Conceptualizing Consumption Behaviours of Rugby Fans in New Zealand:

Understanding consumption behaviours of rugby fans and the impact on sport consumption

Thesis Research

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DECLARATION

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This Thesis entitled: "Conceptualizing the consumption behaviours of rugby fans in New Zealand" is submitted to the requirements for the Unitec degree of "Master of Business".

Candidate's declaration

I confirm that:

- This Thesis represents my own work

- The contribution of supervisors and others to this work was consistent with the Unitec Regulations and Policies.

- Research for this work has been conducted in accordance with the Unitec Research Ethics Committee Policy and Procedures, and has fulfilled any requirements set for this project by the Unitec Research Ethics Committee.

Research Ethics Committee Approval Number: 2013-1092

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ABSTRACT

While there is an abundance of research available on consumption behaviours and fan behaviours there is a limited amount specifically about rugby fans in New Zealand. This thesis aims to contribute a study on this topic, to add knowledge and insight on these types of sports fans. This study seeks to understand the prominent factors that influence consumption behaviours of rugby fans. Drawing on the research results the creation of a conceptual model is proposed for sports organisations to use in their relative areas of the industry.

The research method used is qualitative within an interpretive paradigm and uses 22 one to one interviews for data – collection. To analyse the data a theoretical framework was applied and the decision to use this method was to accommodate the exploratory nature of the research question. Because consumption behaviours involve social behaviours there is a need to explore self-concept and self-identity in relation to group affiliation as a sports fan.

The structure of this thesis has adopted the seminal work of Holt's (1995) on consumer behaviours. The Holt (1995) work has four key components that transfer into the four major themes of this study these are; consuming as *experience,* consuming as *integration*, consuming as *classification* and consuming as *play*. This framework (Holt, 1995) has been used to provide a methodical structure through-out all the chapters of this work. The emerging sub-themes of this work are rugby consumption *motives* of family and group affiliation; Self-identity and self-concept that is created through *family identity* and the strong presence of rugby that shapes *New Zealand cultural identity*, three *fan types* are identified and their consumption behaviours explored, and finally the physical attributes of being a sports fan of *affiliation, expressions a*nd *child's play* that connect fans and sports brands together.

This work developed two conceptual models. The overarching model is called the *Sport Circle Consumption Model*, which incorporates the major themes and sub-themes from the research results. The second model is called the *Inner Fan Model* which focusses more specifically as the internal motives and influences towards being a sports fan.

This study has been conducted to compile information and to share it with people and organisations in the sport and recreation industry. The aim is to create a conceptual model of some value to help industry organisations develop and grow, by creating more opportunities to connect with a variety of consumers.

Key words

Consumer behaviours, consumption behaviours, sport consumption methods, fan behaviours, fan types, fair weather fan, fanatical fan, devoted fan, sports industry, rugby, All Blacks, New Zealand.

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1. CHAPTER ONE:PROBLEM ORIENTATION

Working Title

'How do we conceptualise consumption behaviours of rugby fans in New Zealand?'

1.1 Chapter Overview

This research applies qualitative exploratory methods to understand the consumption behaviours of rugby fans. The outline of the project will be explained followed by a review with literature that defines consumption behaviours and fan behaviours. The introduction of the adopted framework for this thesis is explained. The three research objectives and research questions will be presented, along with an outline of the conceptual models the; *Sport Circle Consumption Model* and the *Inner Fan Model.* The next three points of this chapter are; research contributions, research limitations and lastly a brief outline of the topics in chapters 2, 3, 4, and 5.

1.2 Introduction - outline of the project

This research aspires to produce further information regarding consumption behaviours of sports fans. Sport is defined as an activity whereby physical exertion and skill is used by an individual or team to compete against another or other teams (Oxford Dictionary, 2013). However, sport is far more than this simple definition implies. Sport is described by Wicker, Prinz and Hanau (2012) as having the ability to "engage more people in a shared experience than any other institution or cultural activity today" (p. 200). Sport has become an industry with multiple dimensions of sport consumption including gate revenue, sponsorship, media rights and merchandising. Some estimates of the global value of sport consumption estimate it to be worth approximately $480 - $620 Billion USD (Zyband, Collignon, Sultan, Santander, & Valensi, 2011). While in New Zealand the contribution made to the 2009 economy by the sports industry was $12 billion NZD (Sport and Recreation New Zealand, 2011). This high level of sport consumption shows the importance and value to global and local economies. Despite the economic value of sport consumption globally and in New Zealand, there has been limited research conducted on the nature and behaviours of sport consumers. This reveals a gap in the literature and justifies the need for further research in this area.

This study is important because it seeks to address this gap through the available research of sport consumption and its economical value.

1.3   The Topic – Consumption Behaviours of Rugby Fans Defined

As a general example, when people think of the terms 'consumption' and 'sport consumption' they initially think consumption of alcohol and food. And while this is correct, the view taken here of consumption is broader, and includes consumption of an 'object' or 'activity'. In this research, consumption is viewed as "a type of social action in which people make use of the consumption object in a variety of ways" (Holt, 1995, p. 1). The basic idea to explain consumption acts is termed 'consumption practises' and these practises are done in an assortment of ways, by various groups of consumers. From an economic viewpoint, consumption products are marketed and promoted to provide specific benefits to consumers. Such benefits can be symbolic where the product may reflect a significant moment for a consumer. Kwak and Kang (2009) agree by acknowledging that a product or brand that is symbolic to a consumer "motivates their purchasing decisions" (p.87). While other benefits relate to a 'boost in self-esteem and self-image' due to obtaining a particular consumption object (shoes, jewellery, food), or partaking in a consumption activity (concert, watching a movie, playing sport) (Holt, 1995). Consumers also use products to affiliate to groups and communities, the "cultural scripts" of society (Ahuvia, 2005, p. 172). This generates a positive boost to the consumers' self-identity, within their social circles of family and friends (Holt, 1995; Ahuvia, 2005). For example, if a consumer's family members are NRL New Zealand Warriors fans, but he is a South Sydney Rabbitohs fan, he will especially enjoy wearing his Rabbitohs' jersey when both teams compete. He feels this positive and passionate emotion for the Rabbitohs' which encourages him to physically show his pride (affiliation to the Rabbitoh brand) to the club.

The structure of this study has adopted Holt's (1995) work on consumer behaviours. Holt (1995) conducted his research in an all-embracing observation role of Major League baseball fans. He sat as a fan on the bleacher seats at Wrigley Park, home grounds to the Chicago Cubs. The focal structure adapted from Holt's research is his metaphors for consuming; consuming as experience, consuming as integration, consuming as classification and consuming as play. Sports events are no longer purely about providing good sport. They have become a means for economic development for local, regional and national communities (Green, 2001).

The aim of this research is to investigate the influencing factors of sport consumption, and the various consumption behaviours that relate to sport, specifically rugby. This study also aims to address the gap in research on this specific topic; sport consumption behaviours of rugby fans.

In this study, the consumption activity is sport and there are two key roles investigated by this researcher. The first is *participation*, as an example, this involves a consumer in the role of a rugby player or coach. The second is *spectatorship*, for example a fan watching an All Blacks game at Rugby Park, in Hamilton. Another example of spectatorship is a brother watching his sister playing in a school rugby competition. The most common and renowned sport related to New Zealand is rugby and the All Blacks. The All Blacks brand helps to promote positive role models to various communities and showcases values that are respected not only in New Zealand but also globally due to their consistent winner record over the past 100 years.

1.4   Research Objectives and Conceptual Models

There are three main objectives of this study, these are:
1. To identify factors and barriers that impact sports consumption, and fan behaviour of rugby fans in in New Zealand.
2. To conceptualise consumption behaviours of rugby fans in New Zealand.
3. To construct a conceptual model that identifies fan consumption behaviours.

The conceptual model designed by the author is called the *Sport Circle Consumption Model*. The objective of creating this conceptual model is to share it with people in the industry, who can choose to apply sections of the *Sport Circle Consumption Model* into their sport organisation. The purpose of the '*circle'* is to help maintain and/or recruit fans, to the organisation. By gaining more fans, the organisation generally receives more economic gains and growth in the organisation can take place. The conceptual model can be applied to organisations at a community level, such as schools and clubs, or at a professional level with organisations like New Zealand Rugby Foot Union or the Chiefs, Super rugby team

1.5   Research Question and Sub –Questions

As this research is based upon Holts (1995) consumption practises and related research, further sub research questions could be related to the four consumption metaphors used by Holt (1995). The metaphors are described to be consuming as:

1. Experience – How does the fans experience of rugby help them understand the game?
2. Integrating - what does the fan gain (physically, emotionally and psychologically) from the consumption of rugby?
3. Classification - what frameworks are used by various fans to affiliate and/or differentiate to others?
4. Play - what actions of play/banter do rugby fans use to interact with other fans?

1.6   Research Methodology

For this research ten one to one interviews were facilitated by the researcher, and an extra twelve interviews on the same topic were analyzed and used as part of the data. The research methodology applied was qualitative, utilising a theoretical framework within an interpretive paradigm. This work aligns with the philosophy of interpertivism research with the goal to create a conceptual theory that recalls the behaviour patterns of the consumer (Crotty, 1998).   The process of interpertivism methods should capture and provide insights from real life experiences, into the reasons that influence consumer behaviours with brands and products (Goulding, 1998). By implementing interpertivism the analysis of the data aims to deeply comprehend the consumption experiences shared, in order to generate findings that best reflect the research participants' views and feelings on the research topic (Crotty, 1998).

1.7   Research Contribution

There are two key contributions this research offers, with the first being an empirical contribution. Although there is an abundance of research on consumption behaviour and fan behaviour, there seems to be limited research in the specific area of rugby fans. And even more so, rugby fans in New Zealand. Therefore this research contributes new data and information on these topics. While researching literature for this topic there did not appear to be any other studies that utilised Holt's (1995) framework, therefore this particular work offers another unique feature as research

contribution. The conceptual models developed in this thesis have been designed for organisations in the sport and recreation industry to apply. The objective of applying the model(s) is to aid growth and development in the organisation, by gaining and/or maintaining consumer levels. The conceptual models created offer a space for further research in this area. Future studies could possibly be 'tracking' and evaluating the application of the *Sport Circle Consumption Model* and/or the *Inner Fan Model.*

The second contribution is managerial (implications) and this is explained in chapter five; discussion. In this chapter, fifteen propositions are produced but five of these are chosen to be expanded on, for example that can be applied into the industry. The first two propositions define the key elements that influence consumption behaviour and fan behaviour. The examples in these propositions explain how this knowledge can help groups understand the needs of their consumers. The final three propositions specifically focus on the three prominent fan types that arise from this study; the fair weather fan, the fanatical fan and the devoted fan. By understanding the different fan types, there is potential to develop and execute an effective marketing strategy tailored towards each fan. This approach can also be applied to the development of new products to the market/industry.

1.8   Research Limitations

Research recognises the limitations related to the conceptual models and operational approaches offered in this work. The researcher identifies four limitations that are explained further in chapter five. The four limitations are: the qualitative research approach, limited source of research, sampling framework and an untested model**.**

1.9   Chapter Summary

The motivation for conducting this study is to contribute extended knowledge on consumption behaviours and fan behaviors. The key research points of this study were out-lined as the; literature on consumption behavior and fan behavior; the economic values of sport for local and global economies and the definition of the Holt's (1995) structure that this thesis works within. The qualitative methods of interpretive paradigm for exploring the data were briefly outlined. The research question was presented: How do we conceptualize consumption behaviours of rugby fans

in New Zealand? And the research objectives and sub-questions were also shared. All the work being completed in each chapter leads to the design of the conceptual. The aim of this model is to help a sport organisation increase their consumer levels and/or maintain their current level, by use the results and the conceptual model of this research.

Chapter One: Problem Orientation

This chapter discusses the research background and key themes in this thesis, which generates the foundation of the research questions and objectives. The main research question is: How do we conceptualize consumption behaviours of rugby fans in New Zealand? The main research objective is to create a conceptual model of consumption behaviours and fan behaviours that can be applied into the sport and recreation industry. This chapter also presents the research strategy that will guide the undertaking of this study in the data collection and data analysis phases.

Chapter Two: Literature Background

The topics of discussion in this chapter are consumption behaviours and fan behaviours, and here the business-aspect of sport is the focus. This chapter will introduce the structure applied through-out this study. This is based in the literature used for this work, with an aim to create meaningful results through the data collection and analysis phases. The meanings of the terms are: *consumption behavior* this includes interacting with others, and is influenced by a person's social groups; family and/or friends) (Holt, 1995; McDonald, Milne & Hong, 2002; Jamal & Goode, 2001). And *fan behavior;* this involves expressions of affiliation to a group. This is the material used to start conceptualizing the topics and the research, for the making of the conceptual model.

Chapter three: Research Methodology

This chapter discusses the research methodology at two levels being the methodological and operational levels. At the methodological level, the chapter explains interpretivism and the rational for this as the chosen method of analysis. Operationally, 22 semi-structured interviews were conducted in Auckland, New Zealand, between December 2013 and

January 2014. The data analysis starts along with the implementation of the data collection, following a qualitative approach, and it was completed in August 2014.

Chapter Four: Research Findings

This chapter describes the findings of the research gained from the data collection, and presented in a structure based on Holt's (1995) framework. In this chapter, motives and influencing factors emerge from the experiences shared by the consumers as they interact with their social groups and rugby.

Chapter Five: Discussion

This chapter aims at constructing a final conceptual model of consumption behaviours of rugby fans in New Zealand, by answering the research question and giving consideration to the empirical consumer data. The literature is incorporated in support of the theory that is from the consumer data. Based on the interpretation of the result findings, which are supported by the literature, propositions are developed, thus creating the final conceptual model of sport consumption and fan consumption behaviors. The next topic is the managerial implications of the research, designed to assist sports organisations with their growth and development. They can achieve this by from understanding consumption behaviours of rugby fans. The chapter ends with the research limitation and opportunities for future studies.

2. CHAPTER TWO: LITERATURE BACKGROUND

2.1 Chapter Overview

This section explores a range of literature related to consumption behaviours and sport consumption, and also examines some important work on fan behaviour. Included is an examination of the level of economic importance of sport consumption to the global market, Australia and New Zealand economies.

A review of the research in the area of consumption behaviour identifies the work Holt (1995) as being seminal. Holt (1995) views consumption behaviour "as a type of social action, in which people make use of consumption objects in a variety of ways" (p.1). For his research Holt immersed himself in the bleachers of Wrigley Field the home ground of the Chicago Cubs baseball team. He attended 78 games over the 1990 and 1991 seasons where he used a distanced approach to observe baseball fans and their consumption behaviours. Holt's key propositions of consumption behaviour stem from this (1995) research and these same propositions provide a framework for this thesis. Holt (1995) discusses two main concepts that create consumption behaviour starting with the *structure of consumption* which is driven by consumer actions to engage with the consumption object or activity. It also entails the consumer searching for social outcomes through interaction with other related consumers. The second concept is the *purpose of consumption*, which involves two types of actions, autotelic and instrumental actions. Autotelic action is where the pure enjoyment of the consumption object or activity is driven by intrinsic motivation, and instrumental actions are driven by extrinsic motives with the likes of monetary gains, rewards or praise from others.

Holt (1995) builds on these two concepts with four metaphors that help determine consumption behaviour. The four metaphors for consuming are:

1. **Consuming as Experience** – are ways used by consumers to experience the consumption object or activity. The experience is through interpretive frameworks; social constructs such as language, consciousness and shared meaning, which are applied to the consumption object or activity.

2. **Consuming as Integration** – This refers to a consumer using a consumption object or activity to boost their self-identity and perception, which adds value to one's life. This is seen as an instrumental act.

3. **Consuming as Classification** – Classification is where consumers use consumption objects or activities to help differentiate as well as affiliate to others.

4. **Consuming as Play** – here consumers use the consumption object or activity as a way to engage and interact with related consumers. Usually the consumption object is for play and is appreciated. Holt (1995) explains how "spectators' reactions play off each other" (p. 9) where peoples' reactions increase the level of emotion shared amongst

the group. These expressions of shared emotion can be happiness in the form of joyful screams or disappointment with tears, and anger that result in aggressive behaviour.

2.2   Consumption Metaphors

2.2.1   Experience Metaphor

Motives

The metaphors developed by Holt (1995) have been utilized and extended in studies of sport consumption behaviour, for example McDonald, Milne and Hong (2002) focused on consumer motivations for watching or playing sport. Motives influence consumer behaviours and experience, because the motives are the deciding factor for consumption. A simple definition of motivation is "reason or reasons for acting or behaving in a particular way" (Oxford Dictionary, 2014). McDonald et al., (2002) sought after to understand what motivating factors encouraged participants of sports or spectators of sports. They identified and organised thirteen motivators into a framework to evaluate the driving motives of sport consumption. The thirteen motives were; physical fitness, risk taking, stress reduction, aggression, affiliation, social facilitation, self-esteem, competition, achievement, skill mastery, aesthetics, value development, and self-actualisation. This motivation framework was applied to a survey where people were asked about their favourite sports. From the results four factors emerged for either participating in or spectating sports. It was also found that each factor contained one to four of the motivators identified earlier. The motivation for participating in sports are; mental well-being, sport-based needs, social needs and participation. The spectator factors are for; mental well-being, social, sport-based needs and personal needs.

Similar research was undertaken by Wann, Grieve, Zapalac and Pease, (2008) who identified eight motivators for sport consumption; escape, economic, eustress, self-esteem, group affiliation, entertainment, family and aesthetic. A key element of Wann et al., (2008) was how they distinguished their investigated sports into different themes such as; individual, team (aggressive or nonaggressive), stylistic and non-stylistic. Participants of this research were comparing what motives linked strongest to thirteen sports of either *individual* (figure skating, golf) versus *team*; *aggressive* (rugby, wrestling) versus team; *nonaggressive* (baseball, cricket) versus *stylistic* (figure skating, gymnastics) versus *non-stylistic* (hockey, tennis) sports. The results from a questionnaire concluded that individual sports were mostly appreciated by aesthetic motivation, while consuming team sports drew eustress, self-esteem, group affiliation, entertainment and family motivators.

Nonaggressive sports had aesthetic as the prominent motivator and finally the motives for consuming aggressive sports were economic, eustress, group affiliation, and entertainment. From these findings it can be assumed that consumers use these motives to experience and appreciate the sport they are watching.

Funk, Ridinger and Moorman (2002) using the term 'motivating factors' sought to identify in their research the motives that influence sport consumption in women's basketball. In their large scale study of 800 season ticket holders and 800 single ticket attendees of a women's national basketball association game (WNBA), they found that there were an array of motivating factors underpinning an individual's consumption of the game. Their study identified four facets of involvement with a sports team; attraction, self-expression, centrality to life, and risk. These four facets were based on eighteen antecedents which included role model, the wholesome environment, entertainment value, bonding with friends and vicarious achievement.

The findings showed that the roots for attraction appear to be based on the elements related to "the wholesome environment at the sporting event that is both exciting and considered a good value for the entertainment dollar" (Funk, Ridinger & Moorman, 2002). With regards to self – expression, this facet is about the unspoken meaning or message conveyed to consumers from individuals (player) characteristics. What is deemed a positive message for a consumer results in antecedents of *interest in the team* and players serving as *role models* for young children. The involvement of centrality to lifestyle represents the social aspects and cohesion opportunities consumption activities create for people. Therefore it was evident that *bonding with friends* and interaction with other spectators was a strong feature. The fourth and final involvement facet, risk, is connected to the antecedent *vicarious achievement*, where individuals will promote their association with their favourite team to enhance their publicized image of achievement. Havitz and Howard (1995) explain that the risk facet fluctuates over a period of time depending on the performance and outcome of the team. There is always a constant presence of vicarious achievement, of winning or losing within the consumption experience (as cited in Funk,et. al., 2002). The key findings of consumer motives within the above work, when pulled together create the experience for the consumer, which relates back to Holts (1995) explanation of consuming as experience.

Customer Values

Customer values are a second sub -theme of the experience metaphor, which emerges from literature. Evasti (2013) explains that consumer values are intrinsic and can only be generated through consumption experiences and it is assumed these values will not change rapidly. Ervasti (2013) investigates how identifying consumers' values can be utilised in the design and evaluation process of mobile services. The research aim is to present a rich description of values that are prioritised by various consumer groups in the mobile service area. These groups are children, teenagers, adults and the elderly. For this qualitative research Evasti (2013) used a value dimension split into two categories being; service values (SV) and customer value (CV). This framework was then applied to seven case studies and analysed in depth for the findings. The author formulated five value dimensions within the SV's and eight value dimensions were placed in the category of the CV's. The results showed that all five value dimensions of the SV's; *functional value, convenience, quality and performance, personalisation value and localisation,* were important and relevant within all case studies. And the SV's that rated particularly high were convenience and localisation. For the CV's there were four key values from the eight, which proved meaningful in more than half the case studies, these were; *social value, stimulation, growth and self-actualisation and safety value dimension.* Although this work is not sport specific, the SV's and CV's that rated highly are highly contextualised to this research study, and can be applied to consumers of sport. They offer more depth into understanding motives for sport consumption.

With specific regards to values of sport consumption it has been found that sport fanatics share a similar set of beliefs and values, unique jargon, rituals, and replicate symbolic expression (DeSarbo & Madrigal, 2011). Green (2001) explains that part of sport consumption is the expression of values connected with particular sport subcultures, whereby participation in sport subcultures is a demonstration of personal identity. The research reviewed so far points to the identity of a sports consumer, which in essence is a sports fan, is influenced by personal and social motives as well as values, which is gained through experiencing the consumption object or activity.

2.2.2 Integration

Self – Concept and Self Congruence

Consumption as 'integration' is focused on the consumption object or activity as adding value and a boost to one's self-concept and self-identity. Jamal and Goode (2001) agree with Holt's view and they propose that consumers select brands and items that creates congruity between their self-image

and the brand image. Further support of this view about self-identity is found in Ahuvia (2005) a study of loved objects where the author discusses how people use "key possessions to extend, expand, and strengthen their sense of self" (p. 171). Ahuvia's (2005) work is based on the Belk (1998) thesis where Belk collated a large body of literature to support this rationale. Ahuvia's (2005) research involved two participants who gave in-depth interviews about objects they love other than people, and their history with these loved objects, people that they loved, and objects that they have a neutral feeling about. In this work it was highlighted that in today's world people have an array of consumer choices where goods are purchased quickly and easily forgotten. However loved objects require far more investment of time and energy in order to maintain its presence in a person's life. This "investment of energy into the love object helps make it existentially meaningful and helps integrate it into the self" (Ahuvia, 2005, p. 182).

Further support for such a notion is found in Kwak and Kang (2009) research on self – image congruence and the role this has on consumers, symbolic purchasing of team –licensed merchandise. Consumers are attracted to products that hold a symbolic image most reflective of themselves, being their self-concept (Kwak & Kang, 2009). It is stated by Kwon and Armstrong (2006) that the typical motivation for sport consumers to purchase team-licensed products, is for their symbolic meaning to that individual, rather than its functional elements. "The symbolic meaning associated with brands (i.e. team sponsors) is often expressed through the consumption and the use of brands" (p. 87).

The Kwak and Kang (2009) study used a questionnaire to collect data from 260 respondents, who were randomly selected spectators at two Korean basketball games during the 2003 – 2004 Season. The age range of the respondents was from 15 – 62 years and the gender split was 48.7% female and 51.3% male. The questionnaire was developed from a self-image congruence (SIC) model that was designed to show the relationship between *self/team-Image congruence* and *perceived quality*, and its influence in *purchase intentions* for team licensed merchandise. The questionnaire used a direct measure with the answers appearing on a five-point scale from "not at all" to "nearly overlap." The questions and items of the questionnaire measured the respondents' actual self – concept and their ideal self-concepts. For example; "How much does your own actual self-image (who do you think you actually are) and the perceived overall image of the typical team follower overlap?" The ideal-self-concept is as follows: "How much does your own ideal self-image (who you want to be) and the perceived overall image of the typical team follower overlap?" There were also questions with reference to perceived quality (the consumers overall judgment) of the product (p. 90, 91).

The findings of the study support the notion that self-congruity holds a significant role in influencing consumers to purchase sport team licensed merchandise. The merchandise helps sports fans identify themselves to their favoured team, while distinguishing themselves from opposing team fans. It was also highlighted that perceived quality had a direct positive impact on purchase intention. The overall picture is that SIC "has a bias effect on product evaluation" therefore quality perception and purchase intention manifest from the SIC. The SIC model identifies both SIC and perceived quality as antecedents towards purchase intention, while perceived quality acts as a mediating element between SIC and intentions (Kwak & Kang, 2009).

Consumer Brand Identity

Following on from Kwak and Kangs' (2009) work, is Dimitriadis and Papista (2011) concept of consumer brand identity (CBI), leveraging off the formation of consumers self – concept, and their self-image congruence towards a particular brand. CBI demonstrates the amount the brand represents and boosts the individual's identity, where by the consumers self-image overlaps with the brand's image. The work of Dimitriadis and Papista (2011) proposes that consumer brand identity is positively linked to consumer brand relationships, where all marketing activities are directed towards developing and maintaining positive relations, in order to create customer loyalty that results in strong business performance (Dimitriadis & Papista, 2011). The intention of Dimitriadis and Papista, (2011) research is to build on existing literature by linking and combining the concepts of consumer brand identity (CBI) and relationship quality (RQ). This then contributes a conceptual framework of consumer brand relationship quality (CBRQ) to the literature on this topic.

The concept of consumer brand relationship quality (CBRQ) is composed of several dimensions that a consumer uses to judge a brand. This in turn directly affects customer loyalty. The proposed model CBRQ has three components that have additional subthemes (ST) within it. These components all connect and build CBRQ, and are:

1. *Relationship benefits* which entails**;** confidence, self-expression, and socialisation, (ST). Confidence benefits are based around the consumers experience with the service provider that rallies confidence to form beneficial relationships. Self-expression benefits are on one hand about consumers striving for balance and harmonisation between their beliefs and feelings, and the other hand their

consumption behaviour stemmed towards purchasing. Socialisation benefits are the behaviour norms consumers adopt in order to identify more strongly with a social group. "Social approval is among the symbolic benefits which the consumer receives from a brand" (Dimitriadis & Papista, 2011, p. 276) as brands aid in strengthening consumer identity with a group.

2. *Identity attractiveness*; company characteristics, organisational prestige, corporate social responsibility (CSR). Identity attractiveness plays a vital role between consumer-company identification. Perceived company characteristics (the consumers perception of the company, what does it represent, its attributes, its culture and climate, and personal experience), organisational prestige (is that the important others in one's life perceives the company to be respected) and corporate social responsibility (CSR) (the brand shows a clear and genuine care for CSR, which suggests motivates consumers to identify with the brand) determine the attractiveness of a brand (Dimitriadis & Papaista, 2011).

3. *Product related features,* is the third component, made up of; quality, distribution, price. This component includes the marketing-mix variables of product quality, distribution and price. It is assumed that within this component, the focus of relationship quality is diluted. Therefore it is suggested that revisiting relationship marketing is important because relationships should be a fundamental focus within business. With regards to *product quality* "all strong brand relationships are rooted in a belief in superior product performance" (Dimitriadis & Papista, 2011, p. 277) because a brands constant functional performance leads to consumer – brand commitment. *Distribution* refers to making a "product available for convenience, time saving and service accessibility" which escalates customer satisfaction. *Price* is considered of key importance for customer satisfaction. If a consumer perceives the product price as reasonable or value- for- money the consumer-brand relationship is estimated to be long-term, and generate brand-loyalty.

Comparable work was conducted by Patwardhan and Balasubramanian (2013). They explored and discussed a variety of literature on consumer brand relationships in the vein of emotional

attachment. They conclude that "individuals seek out a brand 'partner' who provides new experiences, insights and perspectives, not unlike a romantic relationship in which partners progressively discover each other" (Patwardhan & Balasubramanian, 2013). It seems there is a clear correlation between the work of Jamal and Goode (2001), Ahuvia (2005), Kwak and Kang (2009), Dimitriadia and Papisata (2011) and finally the study of Patwardhan and Balasubramanian (2013), to support Holt's (1995) metaphor of consuming as integration. All demonstrate that integration of consumption objects or activities are to increase a person's self-concept and identity no matter the level of attachment.

2.2.3. Classification

Fan types and their characteristics

The theme of consuming as classifying is about finding differentiation from others or affiliating to others, and the five fan types as defined by literature fit with this theme. Hunt, Bristol and Edwards, (1999) define a fan as "an enthusiastic devotee of some particular sports consumptive object" (p. 440) who shows their attachment through their sports related behaviour. A classification scheme is proposed to show significant motivational and behavioural distinction between fan types. The five types of sports fans defined and described by Hunt, Bristol and Edwards, (1999) are named in a hierarchal order of lowest to highest, first is; *temporary* – this fan is only a fan for a specific time period usually related to a specified sports event. Next is *local* – a local fan is created by geographic placement; being a fan of the local team or player of the area they live in. If they move away, their allegiance decreases. This is followed by *devoted* – this fan remains loyal to their team or player no matter where they reside and with no time constraint. They have an emotional attachment to their team or player and this is a significant part of their self-concept and how they identify themselves with others. Then there are *fanatical fans* – like the devoted fan, this fan is loyal and not bound by location but their behaviour is far more engaged and intense than a regular devoted fan. Their level of fandom is a very important part of their self-identification. The fifth and final type of fan is the *dysfunctional* – this fan uses their fandom as an integral part of their self-identification, yet their behaviour is of the deviant type, usually resulting in violence or aggressive acts (p. 442-447).

Garland, Macpherson and Haughey (2004) use a different set of terms to define their three groups of fans; theatre goers, fair-weather fans and hard-core fans. Stereotypically the involvement of theatre goers and fair weather fans is temporary and situational towards their team or sport, while

hard-core fans are the opposite showing more consistent involvement. Another study regarding sports fans was undertaken by DeSarbo & Madrigal (2011) who utilise Hunt el at., (1999) identification of fan types, however they only focused on three fan types; temporary, devoted and fanatical. Their research sought to measure fan avidity through university students' behaviours for following and supporting their university football team. For this fifty in-depth interviews were completed that uncovered four distinct dimensions of such avidity expressions: on-field participation (team player, cheerleader, band member etc.), passive following (reading about the team, listening to games on the radio or the internet), social (related to the experience of being at the stadium to watch games) and purchasing (school's football merchandise, tickets etc) (DeSarbo & Madrigal, 2011).

The work of Hunt et al., (1999), Garland, Macpherson and Haughey (2004) and DeSarbo and Madrigal (2011) identify that each fan type is classified through their actions and behaviours towards the sport, team or athlete they support. The fans personal attachment and engagement levels determine which fan type they fit into; temporary, local, devoted, fanatical or dysfunctional.

2.2.4.   Play

The idea of consuming as play fundamentally is about people consuming the same object or activity as a play tool to interact and socialise with others. Holt (1995) states that "the consumption object is essential for playing because it provides the material through which playful interaction is enjoyed" (p. 9). Holt (1995) continues to explain that for spectators playing involves a performative style where their experiences are shared to entertain each other. Holt's explanation of play connects to the description of the five fan types, because all five fan types are playing with sports as a means to interact with others. Fans are sharing their affiliation to a salient group of similar characteristics and behaviours to connect at the relevant time, most commonly during the time the game is being played (DeSarbo & Madrigal, 2011).

Research into sport consumption and rugby fan behaviour appears to be limited. Researchers have focussed on rugby fans and the attributing factors for attending live games and feminine rugby fans, but no research has been located on sport consumption behaviour and rugby fan behaviour. Furthermore there is no research found that utilises Holt's (1995) concepts and metaphors in relation to rugby, or rugby fans in New Zealand.

2.3. Economic value of sport consumption

The previous section outlined consumption behaviour that essentially is influenced by people's motives, experiences and the design people chose for their self-identity. In this section the external benefits of business will be highlighted specifically the economic value to the global, Australia and New Zealand economies of the sport and recreation industry.

In 2004, the Sports Business Journal stated that the global sport business industry was estimated to be worth $213 Billion USD. At that time sport was twice the size of the automotive and seven times the size of the movie industries (Bush, Bush, Clark & Bush, 2005). In 2011 the sports industry doubled in value between $480 - $620 Billion USD. This figure Includes infrastructure construction, sporting goods, licensed products and live sports events (Zygband et al., 2011). In 2011 Price Waterhouse (PwC) produced a report that gave revenue forecasts at a global and regional base. Their economic predictions are over a five year period from 2010 to 2015 and focus on four segments; gate revenue, sponsorship, media rights and merchandising. The 2010 global sports annual revenue was valued at $121.4 billion USD and part of this figure was attributed to the FIFA Football World Cup in South Africa. Over the next five years leading into 2015 there is a likely annual growth of 3.7%, boosting global revenues to $145.3 billion USD. Again these figures are constructed by the four focal segments (PwC, 2011). The size of these figures shows that sports consumption is a significant element in today's economy, offering a wide range of growth opportunities for sport related businesses.

The table below presents all four segments of the global sport market with their estimated annual revenue, from 2006 up to 2015. The bottom row is an annual total combined from all four segments.

Table 1. Global sport market by components (US$ Millions) (PwC, 2011).

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	CAGR 2011-2015
Gate revenues	37,056	38,387	39,998	38,873	39,570	39,043	40,613	41,317	43,544	44,746	2.5%
Media rights	24,281	23,861	27,005	24,563	29,225	26,945	32,141	30,062	37,801	35,247	3.8%
Sponsorships	26,749	29,273	32,494	31,467	34,972	35,132	39,173	40,236	45,559	45,281	5.3%
Merchandising	19,430	20,413	21,263	17,586	17,624	17,570	18,002	18,549	19,565	20,067	2.6%
Total	107,516	111,934	120,760	112,489	121,391	118,690	129,929	130,164	146,469	145,341	3.7%

*CAGR = Compound Annual Growth Rate - the percentage rate of growth year-on-year, averaged out over the forecast period

To offer further evidence of the value sport consumption contributes to the global market, are comparative annual figures from the global music and global film entertainment markets. These industries are seen as relative to the sports industry because they share a similar role in entertainment for consumers.

The table below shows the three global markets and their estimated annual revenue from 2010 to 2015. The global sport market figures are made up of the four segments discussed earlier, the global music market includes; global music, concerts, recordings, and the filmed entertainment market encompasses; box office, cinema advertising, electronic home video and physical home video.

Table 2. Annual revenue total of all three markets (USD) (PwC, 2011, 2013).

Market	Total	2010	2011	2012	2013	2014	2015
Global Sport	Annual total	121,391	118,690	129,929	130,164	146,469	145,341
Global Music	Annual total	49,987	50,106	49,932	50,479	51,291	52,118
Global Filmed	Annual total	87,604	87,441	88,625	90,341	92,703	95,944

There is a significant difference in the value of the global music and global filmed markets. For example the forecast figure for 2015 for global sport market is $146 billion USD in comparison to the global music at $52 billion USD and the global filmed at $95 billion USD. Only by combining both the music and filmed markets, can they gain more economic value of 2 billion USD than the global sport market. These figures demonstrate the comparative worth of the sport market to the world economy (PwC, 2011, 2013).

2.3.1 Sport consumption and economy in Australia

Every year Australian households spend near $8.4 billion AUS on sporting services and products, and an average of $442 million AUS per year is through the exporting of sporting goods. From 2009-10 it was reported that 7.6 million Australians (43 per cent) attended a sporting event as a spectator. With regards to employment 1% of the total workforce is directly through the sports industry, employing 75,115 people. These points highlight that sports consumption contributes strongly to the Australian economy through household expenditure, sporting services and products, exporting goods and lastly employment (Australian sports commission, 2011, p. 6).

2.3.2   Sport consumption and economy in New Zealand

In New Zealand sport and recreation consumption contributed an estimate $5.2 billion, or 2.8 per cent of GDP in 2008/09. This level of consumption is equivalent to the dairy industry which is one of the country's most prominent and strong contributors that affect the New Zealand economy. Additional value is attributed to New Zealanders being active and participating in sports and recreation. This activity results in increased productivity and health benefits that create a total figure of $6 billion NZD, producing an overall estimate value of $12.2 billion NZD being contributed to the economy (Sport and Recreation New Zealand, 2011, p. 11).

2.4.   Chapter Summary

The work by Holt's (1995) work on consumption behaviour explains the two concepts that affect consumers: *structure of consumption*, whereby consumers' actions are motivated to use the consumption object or activity, for social purposes to interact with others. And *purpose of consumption* includes two types of actions the first being autotelic, where consumption is intrinsically motivated for pure enjoyment. The second action is instrumental, with motivation occurring for external gains. Holt (1995) also utilises four metaphors for consuming, with these metaphors creating the structure of this thesis.

The first metaphor is 'consuming as experience' with the first identified sub-theme being motives. Work from McDonald, Milne and Hong (2002) focuses on consumer motive for either watching or playing sport, hence the roles of a participant or spectator emerging. The authors identified thirteen motives, with mental well-being and social needs found to be the stand-out motives for both roles of a participant or spectator of sports. McDonald et al., (2002) described consumption motives being used as methods to experience the consumption object or activity. Further work on motives comes

from Wann, Grieve, Zapalac and Pease, (2008) who investigated motives for consuming various sports types, including individual, team, nonaggressive and aggressive sports. Their results of Wann et al., (2008) work that most relate to rugby are obviously team and aggressive. The top five team motives for consumers were eustress, self-esteem, group affiliation, entertainment and family. While consumer motives for 'aggressive' sports were economic, eustress, group affiliation, and entertainment. From these two types of sport arise two common motives of group affiliation and entertainment that align to rugby spectatorship.

The second sub-theme is customer values where Evasti (2013) defines consumer values as intrinsic and only produced through consumption experiences. And it is presumed these values hold firm for some time, because once consumer values are created, they will not change quickly. Evasti (2013) investigates service values (SV) and customer values (CV) as the most important values for consumers. The five most significant values for SV's were; *functional value, convenience, quality and performance, personalisation value and localisation*. The five most vital values for CV were; *social value, stimulation, growth and self-actualisation and safety value dimension*. How these values relate to sport are in the value systems of sports fans, as their CV will generally not change rapidly, and can be affected by SV, this can determine the level of fan type.

The second metaphor is consuming as 'integration,' where a consumer selects an object or activity that reflects their self-identity, helping to boost self-esteem. The first sub-theme related to this topic is self – concept and self-congruence. Authors Jamal and Goode (2001) and Ahuvia (2005), support this view of people using "possessions" to spread and develop their self – image, there integrating consumption goods into one's life, and life's routines. Self-congruence is specifically discussed by Kwak and Kang (2009) research, identifying the key motives for sports fans to purchase official team merchandise. The typical motive for purchasing such merchandise is for symbolic purposes for that individual. A teams' fan obtains and wears team apparel to signify their relationship with the team. This ultimately is the fan holding values and self-concept, similar to the team they support. Consumer brand identity is the second sub-theme of integration, with the work of Dimitriadis and Papista (2011) proposing that consumer brand identity is connected to consumer brand relationships, where all marketing activities are focussed towards developing and maintaining positive relations, to craft customer loyalty, resulting in strong business performance. Therefore from a sporting perspective, a consistently winning team, such as the All Blacks, creates a positive outlook and attachment for fans.

The third metaphor is consuming as 'classification' and refers to consumers using their consumption power to affiliate or differentiate from other consumers. This explanation would seem to link with the five fan types that are defined through the work of Hunt, Bristol and Edwards, (1999) who use fan terms of, temporary, local, devoted, fanatical and dysfunctional. Garland, Macpherson and Haughey (2004) refer to fans as theatre goers, fair-weather fans and hard-core fans: DeSarbo & Madrigal (2011) use the same terms as Hunt et al., (1999) however only concentrating on three types of fans, temporary, devoted and fanatical. In this work it is discussed how each type of fan has different attachment levels, needs and motivation that either differentiates from others or affiliates to others.

The fourth and final metaphor is consumption as 'play' where the consumption object or activity is used to make play behaviour between affiliated sports fans. Therefore this metaphor also incorporates and uses the various fan types as a method for play behaviour. Holt (1995) explains that the consumption object or activity is the tool to connect people into a playful manner. And this type of behaviour relates well to sports fans that play off each other's emotion when watching sport. The action that occurs on the field or court etc. effects the emotion and the behaviour of the fans watching the game. Play is a means for fan's to express their affiliation and emotion for their supported team and game.

Although there are significant research details existing about consumption behaviour, there is a lack of specific work about rugby fans in New Zealand, and no identifiable research using Holt's (1995) work. The topic of this research proposal is to learn more about the consumption behaviour of rugby fans in New Zealand. The background to the literature here provided shows there is a gap to fill and identifies the importance of the proposed project.

The data examined in the economic section of the review provides evidence of the importance that the sports and recreation industry holds within global and local economies. In 2011 the global market was estimated to be worth $480 – 620 Billion USD, with an expectation of continued growth (Zyband et al., 2011). Solely looking at the global market for the four segments of gate revenue, market rights, and sponsorship and merchandising, the estimated annual figure is at $145, 341 million USD showing a strong contributor to the global economy (PwC, 2011). With regards to employment, the sports and recreation industry employees 75, 115 people in Australia (Committee of Australian Sport and Recreation Officials, 2011). And from the 2006 census, 48, 363 people were employed in sport and recreation New Zealand. The New Zealand sports and recreation industry records a higher employment level than both the house construction and dairy industries

(Sport and Recreation New Zealand, 2011). With this many people employed through sport and recreation there is no denying that this industry holds importance to local economies.

3. CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Chapter Overview

To explore and conceptualise consumption behaviour of rugby fans, this thesis has followed the interpretive paradigm applying a theoretical framework. Using an interpretive paradigm and a theoretical framework as the methods of analysis allowed for the research material, twenty two one to one interviews, to be both individually and collectively analysed. Following these methods gave the analysis process a structured framework through which to contemplate the responses and to design a conceptual model. This chapter will outline and discuss the methodological approach; theoretical background of interpretivism, and the operational approach; the data collection process, the data analysis process.

3.2. Methodological Approach

It is common in qualitative research to use theoretical frameworks to help guide the structure of the work (Corbin & Strauss, 2008, p.39). The benefit for using a theoretical framework can help the conceptual stages of the work stay on track within the identified topics of the research. And for this reason the theoretical framework of Holt (1995) was adopted into the author's work. Corbin and Strauss (2008) continue by acknowledging that the use of a theoretical frame work can be controversial because of its "predetermined" concepts, however this can still be a useful tool for researchers to select (p. 39). Unlike quantitative research, qualitative research does not predefine the variables within the concepts of a theoretical framework. For example the four sections of the

conceptual model 'Sport Circle Consumption Model' (SCCM) are the 'predetermined' theoretical framework of Holt's (1995) work. However the sub themes within each four sections of the SCCM have been created through the data analysis process (Corban & Strauss, 2008. p.42).

Once the theoretical framework has been established and the data analysis is in progress, the methodology of interpretative paradigm was applied to help identify the sub themes for each of the four metaphors from the Holt (1995) work. Interpretivism "attempts to understand and explain human and social reality" (Crotty, 1998, p.66 – 67). Interpretivism is considered to be where social reality produces its processes through negotiation of meaning between "social actors", for example sport fans and "social actions" for example sport fan behaviours (Crotty, 1998, p. 11). The use of interpretive paradigm is for the researcher to be 'uncritical' in the exploration of the data to find the most natural behavioural and 'cultural meaning' (Crotty, 1998). This type of methodology turned out to be the most appropriate method for this study because the author utilised the Holt (1995) work as her theoretical framework. The use of interpretivism strongly emerged in the data analysis phase when deciding which participant comments best suited which metaphor and its sub themes; experience, integration, classification and play.

According to Mansourian (2008) the qualitative exploratory methodology is recognised by "real involvement with the research context", by "constant interaction with the data" "persistent to uncover hidden concepts and meanings" (p. 284). The use of methods within the interpretive paradigm allows for the adaptation of the data, to be interpreted as close to the reality of the experiences described by the research participants (Corbin & Strauss, 2008). This is especially relevant given the aim of this research is to understand factors that influence consumers' behaviour towards a sporting brand. The decision to use this method was guided by the research topic and focus, which is to create a conceptual model on sport consumption behaviours of rugby fans in New Zealand. Considering there is minimal research specifically on this topic, the application of qualitative methodology to understand and interpret the research seems appropriate.

Qualitative research also employs the method of interviews for data collection. This method provides an opportunity to gain insights about the participants and their experiences, not just related to the topic (rugby), but also general life experiences (Charmez, 2006). Thompson, Locander and Pollio (1989) state that the "interview is perhaps the most powerful means for attaining in-depth understanding of another person's experiences" (p. 138). A further benefit for using interpretive paradigm is the intensive approach within the data-analysis phase that forces the researcher to

reflect beyond a superficial level. This encourages the researcher to look for deeper meaning within the data, in order to find meaningful answers to help create the conceptual mode. Using both a theoretical framework and interpretive methods is not just applied to the methodological approach to analysing the data, but also through the operational approach to the research.

3.3.   Operational Approach

The operational element of the research includes the gathering of data and the analysis process to find the meanings within the data collected. It is important to ensure that the philosophy of interpretive paradigm continues to be applied in the operational approach of the research. This is so the meaning of what participants say in their interviews, are captured and reflected with an authentic perspective in the final outcome of the research (Crotty, 1998). It is crucial that there is interplay between the data and the analysis in order to link together theory and the emerging themes of the findings. This interaction between data and analysis is described by Creswell (2007) as "a zigzag process: out to the field to gather information, into the office to analyze the data, back to the field to gather more information, into the office, and so forth" (p. 64). The process of analysis is ever evolving and constant through-out the research work.

3.4.   Data Collection

Participant Recruitment

A total of 22 interviews were coded for this research topic. The researcher conducted ten one to one interviews, and a further existing twelve interviews on the same topic, were also coded. The twelve interviews were conducted by the researchers' supervisor. These provided a wider range of perspectives from people of different generations and back-grounds. One key criterion for the recruitment of the set of ten interviewees was to have a gender split of five males and five females. This was to provide a balanced perspective from both genders in order to explore whether each

gender was motivated by similar or the same factors. To help with the participant recruitment, a criterion was set using purposive sampling. This is purposely selecting participants who have specific information and experiences related to the research area. To help find the right participants, criterion sampling was implemented (Edwards & Skinner, 2009). This is where a "predetermined specific criterion" is set in order to find the most appropriate participants for the research (Liamputtong, 2009, p. 14). The participants will be drawn from groups attending rugby events, such as school, club, representative or professional games. Individuals attending such events, show an obvious interest in rugby, either directly or through association. An anonymous approach will recruit participants through attending school, club, regional and professional rugby events; games and tournaments. Being that these individuals are present at rugby events, they share an obvious interest in rugby, either directly or through association.

At the rugby games people were approached and asked if they were interested in participating in this research. An information sheet was provided, that outlined the research project and the requirements of the participants. The sample size was determined by the research method which is qualitative with a theoretical framework with an interpretive paradigm. The aim of these strategies is to create a theory shaped by the experiences shared by the research participants. Through the interviews with participants, researchers listen and analysis the action, process and social interaction found within each participants experience to create their theoretical framework (Liamputtong, 2011, p. 207, Edwards and Skinner, 2009, p. 335). The sample size of ten participants was recommended by the researchers' supervisor. This size was also a response to the time needed to conduct and analysis the data from each interview for this particular project, and the limited time available to carry them out.

Table3: Snap shot of research participants by gender 1.

Gender Interviewed	Figure	Percentage
Male	13/22	59%
Female	09/22	41%

Table 4: Snap shot of research participants by age and gender 2.

Age Range	Total Male	Total Female	Total (male & female)
18 – 25	2	2	4

26 – 34	3	2	5
35 – 40	2	3	5
40 – 50	4	2	6
60 – 70+	2	0	2
Totals	**13**	**9**	**22**

Semi-structured Interviews

The interviews were semi-structured to create some flexibility in questioning and answering, and to give opportunity to pursue interviewee views, patterns and experiences. This type of interview also aims for a more relaxed approach between the researcher and the interviewee. There will be a list of guided questions however the researcher will select when to ask these in relation to the answers provided by the interviewee (Bryman, 2012, p. 471). The focus of the interviews was to learn and understand the psychological, emotional and physical make-up of each person and their experiences as sports consumers. From there, the next step was to essentially identify and categorise each participant into one of five fan types, as defined by literature, these being, temporary, local, devoted, fanatical and dysfunctional. The collection of the data then helped shape the conceptual framework for this thesis.

Questioning Techniques

Liamputtong (2009) suggests that researchers use a variety of questions within their interviews. For this research a number of questioning techniques were implemented. First open-ended questions, this allowed the participant to discuss their experiences in their own words, and it is important for the researcher to speak as little as possible to keep the question open. Introductory/opening questions; this helped create a rapport between the researcher and participant, through relaxed interaction. It is an opportunity for the participant to speak at length and decide where they want to start. Follow-up questions which usually direct questions to get the participants to extend further in their initial response. Probing questions were used to prompt the participants to further discuss what they mean in their answer. Specifying questions which are more specific questions related to the research topic

Below are six guided questions intended for the interviews:

1. Can you please give me a brief description of your background?
2. What is your earliest memory of rugby experiences?
3. How does past rugby experiences link to your current state?
4. What do you think rugby means to our country as a whole, and then to our local communities?
5. What does rugby mean to you?
6. What encourages or discourages you to be a rugby fan?
7. How is your life connected to rugby?

Research question and sub questions

Research objectives

4. Identify factors and barriers that contribute to sports consumption and fan behaviour in rugby
5. Construct a model which identifies fan consumption behaviour

Thesis research question:

How do we conceptualise the consumption behaviour of rugby fans?

In preparation for the one to one interviews, the researcher thoughtfuly considered and created four sub-questions

As the research is based upon Holts (1995) consumption practises and related research, sub research questions were created related to the four consumption metaphors used by Holt (1995). Designing these questions helped the researcher become more familiar with the abundance of information being learnt for this topic. These particular sub-questions were not specifically asked to the research participant, but were used to as a guide for probing the relevant topics.

5. 'Experiencing' the objects with rugby's autotelic (for its own end) purpose? – For example what frameworks help fans understand the game?

6. 'Integrating' the object rugby with instrumental (means to a further end) purpose? For example what does an individual gain (physical, emotional, psychological) from being a rugby fan?

7. 'Classifying' interpersonal interaction through the object and actions of rugby? For example what frameworks are used by various fans to affiliate and/or differentiate to others?

8. Using 'play' through the object rugby as an interpersonal tool for interaction and engagement? For example what actions of play do rugby fans use within fan groups?

Interview Process

Once the guidelines were set to select the appropriate participants, the researcher asked with her social circles for potential candidates to interview. And being that anonymous participants were needed for the data collection, this manner seemed most suitable and convenient, because the researchers' friends were made familiar with the participants' criteria in order to best recommend interviewees. As stated 10 face to face interviews were conducted in the wider Auckland are. The interviews were completed in a 2 week period, of January 2014. Below is a list of where the interviews took place:

1. Interviewed at Unitec campus, Mt Albert – Department of Sport
2. Interviewed at Unitec campus, Mt Albert – Department of Sport
3. Met at a café in Kingsland, Central Auckland
4. Visited their house in Kumeu, West Auckland
5. Visited their house in Grey Lynn, Central Auckland

6. Met at a rugby club – College Rifles rugby club
7. Auckland Rugby Football Union (ARFU) head office, Eden Park
8. ARFU head office, Eden Park
9. ARFU head office, Eden Park
10. Participant visited researchers house in Mt Eden, Central Auckland

The general process for organising the interview time, date and venue was in four steps. Step 1: Prior to the researcher making the initial contact with the potential participant, the researchers' friend who had made the suggestion of a relevant interviewee was asked to check their person was definitely interested and was ok to be contacted by the researcher. Once this was confirmed the researcher would make the first contact. *Step 2:* the initial contact from the researcher to the interviewee was a detailed text message that introduced the researcher, how the researcher came to

get their contact details and why, and ask, would they be available to be interviewed as soon as possible? All potential interviewees replied to their initial text, with an answer of "yes" to being interviewed. *Step 3* the researcher called each interviewee for two purposes, as an 'ice breaker' method to have a quick friendly chat with the interviewee, and to organise the date, time and venue for the interview. Speaking on the phone also provided an opportunity for the interviewee to ask any general questions about the research. In this time on the phone, the researcher was aware of keeping a balance of engagement without delving into deep conversation about the topic, before the interview took place. *Step 4*, the researcher sent two reminder texts to the interviewee, one, the day before the interview and two, 2 – 4 hours before the interview. This was to ensure as much as possible, the interview would take place. Only one interview needed it's time to be amended from original time set.

Prior to the interview taking place, there had been up to four points of contact with the interviewee from the five steps taken to organise the interview. This process formed part of building a relationship with the interviewees in order to make them feel comfortable to answer the interview questions openly. At the time of the interview, the beginning consisted of a friendly introduction between the researcher and the interviewee. This process and introduction is standardised between all the interview participants. Again this is seen to help with building rapport between the researcher and participants (Andrea & Frey, 1994).

Once the introductions were completed, the participants were presented with an information sheet that highlighted the research topic, purpose and outcomes. Once this was read by the participant, the researcher checked they understood the details and whether there were any questions. At the conclusion of this, a consent form was presented, read and understood by the participant, who then signed the form. The key information points, as presented on the sheet are as follows:

> ### *Synopsis of project:*
> 1. This research will help to understand the behavior of rugby fans in New Zealand.
> 2. Through this understanding the research will identify factors and barriers that contribute to fan behaviour in rugby.
> 3. The research will result in the development of a conceptual model that business, learners and other researchers can develop further in practical, theoretical and learning contexts.
> 4. The research is to be conducted by Chantal Baker of Unitec.

The interviews were voice recorded and following this, a transcript was completed. The transcript of each interview was available for each participant on request and emailed to their account. No participant asked for a transcript. The timeframe set for each interviews was 60mins; however some went for 45minutes, as it depended on the articulation of the participant.

3.5   Data Analysis

For thorough data analysis the Strauss and Corbin (1998) three stage coding process was applied: *1. Open code* – this is centered on comparing the events, experiences and the interactions of the participants' data, to understand any differences and/or similarities between them all. This is the integral element of the data analysis, where the data is examined openly, to discover key themes or trends, in which these are referred to as codes, or themes. Open coding tends to generate a system to analyse the data. *2. Axial coding* – this stage of the process generates a deeper level of analysis where data is analysed in the codes or themes that emerged in the open coding. Further analysis is completed to find sub-themes of each main theme: *3. Selective coding* – this is the "process of integrating and refining theory" (Corbin & Strauss, 1998). This coding is similar to axial coding, but with a view to find a link, if any, between the themes and sub themes. It is in selective coding where the researcher connects all the themes and sub-themes together, to understand their relationships as a whole and to form the conceptual model of the research.

The process for *open coding* was the researcher first listening to the recorded interviews, then read the transcript of the interviews, both times without making notes. By eliminating note taking in the initial phase of the data analysis, it allowed the researcher to gain a better understanding of the context and information being shared on a surface level. The third step was to read the interviews and to code the relevant participant comments into the Holt (1995) themes of experience, integration, classification and play. The chosen comments for each theme were selected by its relation to the themes definition. At times a participant's comment was suited to more than one theme therefore the researcher had to decide which theme the comment best matched through her interpretation. The stage of open coding included colour codes the comments with a highlighter pen on the transcript, then to transfer relevant comments into one of four computer tables that represented each theme. Often comments related to more than one theme, and this was noted for further analysis moving into axial coding.

The axial coding stage utilised a lot of comparative modes with comments coded in the same theme. When new themes arise they were compared to others that had been identified previously. In this phase of the analysis, prominent sub-themes emerged with similar characteristics from the interviews. Another set of tables were created to integrate the sub-themes into the main themes, and this went through at least four phases to cross-check each sub-theme's relevance to the main theme. This was completed to ensure there was logical compatibility with each theme. Because of the complex themes when dealt with on self-concept and self-identity it was imperative that clear coding and reflection was applied, to simplify the complexity for the reader. The last stage of analysis was with selective coding. In this stage the main themes and their sub-themes were reviewed as four separate sections, and then as a whole piece of work to find, if any, linkages to all sections. In this time it was also beneficial to be critical and question the sub-themes created, to check that they were relevant and meaningful. There was also a lot of data reduction, to find the most appropriate quotes that reflected the theme and sub-them. There was constant revising until the researcher was content and satisfied with the final sub-themes generated.

3.6.   Research Validity

Research validity is the process used by the researcher in coding the data to find and fit appropriate words into the patterns of themes and sub-themes that emerged. The initial analytical phase of coding is helping the researcher to develop and construct theory validity. This requires a high degree of analysis between abstract constructs and the process used to find applicable meaning to create research validity (Paul, 1981). Validity is described by Miles and Huberman (1994) as the "process of checking, questioning, and theorising" between the research findings and the "real world" (p. 278).

To maintain construct validity within the operational approach to this researcher the following procedures were adhered too:

1. A research structure adopting the four themes of Holt's (1995) work guided the analysis process, which maintained a consistent direction.
2. The interview participants were provided with adequate information prior to the interview taking place, which highlighted the research objectives and outcomes. This was to guarantee there were no misinterpretations by the participants.

3. The integrity of the researcher to generate a thorough data analysis procedure to ensure quality and logic are applied to each theme and sub-theme of the research.

4. To maintain an un-biased approach the research participants were anonymous. This anonymity heightened the researchers' alertness and professionalism towards each interview.

Research Participants Information

The following tables display general information about each participant. The first set of tables covers the ten one to one interviews conducted by the researcher. The second set of tables include details of the twelve interviews conducted by the researchers' thesis supervisor.

Table: 5 - The researchers' ten participants

Participant	Gender	Age	Profession	Residence	Biographical Information
#1	F	Mid 30's	Secondary School Teacher	North Shore	The participant is a mother of two children She lives with her partner and their children on the North Shore. She described herself as a rugby fan because she has played, coached and managed a team. She played representative level rugby for Auckland and in the

					early 90's was a part of the Black Fern's trials. Her ethnicity is part Maori and part European. She spent some time teaching English in Japan.
#2	M	Mid 40's	Plumber	West Auckland	The participant has no children and is currently single. He has had rugby in his life since a small child, and is involved in rugby at the community level. He has been coaching rugby for the U21, Premier Reserve and Open grade women's club team.
#3	F	22	Professional Referee & Physio .graduate	Counties – Manukau region	This participant is heavily involved with rugby, through her family and social circles. She is part of the referee development group for the International Rugby Board (IRB). She trained at university in physiotherapy, but is currently being developed as a professional seven's referee. For this referee role she has the opportunity to travel to the Women's international seven's tournaments; China, Dubai, Amsterdam, America and Bazil.
#4	F	18	Tertiary Student at ARFU Pro Sport	Mangere, South Auckland	This participant is immersed in rugby as a player, coach, and event staff. She is a student of the Auckland Rugby Football Union's Pro Sport programme, which is a level 2 NCEA course. The student graduate from Pro Sport with a certificate in sport coaching and management. She played rugby through club and

					school since 4 years old, and in 2013 she was the captain of the Auckland South-East U/18 team. She is Tongan, growing up and currently living in Mangere, South Auckland. She had been playing club rugby this season.
#5	F	Mid 30's	Full-Time mother of 5 children	West Auckland	This participant currently lives in the Waitakere region, West Auckland, but originally grew up and lived in Wellington. Sport has always been a social factor within her family. Her siblings played rugby league and rugby union throughout her life and she is the third youngest child of 9. A mother of five children, all aged 27, 15, 13,12,6. She plays, and coaches rugby, with her children and a High school team.
#6	F	27	Acoustic Engineer	Central Auckland, Grey Lynn	This participant is originally from Germany, having been living in NZ for the past 2 years. She first played rugby when living and working in Canada and now plays rugby in Auckland, for the Ponsonby club and was in the Auckland Storm women's NPC team in 2012, 2013. She is a sports lover, and enjoys the New Zealand outdoors lifestyle.
#7	M	Early 40's	Secondary school teacher	North Shore	This participant grew up in the Waikato region, but for the past 10 years has been living in Auckland, teaching first at Westlake Boys' and currently Auckland Girls Grammar School. A passionate and analytical thinker of the game of rugby.

#8	M	Early 30's	Corrections Officer	South Auckland	This participant is married, He grow up in South Auckland, Mangere. Is involved in the development of women's rugby, because his wife has a role with New Zealand Rugby Union. Prior to that, he played First XV at De La Salle College and club rugby for Marist. He described himself as a hard-core fan.
#9	M	18	Tertiary Student at ARFU Pro Sport	Mangere, South Auckland	This participant grew up in Mangere, South Auckland, having moved to NZ from Samoa, in 2012. He is a current student of the ARFU Pro Sport rugby programme. Pro Sport is a level 2 NCEA, 1 year course. The student will graduate from Pro Sport with a certificate in sport coaching and management. Rugby is immersed in this person's life, in roles of a player, coach, and event staff.
#10	M	18	Tertiary Student at ARFU Pro Sport	Whangarei, Northland/ West Auckland	This participant gre up in Whangarei, and moved to Auckland in 2013 to attend Westlake Boys' High School. He is a current student of the ARFU Pro Sport rugby programme. Pro Sport is a level 2 NCEA, 1 year course. The student will graduate from Pro Sport with a certificate in sport coaching and management. Rugby is immersed in this person's life, in roles of a player, coach, and event staff.

The twelve interviews from researchers' supervisor

The following research participants are the twelve interviews conducted by the researchers' thesis supervisor. The researcher can only provide information that has been reflected in the interview transcripts. Therefore only some of the interviewees mentioned their occupation and area of residence.

Table 6: Researcher supervisor's twelve participants

Participant	Gender	Age	Occupation	Residence	Biographical Information
#11	F	Mid 40's	TV/media industry	Auckland	This participant is a Russian immigrant now living in New Zealand. She really appreciates the All Blacks and their haka, as a symbol of New Zealand culture. From her perspective as an immigrant living in New Zealand, she feels it is important to assimilate to customs of the country, therefore she makes particular effort to be up to date with All Blacks rugby.
#12	M	Mid 30's	Not mentioned	Auckland	This participant is a NZ Pakeha and grew up in Waikato where his parents were farmers. He is a devoted fan of Holden cars and the races these cars compete in. He claimed to not be a 'die-hard' rugby fan, and much prefers to support the team playing against the All Blacks. He is rather anti-All Blacks because he feels it was "rammed down" his throat growing up. He has a rebellious attitude towards rugby and the All Blacks.
#13	M	Early 70's	Freelancer, background in Social Services.	Auckland	This participants' background is in social services and a freelancer. At 20 he was in the Army territorials and played rugby, rugby league and soccer in his younger years. He is married with two grown children. He is an All Blacks fan and has been since being a child. He is NZ Pakeha.

#14	M	Mid 20's	Marketing and Management background	Auckland	This participant grew up in Auckland, playing rugby from a young age and made Auckland representative teams. He had aspirations to further his rugby, aiming to be an All Black, but he was involved in an accident, which has stopped him from playing contact sports. Because of this he is not as much a rugby fan as he has been in the past.
#15	M	Late 30's	Certificate in Sports Teacher	Auckland	This participant grew up in West Auckland playing rugby since he was 5. He played representative rugby for Auckland and became a professional player when rugby went that way in 1995. He was a professional player for 10 years most notably with the blues and the All Blacks. He has played rugby overseas in England and Japan. He is married with children and is NZ Samoan.
#16	M	Early 40's	A corporate role of sorts	Auckland	This participant is a NZ Pakeha described himself as a "finals fan" of rugby. Although he may not be strong fan, he does keep up with the All Blacks and the Blues. He is married with children, only mentioning a daughter in his interview.
#17	M		Not mentioned	Auckland	This participant is NZ Pakeha and a strong fan of the All Blacks. He set up and manages an All Blacks fan page on Facebook. This page was created so he could communicate with other passionate fans. He grew up in west Auckland and played rugby at school. In his interview he refers to having a daughter.
#18	F	Mid 30's	Tertiary Student of Business at Unitec	Central Auckland	This participant is a Maori/Niuean female who grew up in central Auckland. Has worked in the rugby industry and has held various roles as player, coach and team manager. No children but coaches her

					nephew in rugby.
#19	M	Early 70's	Not mentioned	Auckland	This participant is NZ Pakeha and grew up in rural areas of Rotorua and Tauranga. At 25 he moved to Wellington spending many years there, and met his wife there. They moved to Pukekohe in Counties – Manukau where they developed their family life with their children.
#20	F	Early 40's	A Chef	South Auckland	This participant is part Maori and part NZ Pakeha and an advocate for Auckland Maori rugby, and was an active member of their committee (2013). She first started playing rugby in 1998 at club level and played for 13 years. She played many years for the Auckland Maori rugby team. In her post playing years has been in team manager roles.
#21	M	Early 40's	Tertiary Sports Student at Unitec	West Auckland	This participant grew up in West Auckland and is heavily involved in rugby since being a child. He is NZ Pakeha. He has played representative rugby for North Harbour through his youth and has been coaching senior rugby for the past 10 years.
#22	F	Early 40's	Marketing/ Digital Design Industry	Auckland	This participant describes herself as a "passionate sports fan" that is very vocal when watching sports. She spent some years living overseas and always felt connected to New Zealand when supporting the All Blacks on their European tours. She is a mother, who enjoys running to keep fit and said she has a competitive nature. She is a NZ Pakeha.

3.7. Chapter Summary

This research adopts and utilises a theoretical framework within an interpretive paradigm as a means for qualitative exploration on consumption behaviours of rugby fans in New Zealand. To begin this chapter, definitions of qualitative methods, interpretivsm and theoretical framework were provided to show the rationale for using this research practise. The operational approach covered data collection where a participant criterion was created using purposive sampling, to specifically recruit rugby fans for this work. Questioning techniques were explained to show the researcher had considered the importance of interviewing well, and building a rapport with each interviewee. The research question was presented 'How do we conceptualise consumption behaviours of rugby fans in New Zealand'. The research objectives were also shown as means to guide the researcher through-out the data collection and analysis phase.

The third section of this chapter was 'conducting the interview' and here a general process of 4 steps was explained to organise interview details, while also acting as tool to build a rapport with the participant. The 4 steps are; researchers' friend to confirm their nominated person's availability: The researcher sends a text message to the interviewee, outlining the research topic and asking when is the earliest they can be interviewed?: A phone conversation is had between the researcher and the interviewee, to confirm meeting details of date, time and venue: The researcher sends the interviewee a reminder text message the day before the scheduled interview, and then another text 3 – 4 hours on the interview day to be reassured the interview time is on track. The data analysis utilised Strauss and Corbin's (1998) three stage process of, 1. Open coding, 2. Axial coding, 3. Selective coding. Following on from data – analysis was validity, where this process was described as the analytical phase of the data. The quality of the procedure created and applied in validity, is the element that will generate meaningful an insightful results.

4.   CHAPTER FOUR: RESEARCH RESULTS

4.1.   Chapter Overview

The aim of this chapter is to present the data gathered and analysed through the qualitative approach for this study. There were 22 one to one, semi-structured interviews conducted, from which evidence has been drawn that links to the literature reviewed for this work. Furthermore, from the

data analysis, extra sub-themes and key points emerged within the main themes. There are four main themes of this research; consumption as experience, consumption as integration, consumption as classification and consumption as play. These themes create the framework of this thesis and are adopted from Holt's (1995) work on consumer behaviours. Holt (1995) terms the four main themes as metaphors and this term is applied to the main theme titles.

Literature has also guided the interpretation of the results, where participant and spectator roles of sports are defined. The research responses are evaluated, and they are then selected into the role of either a participant and/or a spectator. It is in these roles, where the essence of the research contributors' feelings towards rugby emerges, and their fan type can be identified. The participants' ages ranged from 18 – 76 and are all current residents of the wider Auckland area being; North Harbour, Auckland and Counties – Manukau regions.

To help ease with understanding of the presented results the following is a list of the themes and their sub-themes:

1. Metaphor One – Experience; Motives – Family and Group Affiliation
2. Metaphor Two – Integration; Grass-roots Identity – Family and Social: National Identity – New Zealand Cultural Identity and All Blacks Identity
3. Metaphor Three – Classification; Fan Type; Fair Weather, Devoted and Fanatical
4. Metaphor Four - Play; Play Behaviour

The presentation of the results is structured as follows:

- There are four sections within this chapter, each section reflecting one of the four main themes. Each section leads with a written brief that explains each key sub-theme and their key elements.
- Following the explanation of the sub-theme and its key elements are the initial proposition(s) that was created at the conclusion of the results of each section.
- After the proposition(s) is evidence from the interviews, with an interpretation of that selected evidence, which is presented in a table.

In order to provide context, some questions asked by the researcher are included in the table of evidence from the one to one interviews. Where the question is not relevant due to the occurrence of ideas in the consumers' answer, only the consumers' reply will be presented. The researcher's question starts with "Q" for "Question". The consumers' answer starts with "R", for "Response".

4.2.   Metaphor One – Experience; Motives

4.2.1.   Family Motive

The first theme, <u>involvement and engagement</u> revealed the important role family plays on the fan with rugby through family creating a connection and motivation towards the sport. For example, for one participant this included consumption activities revolving around watching, playing as well as administration and service to the sport. Involvement and engagement began as a baby and it is expected to continue for a lifetime. The fan then replicates this process of involvement and engagement with their current and future family members. In some ways this ritual is engaged in by the fan under their own free will. However, it is suggested by some fans that Involvement and engagement is more akin to behaviours consistent with the mafia and organised crime. Participation in this type of community involvement and engagement are motivated through the fear of consequences.

Secondly, the process of <u>sharing</u> was described in the community of their family of sports fans. This upbringing is now being shared in the same manner with her children. The motivation to be a fan revolves around the shared ritual of the experience in sport consumption, including watching and playing at all ages.

Thirdly, it was identified that <u>generations</u> played an important role in the fan experience and motives. Like life experience and learning, a father passes down the history and Mana of rugby to their sons. This process in a New Zealand context is often (but not always) gender specific with most transference occurring between father to his children. The knowledge is passed down because it is perceived to be part of New Zealand culture and history. The motivation to be a rugby fan is more about the link to culture rather than sport and entertainment. Fans tend to recall the history and process of communication when the knowledge was passed down, recalling that history of connection with people, places and events.

Finally, the experience of being a fan within a family context also revolves around family participants in the role of the <u>professional</u>. Having actors involved in these experiences influences the type of motivation as a fan. But there must be a balance between the experiences of stardom vs. the grass roots experience of the fan in the family context. Further, for the actor they describe what it feels like to experience this position. As one participant recalled, being a player is like being in a

family. This could be a process of rationalisation creating a way to justify the difference between being the star vs. being the fan.

In summary, it is seen that a person's interests are influenced through the connection and experience of their family members. Participants were influenced by a member of their family to engage in rugby either as a spectator or a participant. Fans breed fans, and the results of the 'family motive' reveals that family influence is one of the initial exposures into sport consumption. It seems that this connection is a key tool that links family members together. The family influence generates a cycle of sport interest that is multi-generational; from, grandparents, to parents, to children and then grandchildren. Sports interest has a flow on effect throughout the cycle of generations through a family.

Therefore it is proposed:

Proposition 1 – The *cycle of influence and connection* is defined as a cycle of generations.

Proposition 2 – The motive to become a fan is a *cycle of influence and connection* to engage as participation and/or spectatorship.

Table 7: Metaphor One – Experience; Family Motive

Family Motive		
Key Elements	Interpretation	Evidence
Involvement and Engagement	The involvement and engagement with rugby by this participant's family members', which has influenced her to embrace rugby to the same level.	Q – What is your connection to rugby? R3- "My connection to rugby would be, first of all family, so my entire family plays except for my mother. So that would be just watching from the age of probably a month old (laughter) and then my main connection currently is I am a rugby referee for both 15's and 7's internationally." Q - Do you love the game? R3- I think I would be crazy if I didn't (laughter) because of the way that I have been brought up. I think I probably would have been disbanded from my family if I didn't. There is no choice.
Sharing	This participant's upbringing included being surrounded by her	R5- My family are avid sports watchers" What (sport) it brings for me in my family is that it's something that I really love doing. I want my kids to enjoy playing

	family of sports fans. This upbringing is now being shared in the same manner with her children.	sports… I only want them to play if they really want to.…. Three (out of five) of my kids play sports. This quote
Generations	Experiencing rugby together as a family - Dad, sons, and brothers, encourages this participant's engagement with rugby.	Q - So you just said you were brought up on rugby. What was your childhood, did that involve rugby? R2 - Playing it, my parent's didn't, my father he played a little bit of rugby when he was younger but he used to always take us to Eden Park to watch, back then it was club games at Eden Park on Saturday… I remember we used to go and watch Auckland, like three or four of us. My dad, my brothers and we used to jump in the car and get back to watch the highlights on TV and it was just things like that, you sit down and watch things you missed and re-enact it as you do.
Player	As a professional rugby player, this participant utilised his childhood memories and experiences of playing with his cousins, to maintain a humble balance.	Q - So what about when you play, what's it like playing? What does it feel like? R15 - It feels good in terms of you build up the whole week to game day. So all your preparation and I think that's the key…. I suppose even though it was a job it was fun. It's something that you love doing anyway, even if you weren't getting paid….So I think for me… being paid was a bonus and very fortunate but really, to be honest, you know, it just felt like I was playing in the back yard. So for me, it was playing with my cousins in the back yard or my friends at school.

4.2.2.   *Group Affiliation Motive - Friends*

The second motive and major theme within the experience metaphor is group affiliation. This is made up of two key elements being 'friends' and 'team'. Not only is involvement and engagement with rugby consumption influenced by family members, but also friends are a powerful influence. A significant reason for rugby consumption is that it is a tool to spend/or share time with others, be that family members and/or friends. Sharing time with friends involves watching, playing or offering services to the game (coaching, team managing etc.). A common scenario for people's initial involvement into team sports is by means of being asked by a friend(s). Often this initial query will lead their friend to a devoted approach of consumption which can be life changing, in the sense that it involves new people, new activities and new environments. This was certainly the case for participant five who began playing rugby after her friend asked if she would give it a go. Four years later she now participates in rugby as a player, a coach and a team manager. Getting involved in rugby has been life changing for participant five, where rugby has become an important component in her social life.

The second key element within group affiliation is using rugby consumption as a means to widen one's social circle. One of the positive elements of participating in team sports in that it gives a person the ability to meet new people who share the same interest. Team sport often becomes very interactive for those involved; therefore it is a great tool for making new friends, as well as to potentially strengthen current friendships. For example when one participant recalls the story of how and why she started playing rugby. She had relocated from Germany to Canada on a university transfer, knowing only a handful of people in Canada. As a means to meet new people and widen her social circle she investigated team sport clubs with rugby appearing to be the most interesting contender. She went to the club 'muster' and has been an active participant since then. Through her participation in rugby she has gained a circle of friends, while achieving playing success representing Germany in rugby and playing for the Auckland team.

Forty – five percent (10/22) of participants mentioned 'friends' as an influencing force shaping their interest or involvement in rugby. The involvement refers to being in a social setting with friends following the rugby by watching it or playing it together.

Table 8: Experience - Group Affiliation Motive

Friends		
Key Elements	Interpretation	Evidence

Social time shared	The participant revelled in the social time shared with friends, enjoying either watching or playing or coaching rugby together.	QR - What took you to that first (rugby) training? R5 - It was a good friend of mine coz she's been playing….who lived close-by to a club asked me if I wanted to give it a go…So I took that first step and I said to her, yeah I'll come and have a look and see how training and stuff go and what sort of things you guys will be doing and I started doing it from there onwards.
Widen social circle	To help meet new people and widen her social circle, this participant joined a rugby club.	R6- "I kind of need to get to know people, you know, when you go to new places, so what can I do? And I thought about doing hockey maybe, and then I saw that there was lots of rugby clubs around

4.2.3.   *Group Affiliation – Team*

The second sub-theme discovered within the major theme of group affiliation is the role of the team. The participant recounted experiences of playing in their rugby team, and the enjoyment they gained from team <u>achievement</u>. In the three examples provided below, each participant acknowledges achievement as an important factor for being in a rugby team. For participant 10, achievement comes from playing in a team with cohesion, and seeing the technical and tactical progression the team gains as the season moves forward. Obviously this recollection is positive, because the team is happy as a collective group through achieving relative goals. Participants are more likely to seem negative about their involvement if a team is under-performing and achieving minimal success. It seems that engagement with rugby and in a team scenario is held strong when things are going well. When things are the opposite in a team setting, you could expect team members to disengage from the activity

In the interview participant fourteen, shared a nostalgic memory of smelling liniment that symbolizes playing rugby in a representative team. He shares a feeling of achievement when rising to the challenge of facing his opposing positional number, and also while celebrating when points

are scored with his team. For participant four, she felt achievement when being awarded the role of team captain, which was very much unexpected for her.   She enjoyed the achievement of being the team captain, using this as motivation to be a positive role model for the rest of her team-mates. These examples show there are a variety of ways one can feel achievement within a team set-up: feeling positive and engaged due to the collective achievement of the team, a more individual focussed sense of achievements and achieving personal outcomes that boost self-esteem within the realm of the teams' involvement.

These recollections are evidence that team achievement; be that from an individual view point of personal achievement within the team environment, to a more collective approach, acts as a motive to rugby consumption.

Table 9: Experience - Group Affiliation Motive

Team		
Key Elements	Interpretation	Evidence
Achievement	Feeling the enjoyment and satisfaction from playing in a team that is achieving together.	Q - So what do you love about rugby? R10 – "Just the whole kind of team play, I love playing in a team with good chemistry, just like the whole physical aspect of it and just yeah running all the moves, just seeing the team progress is just neat".
Achievement	The nostalgic memory of smelling liniment	Q - I wanted you to, I mean give me a sense of what it's like to be in a game and what that experience is?...

	that symbolizes playing rugby at representative level. There is also a feeling of achievement when rising to the challenge against an opposition when playing in a team.	R14 - I think the first thing that comes to mind is liniment. Q - Liniment? R14– "Yeah. That just sparks, you know that's the old smell that, from the changing room just hits like a, I don't know. It's the aroma of the liniment that…, you know you're playing. Playing in a top game ….one of the things I notice is that time just goes like a flash. Especially when you play a top game, where you're playing normal club rugby….you get more time but when you're playing top rugby everything's played at a high pace. Sometimes you don't even feel like you're there, you're sort of floating…. I think it also becomes a bit of a challenge between you and the opposite player, …playing opposite you,…., so if you've got a person that scores against…, or you miss a tackle or something it just doesn't go down well. I think when your team scores everyone celebrates. . Its good motivation and I think it actually gives them a lot of energy and you see that, you see that happening. So the sort of motivation when you score a point, whether it's kicking or scoring a try yeah….."
Achievement	Enjoying the achievement of holding the role of team captain, which was unexpected for her.	Q - What does that mean to you, being captain? R4 – "Oh, just means a lot…. I never thought…..to get the role of becoming a captain. And that made me a better person in myself and to working, like, playing as a team. And it just got my confidence up…becoming a captain you have to do heaps of role modelling and

		stuff. And it was just an awesome role, I loved it".

Proposition: 3 –The cycle of influence and connection is strengthened through the membership and achievement of the team and/or athlete.

Proposition: 4 – The fan is defined within the collective of community participants that involves a social process.

Proposition: 5 – The fan collective is defined by its motives, ways of engagement, members (e.g., family, friends, self-identity and self-concepts.

4.3.   Metaphor Two – Integration

4.3.1.   Family Identity

The second major theme is *integration* and the first sub-theme established is *family identity* and rugby tradition. With that most initial life experiences arise through family members, social activities such as sport are often introduced within family circle. A lot of sport experiences shared among families include spectating, and it is here where the level of attachment to sport is developed for a person. This attachment tends to help connect family members together. Watching a game on TV or live at the ground together becomes a special occasion. An example of this one participant explains the custom her family shares of watching every All Blacks game together. This not only involves her parents and sibling but the partners of their family members as well. This tradition is so strong in her family that her elder brother would Skype during the game while being overseas.

Influence is the second theme of family identity where behaviour and attitudes of family members influence these same factors in others. An example of this is from participant four whose current passion and participation for rugby was created by her Dad. He took her to join their local rugby

club at the age of four. He shared his passion for rugby with his children where his daughter adopted this passion too. Obviously participant four has enjoyed her time playing rugby and sharing this activity with her Dad, because she remains involved in the sport and sees it has part of her future.

The third and last sub-theme is <u>affiliation</u> which is related to affiliating to a sports organisation and/or cultural society. One participant discusses his Samoan family's affinity to Auckland rugby and the Blues. This is simply in part because these teams have a lot of Samoan players; therefore they find it easy to identify with these teams. Because this participant has grown up with his family connecting with Auckland and the Blues, he easily affiliates with the same teams adopting this fan behaviour from his family.

These examples of family perspectives, is evidence of the notion that family members play a strong part in influencing an individual's fan behaviour. Ninety – five percent of participants identified family as a major factor towards being a rugby fan. Having these early experiences with family and rugby is a defining factor shaping one's self concept, because these participants have aligned their self-concept with rugby. This example strengthens the notion that part of one's self identity is influenced by the activities and values their family identifies with.

Proposition: 6 – The *cycle of influence and connection* incorporates the grass-roots identity of membership

Table 10: Integration - Family Identity

Family Identity		
Key Elements	Interpretation	Evidence
Tradition	Fan consumption predetermined before birth by family, rural orientation and is almost intrinsic as DNA.	Q - So your family now, how do you deal, get together to watch rugby or how, what do you do as a family now around rugby or what have you done? R3 - Every All Blacks game we always watch together. It was a little bit different when my brother was overseas where it was a phone call and he was sitting on the phone while we were watching. Q - Like the whole game or? R3 – "Oh you know Skype yeah."

		Q – "Oh yeah."
		R3 – "Yeah, he would get us in the morning and if he had missed it, it would be the first thing he would call mum and dad in the middle of the night to figure out what they thought on it and da, da, da".
Influence	A transfer of rugby passion from Father to daughter since her age of four, which has influenced her rugby fan behaviour.	Q - Who got you into rugby? R4 - Oh, my dad… he used to be an ex-Auckland player. And my dad's a big fan of rugby and supports me and my siblings with our rugby and sports. And yeah, my dad was the one that encouraged us to play, even though we were girls. But he made us play for, like, boys teams and stuff". Q - So when did you start playing rugby? R4 - When I was, like, oh four, I just played, you know, the ripper. Started off with that.(18). Q - And where did you play that? (Ripper rugby) R4 - That was at Manukau Rovers. I just started in my own neighbourhood and stuff, and then got up to when I was, like, nine, I played for the mixed boys team.(19). Q - Yep, tackle? R4 – "Yeah. And then from there I got into primary and we started playing from there to intermediate to high school and now here".
Affiliation	A Samoan village and family's sense of achievement and pride gained, through the success of their professional Samoan players. This has created fans for the Blues and Auckland rugby teams.	Q - And when did you start supporting the Blues? R9 – "When I was in Samoa my dad and my whole family also were with the Blues, that's where I knew the Auckland Blues". Q - And why did they start supporting the Blues? R9 –"Because they, because as I said the Auckland Blues, they have more Samoans". Q - In the team? R9 - "In the team, and that's why they support the

		Blues, coz they have Samoan boys". Q - And does that make you – R9 – "Like it makes our family, not our family, but our country do, like be proud because there are some Samoan players playing for them, from Auckland. So even though they stay in different countries but, you know back in Samoa everyone's proud of them, what they're doing and what they're achieving in life so, you know".

4.3.2.   *Grass-roots Identity*

The first key element of Grass-roots identity is <u>identification and affiliation</u>. This element is in regards to fans supporting a provincial team or athlete that represents an area of emotional connection. For example; the team is from a person's area of upbringing. Participant seven makes comment reflecting this point as "tribal", and in relation to rugby, people would most likely support or be fans of the team that represents the area they identify and affiliate with. Another example of this key element is by participant 10, whose upbringing was in Whangarei in the region of Northland. Participant 10 explains that he will support most rugby players and the team they play for, if that player grew up in the same region as he. The results identified that 77% of participants, acknowledged that their rugby affiliation with their school, club or an area, is a motivating factor towards their level of fandom to a team or athlete.

The final element is <u>participation</u>, and this reflects the various participating roles within rugby, that one person can be involved in over time. For participant one she has been in rugby roles as a player, to a coach, to a team manager and currently "just (being) a fan". Her involvement in such roles shows her commitment and enjoyment for rugby and the various aspects of the game.

Proposition: 7 - The grass-roots identity of different fan types and cycle of influence and connection, encompass country specific cultural identity (e.g., New Zealand and/or Maori).

Proposition: 8 - The *cycle of influence and connection* incorporates the grass-roots identity of membership in participation and/or spectatorship.

Table 11: Integration – Grass-roots Identity

Grass-roots Identity		
Key Elements	Interpretation	Evidence
Identification and Affiliation	The NZ cultural identity is fostered by the actions of rugby, its past, present and the future.	R7 –"people are sort of tribal with their rugby, you know, Auckland, Waikato, Wellington, coz they can identify. You know, your province, without the sporting code, that's where you're from you know. It's like your mountain, your river (symbolic means within Maori culture), and so people can identify with, you know, I'm from the Waikato and that's my team".
Identification and Affiliation		Q - What about, so you said you come from Whangarei, so what team is, we know The Blues are linked to Whangarei, or Northland, are you a Blues supporter? R10 - Oh yeah always, I'll still support The Blues, I'll support any New Zealand team, but just Hurricanes is just my number one favourite team. Q - So do you support, if The Blues are playing The Hurricanes who are you supporting? R10 - Hurricanes for sure. The Northland players that have gone into The Blues, I've always been like if they are playing good I've always liked The Blues just because they come from Northland, you see them play club rugby sometimes….. That's when I'll support The Blues hard out, like Rene Ranger.
Participation		R1 - Well currently…Just a fan but last year (2012) I managed our schoolgirl's team and

		prior to that I coached our schoolgirl's team and we won two Auckland titles and then prior to that I played. So I played for about ten years. Started at Marist….yeah I made Auckland and a wider training group for the Black Ferns…

4.3.3. *New Zealand Cultural Identity*

The second strongest sub-theme is <u>culture</u> and the existence of rugby as a dominating force in New Zealand society. Three examples have selected to emphasise the prominence of rugby discussed by the majority of the research participants. One participant describes how there was a natural expectation to watch the All Blacks play, for as long as she could remember. Therefore All Blacks and rugby fans are influenced by strong expectations, that it is almost, a custom to be an All Blacks fan.

 Another participant explains that rugby and the All Blacks are "embedded" into New Zealand history, and that people are probably not conscious of the level in which the All Blacks have influenced the traditions of the country. Lastly, participant six, who hails from Germany and has lived in New Zealand for the past two years, perceives the rugby culture in New Zealand as all-encompassing within our society. Her general perception is that the majority of 'kiwi's' are rugby fans and compares this level of fandom to football in Germany. Rugby culture in New Zealand involves tradition, history and customs, and to a degree there is an expectation to be a rugby fan. Rugby is ever present in national culture strongly featuring in media; newspaper, TV, radio and social in media.

This strong media presence and the history of the All Blacks with their consistent success, creates an image that rugby defines the country, just as a sheep is a prominent symbol of New Zealand given the influence of sheep farmed in this country. New Zealand as a rugby proud nation, are fans driven by the historical and current success of the All Blacks, as well as multiple other NZ rugby teams such as; the All Blacks Sevens, the Women's Seven and the Black Ferns. This success maintains interest in the game and perpetuates the vision international people have of New Zealand as a rugby mad country.

To summarise, identity and affiliation relates to fans, connecting to teams that represents an area a person comes from; a place that holds a fondness for these feelings of affiliation stand to contribute to a level of devoted fans. The highlighted points made are; that the success of our national team (All Blacks) drives support from fans, because they represent our nation and this makes people proud. Rugby culture is a prominent element that features in New Zealand society and communities. This is found in a physical sense for example rugby fields, sale of rugby apparel. And also in the psyche of New Zealanders, who affiliate to the All Blacks and/or the 'rugby mad' image often held by people overseas.

Proposition: 9 – Country-specific cultural identity that is cultivated through experience with the community to develop social behaviours to think and act like a rugby fan.

Proposition: 10 – The identity of different fan types and cycle of influence and connection, is cultivated by the shared and individual practises of participation and/or spectatorship.

Table 12: Integration - New Zealand Cultural Identity

NZ Cultural Identity		
Key Elements	Interpretation	Evidence
Culture	Rugby is such a prominent element in NZ culture that it forms a strong-hold over the identity of the nation.	Q - So what do you think it is about rugby that is part of our culture? R2 –"Something that's been, not drummed into us, but it's just always there.…. They've (New Zealand) obviously been successful at it, which helps. Yeah when you grow up and when you get up right from day dot

		you're watching the All Blacks and you're watching TV you're watching the All Blacks for the majority of people. I suppose, like when I was in the UK, it was the same with them with their soccer or their football. It's just that cultural thing".
Culture	Rugby is such a prominent element in NZ culture that it forms a strong-hold over the identity of the nation.	R7 – "All Black rugby is embedded in the history of New Zealand. So it's like say the Treaty of Waitangi or Maori culture, it's sort of an embodiment of what's, people probably don't think too much about it but it's all around them all the time because they've grown up with it. It's part of New Zealand history".
Culture	The NZ culture is saturated with rugby, in its physical environment and the mental psyche of New Zealanders.	Q - How do you know that we love our rugby or there's that perception? R6 – "There's just that interest… the interest in the All Blacks, or even here the Blues players. And people discuss it at work, you know, like beforehand there's a big discussion. And I work with a lot of Australians and there's always the rivalry, they talk it up. And it's on TV and I drive around and still I can see rugby poles and oh, it's a rugby field. It's funny for me, I'm not used to that. There are rugby fields all over. On a Saturday when I go for a run there's kids playing everywhere, and you can see it everywhere. Like in the shops there's All Blacks jersey's and, yeah".

4.3.4.   *All Blacks Identity*

The first major theme that is associated with the All Blacks is <u>pride</u>, and this is a strong recurring theme expressed by the majority of the research participants. For participant four her pride in the All Blacks is based on their resilience, which enables the team to beat numerous countries from all

over the world. For her, when the All Blacks play they represent passion and a mental toughness which reflects the national character of NZ. And it is these factors that make her "love" the All Blacks. Obviously the sense of pride for the All Blacks participant four feels is motivated by the level of success (current world champions) they have gained over the past 100 years. The team hold values and replicate values that resonate with many New Zealanders helping to maintain fan loyalty.

The second major sub-theme is the All Blacks as positive role models, and like pride, this was a major point highlighted by multiple research participants. Role model relates to the All Blacks as a team, and refers to the individual men who are privileged to wear the 'black jersey'. Their attributes of hard working, respectful and disciplined, portray the team and player as leaders. This leadership sets to inspire and motivate others which as participant sixteen states, "can unify the nation". Participant nineteen describes the All Blacks in similar terms seeing the All Blacks as "extremely good examples as citizens".

The third and last key element is the All Blacks brand power. The All Blacks as a brand is a developing element for the NZRU as they work on growing their global brand with this team. An example is promotional rugby games played in non-traditional rugby countries, such as the All Blacks playing the USA Eagles in Chicago, in November 2014 as a promotional tool for rugby.

A contributing factor for the All Blacks ability to have brand power is because of their winning record over a consistent period through history. This ability also builds on top of the All Blacks being good role models, and engaging fans to feel pride and "love" for this team. Participant eighteen makes comment that the accomplishments of the All Blacks as leaders are not only recognised by New Zealanders but also international sports crowds. This global acknowledgement makes the All Blacks a dominating brand that promotes our country. Like film maker and director Peter Jackson put New Zealand 'on the map' with his movies; The Lord of The Rings and more recently The Hobbit. These 'block buster' movies show case the beautiful scenery of New Zealand, while also showing the innovative skills of fellow Kiwi's in special effects. Jackon's movies have gone on to global success and a similar level of recognition has been achieved internationally by the All Blacks, with their consistent winning record and world championship title. Such achievements of All Blacks is almost a vision of 'David verse Goliath', with New Zealand being a small country dominating the world stage of rugby, fending off bigger nations such as, England, Australia and France.

Proposition: 11 – Country – specific cultural identity is cultivated through the national team (e.g., All Blacks) cycle of influence and connection, and in particular their role model, achievements, and global brand image.

Table 13: Integration - All Blacks Identity

All Blacks Identity		
Key Elements	Interpretation	Evidence
Pride and role models	The success of the All Blacks generates pride to the nation and the values shown by the All Blacks players themselves, lend themselves to become heroes and role models of the country.	Q - …Do you think the All Blacks are important to New Zealand? R4 - Yep. They make our country proud and they're role models. Little kids look up to them and we look up to them and we, yeah, they're just good, they're amazing. Q - And what makes, what makes us, the New Zealanders and you, what makes you proud of the All Blacks? R4 - That they give it their all for us, for our country, our little country and playing, like, countries that are bigger than ours and just seeing them winning for us. And that's like their message to us, that they love New Zealand, they love us and this is for us. Not just for themselves but doing us proud. That's what makes me love the All Blacks, 'cos they do it for everyone, not just themselves.
Role Models	The All Blacks are a brand, a team, and as individuals are great positive roles models for the country.	Q - What about the All Blacks today, are there any players or any parts of their game or off-field activities that you really admire or don't like or, can you talk about the All Blacks today? R19 - Well the majority of them set extremely good examples as citizens. There have been occasional lapses I guess, particularly a few years ago, but in general I think they're admired, like the New Zealand captain, Richie McCaw, I think he's, he sets a very good example and particularly the way he doesn't respond when he's being treated badly on the field.
Role models	The role model factor comes through again. That the All Blacks team and the individual players, show strong values	R16 -…I think they have the way that they can unify a nation. I think because they're generally very good role models, there's been some incidents but they've been very insignificant when you look at how long they've gone for, so I think they're good for our young people. I love to see my daughter looking up to people like Dan Carter and Richie McCaw and that because I think it gives

	that people want to emulate.	them good role models, good icons, good people to follow. I'd rather my daughter follow Richie McCaw than Lady Gaga, put it that way, so yeah.
Brand power	The All Blacks represent NZ on a global stage and act as role models with their impeccable success, which encourages Kiwi's to strive for achievement.	Q - Why is rugby a big part of our culture? R18 - Coz it's the All Blacks, the All Blacks, you know. I guess they're the most successful team, you know. Their record's amazing and they've gotta be the best global marketing tool for our country. Q - Why is that important to New Zealand, leading through rugby and particularly internationally? R18 - Because we're small, we're a small country. We're a young country and then to be the leaders in this sporting field internationally, I guess it makes us all feel good. It makes us feel good, it's a good Kiwi thing. We've got the All Blacks and now we're the World Champions.

4.4. Metaphor Three - Classification

In this third section the key three fan types will be categorised with examples from the interviews. The three fans types are; fair weather, devoted, and fanatical.

4.4.1. The Fair Weather Fans

Affiliation is the first sub-theme of a fair weather fan and participant sixteen was very honest and open about his level of interest when it comes to rugby. He admitted that he is a type of fan who is drawn to a team or competition in the later stages, being the play – off stages of a competition. But

like in the experience phase, a fair weather fan is motivated to engage in rugby due to the affiliation with someone they know who is connected to the organisation/team. This creates a desire to pay attention to activities happening in the community when the media interest is high. And being that it has been established that rugby and the All Blacks are of major importance to New Zealand culture, a fair weather fan seeks to know the essential details about the upcoming games, to affiliate with the general society.

The second sub-theme is reluctance for example participant fourteen expresses his moderate interest in the All Blacks and rugby. However in the past, this participant has been more of a keen devoted fan, playing age grade representative rugby, until a sailing accident meant he had to stop playing rugby. Since the accident, participant fourteen has lowered his engagement with rugby because he can no longer play. Although he identifies as a fair weather fan his past experience ties his interest to the game, and to a degree he resents rugby because it makes him sad. But again, because rugby is a key component of NZ culture participant fourteen is unable to escape the publicity of the game, nor the people/friends he gained through his rugby association.

In summary, 9% (2/22) of the research participants identified as fair weather fans identified. Fair weather fans are strongly influenced by social identity, choosing to engage because there is interest through the media and/or local communities. Fair weather fans are influenced by New Zealand cultural identity and All Blacks identity. The fan behaviour of a fair weather fan is shaped by the fanfare generated by the public and their social circles. This therefore creates a need and almost, pressure to partake in rugby consumption.

Proposition 12 – The fair weather fans is cultivated by cycle of influence and connection for instrumental (motivated by external benefits) purposes.

Table 14: Classification – The Fair Weather Fan

The Fair Weather Fan		
Key Elements	Interpretation	Evidence
Affiliation	Influenced strongly by Grass roots identity; social identity when	P16 – "I'm a fan in the finals… R - You talked about you're a finals fan. What do you mean by that?

	supporting a team. Acknowledging that interest is generally in the finals stages of any competition, or highly publicised games.	P16 - "I'm not so besotted by the whole kind of game at the All Blacks level. At the moment if we could just see over to the Blues I'm more engaged in the Blues at the moment because my neighbour works for the Blues. So I feel an affinity because my neighbour works for the Blues and of course Ali's place in the Blues and I'm shaping something up for the Blues. So I'm kind of focussed on them but I would not have got focussed on the Blues had it not been for the affinity with my neighbour who works for the Blues". P16 - "I'm not really, I'm not your mega, mega fan. I do want to, you know, they're my national team that I support, I'm proud of and I hope they do well and so on".
Reluctance	A fair weather fan as a result of an accident ending his playing days. Rugby now represents and acts as a reminder of this troubled time for the participant.	P14 – "I think my interest in the All Blacks has sort of, sort of tapered away, that's moderation. I mean I'll watch it now and then but I think it's a reminder of what could have been. My relationship with the All Blacks is sort of, you know I would get up in the early hours of the morning to watch the games but now I wouldn't, you know and I just you know I would watch the replays on the 6 o'clock news or something like that, so get a summary of what's happened in the game".

4.4.2.   *The Fanatical Fans*

The strongest theme exhibited by the fanatical fan is <u>passion</u>. Although devoted fans feel passion towards rugby and the All Blacks it is not at the same level as a fanatical fan's behaviour. Both the examples shared have powerful feelings of passion that define their behaviour patterns related to the All Blacks. Participant seventeen called himself a "fanatical fan" who "just love(s) the game". His commitment to support the All Blacks, lead him to start and manage a facebook fan page solely dedicated to communicating with other passionate All Blacks fans. A dedicated fan like him is

likely to be up to date with the team current affairs and would have a good amount of historical knowledge related to the All Blacks.

Example two continues the theme of <u>passion</u> as a sports fan. Behaviours that align with such a theme includes being active on social media to keep up to date with team information, reading articles in print related to the team, planning social occasions and events around All Blacks games, and ensuring to watch it live or avoidance of sources to hear results prior to watching the game.

In conclusion, fanatical fans were a minority of the participants with 9% (2/22) fitting the fanatical fan type. The two fanatical fans that were identified, show seriously committed fan behaviour to the All Blacks, with a strong sense of New Zealand cultural identity and All Blacks Identity. However, these two fans did not discuss community levels of rugby which indicates that they are not major fans of Super or provincial rugby.

Proposition 13 – The fanatical fan is cultivated by cycle of influence and connection, developed through their group affiliation to the national team.

Table15: Classification – The Fanatical Fan

The Fanatical Fan		
Key Elements	Interpretation	Evidence
All Blacks Passion	Significantly classifies with rugby and the All Blacks through Grass roots identity; social identity, and National identity; All Blacks identity.	R17…. "My underlying passion's always been between the All Blacks. Like every mate I have like known through, that's a Kiwi, can say that they've got up at 2 am, 3 am, or whatever, we'd be like playing South Africa, with their dad or something…. I'm pretty fanatical, I just love the game….. (p.1). I mean like had that page on Facebook which, to be honest they're just All Blacks Anonymous. It's just some, I mean Facebook, I see it as a way to just sort of celebrate the team together. Because I found with my friends, like I've got a lot of good friends and stuff, but they're just not as into rugby as I am".

Passion	A fanatical fan of sport and connects strongly to NZ through the consumption of rugby and the All Blacks. Dedicated sense of Grass roots identity; social identity, National identity; NZ culture and All Blacks identity.	R22 – "My relationship with the All Blacks, I'm quite a passionate sports follower, I follow a lot of sports. And having lived overseas I think my connection to New Zealand teams sort of grew from watching them when they visited when I was in the UK. And sort of missing that part of our culture, because it's not so, there's so much football in the UK and so I did miss having, sort of being immersed in a rugby sort of country. So I've been an avid sports follower since playing sports at school really, and the All Blacks obviously being kind of a huge part of our culture. ….so I go out a lot to watch rugby, but I am quite vocal….. yeah I'm always watching, I look online a lot, read articles about the All Blacks. My kids watch the Small Blacks programme when it's on, they're avid fans as well, yeah"…….. I plan things around watching it, so you know I plan, if I'm going out I'll get a babysitter and things get, you know shuffled around, or if I'm gonna be watching on delayed I set my alarm and make sure that I'm watching. Or if I don't want to watch I don't look at the internet, if I don't look at the internet for the amount of time that's required to miss information".

4.4.3.   *The Devoted Fans*

There are three examples that give insight into the key elements of a devoted fan. The first characteristic is <u>hard-core</u>. Participant eight described himself as a "hard-core fan" with his behaviour of keeping up to date with all key rugby competitions from school, club, ITM cup, Super Rugby and of course the All Blacks. He also has a keen interest in women's rugby; club rugby, National Provincial Competition (NPC), national sevens and the Black Ferns. The combination of all this interest produces a "hard-core fan". Participant eight is motivated through grass-roots identity and national identity, where he has be both a participant (player and coach) and spectator of a number of rugby competitions.

The next characteristic is one that has been discussed in metaphor one – experience; family identity, and this <u>involvement and engagement.</u> As one would expect from a devoted fan, there is a high

level of attention paid to various rugby competitions as described in the discussion of 'hard-core'. For participant eighteen is heavily involved in rugby in paid and volunteered roles, as a participant (coach and manager) and a spectator. This type of commitment is evidence of her high level of engagement in the sport. The devoted fan not only have interest and engagement in All Blacks rugby but also community levels of the game. The devoted fan has a link to grass-roots identity that was discussed in the integration section.

The third and final element is <u>passion</u>, yet this example presents a diverse perspective of a devoted fan, as shown when examining the complex relationship participant twelve has with rugby. He is full of resentment to rugby being "rammed down" his throat when growing up in Waikato region. Having rugby forced on to him through his high school years has influenced him to be "rebellious" and "different from the pack", by supporting teams who plays against the All Blacks. Throughout his interview there are comments that reflect a passion to defy the general expectation for the majority of 'kiwis', to support the All Blacks. Although he is defiant about supporting the All Blacks and rugby, he remains knowledgeable about the major events occurring during the rugby season.

The majority of the research participants can be described as devoted fans, with 82% (18/22) classifying as this type of fan. The devoted fan is involved with various levels of community rugby; schools, club, coaching, playing, and management. As well as engagement with the professional level; Super rugby, ITM cup and the All Blacks. The fan behaviour of devoted fans links strongly to Grass Roots identity; family identity and social identity.

The two major roles the devoted fans are active in are one, a participant; coach, player or manager. The second role is a spectator either watching the game on TV or live at the ground where the game is being played. The fans in this category feel a sense of New Zealand cultural identity and All Blacks Identity. Here the fans are proud of the consistent success of the All Blacks and the other New Zealand rugby teams, acknowledging that rugby is an important element of New Zealand culture. Overall devoted fans link strongly with both grass roots identity and New Zealand cultural identity, where they are engaged in a variety of rugby levels not just professional rugby but also school and club.

Proposition 14 – The devoted fan is cultivated by the *cycle of influence* and grass-roots identity that connects to participation and/or spectatorship

Table 16: Classification – The Devoted Fan

The Devoted Fan		
Key Elements	Interpretation	Evidence
Hard-core	A devoted fan of the game. He does not favour a team, but is well informed of the overall competition, the players, and teams; Super and All Blacks. This is grass roots identity; family and social identity.	R8…"you could say I'm a pretty hard core rugby fan and the wife plays. Before I met her I didn't know she played so, and she does and I think its something we can enjoy together, so that's cool". R8 – "So, although I am not a hard core rugby fan of a particular team, I think, I think I am a hard core rugby fan overall".
	A devoted fan through experiences as a participant which creates strong Grass roots identity; family and social identity.	R18 – "recently I worked at Auckland Rugby and I was one of the Rugby Development Officers…. going all the way back I just played in high school, so it was in my last year at high school, at Auckland Girls Grammar….. my nephew's pretty introverted but he's really sporty and I coached him from under 4, when he started playing ripper, and now he's playing tackle (Under 9)".
Rebellious	A different perspective of devoted. This example is from the devoted view of 'bias against the All Blacks'. Which still holds a strong connection to grass roots identity; social identity.	R12 – "I suppose I'm not a die-hard rugby supporter. I probably have more interest towards league than rugby which is odd because I was raised in the Waikato which didn't even play league. There wasn't even a league team at our school but maybe because I always saw league as being a bit of an underdog. But anyway, as far as rugby's concerned, I always see the All Blacks as being the super-power, you know, the ones to beat and for me, as I say, I talked about that under-dog issue, that probably would bias me against them so I would tend to often support the person that plays against the All Blacks". Q - So I mean would you agree that the reason why you like rugby league is because it was rammed down your throat?

		R12 – "Because rugby union was rammed down my throat, yeah, so it was probably rebellious. Yeah, trying to be different from the pack, that's where it started, but I think part of it is the fact the game is overly complicated, it changes too much, it's too stop/start, it's not exciting watching it I don't think".

4.5. Metaphor Four - Play

4.5.1. *Play Behaviour*

There are three stand-out themes that evolve as behaviours related to the play metaphor.

The first is apparel affiliation. Participant sixteen, for example he rates as a fair weather fan, with strong feelings of New Zealand cultural identitty. His motivation for engaging in rugby is for group affiliation, because there is pressure to be connected to sports events that have some importance in his local communities. In order to 'fit in' and to get into the occasion, he will wear his rugby merchandise, this being his 'crazy about rugby' hat, and a 'limited (edition) All Blacks training jersey'.

The second theme is expression and relates to a fan being vocally and physically engaged in the viewing of a game; clapping, cheering, and yelling. These actions are to express the personal emotions participant twenty two feels for the game. This relates in particular to when the All Blacks play, and this fan identifies as being a fanatical about rugby. Lastly is the example of child's play where participant five describes how her and her four children play a modified version of rugby in their home lounge. This ability to play and imitate rugby utilises the practises from all four metaphors: experience with family motive: integration with family identity: classification as devoted fans and play.

To capture the various examples of play three different kinds of play were described by the research participants. These included wearing rugby apparel to suit the occasion as a way to play into the mood of the social group: "Adrenaline pumping" expressions to play along with the excitement of game play, which can embarrass friends or family members: And lastly, playing out a modified rugby game in the family home that acts as a socialising tool.

Proposition 12 - Engaging with rugby using social behaviour in a playful manner, to share and affiliate with others.

Proposition 13 – Fans use social behaviour to experience playful interactions with other fans.

Table 17: Play – Play Behaviours

Play Behaviours		
Key Elements	Interpretation	Evidence
Apparel Affiliation	Fair weather fan Wearing rugby apparel to play into the occasion of the rugby game and event. Wearing rugby affiliated merchandise outside of a significant rugby related occasion, would be very rare.	R16- "I've got a crazy about rugby hat and I've got an All Black training jersey, special edition, it was given to me. If I am going to watch a game I will put that on. So if you invited me around to your house to watch the All Blacks and it was a big game I would get in zone by putting on my All Blacks training jersey just to participate".
Expression	Being a fanatical fan that is thoroughly immersed and focussed in the actions of the game. Passionate social identity and national identities; NZ culture and All Blacks identities.	Q - So how would you describe your vocalness when it comes to sport? R22 – "Most of my friends will not come out with me, and I quite like to, yeah I like to get in the moment and get really, you know shout, and cheer, and boo (laughter) when required". Q - So when you get in the moment what is that like being in the moment? R22 – "I guess it's quite exciting and I'm, it's quite adrenaline pumping coz, you know a good try and a good scrum or something, you know something that really works really well and everybody's kind of excited around you, which is really good. And sort of

		we jump around a lot and get quite excited and yeah, I mean you're usually drinking and things with that so that kind of thing, when it's social….. Most of my favourite rugby players through the years have been wingers and so I like that sort of running style. So yeah I like the technical side of it as well, which is, I guess when I'm watching it in a group of people and most chicks don't kind of look at those elements of it. So I end up with the guys, all standing around with the guys, you know analysing all the different things. So that impacts on me because, you know the girls are over there all drinking wine and (laughter) I'm over here drinking beer with the guys discussing how bad that decision was and why that was a yellow card or whatever".
Child's Play	Using rugby as a form of family social time, sharing the rugby experience by playing modified rugby games in their home lounge. This example is strong evidence of grass roots identity; family identity and social identity.	R5 – "We have a big enough lounge, I'd say twice the size of this room which is all connected, all in one. We move all the furniture to the side, we get a rugby ball and we play rugby on our knees at home. R5 - So my two boys, my girl and I and my baby, we play rugby. It's usually my son Gem and I, Stormy and Dujon against me and my daughter, Shania. So we always have a game of rugby at home. It's always inside though because we don't have much of a back yard where we can go and play it outside and the majority of our backyard is mostly concrete so we can only play touch on that. So it's usually an inside rugby game for us. When we do conversions we have to stand like this (she demonstrates the stance, arms up, like a goal post) so they can convert but where we do the kicks, the conversions, we make sure that it's at the wall".

4.6.   Chapter Summary

This chapter provides an analysis of data, using the framework of Holt's (1995) research on consumption behaviours. The key sub-themes that were generated for each metaphor were guided by relevant literature. The data was categorised into Holt's (1995) metaphors, first beginning with *experience*. The leading sub-themes were <u>family motive</u> and <u>group affiliation motive</u>. <u>Family motive</u> explored the themes of *involvement and engagement, sharing (time), generational cycle and professional*, with relation to these factors encouraging and influencing one's level of rugby consumption. This influence and engagement into rugby, generally occurred at a young age for the research participants, and successively has continued into adulthood. The <u>group affiliation motive</u> extended to 'friends', where rugby and/or sport consumption is used as a means to spend time with friends, or to make new friends. Being part of the 'team' environment was also a motive strongly fuelled by the desire to achieve, or the accomplishment of achieving the team goal during the competition.

The second metaphor discussed is integration where four sub-themes were established, these are *family identity, grass-roots identity, New Zealand cultural identity* and *All Blacks identity*. <u>Family identity</u> incorporated *tradition, influence, and affiliation,* using rugby games as a means to form family customs and by spending time watching games together. Influence, as expected is about family members playing an influential role on other members' fan choice of teams and competitions. Affiliation is in the context of family members choosing to become fans of a team. This support is because they connect with the players of that team (the Blues or the Auckland teams). <u>Grass-roots identity</u> has recognised two key elements; *identification and affiliation, and participation*. In this sub-theme, fans identify and *affiliate* to teams and/or players that represent areas of fondness for them. *Participation* refers to the roles consumers can use to become involved in rugby communities such as, a player, coach or team manager, and/or being part of spectatorship. The third sub-theme is <u>New Zealand cultural identity</u> that has a sole focus on *culture* with discussions concentrating on how rugby is such a strong component within New Zealand culture and society. The examples of this is the media attention given to rugby and a general perception that rugby is one definitive image reflecting New Zealand's culture and society. <u>All Blacks identity</u> discusses *pride, role models and brand power* as the core elements of the All Blacks which make the team and the individual players popular amongst New Zealanders and overseas.

Metaphor three is classification where <u>fan types</u> are specified; fair weather fans, devoted fans and fanatical fans. It seems <u>Fair weather fans</u> do not have a strong affinity to a team but they pay some attention to rugby because of its dominance in New Zealand culture. <u>Devoted fans</u> were themed as

hard-core and involved and engaged, with their behaviour as they tend to be highly active in the rugby community; school, club and professional rugby level. The third theme was rebellious, using an example of a participant who supports teams playing against the All Blacks, while also preferring rugby league over rugby. Lastly fanatical fans show truly passionate and avid behaviour to their supported team, which in this case is the All Blacks.

The fourth and last metaphor is play that discusses three means of play behaviour: apparel affiliation (wear team branded merchandise to affiliate to other fans): expression, through verbal outbursts and exuberant body language and lastly: child's play - playing modified versions of rugby to suit children and involve all members of the family, in the activity.

The following chapter critically analyses and discusses the research findings with relation to the literature background, suggesting the connection between all major themes and sub-themes. A total of fourteen propositions were created from the research results and these will be presented again, with a selected few explained in managerial implications.

5. CHAPTER FIVE: DISCUSSION

5.1.   Chapter Overview

The research question explored in this study was presented in Chapter 1 as: how do we conceptualize consumption behaviors of rugby fans in New Zealand? In chapter 2: the research question helped to build theoretical knowledge regarding fan behaviour. The seminal piece of research forming this study is Holt's (1995) work on consumer behaviour, this creates a framework for this thesis. The Holt (1995) work has four sections that provide the four main themes of this thesis these include, consuming as experience, consuming as integration, consuming as classification and consuming as play. Further literature was collated to support each section of the framework, and the topics were: experience – motives and customer values: integration – self-concept and congruence, and consumer brand identity: classification – fan types and their characteristics: play – play behaviours. Guided by the framework, data was gathered that focused

on identifying consumer behaviours of rugby fans in New Zealand. The investigation included twenty two, ten one – to – one interviews to analysis this topic.

The results from the data collection supported the four key themes while identifying multiple sub-themes which were presented as the following (chapter 4):

- Experience; sub-themes, family motive and group affiliation motive
- Integration; sub-themes, family identity, New Zealand cultural identity, grass-roots identity and All Blacks identity
- Classification; sub-themes, the fair weather fan, the devoted fan and the fanatical fan
- Play; sub-theme, play behaviour

The purpose of this chapter is to present the conceptual models that have been developed, based on the key themes of Holt (1995) and the sub-themes that emerged through the data analysis. There are two models that have been created on consumption behaviours of rugby fans in New Zealand. The first is named the *Sport Circle Consumption Model*, and the second is called the *Inner Fan Model*. The first segment of this chapter is where the conceptual models are presented and explained. Integrated into this part are the results of the data, along with its relevant literature. Following this are the research propositions that were generated from the findings. This chapter will also provide managerial implications that could be applied by organisations in the sport and recreation industry. The final part of the chapter will outline research limitations of this study that may assist future research in this area.

5.2.   Conceptual Models

There are two conceptual models that have been created to present the information gained through this research project. The first and major model is the *Sport Circle Consumption Model*, and this model that is the main of the two. The second model is the *Inner Fan Model*, and this offers a more specific focus of the psychological and emotional characteristics of a fan.

5.3.   The Sport Circle Consumption Model

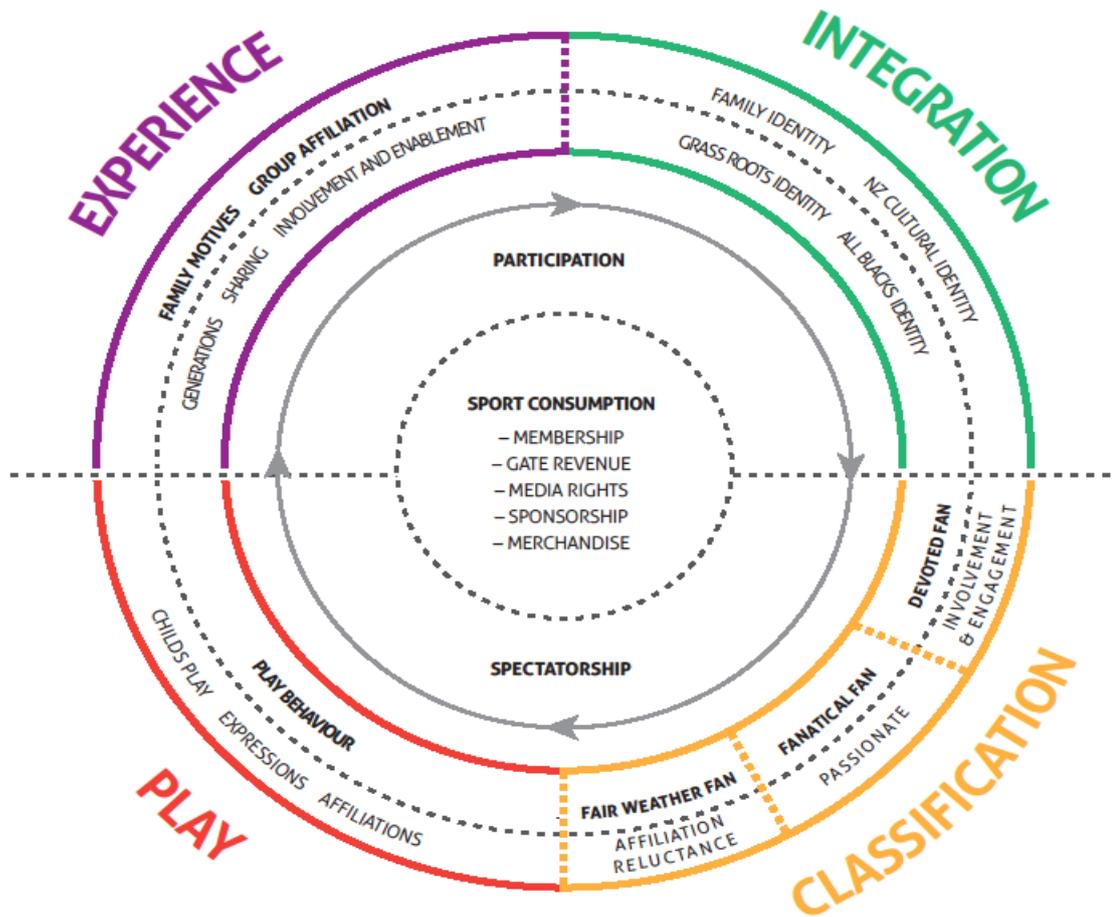**Figure 1. Sport Circle Consumption Model**
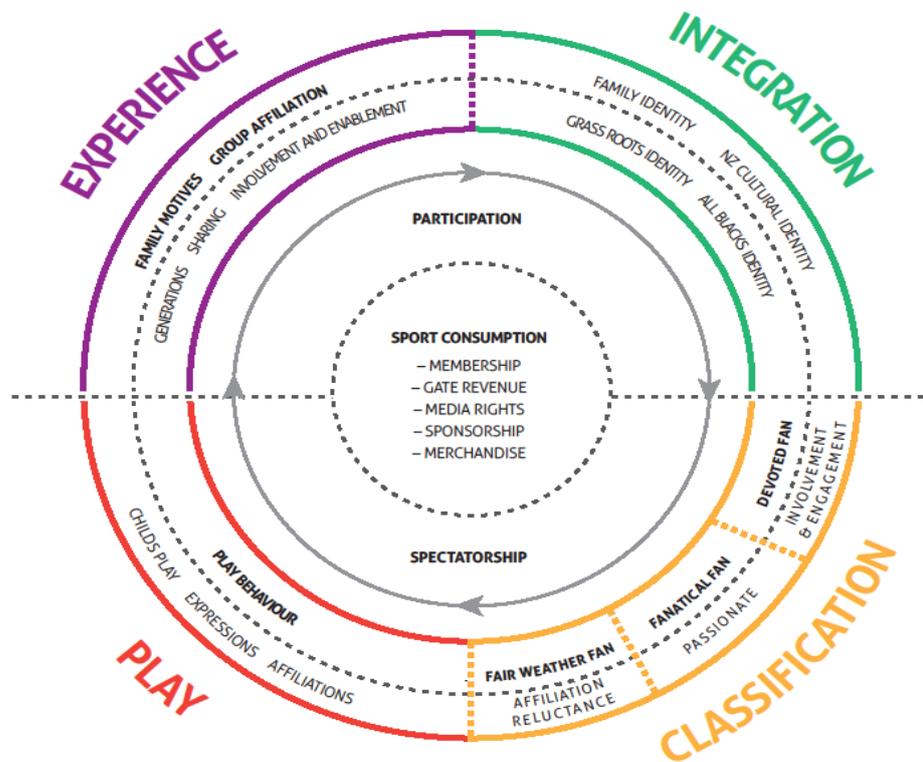
(Baker, 2014)

The *Sport Circle Consumption Model* has been designed from a business perspective of a sports organisation, with the purpose of identifying how a sporting organisation can benefit economically by retaining and recruiting fans. This model identifies some of the influences on how fans engage and consume sport. The first conceptual model is the overarching model called the *Sport Circle Consumption Model*. This conceptual model adopts the theoretical framework of Holt (1995) incorporating the four sections that are, consuming as 'experience', consuming as 'integration', consuming as 'classification' and consuming as 'play'. This framework has been extended on the basis of the results of this study which identifies influences that affect consumption behaviour of rugby fans.

The concept of the model as a circle is to signify the correlation and relationship between each section of the circle. If one section of the circle is not functioning well the entire circle will break

which results in minimal productivity. The visual concept of the SCCM was developed near the end stage of the data collection phase of the research process. The four key themes of the research that have been adopted through Holt's (1995) works, with the metaphors of consuming; experience, integration, classification and play. In the circle each metaphor is sectioned as a different colour, (purple, green, yellow and orange) as a tool to help people read the model and recall the meaning of each colour, and what its role is in the circle. As sub-themes started to emerge through the data analysis process, it became evident how important the relationships are between each section. The circle concept seemed to be a logical and meaningful format, to signify the relationships and values of each coloured section. The relationships of each coloured section have an importance because each colour has an influence over the other. All the information that is presented in the *Sport Circle Consumption Model* is to show the complexity of what components create a fan. But also presents a 'map' that can help organisations create a strategy plan to retain and/or recruit fans.

The naming of each layer of the circle was compared to the earth's core, as it seemed like a theme with a collective and unifying purpose. Each ring has been given the name that represents a major layer of the earth, starting from inside to out; *inner core, outer core* and *the crust*. Next the image is again the *Sport Circle Consumption Model*, that is followed with the explanation and meaning of each coloured section and the layer it is part of.

Figure 2.   Sport Circle Consumption Model

(Baker, 2014)

The Inner Core

  The first layer of the S*port Circle Consumption Model* is the 'inner core' and within this are five methods of sport consumption. The suggested methods come from literature and can be seen as having a direct relationship to a sports organisation growing their economic base. These consumption methods outlined in the *Sport Circle Consumption Model* include: joining a club and paying fees which is described as membership, attending games and buying tickets which translates to gate revenue for an organisation, watching games on TV/online which is referred to as media rights. The fourth method is sponsorship, and this can directly affect consumers because it can help create opportunities for organisations and

their members through either financial support, sponsored product, or discounted prices on equipment and services. The last method is merchandise, which results in consumers purchasing club, school or a professional teams' branded apparel or accessories, with the profits benefitting the organisation (PwC, 2013).

The Outer Core

The next ring in the *Sport Circle Consumption Model* is named the 'Outer Core' and this includes two parts; participation and spectatorship. Participation is the section that identifies participative roles that relate to a sport for example, players, coaches, team managers, and school or club committee members. Spectatorship is the section where fans are spectators of various playing levels of rugby; small blacks rugby (U6 – U13), teenage rugby (U14 – U19), and senior level rugby (U20 – premier grade). It is possible that a consumer can be active in both sections and it is highly likely that a consumer in a participative role will also act as a spectator. For example, a consumer in a participation role as a player would then take spectatorship by watching games at the rugby grounds or on TV. However, there can be consumers that are solely in spectatorship, they have not had, and most likely will not experience playing, coaching or being a team manager. These consumers may work in a paid administrative role, which would identify as a spectator role. Not all administrators have been in a participative role of the sport they work in.

The Crust

The top layer of the *Sport Circle Consumption Model* is called the 'Crust', and it is at this level where the structure of Holt's (1995) work is applied. Below, the four sections, being *experience, integration, classification* and *play* that make up the 'crust' are explained. In each section is a brief definition of the theme, with relevant literature integrated, followed with an example from either the research results, or a created example that relates to a given sports organisation.

Purple section - Experience

Consuming as experience is defined as the methods consumers use to experience the consumption object or activity. The methods are through 'interpretive frameworks' which are social constructs, such as languages, product awareness and shared meaning with other consumers relating to the

object or activity (Holt, 1995). The key findings within the 'experience' section are family motive and group affiliation motive.

'Family motive' – The first clear motive of importance for the research participants was 'family'. Wann, Grieve, Zapalac and Pease (2008) explain family motive is driven by a desire to spend time with family members, and sport consumption creates this opportunity. This motive is predominantly common among sports fans that have children and/or are married. This is evident in the research results where a total of 21/22 = 95%, participants revealed that their family is a strong motive towards their consumption behaviour of rugby. A family is made up of multiple roles and identities and the key terms linked with these different identities as identified in the interview were; mum, dad, sister, brother, cousin, grandma, grandpa.

There were five key terms specifically used by the participants who referred to family in their interviews and their family members as influence into sport and/or rugby consumption, these were: forty – five percent (10/22) stated their 'family' as a main source of influence into sport and rugby consumption: The term 'Dad' or 'Father' was used by thirty – six percent (8/22) of participants: The mention of 'Siblings' was by twenty – seven percent (6/22), who revealed their siblings as an influence into their participation with sport, that lead onto rugby consumption: 'Cousins' 9% = (2/22) declared their cousins as early influence into rugby involvement: A participants own 'children' was mentioned by 9% (2/22) as part of their motivation for rugby consumption: And lastly, 4.5% (1/22) had no reference of any family term at all in their interview was 4.5% (1/22) as part of their influence into rugby consumption.

'Group affiliation motive' - The second major motive for sport consumption is 'group affiliation'. Group affiliation incorporates the use of social behaviour, by interacting with others involved in the same activity. The key terms linked to group affiliation are; friends and team, these terms were consistently used by participants in their interviews. Forty – five percent (10/22) of participants mentioned 'friends' as an influencing factor into their interest or involvement in rugby. And fifty percent (11/22) of participants mentioned 'team' as a motivating factor for playing rugby in a competitive setting. Three key elements emerged in relation to group affiliation these were, involvement and engagement, sharing, and generations.

Group Affiliation – Key Elements

Involvement and Engagement – Involvement refers to being in a social setting with friends following the rugby by watching it or playing it together. Sports' spectating as part of a group is the opportunity "to spend time with friends" (Wann et al., 2008). Consumers want a consumption environment that encourages product involvement. This then enables the consumer to be engaged in the activity or with the object. In a sport context supporting this notion is Sierra, Taute and Heiser (2012) who states that "involvement moves fans from awareness of a sport or team to eventual allegiance". Involvement also plays an important role in team attachment and ultimately this develops a stronger sport brand within the community (p. 333) which should generate more fans. Therefore a sports organisation needs to evaluate what is being done, if anything, to create 'involvement and engagement' within their group.

Sharing – sharing involves using rugby as a means for family members and friends to share time and experiences together. This shared time, services the social needs of an individual and a group of people. The typical scenario that showcases family and friends experiencing rugby together, is simply a gathering a family members house to watch a rugby game on TV, or family members and/or friends going to watch their daughter or friend play rugby on a Saturday.

Generations – Sharing time with family members are where the rugby activity is the central component that brings the generations together; grandparents, parents, children, siblings, grandchildren and cousins. It has been discovered through the results that 95% of research subjects identified that family members are a compelling influence on one's level of rugby consumption, and fandom. And it is within this influence that one's relationship with rugby and its various brands, for example; the All Blacks and the Blues, has the potential to be lifelong as it moves through decades to generations.

Green Section - Integration

Integration is described by Holt (1995) as using a consumption object or activity to help boost self – esteem and self-concept. The use of a consumption object or activity can also be integrated into one's self –identity, with the potential of people becoming loyal users of a brand. According to Jamal and Goode (2001) rather than consumers consuming products for their material benefits, they consume products for their symbolic meaning, and the way that portrays their whole image. The same authors also describe self-concept to be "a cognitive structure which is in many ways associated with strong feelings and behaviours" (Jamal & Goode, 2001, p. 482). In the results chapter, the integration section found that the experience of rugby consumption was produced through a person's family and social circles. These experiences feed the integration process that develops self-concept and self-identities. Through this research four key identity types emerged being; family identity, grass-roots identity, NZ cultural identity and All Blacks identity, and each identity type will be explained.

Family Identity - family is a major motive for sport consumption and this was identified in the data analysis of the 'experience' section in the *Sport Circle Consumption Model*. One of the key elements within *'experience'* is *sharing time*, and it is here with family members, that people generally get their initial exposure to sport, where they are most likely to become a fan. And it is in this time, where they tend to adopt the common methods used by their family, to consume the sport. The family customs are learnt, practised and evolve over a life time so they become characteristic of a person's self-identity. In relation to rugby consumption, an interest in rugby is typically shared among the generations, the results of this research have established, that fans breed fans. Family membership and influence can determine a person's level and method, of rugby consumption.

Grass-roots Identity - There are two key elements that are part of grass-roots identity, the first being identification and affiliation. It is here that consumers chose to support a team or athlete because they represent an area the consumer grew up in, or the area a team or player represents that holds symbolic meaning to the consumer and/or fan. This can also be related to an athlete who has been a member of a school or club that a consumer has also been a member of. This shared membership enhances the consumers' level of support towards that

team or player. The results identified that seventy – seven percent of participants, acknowledged that their rugby affiliation with their school, club or an area, is a motivating factor towards their level of fandom to a team or player.

The second key element is participation; thus is related to the various roles a consumer can take on, such as being a player, a coach, a manager, a teacher, an administrator. These roles are generally in organisations such as schools, clubs and governing sports bodies. This level and type of participation can be a means to integrating the object or activity into one's life, with a connection to instrumental actions that are shaped by intrinsic motivation.

New Zealand Cultural Identity - This key element incorporates identification and affiliation, and culture. Research participants described New Zealand culture and history being "embedded" with rugby and the All Blacks. The rugby culture in New Zealand involves tradition, history, and customs that have been formed by New Zealanders through generations. This study's results also identified that general perception of kiwis is to be 'rugby mad'. This is because rugby and the All Blacks have a strong presence in New Zealand society. The presence of rugby can be seen in a physical sense, for example; rugby fields, goal posts, rugby clubs, live games and high media coverage of rugby but the All Blacks in particular. Many 'Kiwi's' adopt and adapt rugby culture into their self - identity, especially the All Blacks due to their hero status as consistent winners.

All Blacks Identity - All Blacks identity involves a fan adopting the values and success of the team and their individual players into their own self-identity. The findings show that consumers connect with the All Blacks due to their positive image as role models. Another strong factor for fan attachment to the All Blacks is their consistent winning record that draws and maintains the high levels of consumer engagement they seem to have compared to other New Zealand sporting brands. In line with this study is the result Funk, Ridinger and Moorman (2002) research which identified that "players serving as role models and community pride" are two antecedents for sport participation, and this is certainly the experience the All Blacks give to their fans.

The findings also acknowledge the brand power of the All Blacks and the effects of the team's values and accomplishments. All Blacks values and achievements which are shared through generations and various communities also create positive global exposure, for the All Blacks and

New Zealand. This level of attention allows fans to reaffirm their identity as New Zealanders, because the All Blacks are seen as a brand synonymous with New Zealand. The brand of the All Blacks represents values that New Zealanders can feel proud of. People are passionate about the All Blacks because a fan can take the success of the team and carry it as if it were their own personal achievement.

Yellow section – Classification

Classification is the means consumers use to affiliate or differentiate to others, using a consumption object or activity (Holt, 1995). This definition of classification links to fans of teams or athletes. There are three fan types identified in this research, which are the fair weather fan, the fanatical fan and the devoted fan. In relation to classification it does not matter what type of fan a person is, they are choosing to support a team, which affiliates them to other related fans, while differentiating themselves to opposing fans. The research results next identified characteristics and behaviours that belong to the three fan types and these will be discussed.

The Fair Weather Fan

The first fan type is a 'fair weather fan', this fan's commitment to support a team or athlete is brief and generally for a short – term. Only 9% (2/22) of the research participants were identified as fair weather fans. The results showed that fair weather fans have minimal interest in the intricate details of a competition, as they become more engaged in a competition in the play-off, finals stages of a competition. It was recognised in the analysis of the data that their affiliation to a team or athlete is influenced by the amount of media coverage given to the competition or team. The more media exposure given to the sport, or team, or athlete, the more a fair weather fan feels compelled to pay more attention to the event. Their consumption level is also influenced by their social groups such as work peers, family members, and friends. If their social groups are interested in the upcoming sport event they will increase their level of attention to the sport too. A reason for this is to increase their group affiliation to their social groups. This idea is supported by Garland and Haughey (2004) who agree that for fair weather fans to show stronger psychological commitment to a team or athlete, they need more enticement from sporting organisations marketing schemes.

The second key element related to a fair weather fan, is a reluctance to be a fan. The results identified that this type of fan exhibits reluctance to show or have an emotional commitment to both a team's successes and their losses. However, due to rugby's strong presence in New Zealand culture, these fans are likely to keep up to date on large rugby events as a fair weather fan appreciates the need to be fairly up to date with information on the national or local teams. This is to ensure they feel included and can contribute to conversations about this topic within their social circles.

The Fanatical Fan

The second fan type to discuss is the fanatical fan, like the fair weather fan, 9% (2/22) of the research participants were identified as fanatical fans. The fanatical fans from this research only related to and acknowledged the All Blacks. There was no clear reference to any other types of rugby such as school, club, ITM cup or Super Rugby, as the interview content mainly referred to All Blacks rugby. Fanatical fans are described to have the highest level of attachment compared to any other fan type. Their expressions of attachment include a ritualistic approach which far exceeds devoted fans (DeSarbo, & Madrigal, 2011). The fanatical fans of this research, approach All Blacks rugby with passion and watching an All Blacks game is a priority for them. One participant explains that when the All Blacks are playing she ensures to have plans in place to watch games live or to watch delayed coverage, avoiding other sources of information that may have the score. Another example of fanatical fan behaviour is their high level of media use, where they are up to date with the latest news about the team. Such as following players on Instagram and twitter, using on-line information websites like allblacks.com. Due to the level of passion and commitment to the All Blacks that fanatical fans exude, they deeply adopt *All Blacks identity* (sub-theme of integration), into their self-identity. And this is what makes them fanatical fans, but again, there was no clear reference to any other kind of rugby. The results also make out that the fanatical fans of this research are involved in spectatorship rather than participation.

The Devoted Fan

The third fan type is the devoted fan, and DeSarbo and Madrigal (2011) describe this fan as having a solid sense of attachment that is not limited by geographic constraints. This fan is not swayed by the results of their supported team; they are committed no matter what the outcome is. The research results showed that eighty – two percent (18/22) of the research

participants identified as devoted fans. The key aspect that sets devoted fans apart from fair weather and fanatical fans is their involvement and participation at school, or club or provincial level rugby. Unlike the other two fan types, devoted fans have a strong interest in all levels of rugby from community such as; school and club, to the professional level; ITM cup, Super Rugby and All Blacks rugby. In this study, this type of fan is either currently or has participated in the role(s) of a player, coach, team manager, or administrator of the game and currently this type of participation is an example of grass-roots identity that influences the decisions of devoted fans to be involved and engaged in rugby.

Orange Section - Play

Play is where a consumer will use an object or activity to interact with others, with Holt (1995) using the phrase 'play off each other's' emotions and reactions. The emotions can be joyful when a fans' team scores a try, or disappointed when the opposite happens. Play is the ability for fans to physically express the emotions that have formed through the components of 'experience', 'integration' and 'classification'. It is in 'play' where the affiliation and engagement becomes tangible with other fans. The research results discovered three key play behaviours, these are; apparel affiliation, expressions and child's play, and each play behaviour will be described.

Apparel Affiliation – To help explain apparel affiliation is the example of participant 16 who will only wear his rugby apparel when he is watching a rugby game, particularly when the All Blacks play. Wearing this is his expression to connect and affiliate with the other fans he is watching the game with. Apparel also identifies fans to other supporting fans and differentiates them to opposing fans, and most often the apparel is a tool for playful banter between various types of fans. Wearing apparel is relevant and can be appealing to all three fans types; fair weather, fanatical and devoted. This type of consumer behaviour provides economic gains for sports organisations with fans purchasing team merchandise. This merchandise can be from a club, a school, or a more professional organisation like the Blues or the New Zealand rugby union.

Expression – Expression is a fans physical and vocal approach that occurs when 'playing off' the action taking place on the rugby field. The reactions from spectators at the ground,

or in a bar, or at a house, connect people through 'sharing' the experience of the rugby game.

This consumer behaviour relating to play, is providing economic gains into the direct industry through gate revenue, where fans are paying to attend live games by being part of the stadium crowd: fans watching the rugby game at a local rugby club, generally generates income for the club through selling goods from their bar and the kitchen.

Child's play – The third play behaviour established from the results is 'child's play' and this refers to fans re-enacting rugby plays from a live game they have seen, or mimicking their favourite player when playing in the backyard or at the park. This kind of behaviour is expected to be played out by children or adolescence; however it is not limited to these youthful age brackets. The example of this in the findings chapter is from participant five who shared her story of playing modified rugby in her home lounge with her four children. It is in moments like this where family motives encourage this interaction between family members. This child's play is helping the family to 'share' rugby experiences together, which also contributes to rugby being part of their family identity. This type of play is not restricted to family members as it is also shared among friends too. Like the play behaviours, apparel affiliation and expressions, child's play creates 'involvement and engagement' between fans of all types.

5.3.1.   *The Inner Fan Model*

This model is particularly useful because it draws specific attention to the direct effects, of the *Sport Circle Consumption Model*, which relates and creates the fan collective that is discussed in this model. The fan collective can be seen as the by-product of the *Sport Circle Consumption Model* (SCCM) because the influence from the sections on the 'crust' is strong. The *Inner Fan Model (IFM)* has some similar components to the SCCM, with a more concentrated view on the psychological and emotional effects that create a fan.

The *Inner* Fan (IFM) model has 4 components that will be discussed:

1. The Fan Collective
2. The Structure of Consumption
3. Consumption; participation and spectatorship
4. Brand Biography

Figure 3. Inner Fan Model
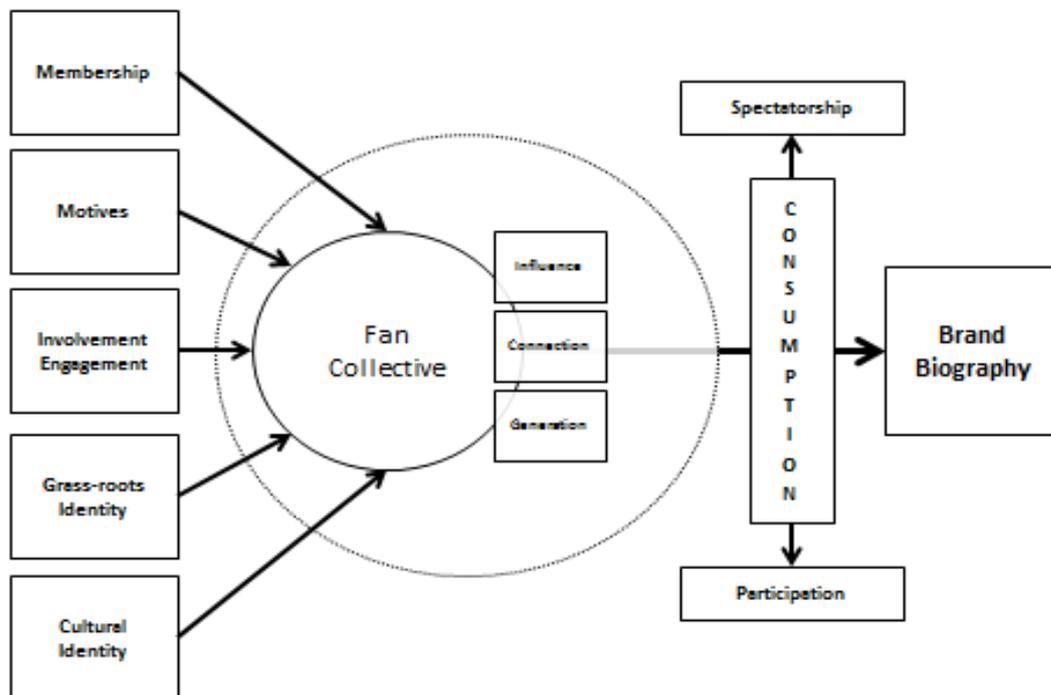
(Baker, 2014)

Part 1 – Fan Collective

The fan collective is the central element of the model where the identity and concept of the fan is created. The fan collective has a shared relationship working between the pink experience section,

and the green integration section of the sport consumption circle. The pink experience section, is where intial experiences are had, and is where influence occurs from family members and/or friends. The relationships working between the pink experience section, and the green intergration section. The green intergration section is where self-identity and self-concept develops, within the environement a person is growing in. brought up in.The movement in the rhis relationship is back and forth, between each section.

By connectiing the various key elements from experience and integration come the creation of *'The cycle of influence'* – is made up of *influence;* from family and/or friends, through the shared activity of rugby. *connection*; it is here that the experiences are shared through rugby, the actitvity helps to connect people together. *Generations;* this refers to traditions and customs that are created, and then passed down from generation to generation. For example, the activity will see grandparents interacting with the grandchildren, or aunties with nephews.

Part 2 –Structure of Consumption

The second part is the *Structure of Consumption',* includes five component that help build the values of a fan:

1. *Membership* – this is the connection point, where a person links into rugby, through the shared experience with family, friends and teams. Rugby is used as the consumption activity.
2. *Motives* – Motives are found in the pink experince section, with the results revealing the two strongest motives to be family and group affiliation. Motives are also linked and driven by the 'cycle of influence', found in the concentric fan collective, from part 1. Motives encourages people
3. *Grass-roots Identity* – The rugby tradition and customs, spread and are shared through group affiliation, and are then adopted into an individuals self-identity.
4. *Engagement* – This is shared group and individual practises and experince, of participation and/or spectatorship.
5. *Country – Specific Cultural Identity* – Country specific cultural identity, is a subsequence of a fan's identification and affiliation to their national sport, and their national team. This affiliation is drawn by the brand power and brand biography of the team.

Part 3 – Consumption

The third part of the inner fan model, is ***consumption,*** and it is in this part where the consumption behaviours are put into action. This consumption part is where 'participation' and 'spectatorship' roles occur. The influence and engagement from part' 1 and 2, connect to generate a fan's choices of consumption. This research identifies five main consumption methods used by fan's: 1. Membership, 2. Gate revenue, 3. Media rights, 4. Sponsorship, 5. Merchandise.

Part 4 – Brand Biography

The brand biography is created by an indiviudal's perception, experiences and shared through meaning with others. The brand biography is infuenced by the driving motives of rugby fans being family and group affiliation. Motives inspire the actions to spend time with others, engaging in a brand and the emotions off-set by the brand become part of the make-up of the brand biography.

5.4.   The Research Propositions

To help connect all the components of the conceptual models, *Sport Circle Consumption Model* and the *Inner Fan Model*, an example is provided: John, a fan of the All Blacks maybe part of many types of fan collectives with the main as an All Blacks fan. The collectives are categorised as being Family, Friends and Team specific. These collectives have been created so that John and the other members can create a cycle of influence and connection that is shared and individual by engaging in the experienced consumption of methods, objects and activities that revolve around participation and/or spectatorship. The engagement further defines the collective by its grass-roots identity. Grass-roots identity is not purely internal but is influenced by country-specific cultural identity. Country-specific cultural identity has two components; group affiliation identity and the identity of the national teams brand biography.

Therefore, it is proposed that:

P1:   The *cycle of influence and connection* is defined as a cycle of generations. - Family

P2:   The motive to create a fan collective is based upon a *cycle of influence and connection*, to engage in the experienced consumption practises.

P3:   The *cycle of influence and connection* is strengthened through the membership and achievement of the team and/or athlete.

P4:   The fan is defined within the collective of community participants that involves a social process.

P5:   The *fan collective* is defined by its motives, ways of engagement, members (e.g., family, friends, self-identity and self-concepts.

P6: The *cycle of influence and connection* incorporates the grass-roots identity of membership.

P7:   The *grass-roots identity* of different fan types and *cycle of influence and connection*, encompass country specific cultural identity (e.g., New Zealand and/or Maori).

P8   The *cycle of influence and connection* incorporates the grass-roots identity of membership in participation and/or spectatorship.

P9:   Country-specific *cultural identity* that is cultivated through experience with the community to develop social behaviours to think and act like a rugby fan.

P10:   The identity of different *fan types and cycle of influence and connection*, is cultivated by the shared and individual practises of participation and/or spectatorship.

P11:   Country – specific *cultural identity* is cultivated through the national team (e.g., All Blacks) cycle of influence and connection, and in particular their role model, achievements, and global brand image.

P12:   The fair weather fan is cultivated by *cycle of influence and connection* for instrumental (motivated by external benefits) purposes.

P13:   The fanatical fan is cultivated by *cycle of influence and connection*, developed through their group affiliation to the national team.

P14:   The devoted fan is cultivated by the *cycle of influence* and grass-roots identity that connects to participation and/or spectatorship.

5.5. Managerial Implications

To relate the stated propositions to the sport and recreation industry, five of these have been selected for further explanation with examples of application into the industry. The first two selected, being P3 and P4 which link to the 'experience' and 'integration' sections of the *Sport Circle Consumption Model (SCCM)*, as well as specific terms used in the *Inner Fan Mode (IFM)*. The following three propositions of P13, P14 and P15 relate to the three fan types discussed in this research. While these propositions have a strong relationship with all four sections of the SCC, they specifically link with the 'classification' section. These examples are provided to illustrate how sports organisations are able to help engage their current fans, and/or increase their fan levels.

Managerial Implication 1

P3:   The motive to create a fan collective is based upon a *cycle of influence and connection* to engage in the experienced consumption practices.

Fans are motivated through influences of their family members and/or friends. This influence is gained through experiencing consumption practises for example, sharing time with family and/or friends watching a rugby game on TV, or sharing playing rugby exprinces with family and/or friends. This work found that Forty – five percent (10/22) of research participants mentioned friends as a motivating factor for their rugby consumption. While Ninty – five percent (21/22) of participants revealed that their family is a strong motive towards their consumption behaviour of rugby. These results are evidence of the importance family and friends have over a consumer's decision to be involved in rugby. Knowing these facts, organisations can develop marketing and operational strategies that emphasise and capture these elements of building relationships using rugby with family and friends. For example, organisations could create a marketing campaign that shares stories of why coaches coach? It is highly likely that coaches of teams between Under 6 to Under 14 have a family member in the the team and this is their motivation for coaching. This could also extend to team mangers of the same age bracket. Such stories capture the essence of family connection and sharing time together through rugby consumption. This same example could be applied to high performance players and/or coaches of both genders, to share their stories of family and rugby with an attempt to promote the benefit of rugby connecting family and friends.

Managerial Implication 2

P4:   The engagement of the *fan collective* is defined by the shared and individual practices and experiences of *participation and/or spectatorship*.

> P4 is similar to P3 but with a focus on engagement rather than motives. A person's family and/or friends can influence and encourage a consumer's level of engagement in rugby. This can lead to a fan taking up participation roles such as; playing, coaching or team manager or a fan simply absorbing a spectatorship role of rugby with no other active participations roles. The research results found that Eighty – two percent of participants were devoted fans, and they have held a varierty of participation roles in rugby, while the 9% of fair weather fans and 9% of fanatical fans from this study are currently spectators only. Like the suggestion given for P3, an organisation can use this insight to develop marketing and operational strategies to entice and encourage fair weather fans and fanatical fans into participation roles, even if only for a limited time. It is predicted that if these two fan types become more engaged in rugby, then their levels of consumption will increase to benefit their organisation. Devoted fans already offer consistent levels of consumption, but in order for this to be maintained, the sports organisation needs to reflect the key motives identified being; 'family motives' and 'group affiliation motives', of the pink experience section of the SCCM.

Managerial Implication 3

P13:   The *grass-roots identity* of *fair weather fans* is cultivated by cycle of influence and connection for instrumental (motivated by intrinsic benefits) purposes.

> The actions and behaviours of a fan towards a sports, teams or athlete, determines their fan type (DeSarbo & Madrigal, 2011). Therefore the behaviour of a fair weather fan makes them the least committed fan. Fair weather fans are not motivated to attend live games or even watch games on TV, unless the game is reasonably meaningful in their communities. Even-though fair weather fans are non-committal and less involved as other fan types, they still have a desire to engage in rugby. Because they are heavily influenced by their social group(s) (work, friends, and family), and also by the level of activity towards a team and/or competition, in the media therefore if a game is of importance to those in their social group(s), a fair feather will give attention to the game and/or team in order to affiliate stronger to the group. This can result in them increasing their level of consumption by

paying to go to a live game, or ensuring to watch it on TV. The ways in which fair weather fans boost their interest towards a sport is by autotelic means; influence from external sources.

A fair weather fan is estimated to be a low level consumer of rugby. Their consumption behaviour is irregular and motivated by social behaviour, they have minimal interest in lower levels of rugby such as school and club rugby, and this also extends to ITM cup rugby. However they can be enticed to lift their consumption levels through increased media exposure of the team, to help attract them to the competition, game, team or athlete. The more 'hype' there is around a game, the more pressure a fair weather fan may feel to get involved. From a marketing point of view an organisation can strategize which games to promote with the intention to attract fair weather fans. The selected games may benefit from inclusion of a variety of entertainment factors whereby showcasing profile players, local derbies, and deliberately manifesting rivalries to leverage off historical events, will interest this type of fan. An obvious effective marketing tool is having a winning team, however this is uncontrollable and unpredictable, but what is controllable is the marketing and business schemes an organisation delivers to their consumers.

Managerial Implication 4

P14:   The *fanatical fans* is cultivated by cycle of influence and connection, developed through their group affiliation to the national team, disrupting the experience of grass-roots rugby as participation and/or spectatorship.

Fanatical fans are deemed to be loyal to their team or athlete whether they are winning or losing. Their fan behaviour and actions reflects the importance of the team, and this passion for their team becomes an important element of their self-identity and self-concept (Hunt, Bristol & Edwards, 1999). In this research, the 9% of fanatical fans in this study have a strong attachment to the All Blacks rather than any other type of rugby for example; school, club or ITM cup. There was some interest in Super rugby by this type of fan however this was due to affiliation with people who work within the rugby organisation. Like fair weather fans, fanatical fans are influenced by the level of activity the team and/or competition has in the media. The more media 'hype' there is, the more likely involved and engaged the fan

becomes. This research also discovered that fanatical fans are only active as spectators, generally of professional rugby; Super rugby and All Blacks rugby. One concept for an organisation to entice fanatical fans is to leverage off the stories of players who have represented the All Blacks, a Super rugby team or a provincial rugby team. For example, Auckland Rugby Football Union (ARFU) could utilise the profile of their current or former All Blacks, to help market the ARFU ITM cup games to fanatical fans in their communities. One of ARFU most profile players in Keven Mealamu, who played his club rugby at the Otahuhu rugby club based in south Auckland, he made his Auckland debut in 1999 and in 2002 Mealamu debuted for the All Blacks and is still a current member of the team (Auckland Rugby Football Union, 2014, All Blacks, 2014).

Managerial Implication 5

P15:   The *devoted fan* is culitvated by *cycle of influence* and *grass-roots identity* that connects to *participation and/or spectatorship*.

The devoted fan is a loyal supporter of their team and/or athletes where their allegiance is not swayed by competition results. A devoted fan incorporates their fan behaviour into their self-identity and self-concept, because their team is an important part of who they are (Hunt, Bristol & Edwards, 1999). In this research eighty – two percent of the participants were recognised as a devoted fan and unlike fair weather or fanatical fans, this type of fan is not only a spectator of the game, but a participant as well. The key roles of participation the devoted fans act in are players, coaches and a team manager, showing that their grass-roots identity is stronger than those of the other two fan types. The devoted fans of this research are motivated as a consumer of rugby through their family influences, which are initially gained in the 'experience' section of the *Sport Circle Consumption Model*. Family members hold influential roles over others in their family, and this influence is part of the 'cycle of influence' which features in the IFM.

Therefore from a business and sporting organisation perspective, it is the devoted fans that produce the majority of the consumers, whether it is directly or indirectly. For example if parents are devoted fans of the super rugby franchise team the Blues, they will most likely have interest in attending a Blues game. The parents can use this game as a family outing, purchasing 4 tickets for the whole family. This ticket purchase directly affects the gate

revenue for the Blues. Another example is of a devoted fan that travels overseas and wears their Blues jersey out in public. Wearing the jersey is indirectly providing brand exposure for the Blues in other countries. And there may have been direct benefit to the Blues when the fan purchased the merchandise at some stage.

Another example is regarding merchandise and this can be applied not only at a professional level but also community; a local rugby club. The primary consumers of club merchandise such as hoodie jumpers, t-shirts and beanie hats are devoted fans. If this merchandise range is marketed effectively, and purchased by fans, it will then create brand loyalty. It is assumed the devoted fans are the ones who will purchase such products and this also creates wider brand exposure for the club.

If an organisation has a desire to enhance their relationships with their consumers or fans, the organisation needs to consider and provide a rugby brand that is appealing to all fan types. There needs to be consideration to provide a rugby product that encompasses the key elements of the *Sport Circle Consumption Model*. For example, being that family and group affiliation were the key motives for rugby consumption, a local rugby club can ensure they create a family type atmosphere within their club rooms. To cater for group affiliation motives, it is then important that the atmosphere of the club rooms encourages team mates and friends to spend time at their club. With regards to a fan in a participation role as a player or coach, it is then important that the team environment is engaging and creates group affiliation for all its members. The responsibility of a rugby team environment is usually the role of the coach, therefore it is important that coaches are supported and educated to achieve this to the best level they can.

The brand of rugby has evolved and become more diverse in recent years especially with the increasing profile of the New Zealand women's rugby team, named the Black Ferns. The women's game received a huge boost in profile and global development with rugby sevens being included into the 2016 Olympic Games to be held in Rio De Janeiro, Brazil. This means both men and women's teams will be playing at these games. Rugby has traditionally been a male dominated sport but with the global growth and development of women's rugby this creates more opportunities to engage a wider base of consumers.

5.6. Research Limitations and Future Research Directions

The author has identified four limitations to this research, which will be briefly explained. It is possible that each limitation can be extended with further research on this topic. The four limitations can be addressed and provide space for future research directions. The four limitations are as follows:

1. **Qualitative research approach** – the research method used in this work was qualitative. The weakness to this approach is that the information and data analysis is developed and presented from the researcher's perspective and opinion, which could have traces of bias opinions.

2. **Limited source of research** – It is highly likely the author has missed reviewing and including more recent research papers. The examiner may expect more research papers to be used in this work.

3. **Sampling framework** – The twenty two interviews conducted for this research could be seen as a limited number, in order to gain accurate results. Purposive samples could be seen as providing a limited range of views, because the research participants are already fans of rugby.

4. **Untested model** – As expected, the design of the conceptual models; the *Sport Circle Consumption Model* and the Inner Fan Model have no reported outcomes, as testing these models was not part of this study.

5.7. Chapter Summary

In this chapter there were two conceptual models presented and explained, with the main model being the *Sport Circle Consumption Model* (SCCM) and a supporting model, the *Inner Fan Model* (IFM). The SCCM has been adapted through the work of Holt's (1995) work on consumer behavior. There are four sections of the SCCM that are; experience, integration, classification and play. The second model, being the *Inner fan model* (IFM) has four parts being, fan collective, the structure of consumption; participation and spectatorship, and brand biography. Both models have been developed and created; to assist sport organisations achieve economic benefits, by retention and recruitment of consumers/fans. The objective of the both the SCCM and the IFM are to provide a better understanding of the psychological, emotional and physical make-up of fans and their experiences as sports consumers. This results in identifying and better understanding the different fan types of a fair weather fan, a fanatical fan or a devoted fan, where marketing strategies can be

created to attract various types of fans. The explanations of the SCCM and IFM also incorporated the results from chapter 4; with the relevant literature support these findings.

This chapter also introduced a set of fifteen propositions that emerged from the findings, with five key propositions then selected as the focal points in the research implications section. The managerial implications section of this chapter is to provide ideas that sports organisations can consider applying within their communities. The propositions selected were a variety, which focussed on the influences on the fan collective and specific application for the different fan types. The last portion of this chapter was the research limitations, and here four limitations were acknowledged; qualitative research approach, limited source of research, sample framework and untested model.

In summary, this research has developed two conceptual models about consumption behaviours of rugby fans in New Zealand. This appears to be the first effort to create a comprehensive analysis on this topic. However there are limitations to this work, and further research and application can be conducted to grow the sport and recreation industry in New Zealand.

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