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**A study of values emerging
in soccer and tennis playing**

Zusammenfassung:

Mit halbstrukturierten Interviews wurden an 41 deutschen Jugendlichen Werte (wie z.B. Selbstdisziplin, Teamfähigkeit) ermittelt, die in Konfliktsituationen im Sport (Tennis und Fußball) eine Rolle spielen. Sie werden mit parallel ermittelten Werten in mehreren europäischen Ländern verglichen. Die Untersuchung dient der Vorbereitung eines europäischen Meßinstruments zur Werterfassung.

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Interviews were performed by Matthias Bachmann in Heidelberg, Steffen Bahlke and Franz Bockrath in Osnabrück, and by the author in Bielefeld.

1. INTRODUCTION

The change of modern societies can be characterized by a process which social scientists refer to as a process of progressive individualization. Modern societies are becoming more and more differentiated and in the same time the power of social norms as well as the influence of the social structure on the individual biography is weakened. As a consequence the individual encounters a great variety of opportunities for his life management which means on the other hand that he or she is challenged to shape actively his or her personal record (see e.g. Beck, 1983; Elias, 1987).

As sport is an integral part of society this is also true for the social system of sport. Sport is as manifold as society. Therefore some authors describe this situation by the saying that the only unequivocal of modern sport and movement cultur is its multiplicity. As the individual has a great amount of autonomy and personal freedom in our days, the individual can decide on his own if he wants to take part in sport activities and let sport be an area of his life experiences.

In this situation it is interesting to know what kind of experiences sport has to offer and especially which kinds of values individuals are confronted with when taking part in sport. As sport is an integral part of society these values cannot be exclusive of sport, nevertheless it is worthwhile to figure out the variety of values which play a role when behaving in this area.

In 1988 an initiative was started at the Committee for the Development of Sport (CDDS-SR) of the Council of Europe to investigate standards of conduct and prevailing values in children's sport following the presentation of a paper by the United Kingdom representative. Lee and his coworkers (Lee, O'Donohue & Hodgson, 1990) reviewed methods for the measurement of values and concluded that a special and more sensibel instrument for emerging values in sport is needed. Their recommendations for a research strategy ended up in a proposal for a semi-structured interview. Interviews of this type will also be used in the following study in order to describe values which play a role in youn Germans' sport activities.

The following study is part of the European project on values in young people's sport of the working group of the CDDS of the Council of Europe.

2. METHOD

2.1 Subjects

Subjects for the German interview study on ethical values of young people are male soccer players (n=14) from Osnabrück and Heidelberg and male as well as female tennis players (n=27) from Osnabrück, Heidelberg and Bielefeld. All players are between 12 and 17 years of age and participants in competitive sport as defined by representing teams in club leagues.

There are no differences in mean age between female/male and tennis/soccer groups (see table 1). Although the mean age of the female tennis players is one year above the mean age of the soccer players this difference is not greater as it could have been by chance.

Table 1: Age and sex of the subjects

	Tennis		Soccer		Total	
	n	age	n	age	n	age
		M(s)		M(s)		M(s)
Female	12	14.7(1.5)	-	-	12	14.7(1.5)
Male	15	14.1(1.1)	14	13.7(1.3)	29	13.9(1.2)
Total	27	14.4(1.3)	14	13.7(1.3)	41	14.17(1.3)

2.2 Procedure

The interview format was translated and the translation of the sportspecific terms of the eight soccer and seven tennis scenarios were revised in discussions with soccer and tennis trainers.

Each scenario (7 for tennis and 8 for soccer, see Lee, 1990) was written on a special piece of paper ("yellow" for soccer dilemmas and "green" for tennis dilemmas) in order to be presentable to the players. The players had to choose "blindly" one of each type of dilemmas. According to the standardized procedure the interviewer gave the chosen copy of the story to the player and read the scenario to him. The interviewer asked for the possible options (A) and prompted reflections on the suggested alternative reactions; after that he asked for the common responses (B) the personal responses (C) experiences of conflict of value (D) and experiences of satisfying conflict solving.

Table 2 shows the number and type of scenarios which were used in the 41 interviews.

Table 2: Number of scenarios analysed

	Tennis	Soccer	Total
INST1	17	3	20
INST2	10	5+1	16
INST3	--	6	6
INST _{all}	27	14+1	42
AGG1	14	11	25
AGG2	13	3	16
AGG _{all}	27	14	41
ALT1	9	3	12
ALT2	10	6+2	18
ALT3	7	5+1	13
ALT _{all}	26 [#]	14+3	43
Total	80	46	126

#: One interview was not completely recorded because of technical problems.

When the interview was finished the subjects rated the importance of a list of 23 values taken from the Osnabrück study of values and a ten-item-questionnaire on social identification with the team which were adopted to the sport context from the social identity scale of Brown et al. (1986).

All interviews were tape-recorded and later transcribed for content analyses.

2.3 Coding procedure

Two different kinds of content analysis are realized. The first analysis concentrate on the personal reactions to the dilemmas and can be labeled as an indirect analysis of emerging values. The values are mostly not directly used by the players himself but concluded from their reactions and the justifications of their behaviors.

The second kind of analysis aimed at a more comprehensive survey of all mentioned values in the interviews and was not restricted to certain passages. At the same time only direct use of value terms by the players were taken into account.

Analysis I "indirect values"

Independent raters extracted from the interviews the personal reaction of the player to the given scenario and the justification, which was given by the player. Considering also the context of the player's behavior the rater had to identify the main guiding principal of the behavior. The raters did not interact with each other and had no chance to discuss differences in the labeling of the values. To assimilate different labels for the same value the list of values and descriptors which were identified from soccer and tennis players by Lee (1990) was used.

Inter-rater reliability was checked for two independent raters. To have a first glance it seemed to be sufficient to calculate the percentage of total values for each scenario which were classified in such a way that the same "Lee"-value was assigned. As table 3 shows the reliability scores vary across the different scenarios. The low scores for the first scenarios of the soccer and tennis interviews (INST1) reflect the uncertainty of the raters in the beginning of the coding procedure.

Table 3: Inter-rater reliability

	Soccer	Tennis
INST1	67%	77%
INST2	83%	80%
INST3	100%	-
AGG1	55%	100%
AGG2	100%	70%
ALT1	100%	71%
ALT2	100%	75%
ALT3	80%	75%
all	83%	78%

Analysis II

This analysis was conveyed by one rater who rated all directly by the player mentioned values according to the list of values which Lee (1990) found by tennis and soccer players.

3. RESULTS

3.1 Expressed values in in interviews with soccer and tennis players

According to the purpose of the study, that is, to identify the emerging values among young soccer and tennis players the above described two kinds of analyses reveal 19 different values. Seventeen values are in accordance with the 18 "LEE"-values and two new values emerged.

A complete list of the values and the descriptors is given in appendix A in German.

The new value categories "self-discipline" and "just world" can be described as follows:

SELF-DISCIPLINE

Discipline is revealed as a guiding principle of behavior when the player's goal was not to give up. Especially when confronted with strong opponents or external disturbances of the game the player felt challenged to show that he is able to keep cool and control his excitement.

For some players this seemed to be very important, especially some tennis players expressed their concern for concentrating on the game, playing their own game and being aware not to lose the own rhythm of the game all the time. In the end this can be seen as a special strategy to overcome the opponent and be successful in the contest. Meanwhile this goal seemed to have got a secondary autonomy for some of the young tennis players and a guiding principle on its own.

Descriptor: to show endurance, not giving up, to follow the own game despite adverse circumstances (disturbances, strong opponents etc), to keep cool and control excitements (e.g. being angry because of unfair behavior of your opponent)

Examples: " To give up that is nothing for me I would go on playing" (tennis player, Nr. 17, INST1)

"Because you should try to go on playing in order to recover your own rhythm as soon as possible" (tennis player, Nr. 16, AGG2)

JUST WORLD

This value especially emerged when the opponent's behavior was unfair (soccer scenario AGG1 and tennis scenarios AGG1 and AGG2). The guiding principle of the behavior in these situations often

was to restore a "just world". Obviously retaliation seemed to be an extremely important goal for some of the players. They often tried to take their revenge and under these circumstances even felt justified to use unfair means. The intention not only was to protest against unfairness but to rebuild equal opportunities by doing some harm or being helpful (e.g. ALT1: giving his racket to the player because he would also do it) to the opponent.

Descriptor: try to restore justice if somebody did something against the rules or acted in an unfair manner, to take one's revenge, to make clear what is right and what is wrong.

Examples: "I would try to take revanche in a sportsmannslike manner in order to show the opponent that there is not a successful outcome of his unfair playing" (tennis player Nr. 26)

"These are equal opportunities, if my opponent behaves like this, than I have the right to do it as well" (tennis player, Nr. 33).

In table 4 a total list of values including examples from the interviews of this study is shown.

Table 4: List of ascribed values with examples

VALUE	EXAMPLE
(1) ACCEPTING:	<i>"It is always the best to postpone the game. That would be the justest for both. I would try to finish the game, if he would agree"</i> (tennis player, Nr. 30, INST1).
(2) ACHIEVEMENT:	<i>"If you start a war, you more probable loose the contest, because you can no longer play your own game"</i> (football player, Nr. 3, AGG2).
(3) CARING:	<i>"If he is hurt, then you have to interrupt the game"</i> (soccer player, Nr. 3, ALT3)
(4) COMPANIONSHIP:	<i>"Sport for me means to do something together with others"</i> (tennis player, Nr. 26).
(5) CONFORMITY:	<i>"That would be unfair and nobody would do that"</i> (soccer player, Nr. 12, AGG1).

- (6) CONSCIENTIOUS: "Try to give the best what one is able to... I give my best until the very end" (tennis player, Nr. 33, INST2).
- (7) CONTRACT MAINTENANCE: "Because it is not the sense of the game to weaken the opponent by fouling the best player. It is important to win the game normally" (soccer player, Nr. 7, AGG1).
- (8) SELF-DISCIPL.: "Because you should try to go on playing in order to recover your own rhythm as soon as possible" (tennis player, Nr. 16, AGG2).
- (9) ENJOYMENT: "The sense of doing sport? That is to have fun when doing it ..." (soccer player, Nr. 6).
- (10) EQUITY/ FAIRNESS: "I think it is important to fight in a fair manner, in the end I wouldn't like to win, only because the opponent doesn't have a racket any more" (tennis player, Nr. 17, ALT1).
- (11) GOOD GAME: "I will go on playing as good as I can ..." (tennis player, Nr. 17).
- (12) HEALTH & FITNESS: - no examples in the analysed interviews -
- (13) JUST WORLD: "I would try to take revenge in a sportsmanlike manner in order to show the opponent that there is not a successful outcome of his unfair playing" (tennis player, Nr. 26).
- (14) OBEDIENCE: "No I can't remember that I ever did it, finally you will be sent off the playing ground" (soccer player, Nr. 1, AGG1).
- (15) PUBLIC IMAGE: "I would try to score, in this situation I would go, finally you will become famous when shooting a goal" (soccer player, Nr. 3, ALT1).
- (16) SPORTSMANSHIP: "If you realize that the opponent is better and you are inferior than you should play the game till the end and loose with dignity. ... One should have the ability to admit inferiority" (te. pl., Nr. 27, INST1).
- (17) SELF-ACTUALIZATION: "Enjoying the movement that is the most important for me and not only success" (tennis player, Nr. 23).

- (18) SHOWING SKILL: *"In order to confirm myself that I am able to do something, that I am able to play tennis"* (Nr. 27).
- (19) TEAM COHESION: *"Then I would retard the game, if it is for the team"* (tennis player, Nr. 41, INST1).
- (20) WINNING: *"I would retard the game, because I will win somehow, when it is an important game"* (tennis player, Nr. 34, INST1).

ANALYSIS I

Table 2 shows that 126 scenarios were included in the analysis of indirect values. In five scenarios no guiding principle was expressed by the player (only tennis players, 1 INST1, 3 AGG1, 1 ALT3) 121 scenarios were left. Because the scenarios were chosen by the players at random the frequency of each single type of scenario differed. Taken together to groups of instrumental behavior, aggressive interaction and altruistic behavior types of scenarios the frequency of these kinds of scenarios was nearly equal (42 scenarios with instrumental behavior, 41 scenarios with aggressive interactions, 43 scenarios with altruistic behavior). As can be seen from table 5 (see appendix A), the values varied with the scenarios, so that not all subjects had the same chances to express all values. Therefore further quantitative analysis was done on the basis of the total amount of values (n=121) and not in relation to the number of subjects (n=41).

Table 6: Frequency of indirect value expression

Value label	BOTH GROUPS		SOCCER		TENNIS	
	f	f%	f	f%	f	f%
1 ACCEPTING	1	0.8	-	-	1	1.3
2 ACHIEVEMENT	16	13.2	15	32.6	1	1.3
3 CARING	-	-	-	-	-	-
4 COMPANIONSHIP	2	1.6	2	4.3	-	-
5 CONFORMITY	1	0.8	-	-	1	1.3
6 CONSCIENTIOUSN.	-	-	-	-	-	-
7 CONTRACT MAINT.	8	6.6	7	15.2	1	1.3
8 SELF-DISCIPLINE	4	3.3	-	-	4	5.3
9 ENJOYMENT	7	5.8	-	-	7	9.3
10 EQUITY/FAIRN.	27	22.3	8	17.4	19	25.3
11 GOOD GAME	6	4.9	6	13.0	-	-
12 HEALTH & FITN.	-	-	-	-	-	-
13 JUST WORLD	17	14.0	-	-	17	22.6
14 OBEDIENCE	1	0.8	1	2.2	-	-
15 PUBLIC IMAGE	7	5.8	4	8.7	3	4.0
16 SELF-ACTUALIZ.	-	-	-	-	-	-
17 SHOWING SKILL	2	1.6	-	-	2	2.7
18 SPORTSMANSHIP	4	3.3	-	-	4	5.3
19 TEAM COHESION	3	2.5	2	4.3	1	1.3
20 WINNING	15	12.4	1	2.2	14	18.6
	121	100%	46	100%	75	100%

As can be seen in table 6 and figure 1 (see appendix C) the most frequent values are "achievement", "equity/fairness", "just world" and "winning". Four of the values did not appear at all and all the others emerged at a low frequency rate.

Inspection of table 5 (see appendix B) shows that this result of extremely high and relatively low frequency rates may be due to the fact that the structure of the scenario gave a greater chance for some of the values than for others and prevented the expression of some values totally. These reasons taken together with the fact that the reliability of the coding procedure was not overwhelming fostered the idea to make a second analysis on the basis of the complete interview. This unrestricted analysis aimed at finding value expressions of the players which was directly made.

ANALYSIS II

The result of the second analysis can be seen in table 7 and in figure 2 (see appendix C). The more "independent" expressions of values covered a greater amount of values and moderate the frequencies. Interestingly the value "winning" now is the most frequently expressed value and equity/fairness is as often mentioned as good game and in comparison to analysis I less frequently.

Table 7: Frequency of direct value expression

Value label	BOTH GROUPS		SOCCER		TENNIS	
	f	f%	f	f%	f	f%
1 ACCEPTING	-	-	-	-	-	-
2 ACHIEVEMENT	12	8.7	9	18.4	3	3.4
3 CARING	4	2.9	4	8.2	-	-
4 COMPANIONSHIP	2	1.4	1	2.0	1	1.1
5 CONFORMITY	2	1.4	1	2.0	1	1.1
6 CONSCIENTIOUSN.	1	0.7	-	-	1	1.1
7 CONTRACT MAINT.	5	3.6	2	4.1	3	3.4
8 SELF-DISCIPLINE	6	4.3	-	-	6	6.7
9 ENJOYMENT	10	7.2	2	4.1	8	9.0
10 EQUITY/FAIRN.	13	9.4	1	2.0	12	13.5
11 GOOD GAME	13	9.4	5	10.2	8	9.0
12 HEALTH & FITN.	-	-	-	-	-	-
13 JUST WORLD	12	8.7	3	6.1	9	10.1
14 OBEDIENCE	6	4.3	6	12.2	-	-
15 PUBLIC IMAGE	10	7.2	5	10.2	5	5.6
16 SELF-ACTUALIZ.	1	0.7	-	-	1	1.1
17 SHOWING SKILL	5	3.6	-	-	5	5.6
18 SPORTSMANSHIP	9	6.5	1	2.0	8	9.0
19 TEAM COHESION	8	5.8	5	10.2	3	3.4
20 WINNING	19	13.8	4	8.2	15	16.8
	138	100%	49	100%	89	100%

3.2 Comparison of the sport groups

As the expression of the values seemed to be dependent on the structure of the scenarios and the scenarios are different for soccer and tennis players the sport groups are compared on the basis of the results of the second analysis of direct values. (See also figure 4 of the comparison between the sport groups on the basis of analysis I in appendix C.)

Table 7 shows the results for the sport groups which are presented in figure 3 (see appendix C). "Caring" and "obedience" are values which are only mentioned by soccer players and "self-discipline" as well as "showing skill" are specific for tennis players. The frequency differences of achievement and equity are higher than by chance (Fisher-test): In the group of soccer players the relative frequency of achievement and in the group of tennis players the proportion of equity/fairness to all values is higher than in the other sport group.

This result fits to the differences of direct importance ratings of instrumental value terms (list of terms similar to Rokeach values). Soccer players rated "ambition" and "ability to achieve" significantly higher than tennis players. Only these two values and "health" (out of 23 value terms) were differently scored by the two sport groups.

The present results find further validation support when testing the differences between players with high and low identification with his team ("I am a person for whom the team is important."). Players who scored high on this items more often mentioned team cohesion than players with lower scores.

3.3 Dimensional analysis of the values

The ten most frequent values (enjoyment, self-discipline, equity/-fairness, good game, just world, public image, sportsmanship, team cohesion and winning) were factor analysed. The intercorrelations ranged from .00 (between public image and good game) to .48 (between winning and self-discipline).

Self-discipline correlated with winning and equity/fairness (.36). Just world correlated with self-discipline (-.27).

According to the result of the Scree-test a two factor solution seemed to be suitable to represent the main relations between the ten values. The two factors differentiates more personal and more social values as guidelines for behavior. The new value "just world" revealed a negative connection to the first factor and a zero-loading on the second factor. This indicates that the more personal values are expressed the less the value "just world" is mentioned.

Table 8: Result of the factor analysis

	Factor I: "Personal values"	Factor II: "Social values"
Self-discipline	.77	-.12
Winning	.71	.02
Good game	.53	.07
Just world	-.51	.08
Equity/fairness	.38	-.36
Public image	.16	.76
Achievement	.09	.64
Team cohesion	-.24	.57
Enjoyment	.26	-.40

4. DISCUSSION

The interviews of 41 young soccer and tennis players revealed nearly the same values as Lee & Cockman (1991) described. The main result of this interview suggests to consider two more values which seem to be important for young soccer and tennis players.

The first value is labeled "self-discipline" and at first glance seems to be similar to conscientiousness. This nearness could not be analyzed by data, because conscientiousness in this study was only once expressed by a tennis player. In contrast to conscientiousness "self-discipline" means that players are motivated to engage in physical activities because of the possibility to show strongness and the ability to sustain against obstacles or a weak period of the own condition. The high correlation with winning indicates that being motivated to win makes this preference for this kind of challenge more probable.

The second newcomer "just world" looks as if it could be near to contract maintenance and equity/fairness. But in contrast to contract maintenance players who aim at a just world have something different in mind. There is a surplus meaning of "just world" which is not involved when being guided by the value to fulfill the rules. To try to restore justice if someone did something illegitimate or illegal follows the goal to teach the other to stick properly to the rules. To augment justice in the world is near to the wish to teach people how to behave in order to reach this goal. The quantitative data of this study are not sufficient to support this interpretation. Because of too low number even the correlation between conscientiousness and just world could not be calculated. The expectation of a nearness to equity/fairness is not supported by the data of this study. This surplus meaning of actively restoring justice is obviously not involved in the meaning of equity/fairness.

The comparison of the two kinds of analysis reveal that without being forced to react to dilemmas winning is more - and equity/fairness is less frequently mentioned as an important value. This seems to be a hint to some weakness of the procedure. When using dilemmas for prompting ethical principles of behavior the answers seem to be biased in the direction of social desirability. This effect is diminished when the whole interview is used as a basis for value detection. When the subjects are not forced to attribute reasons to their behaviors but tell in a more freely manner something about their activities in sport. Under these conditions they have less problems to express their motivation to win and to express other values as guidelines for their behavior at the expense of equity/fairness.

Conclusions

The interview procedure applied seems to be appropriate to identify values which are important when practicing sport. The selection of two special kinds of sport can be seen as limitation of the validity range of the list of values. On the other hand one could argue that soccer and tennis are the most popular representatives for a team sport and an individual sport. Values outside the present list may play a role in highly specialized sport disciplines. Being interested in the opportunities to find the guidelines for the own behavior which experiences in sport have to offer to most of the people some outstanding values are of minor importance.

Considering the fact that sport is an integral part of society the identified values can be seen as not specific but as relevant for experiences in sport.

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APPENDIX A

Werte und Deskriptoren*

(Adaptation von M.J. Lee, 1991)

- | | |
|--|--|
| (1) TOLERANZ | trotz aller Unterschiedlichkeit miteinander auskommen |
| (2) ERFOLG | persönlich oder zusammen mit anderen erfolgreich sein |
| (3) CARING
(FÜRSORGE) | sich um andere kümmern, sorgen |
| (4) KAMERADSCHAFT | mit Freunden zusammen sein, die dasselbe Interesse am Spiel haben |
| (5) TEAMFÄHIGKEIT | sich den Erwartungen der anderen Mannschaftsmitglieder entsprechend verhalten |
| (6) BESTÄNDIGKEIT | immer sein Bestes geben und andere nicht enttäuschen |
| (7) AKZEPTIEREN DER
REGELN | sich auf die Spielregeln einlassen und die Regeln durch sein Verhalten unterstützen |
| (8) DISZIPLIN | Durchhaltevermögen zeigen, angesichts von Schwierigkeiten nicht aufgeben, trotz widriger Umstände das eigene Spiel durchziehen |
| (9) FREUDE IM SPORT | Zufriedenheit und Freude im Sport erleben |
| (11) GERECHTIGKEIT/
FAIRNESS | beim Wettkampf und bei der Leistungsbewertung keine unfairen Vorteile erlauben |
| (11) WETTBEWERBS-
FREUDE | Spaß am Wettkampf unabhängig vom Ausgang (in der Regel bei gleichstarken Gegnern geben) |
| (12) GESUNDHEIT/
FITNESS | Gesundheit durch die Sportausübung und Verbesserung der Fitness zur Leistungssteigerung |
| (13) GERECHTIGKEIT
HERSTELLEN | für Gerechtigkeit in der Welt sorgen, sich revanchieren auch mit unfairen Mitteln |
| (14) ANGEPASSTHEIT/
GEHORSAM | Strafen, Suspendierungen vom Spiel oder Ausschluß aus der Mannschaft vermeiden |
| (15) ÖFFENTLICHES
ANSEHEN | Anerkennung durch andere erleben |
| (16) SPORTGEIST | in guter Verfassung sein, den Gegner achten, Mißerfolge hinnehmen können |
| (17) KÖRPERLICHE SELBST-
VERWIRKLICHUNG | sportliche Aktivität um ihrer selbst und der aktivitätsbegleitenden Gefühle wegen erleben |
| (18) SPORTLICHES
KÖNNEN ZEIGEN | die für die Sportausübung erforderlichen Fähigkeiten gut beherrschen |
| (19) TEAMGEIST | etwas für jemand anderen/für die Mannschaft tun |
| (20) GEWINNEN | im Wettkampf Überlegenheit zeigen |

* Die Numerierung entspricht der englischen Werteliste.

APPENDIX B

Table 4: Values found in justifications for the reactions to the dilemmas

VALUES FOUND IN TENNIS-DILEMMAS

INST1:	Winning	6	
	Equity/Fairness	3	
	Self-discipline	2	
	Sportsmanship	1	
	Showing skill	1	
	Accepting	1	
	Team cohesion	1	
	Just world	1	16
missing ¹ :		1	
INST2:	Winning	3	
	Enjoyment	3	
	Sportsmanship	2	
	Equity/Fairness	1	
	Just world	1	10
AGG1:	Just world	6	
	Enjoyment	2	
	Achievement	1	
	Self-discipline	1	
	Euity/Fairness	1	11
missing:		3	
AGG2	Just world	6	
	Equity/Fairenss	3	
	Contract		
	Maintenance	1	
	Self-discipline	1	
	Sportsmanship	1	
	Enjoyment	1	13
ALT1:	Equity/Fairness	4	
	Public image	2	
	Just world	1	
	Showing skill	1	
	Conformity	1	9

¹ "Missing" means that it was not possible to extrapolate any value from the reaction to the conflict.

ALT2:	Equity/Fairness	4	
	Winning	3	
	Public image	1	
	Just world	1	
	Enjoyment	1	10
ALT3:	Winning	2	
	Equity/Fairness	3	
	Just world	1	6
missing:		1	

Number of values found in all tennis-scenarios:

75

VALUES FOUND IN SOCCER-DILEMMAS

INST1:	Good game	2	
	Equity/Fairness	1	3
INST2:	Equity/Fairness	3	
	Achievement	2	
	Team cohesion	1	6
INST3:	Achievement	4	
	Good game	1	
	Teamcohesion	1	6
AGG1:	Contract		
	maintenance	6	
	Companionship	2	
	Good game	2	
	Obedience	1	11
AGG2:	Equity/Fairness	2	
	Good game	1	3
ALT1:	Public image	3	3
ALT2:	Achievement	6	
	Public image	1	
	Contract		
	maintenance	1	8
ALT3:	Achievement	3	
	Equity/Fairness	2	
	Winning	1	6

Number of values found in soccer scenarios

46

Number of values found in all scenarios

121

APPENDIX C

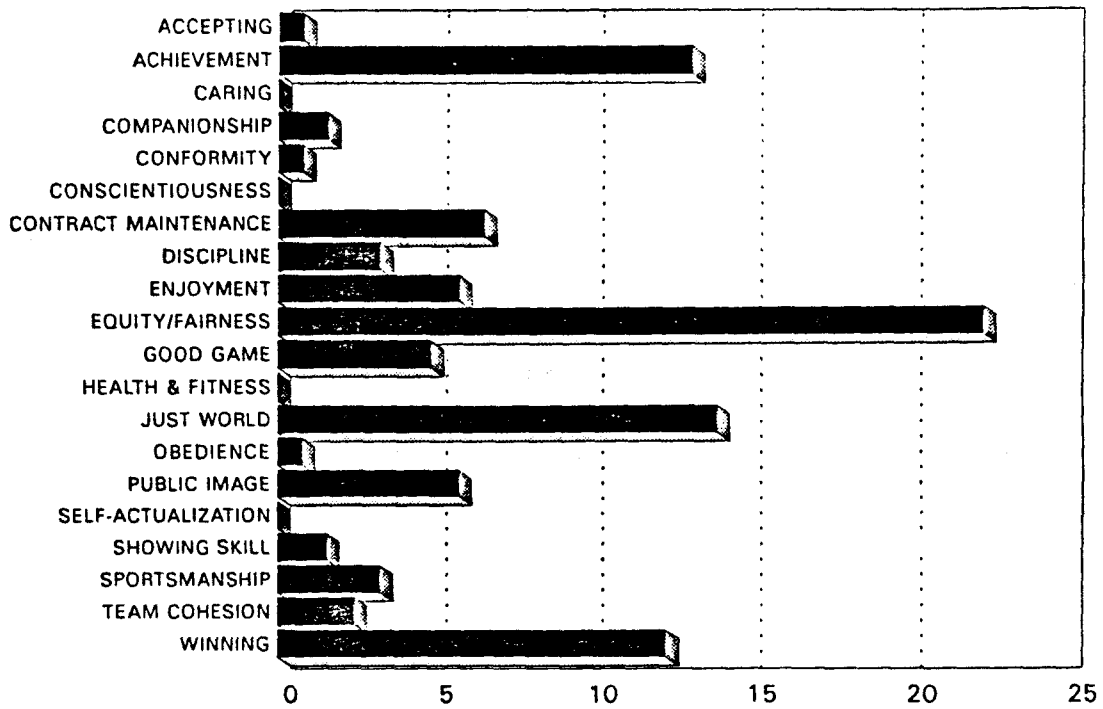


Figure 1: Indirect value expression in interviews with soccer and tennis players

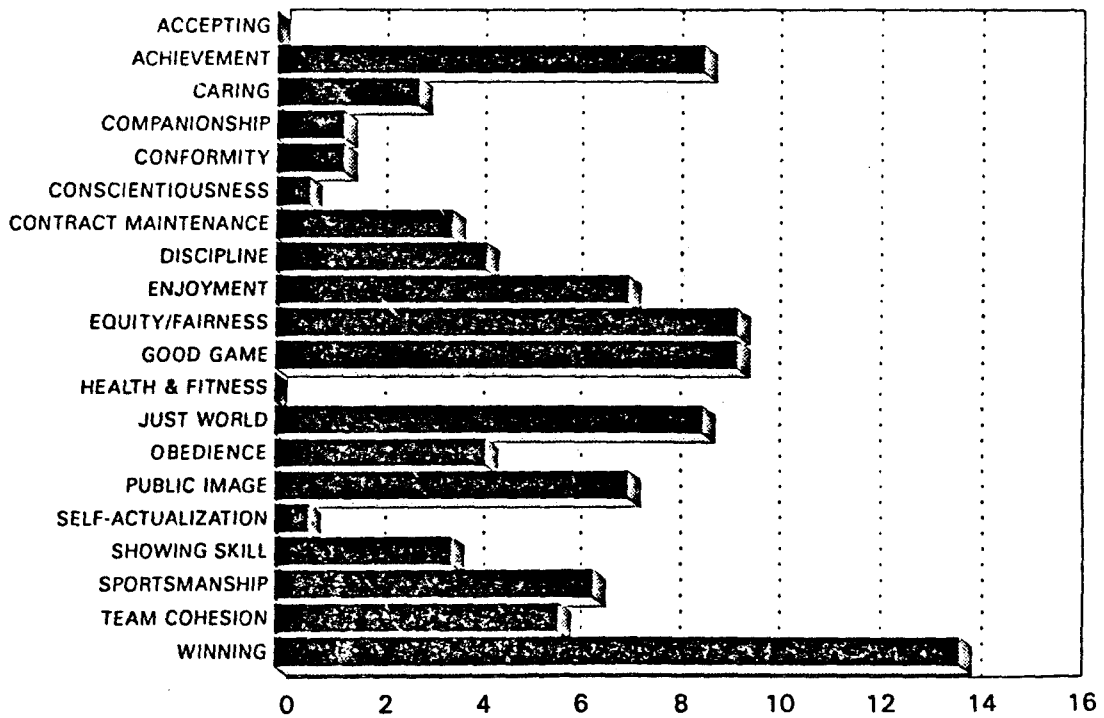


Figure 2: Direct value expression in interviews with soccer and tennis players

- Relative frequency in % -

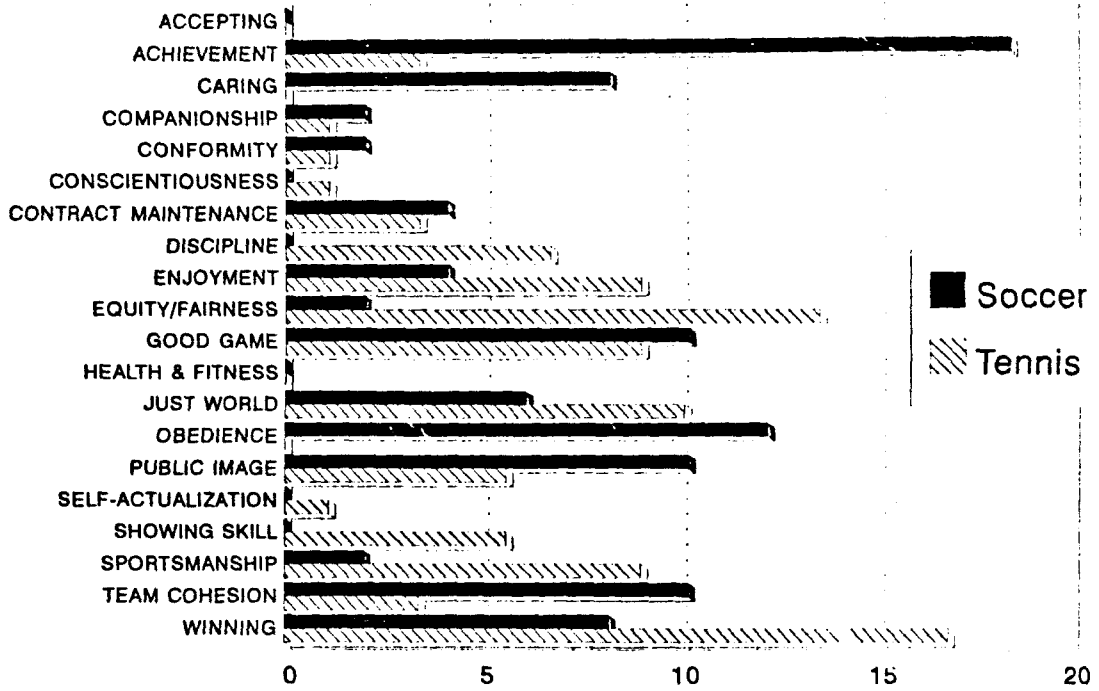


Figure 3: Direct value expression in the two sport groups

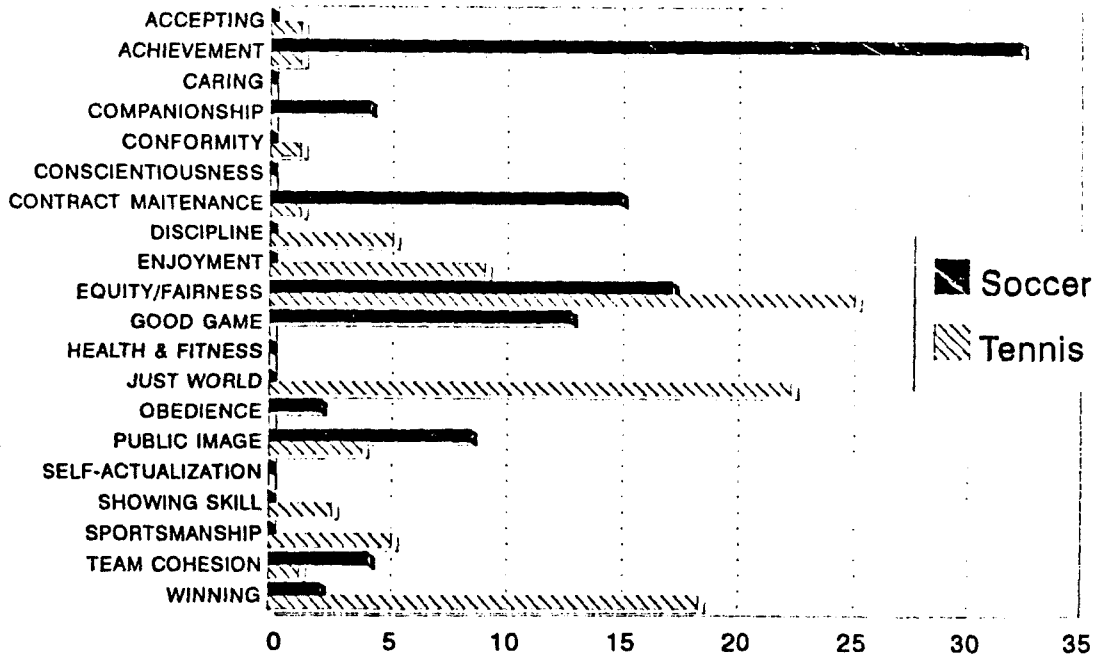


Figure 4: Indirect value expression in the two sport groups

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