, there have been limited publications  
117 from practitioner-researcher ethnographers operating in elite sport environments,  
118 particularly professional football. Consequently, there is currently a significant distance  
119 between research that is being disseminated academically and applied practice (Devaney  
120 et al., 2018; Lillis, 2008).

121 A more focused exploration of practitioner-researcher ethnography specific to  
122 applied sport psychology is important given the significant increase in opportunities for  
123 sport psychology practitioners to enter and operate within sports organisations (Nesti et  
124 al., 2012). For example, in 2012 the Elite Player Performance Plan (EPPP) formalised the  
125 delivery of sport psychology within professional football academies in the UK (Premier

126 League, 2012). The current paper answers the calls for greater methodological diversity  
127 in sport psychology research (Smith & Sparkes, 2016), and employed insider practitioner-  
128 researcher ethnographic methods across three football seasons. The present study  
129 emerged in the midst of data collection for my doctoral research project, titled  
130 ‘Psychological Development in Professional Youth Football: An Ethnography of Sports  
131 Psychology Practice’. Prior to the official data collection period, I had already worked  
132 within this professional football academy as part of an MSc internship and familiarised  
133 myself with the working practices of the club. As I transitioned into the practitioner-  
134 researcher role, the overriding objective was to explore the impact of organisational  
135 culture on the lived experiences of elite youth footballers (see Champ *et al.*, 2018). During  
136 the data collection phase, professional and personal issues became a central part of the  
137 research, and therefore feature as the focus of this paper. Unlike previous ethnographies  
138 in sport psychology, this study reflects on the primary researcher’s experiences of  
139 occupying a dual position as a sport psychology practitioner-researcher. The in-depth  
140 analysis of the extensive period spent as a practitioner-researcher can allow for a deeper  
141 understanding of the personal, moral, and ethical challenges that may occur because of  
142 this dual role, and inform the career development pathways of other early career  
143 ethnographers to enter the field. We aim to critically reflect on the challenges of  
144 practitioner-research within professional football

## 145 **Methodology**

### 146 ***Research Paradigm***

147 This research is situated in a social constructionist, interpretive paradigm. Within  
148 a social constructionist perspective (Sparkes & Smith, 2009), meaning is derived from  
149 interpretation, and knowledge is only considered significant in so far as it is meaningful  
150 to stakeholders (e.g. reader, researcher, participants) (Smith & McGannon, 2018).

151 Furthermore, the methodological perspective was underpinned by a relativist ontology (a  
152 belief that there are multiple social realities), a subjectivist epistemology (knowledge is  
153 created through social interaction) and a naturalistic set of methodological procedures  
154 (data collection occurs in the world of the participants) (Cornbleth, 1990). Ethnographic  
155 researchers working within a social constructionist perspective do not approach field  
156 settings from an objective position; rather they emphasise that the researchers' own  
157 cultural assumptions, personal experiences, and moral stance will shape the research  
158 process and outcome (Keane, 2014). Here, we believe that it is important to make the  
159 reader aware of the researchers biographical positioning and dual role within the  
160 organisation of study.

### 161 ***Biographical Positioning***

162 In the present study, the first author (from here onwards, "I"), brought a number  
163 of identities to the field. In this paper, identity is defined as "a particular form of social  
164 representation that represents the relationship between the individual and others" (Champ  
165 et al., 2018, p.13). These 'identities' were a research-based self, a sport psychology  
166 practitioner, a young woman, and an avid football fan. My role as a doctoral researcher  
167 was hugely important to me as I believed that this was a true test of whether I possessed  
168 the skill set to develop a career as an academic. Each of the aforementioned identities  
169 were integral in understanding what I observed within the professional football club (e.g.  
170 developing relationships, perceptions of academics), how I felt about what I experienced  
171 in the club (e.g. moral and ethical conflict), and what is reported on in this study  
172 (Cornbleth, 1990).

173 My role as a doctoral researcher became more important to my identity when I  
174 considered the academic experiences of players and staff employed by the organisation  
175 under study, which we represent with the pseudonym Tainton Town FC. In comparison

176 with my university peers and supervisory team, I was an early career academic and novice  
177 researcher. In contrast to this, very few members of staff at Tainton Town FC had attended  
178 University, and I was the only member of staff to hold a postgraduate degree. Prior to my  
179 employment by the club, its organisational members had no previous experiences of  
180 academic research, and many commented that they had not heard of the term  
181 ‘practitioner-researcher’. This had a significant impact on my identity within the  
182 organisation. For example, I was more conscious of the research ethics (e.g.  
183 confidentiality, overt vs covert). We consider this in detail in the results and discussion  
184 section of the paper. Furthermore, I was the only female member of staff based at the  
185 training ground other than the club chef. This added to the novelty of my position,  
186 especially for those who had been at the club for a significant period of their lives (e.g.  
187 started out as a youth player aged 9, and progressed into a coaching role upon the  
188 termination of their playing career). Because of each of the factors noted above, I believed  
189 that I stood out from the other stakeholders at Tainton Town FC.

### 190 *Participants*

191 Tainton Town FC is currently one of the 92 UK teams in the English Football  
192 League, and consists of over 150 male players, and 50 male support staff. The club takes  
193 great pride in the academy set up and its record of producing players that go on to play at  
194 the highest level. The focus of Tainton Town FC on the identification and development  
195 of young talent is demonstrated by the award of category 2 status by the Premier League  
196 (PL) as part of the Elite Player Performance Plan (EPPP).

### 197 *Data collection*

198 Data collection took place between September 2014, and May 2017. The  
199 occupation of a dual role was a key feature of the study, as I was an insider in the

200 organisation rather than on the periphery. Across the duration of the research project, I  
201 occupied a dual role as a sport psychology practitioner-researcher within the professional  
202 football club. In my role as a sport psychology practitioner, I was responsible for the  
203 delivery of sport psychology support to academy players (U9 – U23) and support staff 3-  
204 4 days per week. Methods of support included individual support sessions, group  
205 workshops, stakeholder education, and pitch based delivery. I was required to balance  
206 this role with conducting the PhD research project.

207         In order to address the doctoral research objectives, the data were collected using  
208 ethnographic methods, including; observations, reflections, informal interviews, focus  
209 groups, and field notes (Atkinson & Hammersley, 1994). However, in the present study,  
210 we draw on the participant observation, reflections, and field notes as these data were  
211 directly related to the occupation of a dual role as a sport psychology practitioner-  
212 researcher. The purpose of the participant observation was to describe the setting and  
213 culture, interactions and activities that took place within the setting, the people that took  
214 part in the activities, and meaning of what was observed from the perspective of those  
215 who were being observed (Cushion, 2001). I completed the field notes after each occasion  
216 I was present in the club, these were descriptive, dated, and recorded key details (location,  
217 who was present, activities that took place) (Bryman, 2016). In addition to this, the field  
218 notes were a further method of documenting my observations (Spradley, 2016). More  
219 specifically, the field notes included events such as confidentiality, interactions with  
220 players and support staff, and observations of people’s reactions to my research role.  
221 Finally, reflexology is the process of critically reflecting on the self as a researcher (Guba  
222 & Lincoln, 2005). Self-reflective writing offers the perspective through which the  
223 practitioner-researcher can make sense of their world, and the so-called facts and  
224 ideological assumptions that are attached to the position of insider (Denzin, 2002). I

225 completed a reflective log (see Smith, 2006) during the data collection, write up, and  
226 representation phases of the PhD research. This was my opportunity to make sense of the  
227 situations that I found myself in, but also an opportunity to step back from the data and  
228 consider the bigger picture. Here, I documented the influence of the research on me as a  
229 practitioner, as a researcher, and a human being (Mulhall, 2003).

### 230 *Data analysis and representation*

231 The first step of the data analysis was to extract the data documented in the field  
232 notes and reflective log (Atkinson and Hammersley 1994). I re-read the field notes and  
233 the reflective log and separated the data that related to the process of occupying a dual  
234 role as a practitioner-researcher or engaging in the ethnographic research methods. I then  
235 conducted a thematic analysis (Braun and Clarke 2016). During this process, data  
236 collected from the participant observations are also analysed, as I noted down the  
237 observation and my interpretation of it within the field notes. The aim of this was to group  
238 the data into themes that were related to the research objective of critically reflecting on  
239 the challenges of practitioner-research within professional football. These themes were  
240 discussed with research team members, and critical friends, with the aim of increasing  
241 data familiarisation (Smith & McGannon 2018). Following this, themes were refined and  
242 those moments that provided the most evocative representation of the theme were chosen.  
243 Previous research on the dual role conflict of practitioner-research (Judkins Cohn *et al.*,  
244 2014; Fan, 2018), and ethical guidelines for the delivery of sport psychology support were  
245 used to make sense of the data (British Psychological Society Code of Conduct, 2009;  
246 Coghlan, 2007; Gabriel, 2005). In the final step, we presented a series of reflections and  
247 field note extracts to illuminate the challenges, and potential use of practitioner-researcher  
248 ethnography in elite sport environments. These extracts were selected based on the  
249 findings from the thematic analysis (Braun and Clarke, 2016).

250 ***Research quality and methodological rigour***

251 A relativist perspective (e.g. Holstein & Gubrium, 2013; Sparkes & Smith, 2009)  
252 guided our approach to research quality. More specifically, throughout the data collection  
253 phase, I engaged in member reflections. I discussed critical moments with those at the  
254 centre of the event and explored any contradictions or differences in knowing (see Smith  
255 & McGannon, 2018). Secondly, I engaged in a process of dialogue with ‘critical friends’,  
256 and research team members following each season of my involvement with Tainton Town  
257 FC. These individuals challenged and questioned my interpretation of the data. We hope  
258 that our research is judged on whether it makes a meaningful contribution to the field of  
259 sport psychology. We aim to demonstrate that the reflective narratives represented in this  
260 study deepens our understanding of how practitioner-researcher ethnography might be  
261 experienced in elite sport cultures, particularly professional football. Although these  
262 checks like any other validity procedures do not provide access to objective reality, they  
263 do add dimensionality and reflexivity to the interpretive work.

264 ***Ethical considerations***

265 The ethical and moral dilemmas of practitioner-researcher ethnography are  
266 explained further in the results and discussion section of this paper. Ethnographic  
267 researchers have highlighted some of the potential ethical issues that may arise as a result  
268 of using ethnographic research methods (Blomberg *et al.*, 2017; Brewer, 2000; Jokinen  
269 *et al.*, 2002; Lareau, 2018; Wright & Schneider, 2010). These include, for example,  
270 declaration of research intent, informed consent, and ensuring participant confidentiality.  
271 In this study, ethical approval was sought from the relevant University ethics board.  
272 Confidentiality was assured for all individuals within the study as no real names were  
273 included, and no information that may lead to the identification of any individual has been

274 used (Silverman, 2016). In line with Reeves (2010), we attained gatekeeper consent for  
275 access to the organisation and the individuals within it. Further consent was attained for  
276 the separate elements of the data collection (e.g. interviews, focus groups). In addition to  
277 this, parental consent, and informed assent was attained for players under the age of 16.  
278 If either a parent or a child did not consent, they were excluded from the study (Hein *et*  
279 *al.*, 2015). However, occupying a dual role as a practitioner-researcher within the  
280 organisation raised ambiguity regarding the organisation's anonymity, as it may be  
281 possible for readers to identify the organisation of study via other means (MacColl *et al.*,  
282 2005). It was decided that all information would be anonymized as far as possible, and I  
283 understood my responsibility to act in the best interests of the participants at all times.

## 284 **Results and Discussion**

285 The following section presents a series of separate but interrelated extracts from  
286 the reflective log. These field notes and reflective extracts that aim to illuminate my  
287 experiences of using ethnographic research methods in professional football. More  
288 specifically, the presented narratives are all connected in that they consider the moral,  
289 ethical, and personal challenges of occupying a dual role as an early career sport  
290 psychology practitioner-researcher within professional football.

### 291 ***Performing an Identity***

292 Occupying a dual role as a sport psychology practitioner-researcher required me  
293 to perform the traditional roles associated with insider ethnography (Atkinson &  
294 Hammersley, 1994). For example, I was required to attend to and report on those events  
295 that had a significant impact on stakeholders within the organisation, subtly embed myself  
296 within the organisation of study and develop an in-depth understanding of the culture  
297 within Tainton Town FC. Managing the balance between my roles and responsibilities as  
298 a sport psychology practitioner-researcher, and tolerating the stress of being embedded

299 within the professional football culture left me feeling conflicted. The following  
300 reflection aims to illuminate the frustrations that I experienced in balancing these dual  
301 role tensions.

302 *December 2015*

303 *I am psychologically exhausted, we are only 12 months into the practitioner-*  
304 *researcher journey but it feels like a lifetime. Fortunately, today was the last session*  
305 *before the Christmas break, it couldn't come quick enough. Embracing the festive spirit,*  
306 *and following a tough season so far, a group of coaches had arranged for a friendly 11*  
307 *vs 11 combined of staff and players to take place after lunch. Those individuals who were*  
308 *not in one of the teams were invited to sit in the stands. This was a great opportunity for*  
309 *everyone to let their hair down, and take their minds off the upcoming fixtures. That was,*  
310 *apart from me. Staff and players were interacting in a manner that I had not previously*  
311 *witnessed, meaningful conversations kept emerging, and all individuals seemed relaxed.*  
312 *I was enjoying the different dynamic, and the focus on enjoyment as opposed to results.*  
313 *However, I was conscious of my responsibility to 'wear the researcher hat' and keep*  
314 *subtly eavesdropping on the little bursts of conversation. Therefore, I performed the role*  
315 *of practitioner-researcher and refrained from offering my full self to the organisation. In*  
316 *contrast, I was taking mental notes to later add to my data collection. This did not feel*  
317 *right, as a practitioner I believed that I deserved to enjoy the occasion in the same way*  
318 *as the rest of the staff. However, in reality, I was not the same as everyone else, I carried*  
319 *an extra tag, that of the researcher. On this particular day, the researcher tag prevented*  
320 *me from being free.*

321 The above reflection is a general representation of how the occupation of a dual  
322 role required me to perform particular actions/behaviours associated with the position of  
323 a practitioner-researcher (e.g. continual observation). However, these did not always

324 align with the identity that I felt most comfortable in performing within the social context.  
325 For example, the all-consuming data collection methods prevented me from exposing a  
326 more relaxed and less attentive side to my personality. Ethnographers (e.g. Fleming,  
327 1995; Parker, 1995) have identified the potential for role conflict at different stages of  
328 this kind of research, for example negotiating roles and establishing relationships.  
329 Judkins-Cohn et al., (2014) suggested that practitioner-researchers need to maintain a  
330 balance between their practice and research responsibilities, and establish clear  
331 boundaries to reduce the potential for conflict and tension. However, it was not managing  
332 the dual role conflict and associated responsibilities that I found most challenging. In  
333 contrast, during the three-year data collection phase, my duties as a researcher were at the  
334 forefront of my mind and left me feeling constrained. Baillie (1995) noted that being  
335 present within an organisation is often a challenge in itself for the researcher and that  
336 balancing the occupation of a dual role is complex and multifaceted. We argue that these  
337 tensions might be exaggerated in practitioner-research due to the need to prove valuable  
338 to the organisation under study, and manage potential conflicts of interest (Parker 1995;  
339 McCullough *et al.*, 2015; MacLean and Poole, 2010). My experiences as a practitioner-  
340 researcher in this context left me questioning both my identity and sense of belonging as  
341 an organisational insider. My lack of experience as an insider practitioner-researcher  
342 might have exaggerated these feelings further, as the conflict between my desired and  
343 required actions occurred at a time when I was trying to form my own identity as a  
344 researcher and applied practitioner (Coffey, 1999). In addition to this, I had limited prior  
345 experience of utilising ethnographic research methods, and it was only recently that I was  
346 introduced to the concept of ethnographic research by my supervisory team. Ethnographic  
347 researchers (e.g. Atkinson & Hammersley, 1994; Raheim *et al.* 2016) have argued that  
348 the position of an ethnographer (e.g. insider vs outsider) will influence their feelings of

349 acceptance within the organisation of study. Originally, these debates considered what it  
350 means to be an insider or an outsider in a particular research setting (e.g. Allen, 2004).  
351 More recently, researchers have started to consider the potential benefits and challenges  
352 surrounding researcher positionality (Dean, 2016). Coghlan and Brannick (2005)  
353 suggested that for the insider practitioner-researcher there are often three interlocking  
354 challenges, a) the need to develop a closeness to the setting, whilst also being able to  
355 create a distance which allows them to view events/situations critically, b) occupying a  
356 dual role and managing the ambiguities and conflicts that exist between these, and c)  
357 managing organisational politics and developing a future career. Across this research  
358 project, I felt that although physically I was present as an insider within the organisation,  
359 psychologically I experienced a shifting to and from the different positions. Therefore, in  
360 line with Naples (1996), we believe that the distinction between an insider and an outsider  
361 is not black and white; rather an individual operates on an insider-outsider continuum. In  
362 some cases, this might leave the researcher feeling like an outsider in both roles (Coghlan,  
363 2007). Where each ethnographer is positioned on this continuum will develop and change  
364 over time based on their own experiences within and external to the organisation. Coghlan  
365 (2007) argued that trying to manage the boundaries of formal and informal hierarchical  
366 roles (e.g., roles of collegueship and friendship) requires total involvement and active  
367 commitment. My experiences within the professional football club deeply resonated with  
368 this. This was disadvantageous when the research role required the opposite, the ability  
369 to be more detached and critically reflective. Re-adjusting my expectations from the  
370 research project, reflecting on each experience as a 'learning moment', and learning to  
371 accept that in some form ethnography always requires the researcher to engage in role-  
372 playing helped to combat some of the frustrations I experienced in not feeling authentic.

373 *The Forgotten Me*

374           The second theme explores the moral, ethical, and personal challenges that I  
375 experienced when Tainton Town FC continued to overlook my role as a researcher within  
376 the professional football club. Prior to the start of the research project, I did not anticipate  
377 that there would be a downside to my previous time spent within Tainton Town FC as a  
378 sport psychology practitioner. Firstly, it had reduced any barriers surrounding my  
379 entrance to the organisation, and access to key stakeholders (Cushion, 2001). In addition  
380 to this, my value as a sport psychology practitioner helped to reduce some of the  
381 organisation's concerns with regards to the research taking place (e.g. contact time with  
382 players, interference with normal schedule) (Arber, 2006). However, the contrasting roles  
383 of the practitioner-researcher and the reluctance of the professional football club to  
384 identify with my role as an academic meant that I faced a series of challenging  
385 experiences across the duration of the research. Each of these resulted in me questioning  
386 my own values and beliefs. The first extract is taken from the reflective log, and  
387 documents an interaction with the U18 manager. Following this, we present a field note  
388 extract written six months on from the first encounter, this explores how the U23 manager  
389 demonstrated the little value he placed on my role as a researcher.

390 *November 2016*

391           *What is it going to take for them (the coaches) to take notice of me, the*  
392 *practitioner-researcher? Not just the practitioner, but also the 'other half' of me, the one*  
393 *that gets pushed to one side, the researcher. No matter how hard I try, I just cannot seem*  
394 *to get through to the coaches. Initially, my own insecurities regarding the research*  
395 *project were a hindrance, but I am no longer scared of facing up to challenging questions,*  
396 *bring them on... at least then it would show Tainton Town FC's consideration of my dual*  
397 *role. Literature suggests that it is beneficial for the researcher if the participant 'forgets'*  
398 *that they are the subject of a scientific study, as it demonstrates that their behaviour is*

399 *not influenced by the research. In this case, I didn't believe that the participant's had*  
400 *forgotten that I occupied a dual-role as a researcher, rather than my role was categorised*  
401 *as "not important" because it did not have a direct influence on player development. This*  
402 *lack of willingness to develop an understanding of the research objectives and its*  
403 *associated requirements challenged me from an ethical and personal perspective. Today*  
404 *was just another example of this... I have worked with the U18's manager now for two*  
405 *years as a researcher, and three years as a sport psychology practitioner. On the face of*  
406 *it, our relationship is good, until it comes to my role as a researcher. I was sat in the*  
407 *office typing up field notes on my laptop when he approached me and asked, "so what's*  
408 *this thing you're doing at uni again?". I was a little embarrassed at the nature of his*  
409 *question, but saw this as an opportunity to turn a corner. Firstly, I reminded him of*  
410 *previous conversations about the research and continued to explain what the purpose of*  
411 *this was in relation to the club. At this point he interrupted, "yeah yeah, all that stuff is*  
412 *beyond me, as long as you keep doing what you do with the lads that's all that matters".*  
413 *This reinforced my previous perception of their lack of interest, and ignorance of the*  
414 *research project. I felt deflated, and was on the brink of giving up. I didn't know what*  
415 *else I could do to change their perceptions."*

416 *As noted previously, the following extract occurred six months later and describes an*  
417 *interaction with the head coach from a different age group. It is hoped that this field note*  
418 *extract demonstrates that the attitudes/perceptions of coaches were consistent across the*  
419 *age groups and over time.*

420 *Field note extract (May 2017)*

421 *I had arranged with the U23 manager a number of weeks ago that I would use*  
422 *today's session to conduct end of season interviews with the U23 players. This aligned*  
423 *with one of the broader research objectives (to explore the efficacy of a psychological*

424 *development program that had been designed, implemented, and delivered within Tainton*  
425 *Town FC). However, only minutes before I was supposed to conduct my first interview,*  
426 *the U23 manager approached me and mentioned that if it was only interviews for my*  
427 *research project then he wanted them for an extra fitness session instead. He explained*  
428 *that this was because they had performed poorly and displayed a poor professional*  
429 *approach in the last few games of the season. The manager stated, “Your stuff can wait*  
430 *can’t it, it’s only for your uni course it isn’t the proper psychology stuff is it?”*

431         The above extracts are representative of the staff within Tainton Town FC’s  
432 disinterest of my role as a researcher. This pattern of events continued across the  
433 longitudinal duration of the research despite continued attempts to alter perceptions and  
434 gain acknowledgement of my dual role. For example, feeding back on the findings of the  
435 research at the end of each season to the full-time members of staff within the  
436 organisation, and questioning the efficacy of the research process with key stakeholders.  
437 As an early career researcher, experiences such as the above posed a significant threat to  
438 my researcher identity, and resulted in me questioning my own moral and ethical  
439 principles. In the first instance the reaction of Tainton Town FC to the research resulted  
440 in me loathing this aspect of my role (Coffey & Atkinson, 1996). For example, I was  
441 reluctant to be seen on a computer, or making notes during a training session/ around the  
442 training ground. In addition to this, I believed that I was not capable of conducting this  
443 kind of research, and was concerned about how the participants truly felt about taking  
444 part in the study. However, over time I grew frustrated by and eventually desensitized to  
445 their comments. I was also concerned by the lack of acknowledgement of the research by  
446 key stakeholders, and believed that it raised a number of ethical questions. During the  
447 university ethics procedure there was a clear focus from the ethics board on the need to  
448 ensure that all participants were explicitly aware of the nature of the research project.

449 Judkins-Cohn et al. (2014) argued that the relationship between the researcher and the  
450 participants is imperative in relation to informed consent. For example, the power  
451 dynamic between the practitioner and research must be considered to ensure that the  
452 participants make their decisions based on free will as opposed to feeling obliged. The  
453 ignorance of my research role increased my anxiety during the data collection phase, and  
454 often resulted in me feeling that there was a tension between what I was experiencing and  
455 what I 'should' be experiencing, and the challenges that I was facing (See Dixon-Woods  
456 *et al.*, 2007) Furthermore, I was conscious of the potential implications for the write up  
457 and dissemination of the findings. In the hope of maintaining high ethical standards, I  
458 made a conscious effort to remind the participants of the research process on appropriate  
459 occasions during the data collection and write up phases. However, I was also careful not  
460 to over-remind the participants to the extent that it influenced their behaviour in the  
461 research setting (Coffey & Atkinson, 1996). The American Nurses Association (ANA,  
462 2001) identifies that dual role practitioners need to demonstrate respect for the  
463 participant's inherent dignity and worth; and protection for their health and safety. During  
464 this time, I sought the support of my research team, and advice of a university-based  
465 ethnographers club to ensure that I acted in the best interests of the participants. Bjorkman  
466 (2005) described the personal struggles and identity questioning that he faced as a  
467 consequence of being a practitioner first and then adopting the secondary role of the  
468 researcher at a later stage. On reflection, we would suggest that I found this deeply  
469 problematic because of my level of experience in using ethnographic research methods,  
470 and anxieties in ensuring I adhered to the university research ethics guidelines (Dixon-  
471 Woods *et al.*, 2007). As a young female practitioner I was positioned as 'naturally' less  
472 competent in sport-related matters (see Kilty, 2006) and these discursive practices were  
473 reproduced within the organisation, leaving me feeling unconfident and reliant on my

474 academic supervisors. However, as practitioners become more experienced they become  
475 more flexible in their approach, are able to constructively critique their practice, and  
476 become less reliant on their supervisor. Schon (1995) supported this viewpoint and  
477 suggested that any insider research is messy, and problems can arise. However, as the  
478 insider researcher gains fieldwork experience and has to make challenging decisions they  
479 become more capable of handling the difficulties associated with ethnographic  
480 practitioner-research.

481           One potential explanation for the behaviour of the coaches within Tainton Town  
482 FC is the organisational culture within professional football. Sport researchers (e.g.  
483 Cushion, 2001; Kelly & Waddington, 2006) have noted that professional football clubs  
484 are often sceptical of those with a university background, and closed to ‘outsiders’.  
485 Tainton Town FC had not previously collaborated with a university researcher, and  
486 therefore, it might be suggested that the ignorance shown to my research project could be  
487 due to scepticism towards academics, and a lack of understanding of research. Given my  
488 reliance on Tainton Town FC for the successful completion of the research project, I was  
489 conscious of the need to protect my status within the organisation. Similar to what was  
490 reported by Parker (1995), I was careful about how I portrayed myself in the football club.  
491 For example, I would spend limited time on my laptop in order to avoid being viewed as  
492 an academic. Here lay the conflict between wanting to remind the participants of the  
493 research project, and needing to align my own actions/behaviours with the dominant  
494 behaviours of the organisation in order to maintain my position in the club. Secondly, it  
495 might be suggested that Tainton Town FC were disinterested in my role, as it did not have  
496 an immediate impact on the development of players. Professional football is a results-  
497 oriented business (Nesti & Sulley, 2014). Kelly and Waddington (2006) noted that any  
498 individual who does not demonstrate their value is likely to be frozen out and eventually

499 rejected from the organisation. In line with this, it might be argued that although  
500 stakeholders situated within Tainton Town FC were aware of the research they chose to  
501 direct their effort and attention towards my role as a practitioner, as it was this that had a  
502 direct impact on the daily lives of academy players. Given the hegemonic culture of  
503 professional football (e.g. dominance of masculinity, displays of power, the requirement  
504 to conform to authority, ruthlessness) (Gearing, 1999), and its reluctance to change we  
505 suggest that early career practitioner-researchers who enter this social context in the  
506 upcoming years are likely to share a similar research experience.

### 507 *Confidentiality*

508         The final reflective narratives illuminate the issue of practitioner-researcher  
509 confidentiality within Tainton Town FC. Confidentiality first arose as a potential issue  
510 during the ethics application, at this stage my concerns related to maintaining the  
511 anonymity of both the organisation, and the participants within the club. Following in-  
512 depth discussions with my research team, and the university ethics board we concluded  
513 that although we could not guarantee the anonymity of Tainton Town FC, the anonymity  
514 of individuals within the club could be ensured with pseudonyms and the alteration of  
515 any identifying details. Despite this, I had to make a number of challenging decisions  
516 during the write-up phase of the study, which often left me feeling a sense of betrayal to  
517 individuals that I had developed meaningful relationships with. Within this subsection,  
518 we present two reflective extracts. The first reflection details an event that occurred as I  
519 was nearing the end of my time with Tainton Town FC and relates specifically to the  
520 anxieties that I faced when writing up my experiences. The second reflection explores the  
521 challenges that I faced in introducing confidentiality as an important aspect of my  
522 practitioner-researcher role within Tainton Town FC.

523 *February 2017*

524 *As I entered Tainton Town FC this morning, I was approached by Ted (youth team*  
525 *scholar). He was clearly in a state of panic and proceeded to tell me that his father was*  
526 *in intensive care after suffering a heart attack the previous evening. The player had made*  
527 *the choice to get the bus into training as usual despite his dad's condition. He explained*  
528 *that he didn't want the event or an absence to affect the coach's decision on whether his*  
529 *contract would be renewed or terminated later that month. I felt proud that the player*  
530 *had approached me, and believed that this signified the strength of our relationship.*  
531 *Although Ted had made me aware of the situation, he was reluctant for any other member*  
532 *of staff in the club to know of his circumstances. To me, this was deeply concerning in*  
533 *that it further demonstrated the negative impact of the professional football culture that*  
534 *I had been exposed to during the data collection. This event had clear implications for*  
535 *future applied practice in sport psychology, for example the importance of a holistic*  
536 *approach to player support inclusive of counselling skills. However, this was a pivotal*  
537 *moment in Ted's life, and it had taken a lot of trust for him to choose to share this event*  
538 *with me. Therefore, I was now grappling with an incredibly difficult decision. If I choose*  
539 *to include this player's narrative within my thesis am I betraying his trust. I doubt in the*  
540 *moment that he approached me he considered my role as a researcher. He found himself*  
541 *in a crisis situation, and sought my advice as a sport psychology practitioner. Anonymity*  
542 *is considered central in both practitioner and researcher ethics. However, if I choose not*  
543 *to publish the data due to the highly personal and unpredicted nature of the event am I*  
544 *adhering to my role as a researcher to meet a number of research objectives? I feel*  
545 *conflicted, torn, and unsure where my loyalties lie.*  
546 *The following reflection offers a more holistic consideration of how coaches viewed*  
547 *confidentiality within Tainton Town FC.*  
548 *Confidentiality*

549 *I am stood in the education suite about to deliver a presentation to around 15 members*  
550 *of full-time staff. These included; physios, sports scientists, coaches (U11-U21), assistant*  
551 *manager, 1st team manager, and academy director. The aim of the presentation was to*  
552 *educate coaches on the importance of confidentiality in sport psychology. Although*  
553 *nervous, I spoke confidently, fully believing that the staff would understand the*  
554 *importance of the workshop. I finished the slide and just as I was about to move onto the*  
555 *next, Joe (U21 manager) spoke: "I don't agree with all this confidentiality malarkey,*  
556 *that's not the way it is around here" ... I gulped and slowly lifted my head to look at the*  
557 *reaction of the other staff. To my dismay, they nodded in agreement. In an attempt to take*  
558 *the pressure off myself, I asked Joe what he meant. However, his response only confirmed*  
559 *that his opinion was strong. He stated, "The staff here have worked with each other long*  
560 *enough to know that everyone needs to be kept in the loop about everything, you do your*  
561 *job, but if we don't know how players are mentally, we can't pick the strongest team"*  
562 *My heart rate rose again. I could not cave in and agree, it would be morally, and ethically*  
563 *wrong. Nevertheless, this guy is important, he's been at the club nearly 15 years, and*  
564 *what he says goes. I stepped back, took a breath and went for it... I asked the staff to*  
565 *remember the days they played, or put themselves into the players' shoes. I gave them a*  
566 *scenario and asked them to discuss and decide whether I should take the issue to the*  
567 *coach. Small-scale conversations started to emerge. For now, I could recompose myself,*  
568 *reign in my emotions, and aim to take back control of the discussion. In a bid for some*  
569 *positivity, I asked if anyone thought the example issue should be kept confidential. The*  
570 *U16 coach spoke, he was an ex-player and reinforced my belief that confidentiality would*  
571 *be important if I was to be effective. More confident in my stance, I rounded up the*  
572 *conversation and asked what the thoughts were moving forward, although Joe started*  
573 *with "Even though I don't agree" he finished with "you make a judgement on what needs*

574 *to be kept confidential, we will leave it up to you, as long as your job gets done". This*  
575 *was not positive, but it was a lot less negative than his previous answers.*

576         The above events had a significant impact on me from a personal and professional  
577 perspective. Throughout the duration of the doctoral research, the conflict between my  
578 role as a researcher and sport psychology practitioner was evident. Alongside the  
579 completion of the research project, I was engaging in professional training with the British  
580 Association of Sport and Exercise Sciences (BASES), where the importance of  
581 maintaining confidentiality was emphasised on a number of occasions. Furthermore, both  
582 BASES and the British Psychological Society (BPS) have association codes on the  
583 importance of confidentiality, with the BPS stating that practitioners have a moral duty  
584 and obligation to adhere to this code (BPS Code of Conduct, 2009, p.10). Confidentiality  
585 was also highlighted during the university ethics process from a research perspective;  
586 therefore, situations such as the above required me to question my own stance on the role  
587 of a practitioner-researcher. Davis (1997) explored a similar conflict in ethnographic  
588 nursing research. His findings highlighted that nursing practice is primarily dedicated to  
589 patient care and is governed by a strict ethical code of practice. However, at times this  
590 code was at odds with the requirements of ethnographic research methods. This runs  
591 parallel with sport psychology which is primarily about empathy and client care, and the  
592 BPS, BASES, AASP have codes of conduct on ethical conduct. However, these are at  
593 odds with daily practices within professional football (e.g. results-oriented, volatile,  
594 ruthless), and the use of ethnographic research methods (e.g. confidentiality, the  
595 publication of data). I was writing about highly personal case studies that were critical  
596 moments for those at the centre of the experience. Professionally I questioned whether  
597 this was ethical, but also personally I often wondered how I would have reacted if I was  
598 one of the participants whom a researcher had 'told the story' of. Despite these doubts,

599 ethnographic researchers have identified the importance of the researcher making ‘good’  
600 decisions regarding the write-up and publication of the data. Fleming (1995) suggested  
601 that the responsibility lies with the researcher to ensure that the best interests of the  
602 participants are taken into consideration when disseminating the data. Furthermore,  
603 Coghlan (2007) noted that gaining access, using data, and disseminating and publishing  
604 data are intensely political acts that need to be attentively, intelligently, reasonably, and  
605 responsibly managed. However, there is a lack of specific information regarding what  
606 this actually means in practice.

607         Norris (1993) identified three options for dealing with data that might result in  
608 unpleasant memories for the participants (in this case the players and staff within the  
609 organisation). The first option is to report the data to an appropriate body or lodge a  
610 complaint. However, we rejected this as it breaches confidentiality, and might spoil the  
611 field for future enquiry. Secondly, Norris (1993) suggested that the research could be  
612 abandoned, or at least the data not included. At times, this was the option that my feelings  
613 about the research most closely resonated with. As a research team, we rejected this  
614 approach as it encourages the manipulation of data, and might even force the researcher  
615 to leave the field of enquiry. The final approach is to treat it like any other data and publish  
616 accordingly. The final choice was deemed most appropriate as it allowed me to keep the  
617 promises of the research bargains and maintain the integrity of the data, whilst continuing  
618 in the field. With more experience of conducting ethnographic practitioner-research, I  
619 might have been more comfortable with some of the conflicts and tensions that arose  
620 during the data collection and write-up, and better able to make difficult decisions as  
621 opposed to relying on the guidance of my supervisory team.

622         Finally, we argue that I would not have experienced events such as the above if it  
623 were not for the three-year duration of the research. It was through a longitudinal

624 engagement with the organisation and its key stakeholders that I developed an  
625 understanding of the subtle changes in participant's actions and behaviours, and the  
626 meaning that was attached to these. Furthermore, developing a trusting relationship with  
627 individuals took a significant time-period due to the closed nature of the professional  
628 football club, and my expertise in a discipline that the club had not previously been  
629 exposed to. We believe that being embedded within Tainton Town FC for over 1500  
630 hours per season meant that those within the organisation developed an in-depth  
631 understanding of my personal characteristics and motives in the organisation, and  
632 behaved more naturally.

### 633 **General Discussion**

634 In this article, we explored the use of practitioner-researcher ethnography in one  
635 professional football club and illustrated some of the methodological challenges that  
636 might be experienced as a result of this dual role occupation. Although previous research  
637 has explored the potential for ethnography in applied sport psychology (e.g. Krane &  
638 Baird, 2005; Smith & McGannon, 2018), there has been a lack of published practitioner-  
639 researcher ethnographies conducted in sport, especially professional football. This is  
640 limited in that ethnographic researchers have not considered how best to conduct  
641 practitioner-research in a sporting context, especially from the perspective of an early  
642 career practitioner-researcher.

643 In this paper, we have highlighted the challenges faced by a novice practitioner-  
644 researcher (e.g. emotional impact, identity development, moral and ethical questioning).  
645 Furthermore, our study extends current understandings of the challenges (personal,  
646 ethical) that might be experienced as a function of occupying a dual role, and aims to  
647 enhance other practitioner's awareness prior to entering the field. This is important when  
648 we consider the increasing opportunities for sports psychologists to gain entrance to and

649 operate within professional football clubs, and future potential to diminish the gap  
650 between academic research and applied practice (Lillis, 2008). In addition to the above,  
651 many current ethnographies in sport were conducted across the duration of one season  
652 (e.g. Cushion, 2001; Parker, 1995). In comparison, our research was conducted across a  
653 three-year period where I was positioned as an ‘insider’ within Tainton Town FC. The  
654 extended duration of our research resulted in the identification of a number of  
655 practitioner-researcher challenges that have not been discussed previously from the  
656 position of an organisational insider in sports literature (for example, threats to  
657 authenticity, acceptance of academics in professional football, and managing  
658 confidentiality). Furthermore, over the duration of the study, there was a significant  
659 period of organisational change (e.g. 1<sup>st</sup> team manager, assistant manager,  
660 U14/U16/U18/U23 coaches, all sports science and medicine team departed Tainton Town  
661 FC). Despite, the significant transition in personnel my experiences as a practitioner-  
662 researcher remained consistent. The limited impact of the organisational change further  
663 solidified my belief that the cultural characteristics of professional football transcend  
664 individual actors within the clubs, and shaped the actions and attitudes of staff members  
665 towards the research. This kind of holistic understanding of practitioner-research is  
666 important for developing appropriate education and support mechanisms for future  
667 ethnographic practitioner-researchers.

668         Consequently, we suggest that a range of support mechanisms are essential for the  
669 ethnographic practitioner-researcher in helping them to deal with researcher emotionality,  
670 and challenging ethical dilemmas. Firstly, we believe that the introduction of ethnography  
671 clubs both within and external to universities would be beneficial in supporting  
672 practitioner-researchers on their research journey. For example, ethnographers with  
673 different levels of experience, and areas of expertise might come together at regional hubs

674 to meet and share their experiences of using ethnographic research methods. With  
675 particular relation to this study, a neophyte practitioner-researcher support group would  
676 be beneficial. In addition to this, training and educational support might be offered to  
677 practitioner-researchers and their supervisors at the start of their research journey. For  
678 example, ethnographic experts may run workshops or webinars for practitioner-  
679 researchers on the complexities of occupying a dual role. Practitioner-research is a  
680 relatively new ethnographic space in sport psychology, in that there is limited research  
681 from neophyte sport psychologists working in professional football clubs who occupy the  
682 dual role as a researcher. Therefore, adding sport psychology course content on  
683 organisational culture and identity development, power and politics might provide novice  
684 practitioner-researchers with more interpretive resources so that they can make sense of  
685 their lived experiences in a more constructive manner. This paper has developed our  
686 knowledge and understanding of some of the challenges that individuals might face in  
687 this particular setting. Finally, we believe that by encouraging practitioner-researchers to  
688 develop a clear sense of self might facilitate their successful navigation through the  
689 challenging research journey. Often the only people who can do this type of research are  
690 doctoral students as they can give up the time to really embed themselves. Therefore, the  
691 practical implications that we have proposed should focus on this population.

### 692 **Limitations and Future Research Directions**

693 We acknowledge that we have not attained the perspective of Tainton Town FC  
694 on my occupation of a dual role as a sport psychology practitioner-researcher. This could  
695 be addressed by studies that explore the organisations perspective on how practitioner-  
696 researchers might operate within elite sport using focus groups and interviews. This is  
697 only the view of one individual. It is important to note that other practitioner-researchers  
698 might not have experienced or reflected on their experiences in the same way as me (Van

699 Maanen, 2011). For example, we believe that a more experienced practitioner-researcher  
700 or ethnographic researcher might not have experienced the same uncertainty and tension  
701 if the coaches did not acknowledge their role, rather they might see this as beneficial, a  
702 demonstration that participants were not shaped by the research. In addition to this, only  
703 one organisation was studied which might not be representative of the culture of other  
704 elite sports environments.

705 To date, only a very small number of practitioner-researcher ethnographies (e.g.  
706 Devaney *et al.*, 2018) have been conducted in elite sport. Further studies from other  
707 practitioner-researchers within elite sport would help us to better understand whether the  
708 findings of this study lie in isolation, or if they are generalizable across this social context.  
709 In conclusion, our findings highlight the challenges that practitioner-researchers might  
710 face when operating in elite sport environments that are often sceptical of academics  
711 (Nesti *et al.*, 2012), and driven by performance (Nesti & Sulley, 2014). A clearer  
712 understanding of the challenges that practitioner-researchers face in other high-  
713 performance cultures may inform the development of more effective education and  
714 support methods.

### 715 **Conclusion**

716 The present study sought to reflect on the challenges of practitioner-research  
717 within professional football, thereby deepening our understanding of how to manage the  
718 dual role tensions of practitioner-researcher ethnography. Our analytic work resulted in  
719 identifying three key challenges: threats to identity, acceptance of academics in  
720 professional football, and managing confidentiality. Based on this three-year  
721 ethnography, we have shown that practitioner-research methods are demanding,  
722 emotional, and hugely challenging. More specifically, practitioner-researchers are  
723 required to make pressurised decisions (e.g. reporting on data) in the best interests of the

724 participating organisation and the associated academic field, which often have conflicting  
725 ideals. Furthermore, if practitioner-researchers fail to demonstrate their value in both the  
726 practitioner and the researcher role they risk being deprived of their position within an  
727 organisation. Therefore, a practitioner-researcher should possess a high level of self-  
728 awareness, and an appropriate level of support and guidance should be available  
729 throughout (ethnographers clubs, strong supervisor relationship, and peer support).

730

731

### References

- 732 Abdulrehman, M. S. (2017). Reflections on native ethnography by a nurse researcher.  
733 *Journal of Transcultural Nursing*, 28(2), 152-158.
- 734 Adams, T. E., Ellis, C., & Jones, S. H. (2017). Autoethnography. *The International*  
735 *Encyclopedia of Communication Research Methods*, 1-11.
- 736 Adler, P. A. & Adler, P., 1991. *Blackboards and Blackboards: College Athletes and Role*  
737 *Engulfment*. New York: Columbia University Press
- 738 Allen, D. (2004). Ethnomethodological insights into insider–outsider relationships in  
739 nursing ethnographies of healthcare settings. *Nursing inquiry*, 11(1), 14-24.
- 740 American Nurses Association Code of Ethics for Nurses with Interpretive Statements.  
741 2001. Available from: <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/Tools-You-Need/Code-of-Ethics.pdf>.
- 742
- 743 Andersen, M. B., (2005). 'Yeah I work with Beckham': Issues of confidentiality, privacy  
744 and privilege in sports psychology service delivery. *Sport and Exercise Psychology*  
745 *Review*, 1(2), 5-13.
- 746 Arber, A., (2006). Reflexivity: A challenge for the researcher as practitioner?. *Journal of*  
747 *Research in Nursing*, 11(2), 147-157.

748 Atkinson, M., 2016. Ethnography. In *Routledge handbook of qualitative research in sport*  
749 *and exercise* (pp. 71-83). Routledge.

750 Atkinson, P. & Hammersley, M., (1994). Ethnography and participant observation. In:  
751 *Handbook of qualitative research*. Thousand Oaks, California: Sage, 248-261

752 Baillie, L. (1995). Ethnography and nursing research: a critical appraisal. *Nurse*  
753 *Researcher*, 3(2), 5-21.

754 Bensimon, E., Polkinghorne, D., Bauman, G. & Vallejo, E., (2004). Doing research that  
755 makes a difference. *The Journal of Higher Education*, 75(1), 104-126

756 Bjorkman, H. and Sundgren, M. (2005), ‘‘Political entrepreneurship in action research:  
757 learning from two cases’’, *Journal of Organizational Change Management*, 18, 5, 399-  
758 415.

759 British Psychological Society, (2009). Code of Ethics and Conduct, Ethics Committee,  
760 <https://www1.bps.org.uk/system/files/user->  
761 [files/Division%20of%20Clinical%20Psychology/public/Code%20of%20Ethics%20and](https://www1.bps.org.uk/system/files/Division%20of%20Clinical%20Psychology/public/Code%20of%20Ethics%20and%20Conduct%20%282009%29.pdf)  
762 [%20Conduct%20%282009%29.pdf](https://www1.bps.org.uk/system/files/Division%20of%20Clinical%20Psychology/public/Code%20of%20Ethics%20and%20Conduct%20%282009%29.pdf)

763 Blomberg, J., Giacomi, J., Mosher, A., & Swenton-Wall, P. (2017). Ethnographic field  
764 methods and their relation to design. In *Participatory Design* (pp. 123-155). CRC Press.

765 Bowles, H., 2014. *Days in the Dirt: An Ethnography on Cricket and Self*. Cardiff: Cardiff  
766 Metropolitan University

767 Braun, V., Clarke, V., & Weate, P. (2016). Using thematic analysis in sport and exercise  
768 research. *Routledge handbook of qualitative research in sport and exercise*, 191-205.

769 Brewer, J.D. (2000). *Ethnography*. Buckingham: Open University Press

770 Brydon-Miller, M., Greenwood, D., & Maguire, P. (2003). *Why action research?*.

771 Bryman, A. (2016). *Social research methods*. Oxford university press.

772 Champ, F.M., Nesti, M.S., Ronkainen, N.J., Tod, D.A & Littlewood, M.A (2018). An  
773 Exploration of the Experiences of Elite Youth Footballers: The Impact of Organisational  
774 Culture. *Journal of Applied Sport Psychology*, DOI: 10.1080/10413200.2018.1514429  
775 Coffey, A. & Atkinson, P., (1996). *Making sense of qualitative data: Complementary*  
776 *research strategies*. Thousand Oaks, California: Sage  
777 Coghlan, D. (2007). Insider action research: Opportunities and challenges. *Management*  
778 *Research News*, 30(5), 335-343.  
779 Coghlan, D., & Brannick, T. (2005). *Doing Action research in your organization*. London:  
780 Sage  
781 Cornbleth, C. (1990). *Curriculum in context*. London and New York: Falmer.  
782 Corrigan, P., 1979. *Schooling the Smash Street Kids*. London: Macmillan Education Ltd.  
783 Coy, M. (2006). This morning I'm A researcher, this afternoon I'm an outreach worker:  
784 Ethical dilemmas in practitioner research. *International journal of social research*  
785 *methodology*, 9(5), 419-431.  
786 Culver, D. M., Gilbert, W., & Sparkes, A. (2012). Qualitative research in sport  
787 psychology journals: The next decade 2000-2009 and beyond. *The Sport*  
788 *Psychologist*, 26(2), 261-281.  
789 Cushion, C., (2001). *The coaching process in professional youth football: An*  
790 *ethnography of practice*. London: Brunel University School of Sport and Education PhD  
791 Theses.  
792 Cushion, C. & Jones, R. L., 2006. Power, Discourse, and Symbolic Violence in  
793 Professional Youth Soccer: A Case of Albion Football Club. *Sociology of Sport*, 142-161.  
794 Davis, R., 1997. Community caring: An ethnographic study within an organizational  
795 culture. *Public Health Nursing*, 14(2), 92-100.

796 Dean, J. (2016). Walking in their shoes: utilizing go-along interviews to explore  
797 participant engagement with local space. In *Practicing Qualitative Methods in Health*  
798 *Geographies* (pp. 131-148). Routledge.

799 Denzin, N. K. (2002). The interpretive process. *The qualitative researcher's companion*,  
800 349-366.

801 Devaney, D. J., Nesti, M. S., Ronkainen, N. J., Littlewood, M., & Richardson, D. (2018).  
802 Athlete Lifestyle Support of Elite Youth Cricketers: An Ethnography of Player Concerns  
803 Within a National Talent Development Program. *Journal of Applied Sport Psychology*,  
804 1-21.

805 Dixon-Woods, M. (2003). What can ethnography do for quality and safety in health care?.  
806 *BMJ Quality & Safety*, 12(5), 326-327.

807 Dwyer, S. C., & Buckle, J. L. (2009). The space between: On being an insider-outsider  
808 in qualitative research. *International journal of qualitative methods*, 8(1), 54-63.

809 Fan, Y. C. (2018). Reflections on Practitioner Research: A Case Study in EFL Reading  
810 Instruction. *European Journal of English Language Teaching*.

811 Fetterman, D. M. (Ed.). (2010). *Ethnography: Step-by-step* (Vol. 17). Sage.

812 Fleming, (1995). *'Home and Away': Sport and South Aisan Male Youth*. Aldershot:  
813 Avebury.

814 Gabriel, L. (2005). *Speaking the unspeakable: The ethics of dual relationships in*  
815 *counselling and psychotherapy*. Routledge.

816 Gearing, B. (1999). Narratives of Identity among former professional footballers in the  
817 United Kingdom. *Journal of Aging Studies*, Volume 13, 43-58.

818 Gough, B. (2016) Reflexivity in qualitative psychological research, *The Journal of*  
819 *Positive Psychology*, 12:3, 311-312

820 Guba, E. G. & Lincoln, Y. S., (2005). *Paradigmatic controversies, contradictions, and*  
821 *emerging confluences*. In: The Sage handbook of Qualitative Research. Thousand Oaks,  
822 California: Sage, pp. 191-235

823 Hein, I. M., De Vries, M. C., Troost, P. W., Meynen, G., Van Goudoever, J. B., &  
824 Lindauer, R. J. (2015). Informed consent instead of assent is appropriate in children from  
825 the age of twelve: Policy implications of new findings on children's competence to  
826 consent to clinical research. *BMC medical ethics*, 16(1), 76.

827 Henderson, N. J. & Vesperi, M. D., 1995. *The Culture of Long Term Care: Nursing Home*  
828 *Ethnography*. United States of America: Greenwood Publishing Group.

829 Hoerber, L., & Kerwin, S. (2013). Exploring the experiences of female sport fans: A  
830 collaborative self-ethnography. *Sport Management Review*, 16(3), 326-336.

831 Holloway, I. and Galvin, K., 2016. *Qualitative research in nursing and healthcare*. John  
832 Wiley & Sons.

833 Holstein, J. A., & Gubrium, J. F. (Eds.). (2013). *Handbook of constructionist research*.  
834 Guilford Publications.

835 Howe, D., 2003. *Sport, professionalism and pain: Ethnographies of injury and risk*.  
836 Routledge.

837 Jokinen, P., Lappalainen, M., Meriläinen, P., & Pelkonen, M. (2002). Ethical issues in  
838 ethnographic nursing research with children and elderly people. *Scandinavian Journal of*  
839 *Caring Sciences*, 16(2), 165-170.

840 Judkins-Cohn, T. M., Kielwasser-Withrow, K., Owen, M., & Ward, J. (2014). Ethical  
841 principles of informed consent: Exploring nurses' dual role of care provider and  
842 researcher. *The Journal of Continuing Education in Nursing*.

843 Keane, W. (2014). Affordances and reflexivity in ethical life: An ethnographic stance.  
844 *Anthropological Theory*, 14(1), 3-26.

845 Kelly, S. & Waddington, I., (2006). Abuse, intimidation and violence as aspects of  
846 managerial control in professional soccer in Britain and Ireland. *International Journal for*  
847 *the Sociology of Sport*, 41(2), 147-164.

848 Kilty, K., 2006. Women in coaching. *The sport psychologist*, 20(2), pp.222-234.

849 Krane, V. & Baird, S., (2005). Using Ethnography in Applied Sports psychology. *Journal*  
850 *of Applied Sports psychology*, 17(2), 87-107.

851 Lacey, C., 1970. *High Town Grammar*, Manchester: Manchester University.

852 Lareau, A. (2018). *Journeys through ethnography: Realistic accounts of fieldwork*.  
853 Routledge.

854 Larsen, J. (2018). Commuting, exercise and sport: an ethnography of long-distance bike  
855 commuting. *Social & Cultural Geography*, 19(1), 39-58.

856 Ledger, A., 2010. Exploring multiple identities as a health care ethnographer.  
857 *International Journal of Qualitative Methods*, 9(3), 291-304.

858 Levin, M., & Greenwood, D. (2001). *Pragmatic action research and the struggle to*  
859 *transform universities into learning communities*. Handbook of action research:  
860 Participative inquiry and practice, 103-113.

861 Lillis, T. (2008). Ethnography as method, methodology, and “Deep Theorizing” closing  
862 the gap between text and context in academic writing research. *Written*  
863 *communication*, 25(3), 353-388.

864 Maitland, A., 2012. *A study to investigate newly-qualified nurses' experiences of*  
865 *preceptorship in an acute hospital in the south-east of England*. University of Surrey:  
866 Unpublished PhD Thesis.

867 MacColl, I., Cooper, R., Rittenbruch, M., & Viller, S. (2005, November). Watching  
868 ourselves watching: Ethical issues in ethnographic action research. *In Proceedings of the*  
869 *17th Australia conference on Computer-Human Interaction: Citizens Online:*

870 *Considerations for Today and the Future (pp. 1-4). Computer-Human Interaction Special*  
871 *Interest Group (CHISIG) of Australia.*

872 MacLean, M., & Poole, G. (2010). An Introduction to Ethical Considerations for Novices  
873 to Research in Teaching and Learning in Canada. *Canadian Journal for the Scholarship*  
874 *of Teaching and Learning, 1(2), 7.*

875 Maitland, A., 2012. *A study to investigate newly-qualified nurses' experiences of*  
876 *preceptorship in an acute hospital in the south-east of England.* University of Surrey:  
877 Unpublished PhD Thesis.

878 McCullough, M. B., Chou, A. F., Solomon, J. L., Petrakis, B. A., Kim, B., Park, A. M.,  
879 ... & Rose, A. J. (2015). The interplay of contextual elements in implementation: an  
880 ethnographic case study. *BMC health services research, 15(1), 62.*

881 McGannon, K.R., & Smith, B. (2015). Centralizing culture in cultural sport psychology  
882 research: The potential of narrative inquiry and discursive psychology.

883 McLeod, J., (1999). *Practitioner research in counselling.* Sage

884 Mitchell, T. O., Nesti, M., Richardson, D., Midgley, A. W., Eubank, M., & Littlewood,  
885 M. (2014). Exploring athletic identity in elite-level English youth football: a cross-  
886 sectional approach. *Journal of sports sciences, 32(13), 1294-1299.*

887 Morill, C., & Fine, A. (1997). Ethnographic Contributions to Organizational Sociology.  
888 *Sociological Methods & Research, 25(4), 424-451*

889 Mulhall, A. (2003). In the field: notes on observation in qualitative research. *Journal of*  
890 *advanced nursing, 41(3), 306-313.*

891 Naples, N. A., (1996). A feminist revisiting of the insider/outsider debate: The "outsider  
892 phenomenon" in rural Iowa. In: *Reflexivity and Voice.* London: Sage.

893 Nesti, M., & Littlewood, M. (2011). *Making your way in the game: Boundary situations*  
894 *in England's professional football world*. Critical essays in applied sport psychology,  
895 233-250.

896 Nesti, M. & Sulley, C., (2014). *Youth Development in Football: Lessons from the world's*  
897 *best academies*. London: Routledge

898 Nesti, M., Littlewood, M., O'Halloran, L., Eubank, M., & Richardson, D. (2012). Critical  
899 moments in elite premiership football: who do you think you are?. *Physical Culture and*  
900 *Sport. Studies and Research*, 56(1), 23-32.

901 Norris, C., (1993). *The truth about postmodernism*. Oxford: Basil Blackwell

902 Parker, A., (1995). Great Expectations: Grimness or Glamour? The Football Apprentice  
903 in the 1990s. *The Sport Historian*, 107-126.

904 Ragin, C. C. (2014). *The comparative method: Moving beyond qualitative and*  
905 *quantitative strategies*. Univ of California Press.

906 Råheim, M., Magnussen, L. H., Sekse, R. J. T., Lunde, Å., Jacobsen, T., & Blystad, A.  
907 (2016). Researcher–researched relationship in qualitative research: Shifts in positions and  
908 researcher vulnerability. *International journal of qualitative studies on health and well-*  
909 *being*, 11(1), 30996.

910 Reason, P., & Bradbury, H. (Eds.). (2001). *Handbook of action research: Participative*  
911 *inquiry and practice*. Sage.

912 Reeves, C. L. (2010). A difficult negotiation: Fieldwork relations with gatekeepers.  
913 *Qualitative Research*, 10(3), 315-331.

914 Roper, J. & Shapira, J., 1999. *Ethnography in Nursing Research*. London: Sage  
915 Publications.

916 Ryba, T. V., Stambulova, N. B., Si, G., & Schinke, R. J. (2013). ISSP position stand:  
917 Culturally competent research and practice in sport and exercise psychology.  
918 *International Journal of Sport and Exercise Psychology*, 11(2), 123-142.

919 Schon D. (1995) The new scholarship requires a new epistemology. *Change*, 27, 26-34

920 Scott-Hamilton, J., Schutte, N. S., & Brown, R. F. (2016). Effects of a mindfulness  
921 intervention on sports-anxiety, pessimism, and flow in competitive cyclists. *Applied*  
922 *Psychology: Health and Well-Being*, 8(1), 85-103.

923 Shipway, R., & Holloway, I. (2016). Health and the running body: Notes from an  
924 ethnography. *International Review for the Sociology of Sport*, 51(1), 78-96.

925 Silverman, D. (Ed.). (2016). *Qualitative research*. Sage.

926 Simon, G. M. (2009). The soul freed of cares? Islamic prayer, subjectivity, and the  
927 contradictions of moral selfhood in Minangkabau, Indonesia. *American Ethnologist*,  
928 36(2), 258-275.

929 Smith, D. E. (Ed.). (2006). *Institutional ethnography as practice*. Rowman & Littlefield.

930 Smith, B. (2013). Disability, sport and men's narratives of health: A qualitative study.  
931 *Health psychology*, 32(1), 110.

932 Smith, B., & McGannon, K.R. (2018). Developing rigor in qualitative research: problems  
933 and opportunities within sport and exercise psychology. *International Review of Sport*  
934 *and Exercise Psychology*, 1-22

935 Smith, B., & Sparkes, A. (2016). *Routledge handbook of qualitative research in sport and*  
936 *exercise*. London: Routledge

937 Smyth, W. & Holmes, C., 2005. Using Carspecken's critical ethnography in nursing  
938 research. *Contemp Nurse*, 19(1-2), 65-74.

939 Sparkes, A. C., & Smith, B. (2009). Judging the quality of qualitative inquiry:  
940 Criteriology and relativism in action. *Psychology of sport and exercise*, 10(5), 491-497.

941 Spindler, L. (Ed.). (2014). *Interpretive ethnography of education at home and abroad*.  
942 Psychology Press.

943 Spracklen, K., Timmins, S., & Long, J. (2010). Ethnographies of the imagined, the  
944 imaginary and the critically real: Blackness, whiteness, the north of England and rugby  
945 league. *Leisure Studies*, 29(4), 397-414.

946 Spradley, J. P. (2016). *The ethnographic interview*. Waveland Press.

947 Surdyk A. (2006). Constructivist Character of the Technique of Role-Playing Games and  
948 its Autonomizing Values in the Glottodidactic Process. *Worlds in the Making*.  
949 Constructivism and Postmodern Knowledge ed. by E. Lorek-Jezińska, T. Siek-Piskozub,  
950 and K. Więckowska, 173-185, Toruń.

951 Tarrant, C., Sutton, E., Angell, E., Aldridge, C. P., Boyal, A., & Bion, J. (2017). The  
952 ‘weekend effect’ in acute medicine: a protocol for a team-based ethnography of weekend  
953 care for medical patients in acute hospital settings. *BMJ open*, 7(4), e016755.

954 Van Maanen, J. (2011). *Tales of the field: On writing ethnography*. University of Chicago  
955 Press.

956 Willis, P., 2009. *Learning to labour: how working class kids get working class jobs*.  
957 Farnham: Ashgate

958 Wright, C., & Schneider, A. (2010). *Between art and anthropology: contemporary*  
959 *ethnographic practice*. Berg.

960 Yeo, R., & Dopson, S. (2018). Getting lost to be found: the insider–outsider paradoxes in  
961 relational ethnography. *Qualitative Research in Organizations and Management: An*  
962 *International Journal*, 13(4), 333-355.