



Response-abilities of coaching practices

Fieldworlding with esports coaches to disrupt the tight ontologies of health and physical activity

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**Beyond Boundaries: Innovating
sports coaching through
interdisciplinary collaboration**

CRiC 2025

Cluster for Research into Coaching
International Conference

Book of Abstracts

June 16-20, 2025

Norwegian School of Sport Sciences | Oslo, Norway

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Keynote Abstracts

CRiC 2025 | June 16-20, 2025

Rising Star Keynote Address | Tuesday, June 17th | 13:00-14:00

Swimming against the current: Mobilising 'post' thinking to break the 'iron cage' of modern sport coaching

Dr Zoë Avner

School of Exercise and Nutrition Sciences, Centre for Sport Research, Deakin University, Australia

Contemporary advances in coaching knowledge have arguably given coaches a greater understanding of human performance and more information to support their planning and decision-making. However, these advances have also brought about an exponential increase in the number of variables that coaches need to account for, monitor, and control to be 'effective.' At the same time, coaches are urged to be 'empowering', 'athlete-centred' and 'autonomy-supportive.' Herein lies a fundamental control-empowerment tension or paradox whereby coaches are simultaneously encouraged to relinquish control while operating within a contemporary scientised coaching landscape increasingly driven by a quest for precision and certainty – what has otherwise been characterised as the contemporary science-led, technology-rich, and measurement-oriented 'iron cage' of modern coaching. In this keynote, I argue for the value of swimming against the current through mobilising 'post' thinking to promote more relational ways of knowing and doing in sports coaching and thus open up new orientations, wayfinding, and horizons which can begin to address some of the paradoxes and tensions outlined above. Thinking with the posts, I argue can not only help coaches to open their eyes to all that their coaching practices do and in so doing support the development of practices that are both more ethical and effective but also has the potential to liberate coaching thought and practice from its current modern iron cage and binary logic.

Beyond Boundaries Keynote | Wednesday, June 18th | 13:00-14:00

What can poststructuralism and posthumanism offer sports coaching? Quite a lot!

Professor Håkan Larsson

The Swedish School of Sport and Health Sciences, Stockholm, Sweden

Some 30 years ago, as a new PhD student, I was asked by a more experienced peer what Michel Foucault's philosophy had to offer sports coaching. After much consideration, I reluctantly replied: "Maybe not so much." At the time, I, like most people, I believe, perceived Foucault's philosophy as mainly a tool for studying sports coaching but not so much a tool for 'doing' sports coaching. This is probably related to the fact that Foucault's project was perceived as mainly epistemological, not ontological. In addition, perhaps Foucault's most central concept, discourse, was interpreted primarily to be about the power-related content of linguistic statements about coaching rather than coaching itself. Thirty years later, after many years of studying Foucault's works and considering recent decades' posthumanist and neomaterialist turns, I have a more elaborate response to offer my older colleague. Today, I would maintain that Foucault and other thinkers in the same philosophical vein have much to offer sports coaching. This is mainly because I now understand that Foucault, Butler, Deleuze, and Barad, to name just a few, indeed refer to the real world of coaching and not just the 'talked about' coaching (even if this also contributes to constituting coaching). This keynote aims to articulate how Foucault's and other poststructuralist and posthumanist thinkers' insights can inspire a more inclusive and democratic – and perhaps also performance-developing, sports coaching. To do that, however, coaches need to be prepared to shake things up about how performance development works and their role in this development process.

Bill Taylor Memorial Keynote | Thursday, June 19th | 13:00-14:00

Sports Coaching as Pedagogy: A Humanist Approach

Professor Kenneth Aggerholm

Norwegian School of Sport Sciences, Norway

This keynote builds on recent calls to reimagine sports coaching as pedagogy, presenting a humanist framework that integrates novel approaches within sport philosophy and philosophy of education to propose a vision of coaching that centres on human engagement, embodiment and responsibility. My suggestion for a humanist approach to sports coaching is rooted in a humanism of embodiment. As an alternative to classic humanism and the emergence of trans- and posthumanism, it employs insights from phenomenology to emphasise embodiment, bodily relationships to others, and

embeddedness in a natural environment as foundations of human existence. I have drawn on this in my recent outline for a sport humanism, a theory aiming to defend the human element of sport against the dehumanising potential of technological developments, instrumental rationality and efficiency ethos in sport. In this keynote presentation, I will examine the relevance and implications of sport humanism for our understanding of sports coaching. Drawing on insights from educational philosophy, particularly embodied accounts of Bildung and operative pedagogy, I will argue that seeing sports coaching as pedagogy through a humanist lens can enrich our understanding of coach-athlete relationships in sport. Bildung can broaden the scope of athlete development and offer normative guidance for coaches to direct athletes towards desirable ends that transcend skilful performance, whilst operative pedagogy can throw new light on the practical work of coaches to evoke both existential, practical and moral formation of athletes. Ultimately, a humanist approach to sports coaching concerns forming human beings in and through sport, prioritising the existential, ethical and ecological dimensions of human engagement in sport, and fostering meaningful and sustainable sporting practices. Seeing this as a pedagogical task can challenge us to reimagine the role and work of coaches, and by reconceptualising sports coaching as pedagogy, this keynote aims to provide a foundation for realising this transformative vision of sports coaching.

Conference Program

CRiC 2025 | June 16-20, 2025

Norwegian School of Sport Sciences | Oslo, Norway

Tuesday, June 17th

14:30-16:30 - PS1A, PS1B, PS1C

PS1A | Social learning and pedagogy in sport coaching

14:30-16:30 | Auditorium Innsikt

PS1A1 | Developing creative coaches: The necessity to acknowledge the social
Santos, Manuel

PS1A2 | Social Learning leaders: Year 2 in developing a new player for the Canadian Sport System
Culver, Diane M.

PS1A3 | A socio-cultural exploration of the relationship between sports coaching and fatherhood and fathering
Jones, Luke

PS1A4 | Coaches and players' experiences of 'in-competition' scaffolding practices in the first FIFA Women's Futsal World Cup qualifying stage
De Martin Silva, Luciana

PS1B | The phenomenology of sport coaching

14:30-16:30 | Auditorium Utsikt

PS1B1 | Living with injury: A phenomenology of rehabilitation for coaches
Corsby, Charles

PS1B2 | Meaning and experience in sports coaching practice: A phenomenological exploration
Doyle, Elliott

PS1B3 | Embracing anxiety: An existential-phenomenological approach to elite sports coaching and athlete well-being
van Dun, Wouter

PS1B4 | Situations in competition coaching and their atmospheres

Hungerecker, Christian

PS1C | Sport coaching policies and methodologies

14:30-16:30 | Auditorium Bredde

PS1C1 | To Think Aloud or not to Think Aloud? Critical considerations for using the Think Aloud method within sport coaching research.

Whitehead, Amy

PS1C2 | Better safe than sorry: How can sport coaching and coach learning benefit concussion prevention?

Bespomoshchnov, Vladislav

PS1C3 | Concussion return to play policies and protocols: A matter of concern

Ansell, Dallas

PS1C4 | Understanding good coaching in esports: Stakeholder perspectives and effective practices

Watson, Matthew

Wednesday, June 18th

10:00-12:00 - PS2A, PS2B, PS2C

14:30-16:30 - PS3A, PS3B, PS3C

PS2A | Critical perspectives on sport coaching and athlete development I

10:00-12:00 | Auditorium Innsikt

PS2A1 | Where are we now?

O'Sullivan, Mark

PS2A2 | Rights-based, athlete-centred, caring, safeguarding, holistic...and competitive? Civilizing coaching beyond competition (and beyond sport)

Carr, Benjamin

PS2A3 | Welfare and performance growth logics in youth elite sport: Compatible or not?

Charbonnet, Bryan

PS2A4 | From acceleration to resonance: Reimagining Norwegian youth sport coaching in a rapidly changing world

Bjørndal, Christian Thue

PS2B | Gendered approaches to sport coaching I

10:00-12:00 | Auditorium Utsikt

PS2B1 | The gendering of technological innovations in sports coaching

Tjønnedal, Anne

PS2B2 | Coaching, yes but how? Forms and change of leadership among French high performance women coaches through their careers

Boyer, Amélie

PS2B3 | Sustainable careers in sports organizations? From the standpoint of female top leaders

Parfait, Alix

PS2B4 | Understanding young aspiring women leaders experiences on future sustainable work life through dream day narratives

Saarinen, Milla

PS2C | The history of sport coaching I

10:00-12:00 | Auditorium Bredde

PS2C1 | Coaching and challenging established norms: Inga Löwdin and the development of gender equality in XC skiing

Svensson, Daniel

PS2C2 | Victorian Englishmen abroad: Hierarchical diffusion and the transmission of swimming knowledge

Day, Dave

PS2C3 | Woldemar Gerschler: Inventor of interval training and the man who made the Germans run

Krieger, Jörg

PS2C4 | The coaching of circus children: Historical perspectives and philosophical implications

Skjeldal, Gudmund

PS3A | Critical perspectives on sport coaching and athlete development II

14:30-16:30 | Auditorium Innsikt

PS3A1 | Should I stay or should I go? Is there a use by date on coach-athlete relationships? Shifting, temporal and contextual notions of power-relations within track and field athletics

Consterdine, Alexandra

PS3A2 | Possibilities and Perils in post-structuralist coaching: Irony as a technology for the art of coaching

Cresswell, James

PS3A3 | Negotiating power and pleasure as student-athletes: Re-thinking coaching in lower secondary sport schools

Loka Øydna, Marie

PS3A4 | The impact of the academy classification model on coaching practices in Norwegian football: A Foucauldian analysis of governance and player development

Gagnås, Henrik Larsen

PS3B | Gendered approaches to sport coaching II

14:30-16:30 | Auditorium Utsikt

PS3B1 | "Nothing is sustainable in this profession": Gender equality through sustainable work life for French and Norwegian high-performance coaches

Bentzen, Marte

PS3B2 | "Not a bull in a china shop": Micropolitical literacy and women in coaching

Santos, Sofia

PS3B3 | Gender and high-performance sport coaching in Germany: Preliminary findings from the 'QualiFT' project

Kalina, Lisa & Schubring, Astrid

PS3B4 | Unlocking the career potential and development of women football coaches in Europe

Galdino, Matheus

PS3C | The history of sport coaching II

14:30-16:30 | Auditorium Bredde

PS3C1 | Taking the reins: Eva Christy as riding instructor and equestrian innovator

Munkwitz, Erica

PS3C2 | Chefin Brigitte Fink, the driver of Italian Luge's Golden Era

Bonini, Gherardo

PS3C3 | From the Classroom to the coast: The life of Julia Andrew, forgotten pioneer of women's fitness

Roberts, Margaret

Thursday, June 19th

09:30-11:30 - PS4A, PS4B, PS4C

11:30-13:00 - Poster

14:30-16:30 - PS5A, PS5B, PS5C

PS4A | Critical perspectives on sport coaching and athlete development III

09:30-11:30 | Auditorium Innsikt

PS4A1 | Response-abilities of coaching practices: Fieldworlding withesports coaches to disrupt the tight ontologies of health and physical activity

Frandsen, Lasse Nørgaard

PS4A2 | What's love got to do with coaching positions? Researching passion as an encumbrance in combat sports coaching

Erdogan, Sanna

PS4A3 | Thinking differently to do differently: (Re)Conceptualizing 'skill' in everyday repetitive skill practices in rhythmic gymnastics

Skebo, Kristi

PS4A4 | Care and coaching: Conceptual and ethical insights from Tronto's ethics of care

Howe, Olivia

PS4B | Coach development and mentoring I

09:30-11:30 | Auditorium Utsikt

PS4B1 | Finding a path: Understanding the employment, demands and preparation for high performance rugby union coaching

Taylor, Jamie

PS4B2 | A race to win space: A cultural historical theoretical approach to developing rugby union coaches' theoretical understanding

Thomas, Gethin

PS4B3 | "Have you done your badges?": Looking beyond educating coaches to understand the developmental biographies of expertise in academy football coaches

Ashford, Michael

PS4B4 | Collectively performing (hidden) work: The enactment of dramaturgical discipline in coach education work

Morgan, Callum

PS4C | Psychological perspectives on sport coaching and athlete development I

09:30-11:30 | Auditorium Bredde

PS4C1 | Coaches' perspectives from a 5Cs psychological skills intervention in an MLS football academy

Rafnsson, Daði

PS4C2 | The 3+1Cs in action: Transforming coaching practices in South African women's rugby

Solomons, Jocelyn

PS4C3 | Evaluation of a sport psychology programme within a Category 1 English football academy

Crowne, Siubhéal

PS4C4 | Coaches' challenges and work with the children-to-youth sport transition in Norway

Pettersen, Jannicke

11:30-13:00 | **Poster session** | Lobby outside NIH Cafeteria

Poster1 | Grouping by ability in youth sport: Understanding the grouping decisions of coaches in Gaelic Games

Burns, Alex

Poster2 | "Mentoring in elite sports": A coach-developer program to support high performance coaches

Heggebø, Frank

Poster3 | Pedagogical approaches to strength training

Helland, Christian

Poster4 | Pathway to the elite: Key qualities and support mechanisms for female handball players transitioning to elite and national team levels

Kristiansen, Elsa

Poster5 | Keeping it real: Exploring fidelity in team sports coaching

Moran, David

Poster6 | Empathy in sports coaching: A review of the literature

Sevdalis, Vassilis

Poster7 | Defining success: A coach's perspective

Vickery, Will

PS5A | Critical perspectives on sport coaching and athlete development IV

14:30-16:30 | Auditorium Innsikt

PS5A1 | Coaching Boys into Men: Initial findings from an evaluation of the Coaching Boys program in Norway

Fisher, Kelly

PS5A2 | Selected stories from the unselected: An auto ethnography depicting the emotional conflicts faced as a substitute in elite sport

Hunter, Alice

PS5A3 | Getting your head around theory: Poststructuralist and postmodernist approaches in sports coaching research

Consterdine, Alexandra

PS5A4 | Understanding the dramaturgical demands of coaches' decision-making within a team context

Simpson, Harley-Jean

PS5B | Coach development and mentoring II

14:30-16:30 | Auditorium Utsikt

PS5B1 | The people want drills: The experiences of a grassroots coach developer in Australian cricket

Lasclu, Alex

PS5B2 | Exploring coach educator expertise (re)development through video stimulated recall

Stephens, David

PS5B3 | Developing trust and trustworthiness in sport coaching and sport coach mentoring

Nichol, Adam

PS5B4 | Textures of time: Strategic temporality in sport coach mentoring

Hall, Edward

PS5C | Psychological perspectives on sport coaching and athlete development II

14:30-16:30 | Auditorium Bredde

PS5C1 | Elite athletes' perception of mental performance competencies development: The importance of coach contributions

Berntsen, Hedda

PS5C2 | Bouncing back: Coach perspectives on talent development in gymnastics through the covid era

Cantwell, Eleanor

PS5C3 | From neutral to transformational: A critical realist analysis of intentional coach leadership behaviours and the disparity of athlete perceptions

Hughes, Craig

PS5C4 | Functional action analysis: A psychological model for the development of a problem-solving competence in Game Sports

Magnaguagno, Lukas

Friday, June 20th

10:00-12:00 - PS6A, PS6B, PS6C

PS6A | Inclusive sport coaching

10:00-12:00 | Auditorium Innsikt

PS6A1 | The views, values, and experiences of sport and employability of young adults in an underserved community in the north of England

Hembrough, Dave

PS6A2 | Developing and implementing an inclusive sports coaching programme: An action research approach

Godman, Emma

PS6A3 | Building inclusive sport environments: Insights from American coaching practices for the Nordic context

Book, Robert

PS6A4 | Coaching perspectives on developing a sustainable inclusive ice hockey arena

Callary, Bettina

PS6B | Coach development and mentoring III

10:00-12:00 | Auditorium Utsikt

PS6B1 | What do performance-based football coaches need to know about the coach-athlete relationship?

Newland, Andrew

PS6B2 | An ecological investigation of Polish Olympic coaches' experiences in the production of coaching practices

Darpatova-Hruzewicz, Donka

PS6B3 | Investigating the impact of a coach development programme for coaches' use of feedback and reflective practice

Corbett, Ross

PS6B | Coach development and mentoring III

10:00-12:00 | Auditorium Bredde

PS6B4 | Understanding and developing professional youth soccer coach behaviour

Rowlands, Siôn

PS6C | Parasport and Special Olympics coaching

10:00-12:00 | Auditorium Bredde

PS6C1 | The institutionalisation of ableism: Understanding the landscape of disability coach education in New Zealand

Randrup, Kelsey

PS6C2 | Negotiating the complexities and nuances of coaching in Special Olympics

Hardwick, Amy

PS6C3 | Exploring the pathways and developmental trajectories of French Olympic and Paralympic coaches: A narrative approach

Cuvelier, Sarah

PS6C4 | What parasport youths' experiences during activity can teach us about effective parasport coaching

Engdahl-Høgåsen, Linn

All Abstracts

This section contains all abstracts arranged in chronological order by conference schedule.

Abstracts for Tuesday, June 17th

14:30-16:30 - PS1A, PS1B, PS1C

Abstract PS1A1 | Tuesday, June 17th | 14:30-16:30 | Auditorium Innsikt | Individual oral presentation

PS1A1 | Developing creative coaches: The necessity to acknowledge the social

De Martin Silva, Luciana¹; Vallance, Pete^{2,3}; Kitson, Sion³; Thomas, Gethin⁴; Hall, Edward⁵; Roberts, William M.⁶

¹ Hartpury University, UK

² Coventry University, UK

³ England Futsal, UK

⁴ Cardiff Metropolitan University, UK

⁵ Northumbria University, UK

⁶ University of Waikato, New Zealand

Keywords: Scaffolding, international competition, shared language, video/audio-elicitation, focus group

Scaffolding has gained increasing attention as a central theme in coaching research in recent years. It relates to a “process of guided mediation of an individual/s alongside a more capable other, with the aim of achieving learning outcomes and internalising knowledge” (Thomas, Bailey and Engeness, 2023, p. 283). Despite some attempts to make sense of scaffolding within coaching practice (e.g., De Martin Silva and Francis, 2020) its application has typically been limited to theoretical discussions. The significance of this study lies in providing tangible and relatable examples of scaffolding practices within the complex realm of sports coaching to “unify practice and theory” (Jones, Corsby, and Thomas, 2023, p. 3). The purpose of this study was to explore how in-competition ‘scaffolding’ as a socio-pedagogic activity is experienced at an international level. More specifically, the objectives are: 1) to explore in-competition scaffolding practices used by

coaches; 2) to explore the contextual factors and discourses that influence the coaches' scaffolding practices and 3) to explore players' perceptions of the scaffolding approaches utilised during the competition stage. Upon Institutional ethical approval, purposive sampling was adopted to recruit two coaches who had roles as either the Head coach or assistant coach within an International Women's Futsal team and 12 Senior Women International players. These coaches are also two of the co-authors for this study, with one also holding an academic position at a Higher Education Institution. Data collection involved six video-elicitation focus group (FG) interviews (Karahana, 2023), three with coaches and three with players from the Women's Senior team. To capture relevant video and audio data, coaches wore an audio transmitter connected to a camera near the technical area during three official matches, recording their actions and conversations. Coaches and players then watched the footage, selecting video clips to serve as discussion prompts during the FG interviews. Additionally, the two coaches participated in two reflective conversations, using audio-elicitation to examine their scaffolding practices during training and off-court activities whilst away in the competition. To enable this, the coaches maintained a reflective diary throughout the seven-day competition, sharing their entries with the first author as soon as they were recorded. Both coaches and the lead author reviewed the audio entries and selected significant extracts for further exploration in the reflective conversations. An iterative approach to data analysis was adopted including "existing theories and research questions on the one hand, and emergent qualitative data on the other" (Huffman, Tracy and Bise, 2019, p. 332). The concepts of macro, meso and micro scaffolding levels (Jones and Thomas, 2015; Boblett, 2012 and Engin, 2014) as well as literature on noticing and orchestration (e.g., Jones, Bailey and Thompson, 2013; Mason, 2002) were used to make sense of the data. Our findings highlighted that scaffolding strategies were carefully considered as a process of co-construction and negotiation between coaches and with players (meso and micro level) whilst guided by an Institutional framework and the game constraints (macro level). This interplay and symbiosis between macro, meso and micro scaffolding levels were perceived as key drivers for the creation and development of a positive learning environment, particularly identifying the need for ongoing development of self-awareness, noticing, role clarity and shared language.

About the presenting author

Manuel Santos is a Lecturer in Sports Coaching at Cardiff Metropolitan University. His research interests are in the development of creative abilities in Sports Coaching, and the intersection with contextual features. Manuel is also the head of the Sports Coaching Hub Podcast.

PS1A2 | Social Learning leaders: Year 2 in developing a new player for the Canadian Sport System

Santos, Manuel¹; Jones, Robyn L.¹

¹ Cardiff Metropolitan University, UK

Keywords: Creativity, sports Coaching, coach education

Researchers in a wide range of fields have been paying closer attention to the study of creativity (Williams, Runco & Berlow, 2016), and the sporting community is no exception, being enamoured with the potential of innovative and critical ideas. Yet, its practical implementations have been bedevilled by problems, particularly definitional confusion (e.g: Walia, 2019). Such can be in part attributed to the range of ideas around the concept being accepted acritically, particularly those that frame creativity as a psychological endeavour in its nature. While we acknowledge that social aspects have been mentioned in some creativity research (e.g: Chan, 2011), such aspects are merely itemised or acknowledged without further definitional depth about what precisely is being referred to. This presentation draws upon a book chapter, which aims to present a workable definition of creativity, shifting the focus towards the relational, social and contextual nature of a creative action. This work builds upon a thesis (Santos, 2023) and related paper (Santos, Jones and Morgan, 2024), that highlighted the problematic issues of historicity, biography and 'social norms' when facilitating a group of coaches to be increasingly creative. Particularly, coaches were unable to see themselves as creative agents, and felt unable to overcome what they perceived as contextual constraints such as local power dynamics and social structures (Santos, Jones & Morgan, 2024). This led us to conclude that it was better to position creativity, not in terms of naïve decontextualised practice, but as action which needs to take critical account of circumstantial realities (Jones & Hemmestad, 2019). Doing so, would support the sought after creative change to occur as and when possible. Here, the issue lies in the lack of clarity in terms of what social, contextual and cultural factors mean, particularly in relation to coaches' actions. We are therefore making the case for a what could be called a 'social turn' in creativity-related writings. Such places the needed emphasis to critically question taken-for-granted assumptions, particularly in terms of what coaches can and cannot do. Attention is turned to provide coaches a clearer image of what creativity can look like. Based on our work, we would advocate placing a focus on the twin needs of (1) appreciating the precise features of context (including its history and culture) and their related power over the enactments which take place within it; and (2) developing a prudent awareness and judgment of agency within and about such social structures. The first relates to a call to see the logic and landscape behind social structure(s) in an attempt to disentangle the "webs of action,

power and history” (Wacquant, 2005, p. 14). While the latter frames social structures as enabling of individual action, instead of outlining individuals as power-less in their given context. This can potentially contribute to an agenda of critical and nuanced deconstruction (of setting), before judicious imaginative re-construction of coaching intent (see Jones, 2019).

About the presenting author

A full professor at the University of Ottawa in sport pedagogy and psychology, Diane’s research interests include the development of sport leaders, especially coaches. She has been funded by the Social Sciences and Humanities Research Council (SSHRC) to research Para sport coaching, and women in sport organisations. Presently she has two SSHRC grants: One to develop social learning leaders for the Canadian sport system and one to examine the use of design thinking to better support university student-athletes. Her research approach is mostly qualitative, often participatory, and frequently embodies forms of social learning spaces such as communities of practice.

PS1A3 | A socio-cultural exploration of the relationship between sports coaching and fatherhood and fathering

Culver, Diane M.¹; Rourke, Siobhan¹; Duarte, Tiago¹; Priest, Frances²

¹ University of Ottawa, Canada

² Coaching Association of Canada, Canada

Keywords: Coach development, communities of practice, research partnership, knowledge mobilisation

Wenger's (1998) social learning theory, especially as applied with Communities of Practice (CoPs), has increasingly been used for coach development in Canada. While the National Coaching Certification Program (NCCP; Coaching Association of Canada - CAC), is widely admired for its alignment across sports. The formal approach, despite its learner-centred emphasis, has limitations for long-term change. As noted in other domains (e.g., medical education), standardization offers many benefits such as participant safety, public reassurance, and the promulgation of best practices. Notwithstanding, standardisation has drawbacks, not the least of which is a lack of contextual validity. The complexity of coaching practices makes it impossible for a standardized program to account for all the learning situations a coach might encounter. CoPs provide on-going learning opportunities to support 'just-in-time' knowledge development. This presentation is about an ongoing partnership project with the CAC to train sport professionals (administrators, coach developers, coaches) to become social learning leaders (SLL; Wenger et al., 2011); it is a recognition the Canadian sport system requires a lifelong and life wide approach to coach development. Thus, in addition to the NCCP pathway which ensures standardized modules across all sports, the training of SLL tackles the need for context specific, flexible ongoing development. By tapping into the varied biographies of the participants, this project aims to develop a new role in the coach development process, and, for our participants, a new "arrow in their quiver". This role involves shedding the trainer mentality to develop the skills to cultivate safe environments where dialogue, feedback, and collaboration are central to growth and innovation. Currently in year two of three, the project exemplifies research-to-practice collaborations by combining evidence-based insights from social learning theory with the lived experiences of the sport professionals. This year the participants have begun leading CoPs in their own sport contexts with the support of master trainers. Lessons from Year 1 have shaped our Year 2 processes. For example, the 18 trainees have now been grouped into 4 pods, each one being assigned a trainer. Pods meet monthly, except for the 4 months when the whole group meets. Our results have shown so far, this applied process has required participants to undergo a shift from 'CoP member', as experienced in Year 1, to 'leader' of CoPs. In general, the

participants appreciate validating, experimenting, and sharing their successes and challenges; with one participant explaining how Year 1 allowed him to improve the recruitment, planning, and facilitation of his second CoP. Another remarked how the group reading discussions have aided him to describe what he's seeing in his own CoP and help him frame his group activities going forward. A third participant described the challenges of capturing the value created in his CoP; likening this to trying to catch steam with a sieve. This presentation will critically examine the training process thus far, and this role shift. Through this partnership between researchers and the CAC, the project facilitates knowledge mobilization, enhancing professional development, and driving meaningful change in the Canadian sport ecosystem.

About the presenting author

Dr Luke Jones is a Lecturer in Sport Coaching at the University of Bath. His research considers the relationship between high performance sport culture and coaching practices and a broad range of sports retirement experiences using a Foucauldian lens.

PS1A4 | Coaches and players' experiences of 'in-competition' scaffolding practices in the first FIFA Women's Futsal World Cup qualifying stage

Jones, Luke¹

¹ University of Bath, UK

Keywords: Fathering, fatherhood, sport, coaching

As a socio-cultural sports retirement scholar I have used the theorising of Michel Foucault to explore how existing within a high performance sporting context has influenced multiple aspects of not only my own life, but also the lives of others. As I move through the phases of adult life, I have entered into fatherhood, and this experience changed my life significantly in many ways. As it did so, I began to notice that the residue of what I have called 'the undetected toxin' of the legacy of having been exposed to normalised football coaching practices and attitudes (Jones, Avner, & Denison, 2022), had also 'infiltrated' another aspect of my existence. Namely, that it was having a profound impact upon my orientation to, and performance of, the role of a father. This realisation has provoked me to consider more closely the relationship between coaching and fatherhood – and I have discovered that there is scant discussion on the relationship between being coached, coaching, and fathering and vice versa. In this presentation therefore, I reflect upon my own experiences of coaching and fathering to encourage socio-cultural sports coaching scholars to more deeply examine the relationship between coaching and fatherhood.

About the presenting author

Dr Luciana De Martin Silva is a Principal Lecturer and the Teaching Development Scheme (TDS) Lead at Hartpury University. She is an experienced coach, coach educator and developer. Luciana's research interests revolve around the socio-pedagogical aspects of coaching and teaching practice, including learning, identity and social support.

PS1B1 | Living with injury: A phenomenology of rehabilitation for coaches

Corsby, Charles¹; McNarry, Gareth¹, Doyle, Elliott¹, Lee, Han Wool²

¹ Cardiff Metropolitan University, UK

² Seoul National University, South Korea

Keywords: Injury, coaching, rehabilitation, body, phenomenology

Drawing upon the author's experiences of two consecutive ACL knee injuries, the focus of this work lies in examining the body as a way of knowing within coaching. The precise aim involves phenomenologically analysing the bodily ways in which rehabilitation is expressed following injury. In this way, this project is inspired by Merleau-Ponty (2012) and Leder's (1990) critiques of leaving the body as largely absent. To illustrate how injury presented itself to my body, a series of phenomenologically inspired anecdotes are provided. The data was crafted from the first author's diary notes, memory recall, and phenomenological interviews with critical friend, one of which had also suffered an ACL knee injury. The findings include a temporal sense that range from the onset of injury to the latter phases of rehabilitation. The significance of these findings lies in understanding how the injured individual is always with injury, even if this is etched in their history. The purpose is to provide a comprehensive, human experience orientated reading of injury and rehabilitation, which can shift the body from being absent and background to appreciate the subtle ways in which the body dis-appears and dys-appears. Although the initial inspiration for this paper lies in a dissatisfaction with the dominant scientific reading of injury, the discussion provides a sensitive reading of how the athlete's body cannot be reduced to a feature of coaching but should be regarded as a primary source of knowledge that coaches contend with.

About the presenting author

Charlie Corsby is a Senior lecturer in Sport Coaching at the Cardiff School of Sport and Health Sciences, Cardiff Metropolitan University. Charlie obtained a PhD (Sports Coaching) in 2017, and his research interests relate to the everyday affairs of coaches to gain influence and control of others. To study the mundane activities of individuals, Charlie's work is influenced by the writings of Harold Garfinkel, ethnomethodology, and phenomenology. Charlie is an Associate Editor for Sports Coaching Review and is part of the executive board for Cluster of Research into Coaching (CRiC).

PS1B2 | Meaning and experience in sports coaching practice: A phenomenological exploration

Doyle, Elliott¹

¹ Cardiff Metropolitan University, UK

Keywords: Phenomenology, lived experience, sports coaching, authenticity, embodiment

This presentation intends to discuss the context, methodology and initial findings of an ongoing doctoral research project. The project aimed to develop a thoughtful understanding of the experience of the coach through seeking a contact with the natural manner in which coaching occurs. Grounded in a dissatisfaction with the occasional sterility and detachment with which the work of coaches is discussed, the project here is guided by the inquiry: What is the coaching experience like? What structures contribute to the coach's intuitive understanding of their coaching world? In service of these aims, a phenomenological approach is taken in the exploration of the author's own coaching experiences. This process included the documentation of experiences over the course of a year with one club team, followed by the identification and analysis of particular incidents which offered insight into the phenomenon of coaching. These experiences were varied, but often centre on failures or disturbances that disrupted 'ordinary' coaching and prompted reflection on otherwise taken-for-granted components of practice. Central to the reflection and writing on these experiences was the epoché, a fundamental methodological device in phenomenological research, through which the analysis strives for an openness brought about by suspending the acceptance of pre-existing beliefs and intuitive explanations. The findings explore a number of key themes, including: 'Wholeness', authenticity, and the possibility of being and not being 'there'; Relationality, the encounter and interaction with the athlete; Embodiment, the communicative body of the coach and the coached; Temporality, coaching as timeless and time-bound; Materiality, and the encounter of the things of the coaching world. Through the discussion of these themes and the lived experiences that led to them, the phenomenological concern here remains the uncovering of basic structures of lived coaching experience, such that academics may better relate their concepts and theories to the world the practicing coach actually encounters. Further, this appreciation of coaching experience may foster more constructive courses of coach development that prepare aspiring coaches for the challenges and tensions they are bound to face in the course of their practice. The presentation concludes with reflections on the experience of initiating and undertaking the phenomenological study.

About the presenting author

Elliott is an Associate Tutor in Sports Coaching in the Cardiff School of Sport. He is currently undertaking Ph D research in Sports Coaching, drawing on the methodology and philosophy of phenomenology to explore the structures of coaching experience. Alongside his studies and academic responsibilities, Elliott is an Assistant Coach for the Cardiff Met Men's Cricket Club.

PS1B3 | Embracing anxiety: An existential-phenomenological approach to elite sports coaching and athlete well-being

van Dun, Wouter¹

¹ Norwegian School of Sport Sciences, Norway

Keywords: Anxiety, existentialism, elite sports, coaching

This research explores the contribution of existential-phenomenological theory to elite sports coaching and interdisciplinary collaboration, particularly in addressing athletes' anxiety during pivotal career moments. Through qualitative phenomenological interviews, it aims to illuminate aspects of the athlete's experience often overlooked in traditional coaching methods. Elite sports are among the most competitive arenas globally. Success demands not only technical excellence but also an entire lifestyle shaped around athletic goals. At the highest levels, where success is determined by the smallest margins, athletes must exert control over every aspect of their lives. Their world becomes rigidly structured and intensely future-oriented, consumed by the pursuit of achievement. This 'tunnel vision' often necessitates personal sacrifices, such as prioritizing training over relationships and choosing rest over social events. Over time, an athlete's identity becomes increasingly defined by their sporting success. Recognition from others further reinforces this self-concept, as their worth is often measured by performance alone. The contemporary dehumanization of sports culture (Aggerholm, 2024) exacerbates this issue by reducing athletes to data points, valuing them primarily for their measurable output. The commercialization and technologization of sport, driven by ideals of efficiency and rationality, contribute to a dehumanizing environment. As a result, athletes risk being seen—and seeing themselves—excessively in terms of statistics and records. These pressures contribute to rising levels of anxiety and depression among athletes, particularly during pivotal career moments (Cosh et al., 2021; Oblinger-Peters et al., 2024; Ronkainen et al., 2015; Damasio et al., 2013; Schnell, 2009). Critical junctures—such as advancing to a higher level of competition, sustaining injuries, achieving career-defining goals (e.g., Olympic gold), or transitioning into retirement—can profoundly destabilize an athlete's sense of self (Robb et al., 2024). Given their strong identification with their careers, these moments often lead to existential crises, risking severe mental health challenges. Existential-phenomenological theory frames these pivotal moments as crises—disruptions that slow life's momentum, creating space for self-reflection and transformation. Such crises force athletes to step beyond their familiar self-concept, confronting anxiety as they renegotiate their identity. Unlike psychological models that seek to eliminate anxiety through mental training, existential approaches recognize it as an essential part of personal growth. When navigated authentically, these moments offer

an opportunity for athletes to reconstruct their identity beyond performance metrics. This perspective has significant implications for sports coaching. Rather than attempting to suppress anxiety, coaches can support athletes in engaging with it constructively. By listening deeply and fostering an environment where anxiety is not feared but explored, coaches can help athletes navigate their struggles with greater resilience and authenticity. Applying existential-phenomenological insights broadens the understanding of athletes' lived experiences, contributing to more holistic coaching methods. By acknowledging the dialectic between necessity and possibility—between structure and freedom—coaches and practitioners can better support athletes' well-being, helping them integrate their sporting identity into a more sustainable and fulfilling sense of self.

About the presenting author

BA in Physical Education and Sports Science (KU Leuven, 2016-2019). MA in Philosophy (KU Leuven, 2020-2023). Research Internship at the Heidelberg University Psychiatric Clinic: Phenomenological Research and Psychopathology (2024) Certified APPA Philosophical Counselor (since January 2025). Publications: Dun, van Wouter. "A Merleau-Pontian Critique of Husserl's Phenomenological Elaborations on Dreams." *The Apricot* 3. (2023): 49-73. Dun, van Wouter. "Existential Crossroads: Unraveling the Threads of Anxiety in a Liberated, Disenchanted Age." *Quaderni della Ginestra* 25. (2024): 63-76. Dun, van Wouter. "A Phenomenological Contribution to Psychopathological Imagination: An Intolerance of Uncertainty." *Phenomenology & Mind* 27. (2025): TBA.

PS1B4 | Situations in competition coaching and their atmospheres

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¹ Kiel University, Germany

Keywords: Competition coaching, situations, atmospheres, neophenomenological sociology, sociology of sport

In order to describe and interpret the communicative acts and social interactions in coaching competition situations, a description of the “invisible sides of socially constructed spaces” (Löw 2001) is required in addition to the observation of linguistic behavior, although this has not yet been taken into account. The literature does not yet contain any descriptions or even normative suggestions or ideas on observable atmospheres in sports teams during a match, but they can be experienced by all participants and no coach or athlete, regardless of performance level, can escape their effect. This article also does not aim to work out the design of optimal atmospheres - if we can speak of such at all - but rather to focus on an awareness of collective atmospheres. The theoretical basis for this is the New Phenomenology of the Kiel philosopher Hermann Schmitz (see Schmitz 2009 & 2016 for a summary). Its strength lies on the one hand in a precise concept of atmosphere that focuses on the pathic dimension of atmospheres, and on the other hand in a broad concept of situation that goes beyond micro-social interaction contexts. Following on from Schmitz, the central thesis of this article is that atmospheres are always embedded in situations. The sociological continuation of this thesis consists of analyzing atmospheres on the basis of shared situations. The central aim of this article is therefore to systematically demonstrate how atmospheres are embedded in shared situations. Atmospheres in the context of the time-out situation in Handball This is done in three steps: firstly on a conceptual level, secondly on the basis of a typology of situations that serves to identify and differentiate atmospheres, and thirdly with the help of a case study that conceptually expands the mediation of situation and atmosphere. Using videographic scenes from the Men's Handball World Championship, taken place in Oslo in January 2025, further questions are formulated in order to deepen the understanding of the relationship between situation and atmosphere. The proposed theory is thus neophenomenological-sociological in the sense that it does not focus on atmospheres and their situations, but on situations and their atmospheres, following Goffman (1959).

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About the presenting author

Christian Hungerecker is a PhD Research Fellow at Kiel University. After completing his teacher training, he worked as a professional coach in elite sport (Team Handball) and returned to the academic field in 2017. He now reflects on his experiences as a coach from a qualitative social science perspective under the focus of competition coaching. He also works freelance in applied sports psychology (asp) and is certified as a coach and supervisor in transactional analysis (EATA).

PS1C1 | To Think Aloud or not to Think Aloud? Critical considerations for using the Think Aloud method within sport coaching research.

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Keywords: Think aloud, methods, cognition, philosophy, coaching

Understanding in situ cognition in sport coaches is a growing area of interest within research and practice. The Think Aloud method has seen an increase in its use within sport and exercise research over the last 20 years to understand athlete and practitioner thought processes. More recently it has been used within coaching to understand coach thoughts and reflections. The method involves asking participants to verbalise their thought processes in situ, which are then audio recorded and subjected to (most often) line by line content analysis. This content analysis is then quantified and frequencies of verbalisations are compared, for example across expertise levels, or between different conditions. It could be argued therefore, that this research is being conducted 'on' the participant, who acts as vessels in which we extract this information from. In addition to claiming essential truth about thought processes and decision making from the Think Aloud data. It is not to say that this research does not provide fruitful information that could act to aid our understanding of the specific phenomena being investigated. However, within this presentation, we will present how Think Aloud can be used 'with' participants, specifically within coaching domains and potentially from different ontological, epistemological, and theoretical perspectives. Given the complex and socially situated context of coaching, we consider how we can move away from 'research parasitism' and involve coaches in the applied research process of when, where, and how they use the Think Aloud method as both a data collection and a coach development tool.

About the presenting author

Dr Amy Whitehead is Reader in Sport Psychology and Coaching. Her research focuses on understanding thoughts and reflections within athletes, coaches, and wider professions such as medicine. She is the lead of the Coaching and Pedagogy research group at LJMU, Chair of the BASES Psychology division, and a sport and exercise psychologist.

PS1C2 | Better safe than sorry: How can sport coaching and coach learning benefit concussion prevention?

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² Leeds Beckett University, UK

Keywords: Player safety, sports coaching, transdisciplinary research, concussion prevention, coach education

Coaches are key stakeholders who have significant responsibility for the performance and wellbeing of athletes (Mallett & Rynne, 2015), and as such they are often tasked with delivering large-scale injury prevention initiatives. Athletes who play contact sports like ice hockey and rugby encounter fast-paced and dynamic environments where both intentional and unintentional player-to-player and player-to-ground collisions occur frequently. These events are responsible for a large proportion of injuries, particularly concussions (Marar et al., 2012). Given the growing health concerns associated with concussions, coaches in contact sports bear an additional ethical and moral responsibility for the safety of their athletes (Stodter & Dane, 2024). Research indicates that athlete technical ability is a risk factor for injury, as well as a key determinant of performance (Burger et al., 2016). Yet athletes report that their coaches do not dedicate enough time to teaching safe and effective body contact strategies (Dane et al., 2023; Fraser-Thomas et al., 2014). Meanwhile, coaches often lack information and guidelines to effectively deliver these aspects in their respective sports (Chrisman et al., 2024). Despite the assumed benefits of the educational sport safety programmes that do exist, coaching and coach learning perspectives are often an afterthought, as well as the complex sociocultural environment within which coaching takes place. This presentation will adopt a transdisciplinary approach to explore opportunities for coaching and coach learning research, which can act as an important conduit to engage with policy makers and across areas such as sport science and medicine, injury prevention, complex systems, and skill acquisition (French, 2021). Examples will be provided from current research in ice hockey and rugby to shed light on possibilities for coaching and coach learning to contribute to safer and more sustainable contact sport participation and performance.

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About the presenting author

Vladislav Bepomoshchnov is a PhD Research Fellow at the Norwegian School of Sport Sciences. His project is aiming to better understand visual perception and scanning in elite ice hockey. Prior to position at NIH in Norway, Vladislav worked at the Sports Institute of Finland as a researcher and lecturer. His areas of interest and research include coach and athlete development, leadership, skill acquisition, concussion prevention, and the socio-historic context surrounding sports. He has a background in ice hockey coaching and strength and conditioning.

PS1C3 | Concussion return to play policies and protocols: A matter of concern

Ansell, Dallas¹; Denison, Jim¹; Markula, Pirkko¹

¹ University of Alberta, Canada

Keywords: Actor-network theory, Latour, concussion, return-to-play, ice hockey

Concussions in sport are a silent epidemic affecting athletes with concurrent laws and other governance and control mechanisms intended to protect athletes' welfare (Ventresca & McDonald, 2020). Coaches, in consultation with health care or athletic therapy providers, are heavily involved in determining when a player can return to play after sustaining a concussion. The development of concussion return to play (RTP) policies and protocols has been one effort to guide coaches' decision-making process regarding athletes' readiness to resume normal sports participation following a concussion. The purpose of this study is to explore how concussion RTP policies and protocols are: 1) held together, and 2) put into practice in a men's ice-hockey team in one Canadian University. Current concussion management in sport is driven by the 2017 consensus statement released by the Berlin Concussion in Sport Group published alongside the Sport Concussion Assessment Tool 5 (McNamee et al., 2023). Although this RTP protocol has been largely adopted and embraced in competitive sport, a host of factors complicate the RTP process including the culture of sport and willingness of athletes to take risks, low reporting of concussions, an enduring lack of education by coaches and athletes, and a host of competitive pressures (Mrazik et al., 2015). Additionally, McNamee et al. (2023) question whether there are experts, knowledge, or experiences excluded from the establishment of consensus around concussion management strategies that can aid coaches and athletes to manage concussions and the challenges of returning to play. In this study, we use Latour's actor-network theory (ANT) to provide a comprehensive description of one ice-hockey player's experience navigating the RTP protocol after sustaining a concussion in university-level men's ice-hockey. According to Latour (1996), a topic can be designated as a matter of concern if it involves elements of controversy or uncertainty. Far from being a standardized tool, concussion RTP policies and protocols can be said to have become a matter of concern with several elements of uncertainty regarding athletes' health, well-being, and safe participation in sport. To collect empirical material, we took extensive field notes on the various human and nonhuman actors involved in the RTP of the team; logged conversations that occurred during the player's RTP experience; gathered forms, tables, and flow charts impacting the player's recovery; and uncovered consensus statements and other evidence underpinning the RTP process. Following Latour (1996), we analyzed the data by tracing connections between these

actors to map explanations of the minutiae holding up the RTP process. Findings from this ANT study provide a sociotechnical account of the concussion RTP policies and protocols active within the team. They can generate new possibilities to address athletes' return to play by producing previously unimaginable understandings of concussion treatment and management in the coming together of various human and nonhuman actors in sport. Findings may help coaches recognize the instability of the RTP protocol, develop strategies to better support athletes through an ambiguous and challenging recovery process, and learn to question the certainty of this and other taken-for-granted practices in their coaching.

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About the presenting author

Dallas is a PhD Candidate studying under the supervision of Dr Jay Scherer in the Faculty of Kinesiology, Sport, and Recreation at the University of Alberta in Edmonton, Alberta, Canada. Dallas' research interests include athlete learning and development, coach education and practice, and sport programming and pedagogy. Along with his doctoral studies, Dallas has also been an assistant coach with the University of Alberta Golden Bears men's hockey team for the past eight years, having previously completed the Master of Coaching degree as a graduate assistant coach and continuing to serve the team after graduation.

PS1C4 | Understanding good coaching in esports: Stakeholder perspectives and effective practices

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² Halmstad University, Sweden

³ University of East Anglia, UK

Keywords: Coaching effectiveness, esports, qualitative, survey

The global phenomenon of esports (electronic sports) presents a novel setting in which to consider coaching effectiveness. Despite the growing number and influence of coaches in the industry, research into the impact and nuances of coaching in this field remains limited. This study sought to address this gap by critically examining coaching effectiveness through a multi-stakeholder lens, illuminating the diverse perspectives that shape interpretations of 'good' coaching in esports. Grounded in an interpretivist paradigm and drawing on social constructionist frameworks, this study invited input from stakeholders with experience of coaching within competitive esports environments. Specifically, the study combined qualitative online surveys with follow-up interviews to capture the contextual experiences of coaching amongst a range of player and team staff roles. A diverse sample of 99 esports participants completed surveys, with an average age of 26.8 years and experience ranging from 1 to 14 years. Participants self-reported their roles, including head coaches, players, performance coaches, team managers, and assistant coaches, spanning multiple competitive games such as League of Legends, Rocket League, and Rainbow Six Siege. At the time of writing, data analysis has begun to uncover tentative patterns that highlight the contested and evolving nature of coaching in esports. Initial findings suggest that while formal coaching qualifications are not universally deemed necessary, perspectives on the legitimacy of different knowledge sources—whether self-taught experience, prior playing expertise, or other training in other fields—are deeply divided. Similarly, there is tension between hierarchical and collaborative coaching models, with some participants emphasizing authoritative decision-making while others advocate for a more player-centered, partnership-based approach to leadership. Beyond technical and strategic competencies, coaching in esports appears to demand significant emotional labor, with many respondents highlighting the importance of psychological support, relationship management, and fostering team cohesion. However, this aspect of coaching often goes unrecognized and undervalued within the broader discourse on coaching effectiveness and evaluation. Indeed, the findings suggest inconsistencies in how good coaching is measured, with some stakeholders prioritising objective performance indicators (e.g., winning,

improvements in competition rank), while others point towards more subjective, developmental aspects such as player well-being and motivation. In revealing tensions, ambiguities, and evolving expectations around coaching, These tentative findings echo sentiments in sport coaching literature around the challenge of defining and identifying coaching effectiveness. Nonetheless, this study offers valuable insights to the esports ecosystem by illuminating how different stakeholders perceive and evaluate coaching practices, recognising that effectiveness is not a monolithic concept but a dynamic, context-dependent phenomenon. Further, this research offers a foundation for developing evidence-based approaches to coach education, recruitment, and professional development in this context. Moreover, it contributes to the broader field of sport coaching by exploring how emerging sporting contexts introduce and (re)shape traditional conceptualizations of coaching and performance. As data analysis continues, we anticipate further refinement of these themes and a more nuanced understanding of the intricate relationships between stakeholders. This research represents a valuable step towards establishing an empirically grounded framework for understanding good coaching in this dynamic and evolving field.

About the presenting author

Matthew is a PhD researcher at the German Sports University Cologne, studying coaching practices in esports. A former professional basketball coach and lecturer in sport psychology, Matthew is active in supporting coaches in sport and esports at a range of competitive levels.

Abstracts for Wednesday, June 18th

10:00-12:00 - PS2A, PS2B, PS2C

14:30-16:30 - PS3A, PS3B, PS3C

Abstract PS2A1 | Wednesday, June 18th | 10:00-12:00 | Auditorium Innsikt | Individual oral presentation

PS2A1 | Where are we now?

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Keywords: Agency, ways of knowing, affordances, coaching

Our capacity for intentional action, or agency is fundamentally linked to the meaningfulness of the world in which we operate. However, across domains this meaningfulness is being undermined. In efforts to enhance performance and gain a competitive edge, agency is being subordinated to a logic that views individuals through the lens of economic value. Homogenised and standardised structured pathways and practices. efficiency, testing, competition, and selection are central tenets of an ideology that embraces reductionist ways to both meet and create the future through a narrow focus on knowledge. Utilizing examples from child, youth, and senior football, I theorize around the question where are we now? I highlight how we are immersed in an ideology that is silently shaping even our 'best' intentions, leading to overly controlled environments that tends to downplay individual agency. With standardisation as a device, the abstract knowing about is prioritised over the primary experience of knowing of the environment one inhabits. I argue that this erosion of agency raises serious concerns about the long-term impact of players being forced to prioritize short-term performance over long-term performance and well-being. This is a trend we are now seeing in both children's and elite professional football. We need to bring agency back to the table. Foregrounding agency as a relational phenomenon (rather than as something internal), an individual's ability to act and influence the world is understood as a coupled phenomenon, simultaneously shaped by and responding to a variety of constraints (individual, task, environmental factors). Within this phenomenological experience of agency, affordances "solicit" (or thwart) actions in a way that is sensitive to both the individual's capacities and the broader ecological and social environment. Further, in team sports like football, actions and intentions of individual players are tightly coupled

with those of others (shared intentions), creating a dynamic interplay where agency is shared or distributed across teammates and opponents. The view of agency as dynamic, context-dependent, relational and, deeply connected to the body and the world around has implications for understanding individual and collective performance and well-being in terms of meaningful interactions with the performance environment.

About the presenting author

Associate Professor of Football. Uefa A licensed coach. DJ, music producer, artist.

PS2A2 | Rights-based, athlete-centred, caring, safeguarding, holistic...and competitive? Civilizing coaching beyond competition (and beyond sport)

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Keywords: Civilizing, coaching, safeguarding, violence, care

This presentation offers a theoretical examination of “safe sport” as an Eliasian civilizing process, reducing violence through human rights-based safeguarding practice. Safe sport advocates often seek to eliminate violence completely from the social domain (i.e., sport) that Elias once identified as broader society’s primary outlet for legitimate violence. Directives for safe coaching through caring, holistic, athlete-centred practice are misapplied when the coach’s end goal remains competitive performance enhancement. Contending that the violence inherent in competition, and even self-improvement, makes traditional coaching aims incompatible with any hope of a “safe” sporting environment, this presentation poses theoretical, ethical and practical questions for coaches, coach developers and coaching researchers as to just what role sport coaching has in a decreasingly violent society. Contrasting philosophical notions of self, identity and well-being offer perspectives on how coaches might reframe their role, not just in sport, but in society more generally. We see the civilizing of coaching as well in the increasing divisions of labour related to coaching, where specialists (e.g., nutritionists, psychologists, physiologists, biomechanicians, mental preparation coaches) are added to team personnel to overtake functions that may have previously been under the auspices of “just” sport coaches. A potential evolution of this civilizing process could reduce the traditional sport coach to simply a technical or tactical specialist, no more important to an athlete or sport than any other member of the coaching staff. Alternatively, it could broaden the concept of a coach beyond the narrow world of sport and extend it into a relational guide for life. Abandoning the traditional performance goals of coaching through a reframed and more civilized ethical view opens the doors to new opportunities for coaches to innovate never-before seen engagement in physical activity, alongside the plethora of non-sporting experiences life has to offer.

Ben is a doctoral researcher focused on social and theoretical understandings of violence and care in the ongoing safe sport movement, specifically as they relate to coaching practices around the world. He has coached at the elite international level and worked with international federations on their coach development and safeguarding programmes. This professional experience, combined with the personal experience of living in a Buddhist retreat community, gives Ben a particular perspective on both the practical and philosophical approaches to coaching and research.

PS2A3 | Welfare and performance growth logics in youth elite sport: Compatible or not?

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¹ University of Bern, Switzerland

Keywords: Welfare, growth, health, performance, sustainability

Background Following various scandals in youth elite sport, Swiss Federal Councillor V. Amherd stated (16.11.2021), "There should also be elite sport in the future. But we don't want it at any price". This statement highlights a fundamental tension in youth elite sport between two competing logics: the performance growth logic, which prioritises developing athletes to break records at peak performance age, and the welfare logic (ensuring positive youth development and avoiding harm). Focusing solely on either logic presents challenges: prioritising performance without considering welfare is socially unacceptable, while focusing only on welfare risks might compromise international competitiveness. Policymakers and society hope to balance both, but it remains unclear whether they are fully, partially, or not at all compatible. **Aim** This contribution introduces a conceptual model to clarify the relationship between performance growth and welfare logics and explores what Amherd's statement means for talent development, particularly in the debate between early specialization (often associated with the performance growth logic), and sampling (typically advocated by proponents of the welfare logic). **Methods** A conceptual analysis of performance growth and welfare logic will be presented. In addition, and for illustration purposes, insights from ninety-minute interviews conducted during two MSc seminars will be shared. These interviews involved Swiss sport stakeholders, including 11 heads of youth elite sport, one sports medicine expert, one sports psychology expert, and one Swiss Olympic representative. The interviews focus on optimal childhood training for performance growth, risks to positive youth development, and how to balance performance growth with welfare logic. **Results** Two main results can be highlighted: 1) The performance growth logic and welfare logic are only partially compatible. 2) Different sports and ages have different constraints and degrees of flexibility when it comes to optimal talent development in childhood (early specialization vs. sampling). As a result, they vary in their ability to achieve both positive youth development and international competitiveness simultaneously. **Discussion** A key question is whether youth elite sport sets overly high expectations by trying to maximise both performance and welfare logic equally. Another is whether stakeholders and researcher distinguish between knowledge-based arguments (what we know) and valuebased arguments (what we want). Given the partial compatibility of the two logics, two key points emerge: If elite sport at any cost is not an option, either international

competition rules must change or Switzerland may have to accept reduced competitiveness in some sports. Conversely, if welfare at any cost is also unrealistic and performance remains central, this raises the question of whether positive youth development must be ensured for all athletes or if a standard of “non-negative development” —where avoiding harm is the minimum requirement—alongside success is an acceptable compromise?

About the presenting author

Following his PhD in talent identification and development, Bryan now researches ethical and sustainable youth elite sport as a Postdoctoral researcher at University of Bern.

PS2A4 | From acceleration to resonance: Reimagining Norwegian youth sport coaching in a rapidly changing world

Espedalen, Lars Erik¹; Bjørndal, Christian Thue ¹

¹ Norwegian School of Sport Sciences, Norway

Keywords: Social acceleration, resonance theory, youth sport development, coaching and athlete wellbeing, sustainable sport practices

This paper examines the interplay between social acceleration, alienation, and resonance in Norwegian youth sports, with a particular focus on the role of coaches in shaping athlete experiences. Drawing on Hartmut Rosa's relational sociology, we explore how the accelerating dynamics of modern society influence coaching practices, talent development structures, and young athletes' lived experiences. While commercialisation, professionalisation, and performance-driven models have increased opportunities for engagement and achievement, they have also intensified systemic pressures, reinforcing market-driven expectations of efficiency, optimisation, and competition (Coakley, 2010). These demands often disrupt the balance between personal development and high-performance culture, leading to athlete stress, early specialisation, and increased dropout rates. At the heart of this acceleration process is the role of coaches as both enablers and mitigators of these pressures. While coaches are often positioned as facilitators of athletic success, their pedagogical choices directly impact whether youth sport environments foster resonance or reinforce alienation. Traditional coaching approaches, which emphasise measurable outcomes, standardised training methods, and rigid performance benchmarks, often align with broader societal trends of optimisation and control. However, emerging research highlights the importance of coaches embracing relational, holistic, and adaptable methodologies to create more sustainable, meaningful, and athlete-centred sport experiences (Bjørndal, 2025). To address these concerns, we propose Rosa's (2019) concept of resonance as a theoretical and practical framework for reimagining youth sport. Resonance – characterised by meaningful engagement, mutual responsiveness, and relational depth—offers a counterbalance to alienation by fostering connection, autonomy, and intrinsic motivation. We explore three dimensions of resonance in coaching: Horizontal resonance – The role of coaches in fostering social connections within sport, emphasising trust, mentorship, and athlete well-being over purely results-driven approaches. Diagonal resonance – The importance of embodied, skill-based, and material interactions in coaching, encouraging exploratory learning, adaptability, and intrinsic mastery rather than strict standardisation. Vertical resonance – Coaching as a vehicle for deeper existential connections, enabling athletes to find meaning, purpose, and long-term motivation beyond performance metrics. We argue that

embedding resonance into coach education, sport governance, and development programmes is critical for fostering sustainable youth sport participation. Future research should explore how coaches can integrate resonance-based methodologies within existing structures, addressing both practical implementation challenges and broader systemic constraints. By prioritising relational well-being over short-term results, coaches can play a transformative role in reshaping youth sport cultures, supporting athlete well-being, and fostering long-term athletic and personal development. Ultimately, this study contributes to critical discussions in sport sociology, youth sport policy, and coach education by advocating for a reorientation of coaching practices that prioritises connection, inclusion, and meaningful participation in an increasingly accelerated world.

About the presenting author

Christian Thue Bjørndal is an Associate Professor at the Department of Sport and Social Sciences at the Norwegian School of Sport Sciences (NIH). He holds a Master's degree in Sport Sciences from NIH, specializing in coaching and sport psychology. In 2017, he completed his doctoral degree focusing on talent development in Norwegian handball. Bjørndal is particularly interested in interdisciplinary perspectives on topics such as participation, development, and performance in sport, with special emphasis on youth sport. He has extensive experience as a coach in both youth and elite handball, and is a certified EHF Master Coach. In 2021, Bjørndal was awarded significant funding of 8 million NOK from the Research Council of Norway for young research talents to lead the project "Student Learning and Development in Specialized Sport Secondary Schools".

PS2B1 | The gendering of technological innovations in sports coaching

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Keywords: Sports tech, innovation, women coaches, gender in coaching, technology

Aim and Research Questions High-performance sport relies on technological innovation. Coaches use wearable technology, digital platforms, and artificial intelligence (AI) to manage and monitor the training load, performance, and health of their athletes. Technological innovations such as these are commonly understood as gender neutral. This study examines technological innovation in sports coaching from a gender perspective through the following research questions: (1) In what ways are technological innovations in sports coaching gendered? (2) How do gendered disparities in the development, implementation, and use of sports technologies impact women coaches?

Literature and Theoretical Framing The study builds on empirical insights from two fields: the adoption of technological innovations in sport, and gender equality issues in sports coaching. Theoretically, we combine perspectives from sociology with that of science and technology studies (STS). We utilize STS frameworks of domestication (Berker et al., 2005), in combination with feminist theories of the gendering of leadership ideals (Acker, 1992), and critical perspectives on techno-optimism, and data analytics in sport.

Methods This study is based on qualitative interview data from the Nordic research project Women in a Digitized Sports Culture, funded by The Joint Committee for Nordic Research Councils in the Humanities and Social Sciences (NOS-HS). The sample consists of 19 interviews with coaches from football, ice hockey and athletics in Norway. Data was analyzed using Eggebø's (2020) collective qualitative analysis.

Findings The interviews uncover hidden biases and show how many technological innovations in sports coaching are gender blind. A main finding is that women coaches have limited opportunities to use novel technologies compared to their male counterparts, indicating digital inequalities in access to technological innovation. This further implies that the adoption of technological innovation may contribute to widening the gender gap in high-performance sports. Overall, the findings point to challenges women coaches face due to gender-blind algorithms, women's underrepresentation in sports tech development, and sex-data gaps in big data. Thus, a key focus in our analysis is on the often-implicit bias through omission as a mechanism upholding and generating gendered biases that reproduce inequalities.

Conclusion Based on the findings we outline what a more gender inclusive approach to the development and use of technological innovation in sports coaching might look like. Here, we advocate for more inclusive technology design and policy interventions to bridge

digital inequalities, ensuring that sports technologies serve as empowering tools for men and women in high-performance sports.

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About the presenting author

Anne Tjønnedal is a Professor of Sociology of Sport at the Faculty of Social Sciences, Nord University, in Bodø, Norway.

PS2B2 | Coaching, yes but how? Forms and change of leadership among French high performance women coaches through their careers

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Keywords: Leadership, woman, high-level, coaching

Introduction In sport environment, leadership positions are often positions of responsibility, like coaches. They influence their teams to achieve a common goal (Yukl, 2006). In high-level positions, women coaches are under-represented. Multiplies studies have documented the obstacles faced (Adriaanse, 2016; Burton, 2015; Koca & Ozturk, 2015). But what about leadership? One of the obstacles for women seems to be expectations about leadership in general: authority, masculinity. Which would more closely match and reinforce a leadership style corresponding to stereotypical male characteristics (Gosay et al., 2023). These expectations and stereotypes do not correspond to the way that women are perceived (benevolent, empathetic). Moreover, they need to prove themselves, in order to be a coach and earn that position. The aim of this research project is to identify the forms of leadership used by French top-level coaches, the construction and evolution of them leadership and the psycho-sociological mechanisms that shape them all through the prism of gender. **Theoretical model** There are many theories on forms of leadership, two of which have largely been transposed to the sports ecosystem. This is particularly true of the full range leadership model (Bass & Riggio, 2006), which includes transformational, transactional and laissez-faire leadership. To understand the psychosociological mechanisms that construct and shape forms of leadership, we will draw on the full range leadership model and the theories of social role theory (Eagly, 1987) and role congruence (Eagly et al., 2000). **Methodology** Conduct of 15 semi-structured interviews with high-level female coaches, Mage= 45 (i.e., employees of a sports club from the first national level or in French team, minimum of 10 years of experience, coaching at least 15h a week, in women's team sports: Handball, Rugby, Football, Basketball). An interview grid was drawn up to assess their socio-demographic profile, their experiences as coaches, their forms of leadership as well as the impact of gender on this forms. Data were analyzed using deductive analysis with 4 dominant themes: (1) leadership forms, (2) evolution and construction, (3) the credibility and (4) double bind dilemma. **Results and discussion** The results show that high-level women coaches mainly use transformational leadership. This form, in line with existing literature, seems to be positively linked to performance, collective efficiency, motivation and athletes' well-being (Jung et Sosik, 2002; Calvin et al., 2014). They have constructed these

forms based on their experiences (former athletes) and personalities (authentic). In addition, most of these women felt that they still had to prove themselves, that they had to prove their credibility as women, and that the context (staff, directors, athletes) had higher expectations of their skills (Gosai et al., 2023). They also experienced the double bind dilemma of leadership: being disapproved of or judged less competent whatever forms of leadership they adopted (Catalyst, 2007). The results obtained help us to enrich our knowledge of the under-representation of women coaches at the French top level and the impact of gender on their leadership. And this, with a view to guiding interventions in the field to overcome discrimination.

About the presenting author

2023/2024 oral presentation - congress: -16 International Symposium for Olympic and Paralympic Research - "In the run-up to the Olympic/Paralympic Games, coaching yes, but how?" - FEPSAC - "Forms of leadership by French elite women coaches : gender stereotypes and social roles" - French Society of Sport Psychologists - "Women's leadership as elite coaches in team sports" (1-young researcher prize) - French National Olympic Academy - "Forms of coach leadership from a gendered perspective" - Intervention at Regional Economic, Social & Environmental council - " Gender diversity and the relationship to the body".

PS2B3 | Sustainable careers in sports organizations? From the standpoint of female top leaders

Parfait, Alix¹; Sogn, Hanne Elisabeth²; Lopez, David³; Kristensen, Jan Åge²; Garcia, Marie-Carmen³; Guillet-Descas, Emma³

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Keywords: Women leaders, sport organizations, sustainable careers, gender equality, leadership

Worldwide, the proportion of women in top leader positions in sports is reported to be 1030% (Elling et al., 2019; Garcia & Ottogalli-Mazzacavallo, 2022; Nicaise et al., 2023; Norman, 2015; Sogn et al., 2021). Efforts to increase women's access to these positions have not been successful, despite initiatives aimed at addressing this problem (courses, support groups, mentoring programs): many women continue to be excluded and marginalized due to their gender and they cannot reach their full performance potential as leaders, nor provided with the same opportunities as men (Sogn & Skrudland, 2021; Sotiriadou & de Haan, 2019). The persistent issue lies in the fact that the sporting domain remains predominantly masculine (Ottogalli-Mazzacavallo et al., 2023). An "ideal" top leader is often depicted through masculine discourses as someone who is tough, invulnerable, results-oriented: more feminine identities and experiences tend to be marginalized in these contexts (Kavoura et al., 2018; Sogn, 2023). Additionally, top leaders work within a highly competitive and individualized sport environment, where there is an expectation to work 24/7. They face stressors such as a high workload, extensive travel commitments, performance pressure, work-home interference, and job insecurity (Kenttä et al., 2020; Sogn, 2023). This is particularly problematic for women, as they are often expected to take on more household responsibilities (McGannon et al., 2018). As long as this 'masculine logic of ruling' (Sogn, 2023) is maintained, achieving sustainable working conditions for all leaders, but also coaches, is challenging. There is clearly a need to better understand what leaders do in their everyday life as leaders, and how/what the "system" of sport requires from those who choose to take on positions as leaders in this context. Taken together, a better understanding of how women top leaders experience their everyday life as top leaders, as well as how they envision a more gender equal and sustainable working environment, is needed. Indeed, who you are as a leader, the values you manage by can both influence recruitment processes of high-performance coaches, but also have consequences for their everyday life: a top leader who is concerned with work-life balance, care ethics or sustainable careers will also ensure that her high

performance coaches have some kind of life beyond performance. In the opposite situation, a high-performance coach will not be ensured such a balance. The aim of the study is to explore the impact of the gendered nature of sports organizations in Norway and France, on women's everyday life as top leaders. Specifically, it examines how they navigate institutionalized masculinity and masculine accounts of power, embedded in sports organizations. Additionally, we explore how these women do leadership drawing on feminist scholars which posits that moral actions are about interpersonal relationships and the virtue of care. Semi-structured interviews were conducted with 12 high-level female leaders (national or regional): 6 French and 6 Norwegian. The interviews focused on their relationship with their role as top leaders, the 'work culture' in sport in general and the sustainability in these positions. *Note: The results are currently being analysed.

About the presenting author

Alix Parfait is a PhD French student, in her 3rd year. Her thesis is in collaboration with the French Boxing Federation, supervised by Marie-Carmen Garcia and Emma Guillet-Descas. Based on sociology and psychology, her thesis seeks to understand how women and men French boxing leaders and coaches engage with their roles, and the reasons of women's low engagement in it.

PS2B4 | Understanding young aspiring women leaders experiences on future sustainable work life through dream day narratives

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Keywords: Women leaders, sustainable work, future imagination, gender equality, career development

Worldwide, the proportion of women in top leadership positions in sports is reported to be 10-30% for top managers and leaders (Sogn et al., 2021). Efforts to increase women's access to these positions have not been successful, despite initiatives aimed at addressing this issue, such as courses, support groups, and mentoring programs for women. As a result, many women continue to be excluded and marginalized due to their gender. Additionally, leaders in sports work in a highly competitive and individualized environment where there is an expectation to work 24/7. They face stressors such as a high workload, extensive travel commitments, performance pressure, chronically hectic and crisis-oriented situations, work-home interference, and job insecurity. These challenges are particularly problematic for women, as they are often expected to take on a larger share of household responsibilities. This issue may be especially relevant for young aspiring women leaders who are still in the process of making career decisions and determining whether they want to continue working as leaders in sports and pursue a career as top leaders. Drawing from the career sustainability framework, the present study explores how young aspiring women leaders in Norway and France envision their future dream workdays and what these ideal workdays reveal about their current work-life situation. Ten aspiring women leaders under 35 years old from both countries participated in the study. Participants were asked to create visual representations of their "dream days" at work. These visualizations were used as aids for reflection in semi-structured focus group interviews, where participants were invited to share their stories about their best possible workday sometime in the future. Additionally, the implications of these work ideals for career sustainability were discussed, alongside the organizational practices that might reinforce certain work ideals for women leaders. Data were analyzed using thematic and structural narrative analysis. We identified five dominant themes: (1) high achievement professionally and privately, (2) connection and collaboration to others, (3) balance between work and personal life, (4) recognition and support, and (5) opportunities for growth and development. We conclude that, although most of the participants were willing to continue their careers as leaders in sports, many of them had

experienced social isolation and a lack of clear guidance on how to develop their competencies. Furthermore, most participants did not include family life in their dream days, which might indicate that they perceive combining a family with a leadership career in sports as incompatible. Many of the participants also stated that continuing their leadership work in its current form was not sustainable, and that imagining a better work-life in the future was difficult for many of them.

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About the presenting author

Milla Saarinen holds a postdoctoral position at the Norwegian Research Centre for Child and Youth Sport, located within the Department of Sport and Social Sciences. She works on the research project Student-Athlete Learning, Psychosocial Development, Mental Health, and Well-Being in Secondary School Sport Classes. Saarinen earned her doctoral degree in psychology from the University of Jyväskylä, Finland, in January 2023. Her current research interests include youth athlete career development, mental health, and the gendering of sport. Milla also has extensive practical experience working with student-athletes and coaches in national talent development programs.

PS2C1 | Coaching and challenging established norms: Inga Löwdin and the development of gender equality in XC skiing

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Keywords: Coaching history, gender equality, women coaches, XC skiing, Inga Löwdin

Sport has a long history of being male-dominated, and this has been especially evident in the leadership and coaching of international elite sport. The few women who have reached leading positions there have faced numerous challenges and have had to navigate difficult terrain (Cervin & Nicolas 2019). One of the most striking examples is Inga Löwdin (Sweden, 1917-2008). Coming from a background as an elite skier, Löwdin started her career as a sport leader and coach within the Swedish Ski Association in 1946 and in FIS in 1949. In both organizations she was responsible for women's cross-country skiing and was coaching the Swedish women's cross-country ski team while also working within the national and international ski associations. She held an instrumental role in securing Swedish support for the Finnish proposal to include women's skiing in FIS World Championships and IOC Winter Olympics. With the support of Sweden and other countries, women's cross-country skiing was introduced at the Olympic Winter Games in Oslo in 1952. Using the example of Inga Löwdin and her dual position as coach and sport leader, this paper investigates how women coaches navigated the context of international elite sport and furthered an agenda of gender equality. What challenges did they face, and what strategies did Löwdin use to handle these challenges? We primarily use the personal archives of Löwdin, including her correspondence with other coaches and stakeholders at international level, and conduct a text analysis of these documents. Our results show how Inga Löwdin used her broad network to exchange practical knowledge on coaching women athletes, engage new scientific knowledge for the purpose of promoting women's skiing, and organize training camps and competitions for showcasing the high level of women's skiing to new audiences. The example of Löwdin contributes valuable insights into how historical change processes have been initiated by coaches and how they can have a lasting impact on both coaching and organizations in international elite sport.

Daniel Svensson is Associate Professor in Sport Science at the Department of Sports Sciences, Malmö University, Sweden. Svensson has a PhD in History and his research has a focus on knowledge production in sport and outdoor life. His doctoral thesis investigated the scientization of training methods in endurance sports and meetings between scientific and experiential knowledge. Svensson currently studies the history and coaching practices of elite sport education in Sweden. He has published articles on coaching and coaching history in several international academic journals, including Sport Coaching Review. Svensson also has an ongoing cooperation with the Swedish Olympic Committee.

PS2C2 | Victorian Englishmen abroad: Hierarchical diffusion and the transmission of swimming knowledge

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Keywords: Neighbourhood diffusion, hierarchical diffusion, history, migration, coaching cultures

Although coaching cultures are initially founded and then sustained according to national traditions, coaching skills and knowledge cross international boundaries and alter the trajectory of indigenous cultural preferences. This phenomenon occurs through both neighbourhood diffusion, the adoption of practices in adjacent countries, and hierarchical diffusion, whereby emerging nations adopt structural features of advanced nation's sports programmes and recruit coaching experts from those countries. In the late nineteenth century Britain was the leading sporting nation and professional trainers and coaches, who were increasingly being marginalised by National Governing Bodies of sport at home, found that their skills were increasingly in demand overseas as other nations adopted sports as a way of satisfying nationalistic ambitions. This paper addresses a phase of migration among swimming coaches from Britain that occurred during the late Victorian period and utilises a range of sources to present some biographies of men who subsequently made an impact in North America. While consideration is given to the prominent coaches who stimulated the development of elite swimming communities in American colleges and swimming clubs the paper also draws on genealogical sources and family papers to highlight the life course of a less high-profile coach who settled in Canada and whose skills and knowledge were transmitted to his local community. These biographies contribute to our understanding of the ways in which national coaching cultures have evolved and the importance of individual agency to the transfer of coaching expertise.

About the presenting author

Emeritus Professor Dave Day is a Fellow of the Royal Historical Society, a Fellow of the European Committee of Sports History, a Trustee of the British Society of Sports History, and an Honorary Life Member of CRIC. Dave continues to research the history of sports coaching and to develop coaching biographies while completing a book on transatlantic tensions over coaching practices. He is also preparing a text on the history of women's

coaching in Britain, and has recently edited special issues on the history of coaching in Sport in History and Sports Coaching Review.

PS2C3 | Woldemar Gerschler: Inventor of interval training and the man who made the Germans run

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Keywords: Interval training, coaching history, sport politics

Woldemar Gerschler was one of Germany's most successful athletics coaches prior to the Second World War. Born in Saxony in 1904, he trained high-profile runners such as Katharina "Käthe" Krauss (100-meter bronze medalist at the 1936 Olympic Games) and Rudolf Harbig (800-meter world record holder from 1938). After the War, he first worked as a football coach and led the coaching program of the German Athletics Association, before he became the Director of the Sport Institute of the University of Freiburg in 1949. He continued to be involved in athletics was responsible for the German athletics team at the Olympic Games in 1952, 1956, and 1960. In short, Gerschler had an impactful and eventful life. However, sport historians have largely neglected Gerschler's contributions to the development of athletics, and in part have also ignored the controversial sides of his career. Complete studies on Gerschler are not available, while partial analyses of his life are scattered in numerous publications and online sources. Based on archival sources collected from the archive of the University of Freiburg, the German Federal State Archive, the State Archive in Dresden, and newspaper archives, this study aims to fill this research gap. In particular, it will focus on three defining aspects of Gerschler's biography. (1) It explores his contribution to athletics training, and here especially the invention of the interval training method and his outspoken support for winter training. (2) It considers Gerschler's political and nationalistic attitudes, which have been controversial. Whilst he openly spoke out in favor of convicted Nazi collaborators and was responsible for the German track-and-field squad at four Olympic Games, he also coached international athletes such as Gordon Pirie and Roger Moens, not showing strong nationalistic tendencies. (3) It analyses Gerschler's collaboration with German sport medical doctor Herbert Reindell. The two men worked together at the University of Freiburg, where they strongly supported the development of scientific support for athletics training that Gerschler called for on a national level, too. However, the pair was later suspected to conduct research on performance-enhancing methods categorized as doping.

About the presenting author

Jörg Krieger is a sport historian and Associate Professor at Aarhus University (Denmark). He also holds an adjunct professor position at Inland Norway University (Norway). His research work focuses on the relationship between politics and international sport, anti-doping, athlete activism, and women in sport, as he seeks to understand power relations in global sport. He is the Chair of the Sport & Society Research Network, the International Network for Doping Research, and the Lillehammer Olympic & Paralympic Studies Centre.

PS2C4 | The coaching of circus children: Historical perspectives and philosophical implications

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Keywords: Coaching children in sport, circus performance, sports pedagogy, dancing, dance pedagogy

Before the advent of modern competitive sports in Europe, circus performances were prevalent. Before children began to compete in ski jumping and speed skating in Norway, they showcased their skills through impressive tightrope walking and horseback riding. And before gymnastics clubs started organizing training sessions for children (in 1858), there were adult instructors for circus children. What training philosophy did they adhere to? How did the adults, often the parents, train the children to dance and balance so gracefully on steel wires? Did they use physical punishment and drilling, similar to how animals are often trained in circus contexts, or were they oriented towards "newer" and "freer" pedagogy in the tradition of philosophers John Locke and Jean-Jacques Rousseau? This presentation is based on an ongoing book project about the long history of children and sports in the Norwegian context over 200 years. An exciting and thought-provoking starting point is the story of the tightrope walker and circus child Carl August Paulson (born in 1812), whom his father August Paulson featured in many advertisements in Norwegian cities from 1822 to 1825. August Paulson was also a dance master. Through his advertisements, and more generally from the instructional books of dance teachers in Norway at that time, it is possible to reconstruct a nuanced picture of how coaching of children in circus contexts was conducted. For modern coaching of children in sports in 2025, there may not be anything to learn directly and literally from circus pedagogy of the 19th century. However, the perception of children at that time highlights our prejudices and assumptions in sharper relief. Is it truly feasible to categorize children by distinct age groups, as the provisions on children's sports and the competition classes in Norwegian sports do? Do we forget that children are not just children (with fundamental rights) but also individuals with their own developmental paths and widely varying motivations?

About the presenting author

Gudmund Skjeldal, b. 1970, is assistant professor at the Institute of Sport and Social Sciences and he defended his thesis: "An intellectual history of the amateur concept in the

Norwegian sports public sphere, 1866-1907" in 2022. He graduated Master in Intellectual History in 2001 (University in Oslo). He is an author of several non-fiction books – a biography on the poet Nordahl Grieg (2012), a history of the newspaper Bergens Tidende (2017), and an essay on the tennis tournament and venue Wimbledon (2017), among them. Skjeldal was a professional cross country-skier in the 1990'ies, nowadays an amateur tennis and chess player and also a fiction writer.

PS3A1 | Should I stay or should I go? Is there a use by date on coach-athlete relationships? Shifting, temporal and contextual notions of power-relations within track and field athletics

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Keywords: Power, poststructuralism, postmodernism, ethnodrama, relationships

In championing the sociocultural and pedagogical landscape, many authors have presented the coach-athlete relationship being foundational to an athlete's success and well-being (Cassidy et al., 2016; de Haan & Norman, 2020; Potrac & Jones, 2011; Ronglan, 2011). By studying these dynamic, transient, contested, and powerful relationships within the broader topographical landscape, we can better understand the complex ways in which coaches can influence athletes in multiple ways (Johns & Johns, 2000; Gearity et al., 2023; Mills et al., 2020; Potrac & Jones, 2009; Purdy & Jones, 2011). This research seeks to reconceptualise how athletes consider the coach-athlete relationship in high-performance sport, which may have implications for how coaches conduct and interrogate their practice. Using the sporting domain of elite track and field athletics in the United Kingdom (UK), the research focuses on the way power plays a central role, not only among and between athlete and coach, but also the impact that coaching managers, equipment sponsors, athlete agents, and selectors have on the power dynamics evident at this level. Drawing on poststructuralist and postmodern theory and sensibilities, as well as the writings of such as Foucault (1977; 1978; 1980), Richardson (2000a; 2000b), Rose (2000), St. Pierre, (1997; 2000; 2011) and Schostak (2006), this study takes a contemporary and critical perspective to reconsider the ways in which athletes navigate, negotiate, resist and engage in complex power-relations with coaches, other athletes, stakeholders and other agents. This research comes at a time when UK sporting agencies, the press, and other interested groups are struggling to fully comprehend how the contemporary coach-athlete relationship(s) operates in the rarefied atmosphere of elite athletics. Stories of physical and emotional abuse, athlete-coach fall out, mental health concerns related to loss of sporting identity, and the pressures inherent in the commodification of the sport performance, have, I contend, at their heart, issues of power. Semi-structured interviews were conducted with 12 high-performance track and field athletes. The data generated from these were examined using the poststructuralist and postmodern writings of those listed above and other critical thinkers who conceptualise power as being fluid, transient and non-possessive, e.g. Hargreaves (1986) and Westwood (2002). This led to the creation of three vignettes which will be explored as a series of ethno-performances. Findings suggest that the existing models of coach-athlete relationship(s) are both limited and

limiting. The significance of this work is that it provides a theoretically and data led critical reconceptualisation of these relationships and, in turn, suggests that to fully understand the nature of these interactions, we must consider new ways in which power operates in these arenas. By offering novel ways of thinking about the reality of these interactions, it may be possible to suggest a more insightful and thoughtful set of ideas, one that allows us to better understand the nature of coach-athlete relationships operating at this level.

About the presenting author

Dr Alexandra Consterdine is a Senior Lecturer in the Sociology of Sport, Exercise and Health at Liverpool John Moores University. Alex completed her PhD on power and high-performance athletics in the UK in February 2021, and is continuing her research into the sociology of sport, focusing on power, the coach-athlete relationship and culture.

PS3A2 | Possibilities and Perils in post-structuralist coaching: Irony as a technology for the art of coaching

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Keywords: Aesthetics, irony, coaching technique, Bakhtin, Kierkegaard

The emergence of post-structuralism in sports coaching resulted in a powerful critique of many practices inspired by positivist psychological science. A challenge, however, is that the critic is left with the burden of providing new directions and this challenge is what I intend to meet with this paper. I start with the distinction between prescriptive technologies of subjectification and holistic technologies that are more closely akin to the techniques that enable an artist to constitute their work. This paper presents the practice of cultivating irony as a technology of the latter sort by way of two case study illustrations that illuminate the qualities of irony as presented by Kierkegaard and Bakhtin. In short, I present how a coach can practice irony to reveal (1) realities of the moment, (2) an athlete's experiential commitment to such realities, and (3) the possibility of critical reflexivity. The power of such a technology is illustrated by also discussing how it can enhance coach-athlete relationships or put them in peril.

About the presenting author

James Cresswell's research interests range from critical/cultural psychology to cognitive science and literary theory. All of it focusses on linking critical theory and community-based advocacy research, which has been funded by organizations such as the Social Science & Humanities Research Council and MITACS. Specific content areas of research include sport, aesthetics, poverty, language, immigration, and technology. He serves as editor for the Journal of Theoretical and Philosophical Psychology and recently received a Distinguished Service Award from Division 24 of the American Psychological Association. He is a research affiliate with the Canadian Poverty Institute (<https://www.povertyinstitute.ca/>) and the Newcomer Research Network (<https://www.ucalgary.ca/network/newcomer-research/home>).

PS3A3 | Negotiating power and pleasure as student-athletes: Rethinking coaching in lower secondary sport schools

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Keywords: Student-athletes, performance, sociocultural dynamics, dual career

As critical scholars examining the sociocultural dynamics shaping youth development in sport, we focus on the power dynamics that govern lower secondary sports schools in Norway. These institutions aim to support young people in balancing academic and athletic ambitions, facilitating student-athletes' (dis)continuation to elite sports. However, talent development in sport is increasingly shaped by an accelerating, neoliberal, and meritocratic logic, where success is framed as an individual responsibility and efficiency, self-discipline, and optimisation are valued above all else. Traditionally, student-athletes' experiences of managing the often-contradictory expectations to excel have been explored through a sport psychology lens, emphasising resilience-building and mental skills training (Stambulova & Wylleman, 2019). In contrast, we foreground the complexities of navigating elite sport hierarchies by drawing on two fieldwork-based studies. Our aims are to: (a) critically examine the limitations of the normative ideal that combining high-performance sport and education is the optimal pathway, and (b) explore how student-athletes negotiate dominant discourses that privilege responsibility and performance. In the first study, we conducted focus group interviews with 25 student-athletes to investigate how they collectively construct meaning about responsibility through dominant discourses. In the second study, we conducted individual follow-up interviews with three student-athletes provided insight into their long-term engagement with talent development initiatives. Findings from the first study reveal that student-athletes are subjected to a moral code of efficiency, structuring their time and energy to maintain composure and control over responsibilities. However, this structured approach, while seemingly advantageous, also constrained their ability to prioritise health and well-being. This tension highlights how student-athletes navigate conflicting demands and build agency within their sports school context by emphasising rationality over spontaneity. Preliminary findings from the second study further underscore the role of social skills and collaboration in navigating talent hierarchies – an aspect particularly critical during key transition phases towards or away from elite sport. From a coaching perspective, where performance development is the primary objective, these insights highlight the need for a more nuanced understanding of student-athletes' lived experiences. Supporting their ability to prioritise extends beyond reinforcing their

autonomy; it requires careful consideration of when, how, and in what contexts coaches can help studentathletes resist pressures of optimisation and balance pleasure with duty. For instance, shifting away from an overemphasis on individual responsibility and challenging the expectation that youth athletes must rigidly structure their lives around training could foster more adaptive environments. We argue that recognising how institutionalised discourses privilege those who conform to performance standards demands more than acknowledging compliance. It necessitates deeper reflections on agency, social structures, and contextual hierarchies to inform strategies that cultivate more supportive and flexible conditions for student-athletes.

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About the presenting author

Marie Loka Øydna is a PhD candidate at the Department of Sport and Social Sciences. She has earned both a bachelor's and a master's degree in coaching and sports psychology from the Norwegian School of Sport Sciences, along with a practical-pedagogical degree in physical education. While studying, she played elite handball, coached younger teams, and briefly worked as a sports psychology resource for a junior national handball team. She has completed further education in cognitive sports psychology.

PS3A4 | The impact of the academy classification model on coaching practices in Norwegian football: A Foucauldian analysis of governance and player development

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¹ Norwegian School of Sport Sciences, Norway

Keywords: Academy classification model, coaching practices, governance, player development, biopolitics

The study examines the impact of the Academy Classification Model (ACM) on coaching practices in Norwegian football academies. Introduced in 2017, the ACM aims to standardise player development through structured criteria, encouraging clubs to adopt uniform coaching and assessment methods. Semi-structured interviews with five academy managers reveal how the ACM influences governance, power dynamics, and player development. Using a Foucauldian framework, the study highlights that while the ACM fosters professionalisation, it promotes homogenisation, stifling innovation and context-specific approaches. A key issue is the dual role of club mentors as evaluators and supporters, which limits creativity and independence in coaching. The ACM's reliance on biopolitical methods, including physical assessments and individualised training, risks reducing player experiences to quantifiable metrics. This study underscores the need for balanced player development models. Standardisation is valuable, but maintaining academies' unique coaching identities is essential. Flexible approaches benefiting both players and coaches are critical. The findings suggest that alternative governance models and more reflective, context-sensitive practices could support diverse coaching methods and enrich Norwegian youth football development.

About the presenting author

Henrik earned his Master's degree with honors from the Norwegian School of Sport Sciences in 2024. He works as a professional football coach, drawing on his extensive experience in youth development within football academies to nurture and support athlete learning.

PS3B1 | “Nothing is sustainable in this profession”: Gender equality through sustainable work life for French and Norwegian high-performance coaches

Bentzen, Marte¹; Nicaise, Virginie²; Boyer, Amélie²; Ottogalli-Mazzacavallo, Cécile²; Saarinen, Milla¹

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Keywords: Women high performance coaches, gender equality, sustainable practices, cross-national study

Background: The proportion of women high performance coaches (HPC) has been reported to be low over the last decades (8.4–20%). Research on gender inequality in the HPC profession has helped us understand the range of barriers for women taking on these roles (e.g., Kenttä et al., 2020; Nicaise, et al., 2023; Ottogalli-Mazzacavallo, et al., 2023; Norman & Simpson, 2022; Saarinen et al., 2023). In addition, efforts to increase women's access to these positions through “women-strengthening-initiatives” (e.g., courses, support groups, mentoring programs) has been implemented in sports organizations. Despite the knowledge and these initiatives, gender equality in the HPC profession still seems like an utopia in 2025. Thus, we argue that a shift in perspective is needed to foster change, going from “fixing the women” to “fixing the system”. The rationale of “fixing the system” stems from the fact that working as a HPC is highly stressful and demanding (Potts et al., 2023), leading to detrimental consequences for the coaches such as burnout, mental health problems and decisions of leaving the profession too early (Olusoga et al., 2019). As such, it has been claimed that the HPC profession is unsustainable (Kenttä et al., 2023). Aim: The aim of the current study is to explore a) how female HPC in Norway and France understand the concept of a sustainable HPC profession, and b) their reflections of opportunities for organizational changes for the HPC profession to be sustainable. Methods: The current study is a cross-national qualitative study, including in total 10 HPC from Norway (n = 5) and France (n = 5). Participants were purposefully sampled based on working in National Teams or in elite professional leagues. We also recruited based on either currently working as a HPC (n = 6), or recently left the occupation (n = 4). Data was collected using individual semi-structured interviews. Reflexive thematic analysis (Braun & Clarke, 2019) was used to analyze the data across both nationalities, while also considering cultural differences. Results/Conclusion: Preliminary results support previous findings regarding the profession being demanding and time consuming (“a cowboy job”). Half of the coaches found it difficult to reflect on what a sustainable career for HPC could be, as they could

not envision the profession being organized in a different way and accepted “that nothing is sustainable in this profession”. The other half of the coaches had richer reflections regarding sustainability, regarding what it could be and what organizations could do to improve coach career sustainability. Findings also revealed discrepancy in both how willing coaches were to reflect upon gender specific issues related to HPC sustainability, and how rich these reflections were. On one side, findings indicated that there were few perceived women specific challenges to sustainability, “we have equal opportunities”. Other coaches had clear experiences about threats to women sustainability in the profession and ideas for improvement at the organizational level to enhance HPC sustainability for women. The findings will be discussed in relation to the conceptual framework on sustainable careers (De Vos et al., 2020).

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About the presenting author

Marte Bentzen works as an Associate Professor at the Department of Sport and Social Sciences, Norwegian School of Sport Sciences. She is mainly lecturing in sport psychology, leadership and motivation, and statistics. Her research is focused on processes related to enhancement of well-being and prevention of ill-being within occupational psychology in general and among high-performance sport coaches in particular.

PS3B2 | "Not a bull in a china shop": Micropolitical literacy and women in coaching

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Keywords: Women in coaching, coach education, social theory

This study builds upon our CRiC 2024 presentation, which introduced initial findings from an evaluation of a women-only coach education programme. Such a programme aimed to foster participants' critical sociological consciousness based on a call for more socially relevant training for women coaches, which 1) better mirrors the complex reality of their work, often in male-dominated environments, and 2) develops an increased sense of possibilities in terms of the coaches and people they want to become (Harris, Jones and Santos, 2023). The study involved 15 women coaches enrolled in the programme. Due to the programme's distinctive nature, complete anonymity for participants and the organisation was challenging to ensure. To mitigate this, pseudo-anonymity was employed, adhering to ethical principles of "doing no harm" (Tilley and Woodthorpe, 2011). Efforts were made to aggregate data and avoid using identifiable characteristics wherever possible. Participants and the national governing body provided informed consent, and the university's ethics committee approved the study. Data collection methods included tutors' observations, fieldnotes, focus group and individual interviews. Fieldnotes were recorded by tutors who were also part of the research team during programme sessions. Interviews were conducted in two stages. The first stage, which findings were presented at CRiC 2024, explored the coaches' learning experiences and their application of concepts to practice. The second stage, comprising focus groups and individual interviews, delved deeper into initial findings, in particular: a) how the programme impacted coaches' practice after two years, including b) how coaches' micropolitical literacy was used in the workplace, and d) better understanding the role of the network created, and the related sense of 'safety'. Data was transcribed, analysed and organised through the use of an inductive analytical method (Glaser and Strauss, 1967). Findings reveal insights into how an enhanced social consciousness shaped coaches' everyday practices and strategies for navigating male-dominated environments, as well as further information around coaches' shared sense of loneliness when taking issue and action within their workplaces. Results explain coaches' ambivalence about integrating others into the programme. Finally, the presentation will argue for a reconsideration of current 'male allyship' narratives and challenge anti-intellectualism in coach education, emphasising the transformative potential of the participants' learning experiences.

About the presenting author

Sofia is a senior lecturer and the Programme Director for the MSc Sport Coaching degree at the Cardiff School of Sport and Health Sciences, Cardiff Metropolitan University. Her research focuses on sociological issues in sport, with a particular focus on power dynamics and social interactions within the coaching context. Sofia's emergent research around women (and marginalised groups) in sports coaching and coach education has led to collaborations with notable national governing bodies in the development and provision of educational programmes.

PS3B3 | Gender and high-performance sport coaching in Germany: Preliminary findings from the 'QualiFT' project

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² Örebro University, Sweden

Keywords: High-performance sport, coaching, gender

Background High-performance sport coaching in Germany is a stereotypically gendered field of work, with women still being systematically underrepresented (e.g. Bahlke et al., 2003; Gieß-Stüber, 1998). At the Olympic Games in Paris 2024, for instance, 14% of the 184 coaches in Team Germany were women (21% in the 2024 Paralympics; DOSB, 2024). While international research has identified a breadth of intersectional barriers to cause the gender gap, studies on the current situation in Germany are rare. **Aim** The aim of this presentation is to share preliminary findings from the research project 'QualiFT' targeting to analyse the role of gender in high-performance sport coaching in Germany, and to identify approaches and factors that facilitate the educational and professional careers of women coaches. **Methods** The 18-month 'QualiFT' project is divided into three consecutive sub-studies, combining quantitative, qualitative and participatory methods. The first sub-study statistically evaluates the gender-specifics in the qualification and the employment of women and men coaches based on data sets from selected Olympic, non-Olympic, and Paralympic elite sport organisations. The second sub-study examines barriers and success factors in coach education and career development, using an online questionnaire, biographical mapping interviews, focus group discussions with coaches, and expert interviews. The third sub-study employs document analysis and expert interviews to collaboratively develop measures to promote gender equity in German high-performance sport coaching. **Results** Preliminary results from the first two sub-studies demonstrate that the number of women coaches with the highest-level high-performance sport coaching license is significantly lower than that of male coaches. However, this is not the case in all sports. Furthermore, initial qualitative findings indicate that the underrepresentation of women coaches in German high-performance sport is closely linked to challenging working conditions, as well as structural inequality. Lastly, a lack of role models, pro-active recruitment strategies, and gender-diverse coach education have been identified as sources for the gender gap. **Conclusion** The preliminary findings indicate that gender plays a significant role in creating inequalities in German high-performance sport coaching. Gender inequalities are, however, found to intersect with other categories of social difference and sport-specific conditions. Thus, multi-level and

sport-specific approaches are necessary to create more gender inclusive environments for coach education and sport coaching work in Germany.

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About the presenting author

Lisa Kalina is a PhD student at the German Sports University Cologne (GSU) and a research assistant in the QualiFT-project at Sociology of Sport Department at the Institute of Sociology and Gender Studies at GSU. Contact info: L.Kalina@dshs-koeln.de Astrid Schubring (PhD) is a Full Professor at the German Sports University in Cologne (Germany). Astrid heads the Sociology of Sport Department at the Institute of Sociology and Gender Studies.

PS3B4 | Unlocking the career potential and development of women football coaches in Europe

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Keywords: Women coaches, football coaching, career development, self-efficacy, gender equality

Women coaches are systematically outnumbered by their male competitors across European football. More specifically, the number of qualified female coaches holding at least a national C license amounts to approximately 30,000 women, but less than 1% report to have a UEFA Pro license (FIFA, 2023; UEFA, 2024). Such level of underrepresentation is reflected in the literature, given that qualitative studies have shown how women who navigate through football coaching activities typically struggle to build and maintain their self-confidence for a head coach career (Clarkson et al., 2019; Fielding-Lloyd & Mean, 2011), as well as to balance their work-family demands in the face of scheduling inflexibilities (Barker-Ruchti et al., 2014; Sisjord et al., 2023). Besides, they are continuously forced to prove their coaching competences (Knoppers et al., 2022; Norman & Rankin-Wright, 2018), surviving entry-level barriers and overcoming challenges in later stages of their coaching pathway (Karlik & Wolden, 2023). As Lent et al. (2002) highlighted, career development is not simply a cognitive or volitional enterprise, given that career choice, change, and growth are also influenced by external and internal conditions (e.g. socioeconomic and cultural factors, age, gender, health, emotions). Intrigued by the status quo of women's underrepresentation among football coaching roles, the present study frames its theoretical perspective through the lenses of social cognitive career theory (SCCT; Bandura, 1986; Lent et al., 1994). Essentially, SCCT embraces constructivist assumptions about humans' capacity to influence one's own career development. The research purpose aims to address the intersection of personal, environmental, and behavioral conditions to capture female coaches' self-efficacy beliefs, career outcome expectations, and career goals. To implement this research, a cross-sectional online survey was distributed by national and regional football associations, coach educators, and football clubs across 17 European countries between November 2024 and January 2025. The final sample corresponds to 1,010 female coaches. All participants were women who have either been involved with, or have been preparing to pursue a career in football coaching both in the men's and women's game. Even though the data cleaning is currently underway, the raw dataset initially shows that 3% of all respondents are UEFA Pro, 11% are UEFA A, and 32% are UEFA B licensed coaches, which collectively indicate a realistic representation for the sample. Driven by existing literature

and validated scales (e.g. Doherty & Johnson, 2001; Machida-Kosuga et al., 2017; Wells & Kerwin, 2017), the questionnaire was designed to assess the respondents' football background and aspirations, including personal and financial information. Data on coaching education and experiences were also particularly emphasized, as well as the potential sources of support (e.g. interpersonal, sociocultural, organizational) for coaching progression. As part of the data analysis, multivariate regression models will evaluate a similar set of independent variables to highlight more consistent results among the subsamples. Given its unparalleled quantitative scope among women football coaching studies, this research foresees not only a valid theoretical contribution, but also a realistic transfer of knowledge to help improve female coaching education and career opportunities for women coaches in European football.

About the presenting author

Matheus Galdino is a PhD candidate currently employed as a lecturer, researcher and football instructor in the department of sports science at Bielefeld University, Germany. He is also a UEFA licensed coach and holds a M.Sc. in sport management from the German Sport University Cologne, including an Erasmus semester at the Polytechnic University of Madrid, Spain. He has previously worked with athlete management at Red Bull, media rights at ESPN, as well as a strategic consultant supporting professional football players. In partnership with the Royal Belgian Football Association (RBFA), Matheus was a recipient of the UEFA Research Grant Programme 2024/2025.

PS3C1 | Taking the reins: Eva Christy as riding instructor and equestrian innovator

Munkwitz, Erica¹

¹ American University, USA

Keywords: Equestrian, coach, instructor, women, gender

The history of women as sport coaches and the practice of female sport coaching has been – until late – woefully understudied by academic scholars, athletic competitors, and sporting practitioners. During the long nineteenth century, many women were enmeshed in professional coaching activities, and their activities had especially momentous consequences in the field of equestrianism. Women were needed to teach riding to other women because women rode differently from men – on a different saddle and in different clothes. One of the most influential of these “riding mistresses” was Eva Christy (1869-1954). From a traditional Quaker family, Christy grew up with a surprisingly thorough equestrian upbringing of riding, hunting, and caring for horses near Chelmsford, Essex. She moved to London in 1893 (age 24) and initially found employment as a respectable chaperone, escorting lady riders on their public outings. A year later she began riding instruction in Hampstead, finding a niche because male riding instructors had no sidesaddle experience and were thus unable to properly teach female riders. She taught riding in London from 1894 until the Second World War, and her published works include two manuals on riding, *Side-Saddle Riding: A Practical Handbook for Horsewomen* (1899) and *Cross-Saddle and Side-Saddle: Modern Riding for Men and Women* (1932). Beyond being a coach for sporting and equestrian activities, Christy also took on leadership roles in surprising spaces. She was associated with the Women's Freedom League, encouraging female involvement in politics and supporting the campaign for female suffrage. She was also associated with the Women's Police Volunteers and later the Women's Police Service. Her sporting instruction also extended to the military (being an official riding instructor for the British Army during the First World War) and the disabled (being one of the first to encourage prosthetics for riding). Christy's equestrian activities clearly led to – and bolstered – her leadership of other public causes. The horse and sporting worlds created a space, and a need, for a new kind of female businesswoman, coach, and sporting authority, and enabled a new kind of liberation – both on and off the sporting field. These repercussions of this innovative leadership are seen today in the equality of equestrian competition, the only Olympic sport where both sexes compete against each other.

About the presenting author

Erica Munkwitz is a historian of modern British and European history. Her research focuses on gender, sport and empire in modern Britain, specifically women's involvement in equestrianism and horse sports. She received her BA in History and English from Sweet Briar College and her PhD from American University, where she was honored with the Award for Outstanding Scholarship at the Graduate Level. She has received the Early Career Scholar Award from the European Committee for the History of Sport (CESH) and The Solidarity Prize for Excellence in Early Career Equine Research. Her first book, *Women, Horse Sports and Liberation: Equestrianism and Britain from the 18th to the 20th Centuries*, was short-listed for the Lord Aberdare Literary Prize.

PS3C2 | Chefin Brigitte Fink, the driver of Italian Luge's Golden Era

Bonini, Gherardo¹

¹ Cesefas, Italy

Keywords: Luge, women, head coach, Italy, Olympics

The contribution outlines the interesting trajectory of Brigitte Fink (1940-2024), one of the best Italian lugers of 1950s, later Head Coach of Italian team, both men and women, during the so veritable Golden Era of Italian luge. She was the daughter of Max Fink (1896-1956), the braker of Italian 5-bobsledding team in the Olympics of Chamonix 1924. Like other pupils of Sterzing, Brigitte learnt very young the art of bob and luge in the natural track of Sterzinger area. After the completion of her brilliant career, she decided to become trainer and also interested to the entrepreneurial trade of bob vehicles. In 1979 and then for a longer mandate in 1989, she was appointed Head Coach of Italian team of luge. She began an intense work, cultivating young talents and leading Italy to dominate international luge in the Winter Olympics of 1994 and 1998. Later, she acted for a while also as vice-president of international luge federation. She was depicted as Iron Lady managing the team with severe discipline and maniacal application, entering in conflict with some lugers, and, declining the performances, with Italian federation. Undoubtedly, a unique example of Italian woman coach of an Olympic-relevant sporting discipline. She resigned and briefly trained West Germany. She undertook also trade activity outside luge and politically she joined Freiheitlichen, a party advocating detachment of South Tyrol from Italy, but she lost elections for becoming Mayor of Sterzing. Last years, she lived aloof from public stage.

About the presenting author

Born in Italy (1959), graduated in Philosophy, diplomed in Archival sciences, Gherardo Bonini had worked for the Historical Archives of EU in Florence from 1989 to May 2024. Member of the society of historians for Italy (SISS), Europe (CESH) and World (ISHPES). He had collaborated to several Encyclopaedias published by US and British companies. His main objects of investigation are swimming, weightlifting and Austria history. He self-edited a book *Europa, Mitteleuropa, Vaste Land* (second edition 2008) exploring the modern roots of the European sport considering fifteen disciplines. He wrote two monographs with Franco Cervellati about swimming in Florence before 1945 (2004) and about Giuseppe Cassioli, designer of Olympic medals (2019). He co-edited a book on

Austrian sportsman Otto Herschmann (2022). He published several articles for US MILO. The Journal of Serious Strength Sports. He took part to numerous congresses and installed contributions for IronHistory and playingpasts e-platforms.

PS3C3 | From the Classroom to the coast: The life of Julia Andrew, forgotten pioneer of women's fitness

Roberts, Margaret¹

¹ Royal Historical Society, UK

Keywords: Julia Andrew, coaching history, women, physical fitness, interwar

This talk explores the fascinating life of Julia Helena Andrew (1882–1958), a trailblazer in the field of physical education and women's athletics. Julia's career began with her early educational training at the Goldsmiths Institute and her appointment as Head of Physical Training at Woolwich Polytechnic, where her contributions extended beyond the classroom to public displays of dance and gymnastics. The highlight of her career was her leadership in the first Women's Olympiad in Monte Carlo (1921), where she coached and accompanied a group of British athletes to international acclaim. Later, her collaboration with a Daily Mirror initiative showcased her commitment to promoting physical fitness through innovative public demonstrations across seaside towns in the UK. Julia's story celebrates her role as a pioneer who expanded opportunities for women in physical training, while reflecting on the social and cultural significance of her contributions, from fostering community health to shaping early perceptions of women's athleticism in Britain.

About the presenting author

Margaret Roberts is a Fellow of the Royal Historical Society, an academic author, speaker, experienced researcher, and genealogist who specialises in Sports History and works as an independent researcher. Her publications include a book on Victorian swimming communities, academic journal papers on women's football, teacher training, and Victorian swimming baths and their employees. Margaret is the editor of Britain's only online Sport and Leisure History magazine *Playing Pasts* [www.playingpasts.co.uk] as well as Chair of the Family History Society of Cheshire, Society Liaison Officer and Trustee for the Family History Federation, Trustee of Devon Family History Society, and a core member of the Few Forgotten Women team.

Abstracts for Thursday, June 19th

09:30-11:30 - PS4A, PS4B, PS4C

11:30-13:00 - Poster

14:30-16:30 - PS5A, PS5B, PS5C

Abstract PS4A1 | Thursday, June 19th | 09:30-11:30 | Auditorium Innsikt | Individual oral presentation

PS4A1 | Response-abilities of coaching practices: Fieldworlding withesports coaches to disrupt the tight ontologies of health and physical activity

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Keywords: Gaming, becoming, agential realism, movement

Esports in Denmark have transformed from home-based leisure activities to structured practices within community-based clubs. This sportification has intensified the focus on health and physical activity (PA). Specifically, national sports organizations and research efforts try to integrate neoliberalised forms of PA into esports training to address sedentariness, enhance performance, and promote social relations. However, this intensification raises questions about what forms of PAs are being produced and how these intensities shape the relational (im)possibilities of esports bodies to become healthy? Esports coaches often resist normative expectations of PA, emphasizing that players (and coaches themselves) value esports as distinct/different from 'traditional' sports—a (safe) space where bodies aren't judged or disciplined by normative measures of physical performance and appearance. As part of a PhD project, the present paper explores the possibilities for thinking through Barad's (2007) agential realist ontology and the concept of response-ability (ability to respond). As the entangled/composite performer of the project, "iii" diffractively trace how esports coaching (at one esports club in Denmark) was rendered capable of responding differently to the intensification of PA occurring in tight neoliberalised ontologies. Such tracings materialized from m"iii" collaborative-coffee-conversations, writing-as-thinking-and-raging, and theorizing-as-(re)imagining performances with coaches at the club. Response-ability was cared for as a process of listening, slowing down, and the art of noticing (Tsing, 2013). An act of making the more-than-human other (technology, weather conditions, clothes) capable of responding to

what it might mean to (be)come physically active and health(y) beyond normative guidelines or the metrics of tight ontologies. This process “took time” (several months) as “iii” was immersed in the conventional neoliberal logics of engaging in academic fieldwork (as my PhD funding dictated I should do). However, in this presentation, m“iii” aim is not to describe my fieldwork but to trace the doings of spacetime-mattering that generated alternative openings for imagining the relational practices of health and movement within the club. For example, iii talked with the coaches about agential realism and how ethics are always entangled in knowing and becoming (i.e., ethico-onto-epistemology; Barad, 2007). As Mazzei and Jackson (2022) would say, to create openings by thinking with theory. Through these long, fun, and sometimes chaotic talkings, we unleashed becomings that fueled (along with coffee) our process of thinking-together: writing. Writing became a place for different differences to live—keeping thought on the move. We all have thoughts that feel too risky to voice (“iii” am expressing some of these thoughts right now through this abstract). Google Docs became territories for expressing forbidden sticky stuff: “screw those dominant, neoliberal, and developmental strategies for coaching/teaching/being around youth these days...” Hold on In sum, M“iii” PhD was thus less “fieldwork” and more “fieldworlding”, not observing from a distance but intravening and performing from the middle creating alternate worlds of possibilities for how esports players could move at the club. By attuning to and noticing differences, other relational (im)possibilities took form, loosening the ontologies of how to do inquiry with theory within the entangled phenomena of esports, health, and physical activity.

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About the presenting author

Lasse graduated from Aalborg University in Denmark with a Master’s degree in sports science in 2020. In his Master’s thesis, Lasse studied and critically discussed the phenomenon of sport for development based on ethnographic fieldwork carried out in a Danish football academy located in Uganda. Lasse is currently exploring esports, physical activity, and adolescents from an agential realist position as part of his PhD. Lasse is particularly interested in exploring how youth development and physical activity are

deeply entangled with technology and materiality and how these entanglements may be understood in light of relational ontologies.

PS4A2 | What's love got to do with coaching positions? Researching passion as an encumbrance in combat sports coaching

Erdogan, Sanna¹

¹ University of Lapland, Finland

Keywords: Coach, volunteer, sport club, emotions, gender

Nonprofit and voluntary organisations such as sports clubs are essential in providing sports services and activities. Volunteer coaches can be considered the basis of sports clubs, helping to achieve various goals and objectives. Previous research has investigated the importance of engagement, psychological well-being, coaching effectiveness, and respectable leadership, to name a few. While vigorous research interests exist in this area, there remains a limited pool of empirical research addressing volunteer work through gender lenses. On the other hand, plenty of researchers have used gender perspectives to reveal persisting gender inequality in coaching. In Europe, scholars suggest that around 30 % of coaching positions are held by women, and only a few are in high-performance sports. Resonating previous findings, my primary research question was: How does engagement in coaching reflect maintaining male domination in sports coaching? I recruited and interviewed thirty-four coaches (23 male, 11 female) based within Finland combat sports clubs at eight (n=8) focus group discussions across 2022. All interviewees provided informed consent to participate in the study. I followed research ethics to anonymise the data and analysed coaches' reflections using reflexive thematic analysis (Braun & Clarke, 2022), compounded with a feminist post-structural understanding of gender, underpinning that neither gender nor coaching has a fixed universal meaning. Drawing from the interviewees' stories, the role of emotional attachment and feelings of pleasure become dominant narratives. My readings show how 'love' and 'passion' capture orientation towards coaching positions. Acknowledging coaches' devotion, I draw on Sara Ahmed's (2004) concept of 'stickiness'. For her, it captures how emotions 'stick' to subjects, objects, and bodies. This creates a framework for investigating emotions relationally as 'doing' that happens between socially situated connections. In my presentation, I interpret my research findings from three perspectives. Firstly, I discuss how passion and voluntaristic ethos in coaching are related to participation in coaching positions. Secondly, I investigate the relationship between gender and passion for sports. Furthermore, I analyse how pleasure is attached to masculine coaching traditions and practices. Thirdly, I scrutinise how love, passion, and engagement embrace both hidden norms and unconscious normativity that give privileged positions to a limited number of coaches. I explore what reasonings underpin connections between 'love for sport' and masculinity

and what this means for sports club members who want to act as gender inclusive. To conclude, my research recognises the dynamic gendered complexities of sports coaching by scrutinising coaches' identities, agency and the histories of coaching practices, offering a novel and critical understanding of gender order. The findings can help non-government organisations understand hidden and unconscious (male) normativity. My study advances the understanding of volunteer-based sports coaching while critically observing knowledge, policies, and coaching practices. Finally, I encourage researchers to take 'love' seriously and consider the role of passion and voluntaristic engagement in transforming gender order and relations in coaching.

About the presenting author

Sanna Erdoğan is finishing her PhD at the University of Lapland in Finland. Mrs Erdoğan has 20 years of experience as a volunteer-based boxing coach and 15 years of working life experience as a coach developer in various sports disciplines. Currently, she is a national trustee in the Association of Professional Coaches of Finland, providing her support to full-time coaches in their work.

PS4A3 | Thinking differently to do differently: (Re)Conceptualizing 'skill' in everyday repetitive skill practices in rhythmic gymnastics

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Keywords: Deleuze, rhizomatic philosophy, rhythmic gymnastics, coach pedagogies

Repetition is the dominant pedagogical practice in sport. In my sport of rhythmic gymnastics (RG), constant repetition leads to high rates of overuse injury and psychological stress, and is generally perceived as monotonous. So, why do we (I) still do it? Instead of taking a siloed approach, I examine common issues across research approaches: the policing and regulating of an RG body, control of an RG body, playing an RG body into shape, and an RG body as frequently injured. By considering a (gymnast's) body as a social force, capable of both expressing and changing power and knowledge relations, I aim to disrupt dominant relations within this RG social structure to examine opportunities for change. Within this structure, 'skill' remains unproblematized. It is seen as a 'regime of truth' affecting what an RG body is and how it moves. Yet, it is also changeable, influenced by the movement of bodies, both human and non, in specialized training spaces. Therefore, I aim to address three overarching questions: 1) how does the social construction of an RG skill make repetitive practices possible; 2) how can I capture 'new' knowledge to (re)conceptualize skill; 3) how can I create a novel, more ethical pedagogical approach in thinking with this new conceptualization? As a post-structuralist researcher, I aim to let the body 'speak for itself'. Thinking with and through Deleuze's concepts of assemblage and content allows me to capture 'new' knowledge about RG bodies in training spaces (e.g., photography and GoPro video of movement from a gymnast's perspective) to disrupt current relations and enable a (re)conceptualization of 'skill'. I aim to transform my practices through Deleuze's concept of folding to create a new functioning, a novel pedagogical approach, based on this reconceptualization. This innovative, poststructuralist approach allows me to transform my own coaching practice by challenging dominant notions of doing coaching research.

About the presenting author

Kristi Skebo (MSc Biology, Master of Coaching) is a PhD student in Kinesiology at the University of Alberta. She is passionate about skill acquisition and learning, and coach

education in rhythmic gymnastics. Her research interests focus on movement skill (motor) development from a sociocultural perspective and is particularly interested in employing Deleuzian concepts to reconceptualize 'everyday' coaching practices to create novel, holistic and more ethical alternatives.

PS4A4 | Care and coaching: Conceptual and ethical insights from Tronto's ethics of care

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Keywords: Care, coaching, ethics, feminist philosophy

The relationship between feminist ethics, philosophy and coaching is not well developed. While McNamee (1998) drew on philosophical work on 'trust' to inform coaching processes, the concept of 'care' has been utilised to a much greater extent (Armour et al., 2004; Cronin, 2023; Cronin et al., 2018, 2020; Cronin & Armour, 2018; Cronin & Jennings, 2024; Jones, 2009). These scholars draw on the foundational theory of Nel Noddings' ethic of care (1984, 1988, 2002, 2003). We argue that Noddings' framework lacks theoretical depth, and that an alternative, more political, ethic of care is required. We present a novel application of Joan Tronto's ethic of care (1994, 1998, 2010, 2013; Tronto & Fisher, 1990) to the practice of sports coaching. Following an exploration of what care is and is not, Tronto's five phases of caring - Caring About, Caring For, Care-giving, Care-receiving and Caring with - and the corresponding moral qualities of attentiveness, responsibility, competence, responsiveness, trust and respect and solidarity are applied to sports coaching. We conclude that by conceptualising care as political, multilayered and continuous, Tronto's ethic of care offers a richer application to sports coaching, though we acknowledge more nuanced discussions surrounding care in sports coaching are required.

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About the presenting author

Dr Olivia R. Howe is a postdoctoral scholar at the Department of Movement Sciences, KU Leuven. Previously, Olivia completed her Bachelor's and Master's degrees at Cardiff University, Wales, before continuing her studies at Charles University in Prague, Czechia, for a PhD in Sports Ethics. Her current research interests include feminist philosophy and its relationship to sports ethics and integrity, coaching ethics, and biomedical ethics.

PS4B1 | Finding a path: Understanding the employment, demands and preparation for high performance rugby union coaching

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Keywords: Coach development, high performance coaching, elite coaching, coach recruitment

Developing and preparing coaches for high-performance (HP) sport remains a challenge for sporting bodies, with limited research to guide the process. This study aimed to inform support strategies for aspiring high-performance coaches in Irish rugby by exploring a) recruiters' perceptions of factors increasing the likelihood of employment in HP coaching roles; b) the cognitive demands for coaches entering professional roles, and c) the readiness of aspiring coaches. A three-stage study was conducted, using semi-structured interviews with coach recruiters, then Applied Cognitive Task Analysis in the form of knowledge audits with HP coaches and simulation interviews with a group of aspiring HP coaches. Findings suggest that recruiters prioritized judgements of credibility, depth and breadth of coaching skill and organizational fit. Identified coaching demands included: managing pressures of the professional game, growing credibility with players, contributing to the coaching group, meeting pedagogic demands, and meeting technical and tactical demands. Significant differences were identified between the approaches taken by aspiring coaches and existing HP coaches to these demands. We recommend the embedding of cognitive apprenticeships into coach development to build social capital, tacit knowledge and context specific expertise.

About the presenting author

Jamie is an Assistant Professor at Dublin City University, coach, and coach developer. His research is practically focused, aiming to support different coaching domains adopt a research informed perspective. He coaches rugby union at Leicester Tigers academy, having previously worked at Wasps RFC and the English Institute of Sport. He works with a range of coaches across Olympic/Paralympic and professional sport. He also contributes to the CIMSPA coach developer expert group aiming to professionalise the coach developer workforce in the UK.

PS4B2 | A race to win space: A cultural historical theoretical approach to developing rugby union coaches' theoretical understanding

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Keywords: Cultural historical theory, practice, pedagogy

The problematic divide between theory and practice has led to a constructed separation between those who study and write about coaching and those who engage in it (Jones et al., 2023). Even though coaching theory largely emerges from practical experience, there is a growing trend of anti-intellectualism, where theory is reinforced as a product of higher academic thinking, separate from practical work. This is evident also within current recruiting and education practices of coaches, and within coaching practice itself, where experiential knowledge is revered (Corsby et al., 2020). Employers often prioritise informal knowledge from athletic and coaching experience over formal qualifications, shaping coach education programmes that assume learning occurs best through practice. This immersion in cultural and historical contexts reinforces traditional coaching practices, which prioritise experiential knowledge (e.g., Cushion, Stodter & Clarke, 2022). To advance beyond entrenched positions, it's crucial to develop practitioners who integrate theory with practice. Cultural Historical Theory (CHT; Tomas et al., 2024) addresses this challenge by offering an approach which merges opposing views to enhance knowledge development. Vygotsky first suggested that understanding comes from the interaction between everyday and scientific concepts; while Galperin developed this further, showing that theoretical understanding arises from engagement in specific activities (Engeness, 2021; Galperin et al., 2023). Despite its obvious potential for sports coaching research, engagement with CHT has been limited (e.g., Jones et al., 2018; Engeness et al., 2021). Therefore, drawing upon a CHT perspective and methodology the purpose of this work was to explore the development of rugby union coaches' theoretical knowledge of the game. The study took place at a semi-professional rugby club over a 12-week period where data was collected from two groups of four coaches. Each group took part in 11 online semi-structured interviews which focused on developing coaches' theoretical understanding of rugby union. The interviews were video recorded and transcribed verbatim. Initial inductive thematic analysis offers valuable insights into the essential characteristics of rugby union. Key themes include, (i) The importance of conceptualising rugby to enhance coaches and players theoretical understanding of the game; (ii)

Identifying possession of the ball as a crucial characteristic of rugby; (iii) The strategic importance of both defence and attack; (iv) The significance of pressure; and finally (v) Recognising space as an essential characteristic of rugby. The findings of this study highlight the transformative potential for rugby union coaches to erase the divide between theory and practice. By fostering a deeper conceptual understanding of the game, it demonstrates how coaches can move beyond the entrenched reliance on experiential knowledge alone. The identified themes underscore the necessity of integrating theoretical insights into coaching practice. This approach not only enriches coaches' understanding of the game but also equips them with tools to challenge and enhance traditional coaching practices, ultimately contributing to the development of more reflective and informed practitioners on the field.

About the presenting author

Dr Gethin Thomas is currently a Senior Lecturer and Research Lead in Sport Coaching at the Cardiff Metropolitan University, School of Sport and Health Sciences. His research area focuses on the socio-pedagogical nature of sport coaching in respect of exploring, understanding and locating the educational function of coaches, thus viewing them as more knowledgeable others and learning as a social practice. This conceptualisation of pedagogy within the act and process of coaching highlights' the need for coaches and athletes to critically engage in learning relationships to develop sporting performance at any level.

PS4B3 | “Have you done your badges?”: Looking beyond educating coaches to understand the developmental biographies of expertise in academy football coaches

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Keywords: Developmental biographies, coach learning, lifelong learners, critical reflection, habits of mind

Research exploring the impact of coach learning over time, has often made coach education the focal point of investigation. Interestingly, this is contrary to a wider body of evidence, which would suggest that coaches often find more impact through informal learning experiences they have been exposed too. The purpose of this presentation, therefore, is to share our approach which has attempted to appreciate the coaches' journey, their experience, and to explore what coaches value over time in their learning. This presentation is a third instalment from a wider research plan, designed to explore and appreciate the skill and expertise of coaches working within Premier League, Category 1 Football Academies. Spanning over two years, this project has been designed to support the design and implementation of future coach development services offered by the Premier League, with an intention of developing the acquisition of skill and expertise of those working in academies. Within this instalment, we have adopted the methodological and philosophical tenets of coproduction, and worked alongside The Premier League, Category 1 Academies and Academy Coaches to identify a cohort of Full Time Category 1 Academy Football Coaches who were perceived to be the most skilful across the workforce. In turn, six coaches from each age phase; the Foundation Phase (9-12), the Youth Development Phase (12-18) and the Professional Development Phase (18-23) were approached and asked to take part in the conduction of the wider research plan. We have worked to appreciate the capacities of skilful coaching and expertise which this cohort of coaches demonstrate in their day-to-day work. However, we felt it was first imperative to investigate the experiences which they feel supported the acquisition of coaching skill and expertise over time. Put simply, we explored their developmental biographies. Using semi structured interviews, reflexive thematic analysis and in-depth member reflections, key themes were extracted from the data; drive and purpose, critical reflection as a habit of mind, learning from others and learning which is shaped by experience. Universal throughout the data was each coach's capacity to share stories of

where they found obscure opportunities for learning. In analysing these narratives, it was clear that this cohort of coaches had developed the capacity to identify and maximise learning opportunities, which others wouldn't have identified. Furthermore, demographic information regarding the coaches suggests similarities in the entry points and early experiences of coaches relative to the phase in which they work. Drawing these findings together, we discuss the importance of a coach's early experiences, the people who shape and influence them, the motivations of the coach and how the presentation of opportunities may influence the potential capacities of a lifelong learner. Furthermore, we discuss the curiosity required to learn, the use of knowledge, and the levels of self-awareness that may be needed to progress to the point where the wider workforce perceives you as skilful. Using these discussion points, we share some reflections on where this might take us in future work and offer implications for the coaching domain.

About the presenting author

Having completed his undergraduate, postgraduate and PhD at Leeds Beckett University in Sport Coaching, Michael has worked across a range of roles within the discipline. Having had Lecturing positions at Coventry University, the University of Edinburgh and more recently as a postdoctoral researcher for Insight SFI Research Center, he has also now moved into a Coach Development position working with England Rugby's performance teams, Aviron Bayonnais and the Premier League (amongst others). Michael is presently a year through a 2-year research project exploring coaching expertise in Premier League, Category 1 Football Academies - which is where this presentation will focus its attention.

PS4B4 | Collectively performing (hidden) work: The enactment of dramaturgical discipline in coach education work

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Keywords: Goffman, impression management, team performance, ethnography, coach education

Research into coach education has typically positioned the coach educator as an isolated practitioner. As a consequence, our understanding of how teams of coach educators collaboratively plan for, participate in and reflect on their acts of teamwork remains embryonic, at best. To address this lacuna, this study critically examines the use of collective impression management by teams of coach educators in the enactment of formal education courses. The data were generated with eight coach educators via a methodological bricolage consisting of cyclical semi-structured interviews and participant observations. In total, 151 hours of observational data and 55 hours of interview data were generated. Data were analysed using a phronetic-iterative approach, which involved subjecting phases of data generation, interpretive sense-making, and 'writing up' to ongoing cycles of emic and etic interpretation. Data analysis was primarily guided by Goffman's (1959) and Hochschild's (1983) dramaturgical theorising, as well as Crossley's (2011) text on relational networks. The analysis highlighted that team-members demonstrated extensive dramaturgical discipline in their pursuit of sustained solidarity, coordination, and credibility. In part, this entailed various protective and reparative techniques, such as collusive forms of communication (e.g., body language, eye contact, veiled questions) intended to signal and prompt corrective intervention from team-members. Analysis showed that team-members nonchalantly monitored the performance of team-mates in order to adapt their own scripts based on emergent events. Teams also used props (e.g., music), space (e.g., corridors), and paraverbal communication (e.g., whispering) to contrive back regions that allowed team-members to strategise, engage in evaluative discussion, and negotiate necessary (re)adjustments. Such acts were coloured by uncertainty and laced with individual and collective interests arising from the wider context. The significance of this study lies in the use of novel theorising, alongside sustained ethnographic methods, to develop new and original knowledge relating to the collaborative activities of coach educators.

About the presenting author

Callum is a Lecturer in sport coaching pedagogy at the University of Essex. He is passionate about harnessing the explanatory value of dramaturgical, emotional, and relational theorising to critically examine how sport practitioners experience and participate in their everyday (individual and collective) workplace practices, interactions, and relationships. He is also a coach developer and has over a decade of applied coaching experience with male and female youth athletes across a range of contexts.

PS4C1 | Coaches' perspectives from a 5Cs psychological skills intervention in an MLS football academy

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Keywords: 5Cs, sport psychology, collaborative research, mental skills training, intervention

In this longitudinal study, the researchers collaborated with two head coaches of U17 and U15 teams in an MLS Development Academy to deliver a four-week psychological skills training program based on the 5Cs framework to their teams. The aim was to record their perspectives before, one month after, and eighteen months after the program's implementation. A thematic analysis informed by relational ontology and constructivist epistemology revealed five pre-intervention themes (importance of personal growth, value of psychology for football, need for proactive leadership on psychology, preconceptions about psychology in football, pressure and demands of the job), four post-intervention themes (buy-in to the 5Cs, benefits of a common language, pressure and demands of the job and challenges to sustainability), and three themes in the follow-up interviews (continued application and perceived benefits, need for expert support and challenges to sustainability). The coaches reported several benefits to their coaching efficacy. Players took ownership of psychological concepts in and out of training. Despite the positive feedback and perceptions of the coaches, the club did not continue offering PST after the collaboration ended. The reasons reported were the departure of the researcher responsible for the program without anyone assuming responsibility for its continued application, a volatile work environment with everyone except one person in key positions at the academy leaving the club, and perceptions of psychology not being prioritised in the football performance environment in the same way strength and conditioning and physiotherapy is.

About the presenting author

Daði Rafnsson is a PhD candidate at the Department of Psychology and a lecturer at the sports science department at Reykjavik University. Additionally, he is the program manager of Menntaskólinn í Kópavogi's Dual Career sports program; he has also worked in international recruitment for the Washington Spirit of the NWSL as the head of youth at the football department at Breiðablik, head of football development at HK and assistant coach at Jiangsu Suning in China. He has also taught in coach education at the Football

Association of Iceland's Department of Education and lectured at various universities and sports associations. Daði has worked with a large number of athletes of all ages and abilities.

PS4C2 | The 3+1Cs in action: Transforming coaching practices in South African women's rugby

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Keywords: Coach-athlete relationship, coaches, players, women's rugby, development

This study explores the dynamic and evolving nature of the coach-athlete relationship in South African Women's Rugby, framed by Attachment Theory. It investigates how secure bonds between coaches and players foster trust, support, and emotional connection, while also addressing the sociocultural complexities that shape these interactions. The research examines the implications of these relational dynamics for improving coaching practices, athlete development, and team cohesion. Semi-structured interviews were conducted with 36 participants, including 28 female players (mean age: 24.8 ± 4.0 years) and 8 coaches (mean age: 41 ± 3.8 years). Data analysis was guided by the 3+1Cs model, focusing on four key dimensions: 1) Closeness: Trust and emotional proximity that create a supportive environment for players and coaches. 2) Commitment: Caring interactions that foster a shared sense of belonging and sustained investment in team success. 3) Complementarity: Alignment of values and collaborative goal setting that strengthens collective efforts toward shared objectives. 4) Co-orientation: Effective communication and mutual understanding that align team goals and expectations. The findings underscore the importance of relational dynamics in shaping coaching strategies and athlete experiences. By addressing interpersonal and cultural nuances unique to Women's Rugby, this study highlights the need for ethical, sustainable, and contextually informed coaching practices. The research advocates for integrating relational frameworks into coach education and development programs within sport organizations and high performance environments. By fostering trust, collaboration, and mutual understanding, these frameworks can enhance holistic athlete development, strengthen team cohesion, and improve overall performance in Women's Rugby. This study provides a foundation for transforming coaching practices to meet the relational and cultural demands of modern sport.

Jocelyn Solomons holds the position of Junior Lecturer within the Division of Sport Science at Stellenbosch University. Her research primarily centers around women's sport and strength and conditioning. ORCID Id: 0000-0003-3110-2176

PS4C3 | Evaluation of a sport psychology programme within a Category 1 English football academy

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Keywords: Sport psychology, football, talent development

Background: The influence of psychology on the talent development pathway for aspiring footballers is well-documented in the research. However, less attention has been given to the extent to which young players, coaches/staff, and parents/guardians share this recognition or understand the role of psychology. Few evaluations have sought feedback from all key stakeholders involved in the talent development process, leaving gaps in understanding how these groups perceive and value psychology's contribution. Moreover, it is essential that programmes designed for children/young people actively incorporate their voices in both development and evaluation processes. Aim: Utilise the socio-ecological model (SEM) to capture the understanding of children/young people, coaches/staff and parent/guardians of the sport psychology programme within a Category 1 English football academy. Methods: An ethnography took place over a period of three football seasons, and remains ongoing. This particular study took place during season one of the researchers integration within the football academy. The researcher held a dual role of researcher and sport psychology practitioner throughout her time within the club. Ethnographic research methods were utilised including focus groups, interviews, surveys and observations. Focus groups were conducted with the children/young people across all age groups from u9 years to u21 years. 16 interviews were conducted with coaches and staff, including academy manager, head of coaching, three lead phase coaches, sport scientists and physiotherapists. A survey was completed by 43 parents/guardians. Results: Data was analysed using reflexive thematic analysis, revealing a mixed understanding across the various levels of the SEM. Younger athletes, aged 8 to 12 years, have a greater understanding of psychological attributes than the programme anticipated. Parent/guardians have the greatest variability in understanding. While coaches/staff use psychological language subconsciously. Conclusion: At the individual level of the SEM, the children/young people understand the examples provided to them, but their comprehension outside of these examples is limited. The extent of their holistic understanding is simply off pitch, but that remains confined within the footballing environment. They connect most strongly with local footballers who look like them, as examples from other sports often feel disconnected from their experiences and realities. However, they do acknowledge the importance of psychology in achieving their goal of reaching the First Team. Coaches should view psychology programmes as valuable staff

development initiatives, that not only develop their athletes, but offer opportunities to enhance their coaching skills and overall professional growth. While these programmes are primarily designed to enhance player development, they also support the ongoing advancement of coaching expertise. Coaches should utilise a shared language that exists within football to increase understanding and maintain consistency across age groups. Providing educational workshops to parents and guardians can support the on-pitch learning of children/young people, as parents can reinforce the messaging of coaches and staff.

About the presenting author

Siubhean is an accredited sport psychologist and a PhD researcher in sport psychology as she holds a dual role of practitioner - researcher with LJMU and a Category 1 English football academy. Previous experience has included Team Manager for the Irish u16 women's basketball team and Sports Development Officer providing opportunities for sporting engagement in underprivileged populations including asylum seekers and travellers.

PS4C4 | Coaches' challenges and work with the children-to-youth sport transition in Norway

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Keywords: Children to youth sport transition, coaches , Norwegian youth sport

The transition from children-to-youth sport (CYT) is under-researched worldwide. Around the time of this transition (about 12 years of age), some youngsters will drop out of sport (Bakken, 2019), some will take the recreational pathway, and others will commit to their sport and start their specialization years (DiSanti & Erickson, 2019). In Norway, the legislative end of The Childrens Rights in Sport when athletes turn 13 years marks the transition to youth sport. As competitive restrictions are lifted, athletes report experiencing increased competitiveness, team selections, higher training load, a strong focus on skills, and increased time and/or school pressure, which often lead them to opt out of sport (Persson et al., 2020), underscoring the importance of addressing this transition. While coaches play a key role in athletes' development years, including navigating transitions (Adams et al., 2015; Tamminen & Holt, 2012), the challenges they face in their training and how they respond to these challenges during the CYT period remain uncharted. Informed by the holistic developmental perspective (Wylleman et al., 2020) and career transition one (Stambulova, 2003; 2023), the presentation will share what some of Norway's youth sport coaches perceived as challenging during their athletes' CYT and how they cope with these challenges. We conducted semi-structured interviews with six coaches from two historically major sports in the country; three handball coaches and three cross-country ski coaches. The data was analyzed using reflexive thematic analysis (Braun & Clarke, 2022). The coaches talked about finding it challenging (a) to facilitate mastery in ways that meet all athletes needs considering how different they are at the CYT stage; (b) to address sensitive topics like healthy eating habits, body and weight, menstruation, etc.; (c) maintaining quality sport experiences despite lacking resources and support; and lastly (d) navigating the complexities of being a parent-coach. To cope with the demands, the coaches focuses on two things: a) caring for the CYT athlete as a whole person, and b) caring to offer the athletes a positive sport experience. In particular, caring for the whole person entails teaching them life skills, self-reflection, promoting self-care, and helping some athletes find balance in their dual careers. Providing positive sport experiences, included training within a mastery climate environment; educating the athletes to better cope with the CYT and the parents on how to support their children; and ensuring a sport experience that is both physically, socially

and mentally on the athlete's terms. Practical implications for youth sports coaches will be offered with regard to training approaches and practices that can make the CYT an efficient one and increasing the chances for athletes to cope with the transition and continue their developmental pathway in sport.

About the presenting author

Jannicke N. Pettersen is a PhD student at the Department of Public Health and Sport Sciences at University of Inland Norway. Her research focuses on the transition from children's to youth sports, emphasizing the experiences of athletes, coaches, and parents. In her applied work as a mental coach, she has worked extensively with youth athletes in handball. Jannicke also has coaching experience with children and youth in handball and serves as a coach developer.

Poster1 | Grouping by ability in youth sport: Understanding the grouping decisions of coaches in Gaelic Games

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Keywords: Youth sport, streaming, multi-level influences

Coaching decisions in youth sport play a pivotal role in athlete development, participation, and long-term engagement. In the context of Gaelic games, the process of grouping players within underage teams—whether through ability-based streaming, age-grade structures, or other selection mechanisms—has significant implications for player experience and retention. This study aims to explore the grouping decisions made by coaches in youth GAA across Ireland, examining the multi-level factors that influence these choices. The study adopts a qualitative research approach, undertaking semi-structured interviews with male and female coaches across the four main GAA codes: Gaelic football, hurling, ladies' football, and camogie. Participants are drawn from clubs situated in urban, town, and rural settings, ensuring a diverse representation of environmental influences on coaching decisions. The study focuses on coaches working with U11 to U15 age groups, as this period is critical for skill development, competitive exposure, and player retention. A key objective of this research is to unpack the decision-making process behind player grouping, considering factors at the micro-, meso- and macro-levels e.g. perceived player potential, participant numbers, club policies/culture, national guidelines etc, impact the decisions of coaches in organising and structuring age-grades within the GAA. The study is ongoing and in the data collection and analysis phase. Eventual findings will contribute to a deeper understanding of how and why streaming decisions are made, highlighting potential influences or challenges faced by coaches across different club environments. From an applied practice perspective, the study aims to provide practical recommendations for coaches and the GAA on approaches to participant groups, including multi-level factors which influence and shape such decisions. By doing so, it will offer evidence-based guidance to enhance player development pathways and support long-term player retention in Gaelic games.

About the presenting author

BSc (Hons), Sport & Exercise Science, University of Bath MSc Elite Sport Performance,
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Analytics/Dublin City University, School of Human Health & Performance Coach/Coach
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Poster2 | “Mentoring in elite sports”: A coach-developer program to support high performance coaches

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Keywords: Coach development, coach developer program, elite sports coaching

'Trenerløftet' is an ongoing project, where the Norwegian Olympic Sport Centre, have given structured mentoring to over 200 coaches over 4 years, starting in 2019. The main purpose is to strengthen coach development through a tailored approach based on the coaches situational and/or personal needs. The project has 37 mentors throughout the country. Initially all mentors participated in a mentoring program at the Norwegian University of Science and Technology. All mentors have experience as sport-coaches and leadership positions, representing 18 different sports. To further develop this group of mentors, a program called “Mentoring in elite sports” was designed, to improve their professional growth. 17 mentors were taking part in the course, that provided 7,5 academic points at the University of South-East Norway, after a concluding oral exam. Themes worked on during the program was: Context of elite sports, Practical working-philosophy in mentoring, ethical dilemmas and values when mentoring in elite sports, practical lessons from elite-coach mentoring, knowledge sharing between mentors. Evaluation of the program revealed a strong relevance to practice and a theoretical, ethical, and practical support to the mentors participating in the program. Evaluations of the program gives us evidence and direction to continue this program as a development tool for supporting and developing both mentors and leaders in elite sport context.

About the presenting author

Frank Heggebø, project leader of “Trenerløftet” at the Norwegian Olympic Sport Center. Consultant, high performance sport coaching; mentoring national team coaches. Interest in leader-ships` role in building high performance culture within elite sports.

Poster3 | **Pedagogical approaches to strength training**

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Keywords: Strength, ecological dynamics, constraints, athlete-centered, game-based

Traditionally, strength and conditioning training has been guided by principles rooted in the physical sciences, often simplifying the practice. However, emerging research highlights the potential of ecological dynamics approaches, which are more adaptable and less reductionist. Methods such as the constraints-led approach and self-organization strategies have shown promising results in areas like jump performance, baseball launch speed, and movement exploration in weightlifting. Inspired by these principles, strength and motor control coaches at the Norwegian Olympic Training Centre have explored innovative ways to manipulate training variables. This includes using temporal constraints (e.g., a metronome), task constraints (e.g., integrating games and obstacles), and involving athletes in designing strategies tailored to their unique physical characteristics, training history and sports. One example is the "G-R-I-S" game for refining technique in heavy single-leg squats. Athletes earn a letter if they fail to complete the eccentric phase within four seconds or if they touch the rack unsynchronized. Spelling "G-R-I-S" over twelve repetitions means deloading the barbell, while avoiding the word prompts an increase in the load. In addition, the athlete can stop in variable depths during the squat based on external cues. Eg. sound or the coaching saying "stop" and "up". Making sure the athlete exploring different contraction types and range of moments. Additionally, manipulating task constraints and adopting a pedagogical framework inspired by ecological dynamics has the potential to transform the coach-athlete relationship. By shifting power dynamics —shown to hinder performance development — this approach fosters more effective, ethical, and athlete-centred outcomes. Discussion and Learning Points How can coaches empower athletes to take the lead in their own athletic development? What types of questions can coaches ask to promote athlete autonomy and engagement? How can coaches creatively explore variations in velocity, range of motion, and contraction types within a single exercise?

About the presenting author

Works as a strength and conditioning coach at the Olympic Training Center with national teams in beach volleyball, rowing and table tennis. In charge of a practical ball game

course at NIH and have been publishing papers on the topic of strength, jump and sprint performance in elite athletes.

Poster4 | Pathway to the elite: Key qualities and support mechanisms for female handball players transitioning to elite and national team levels

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Keywords: Handball, coach-athlete relationship, coach support, female athletes, Norway

Introduction In this study, we aim to identify the essential qualities and proper support mechanisms necessary for a successful transition to the elite league and participation in the national team for female handball players. Many young athletes opt for sports schools such as NTG and WANG to immerse themselves in a professional environment early on. However, numerous athletes drop out during the transition to the elite league for various reasons. To gain insights into what it takes to play in the elite league, we have interviewed athletes from Norway's gold-winning team at the Paris 2024 Olympics. What strategies have they employed to adapt to the higher level of training and competition, and what advice would they offer to younger players looking to get accepted onto a team in the elite league? **Methodology** Three athletes of the Norwegian national handball team were interviewed. The questions explored various stages of their careers, identifying common traits from high school, their debut on different elite league teams, and their stabilization at a high international level. Interviews were transcribed and analyzed. Several measures were taken to protect the athletes' anonymity and ensure the trustworthiness of the results through prolonged engagement, reflexivity, and discussions with participants and colleagues. In addition, we interviewed two coaches from the coaching team to discuss the findings and gain further insights. **Results and Discussion** Three themes will be elaborated upon: 1) stepwise progression and the support system, 2) the national team and the coach, and 3) development of self-confidence. First, the interviewed players have been integral members of the national team since they were young. For instance, "Hanna" was only 16 when she played matches in the elite series and became an important player on the junior national team. Simultaneously, she was able to join the senior national team to learn: "I joined the national team early, even though I was more of a learner during the first years. But being part of it gave me security and helped me make decisions". Gradual progression and building self-confidence were other significant themes. Participation in the junior national team fostered a mentality of "OK, this might be us" among the players.

The interviewed female athletes also appeared self-driven, maintaining high standards and recognizing the importance of quality training from a young age. Having coaches who allowed them time to improve was also crucial. Additionally, the role of supportive parents was discussed, as their knowledge and wisdom are important when faced with challenges.

Conclusion This study delves into the early decisions and strategies that athletes implemented, which played a crucial role in their seamless transition into the elite league. By examining the choices made during their formative years, we uncover the foundations that helped them. This understanding is essential not only for aspiring athletes but also for coaches, parents, and educators who aim to foster environments that support young athletes in reaching their full potential.

About the presenting author

Elsa Kristiansen is Professor in Management at School of Business at the University of South-Eastern Norway. She has published articles and book chapters, the majority of which are in the areas of management (e.g., event management, leadership education, volunteerism, Youth Olympic Games, stakeholders involved in talent development, crisis management and gender studies) and sport psychology (e.g. motivation, coping with organizational issues and media stress, coping with youth competitions).

Poster5 | **Keeping it real: Exploring fidelity in team sports coaching**

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² Grey Matters Performance Ltd., UK

Keywords: Coaching, pedagogy, fidelity, representative design, challenge point

Sports coaching is a multifaceted endeavour with a considerable body of research investigating the inherent complexity of pedagogical methods used in practice (e.g., Lindsay & Spittle, 2024). In this regard, a well explored part of a coach's role is activity design, referring to a series of informed choices accounting for various elements related to learning, both in and out of practice. Central to effective activity design is the use of purposeful sequencing and the alignment of pedagogic approaches with intentions to impact participants (Collins et al., 2022). Across both theoretical stances and pedagogic models, framed through notions such as specificity of practice and representative practice design, there is near universal support for increasing the 'realism' of activity design to enable transfer (Hodges & Lohse, 2022). The apparent challenge for coaches being how to appropriately scale the full extent of the performance challenge based on desired experience for the athlete. Thus, in this paper we propose a cross-theoretical framing of fidelity of practice as a lens to consider activity design, with fidelity referring to the degree of realism experienced by an athlete during an activity (Carey & Rossler, 2023). Crucially, this degree of realism refers not only to the realism in terms of visual perception, but also the cognitive, physiological and affective responses elicited by an activity. Drawing on the broader simulation training literature (Adamson, 2015; Choi & Wong, 2019; Harris et al., 2020), we highlight four 'forms' of fidelity most transferable to sport coaching: affective, conceptual, action and physiological. These forms of fidelity should be considered dependently, allowing the coach to adjust each form, both inter and intra session, to promote a range of desired intentions including long-term development and short-term performance goals. The ability to adjust the level of fidelity becomes crucial when considering the role of challenge, the implication being that optimal learning occurs at a "challenge point" when the task difficulty is appropriately matched to the athlete's current capabilities (Guadagnoli & Lee, 2004). Thus, with the adjustment of fidelity across the four forms possible, purposeful selection of high and low fidelity practices becomes a key consideration for practitioners. Here a host of factors may need to be considered to aid in the planning for deficit, competition, or surplus levels of fidelity or indeed a level between those described. Given our practical intent, we offer examples of activity design

in terms of fidelity and propose that coaches can adaptively and skilfully navigate the interplay between these different forms of fidelity, adjusting challenge based on desired intentions.

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About the presenting author

David Moran is a doctoral candidate in Dublin City University under the guidance of Dr Áine Macnamara and Dr Jamie Taylor. Currently working as a research assistant with Insight SFI Centre for Data Analytics, Dublin City University, David is currently part of a broad Gaelic games research project which features strands related to coaching and participant experience. The focus of his doctoral studies is pedagogy in team sport and

he has had two published papers in recent months. In addition to his academic role, David is also an experienced coach developer and Gaelic football coach.

Poster6 | **Empathy in sports coaching: A review of the literature**

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Keywords: Empathy, coaching, sport, performance, well-being

Empathy has been recognized as a crucial interpersonal skill that significantly impacts individuals' psychosocial well-being. Understanding how coaches engage with their athletes empathically, along with the possible factors that may influence this interaction, can enhance the development of empathy among coaches, thereby improving the effectiveness of the coach-athlete relationship. The aim of this review is to synthesize findings from empirical studies assessing empathy in sports coaching contexts. The findings indicate that empathy is a valuable skill for coaches. It plays a vital role in fostering a strong and trusting relationship with athletes, facilitating mutual understanding, and mitigating potential conflicts. Characteristics of the coach-athlete relationship, such as the type of sport and the length of the relationship, can affect coaches' empathy. Aspects of the coach-athlete interaction environment, such as caring and empowering climates, have been positively associated with empathy indices. Practical implications and future directions are discussed, emphasizing the importance of considering empathy in relation to individual, relationship, and interaction environment factors, to fully understand its complexity as an interpersonal skill in sports coaching.

About the presenting author

Vassilis Sevdalis: Senior Lecturer, Department of Food and Nutrition and Sport Science, University of Gothenburg, Gothenburg, Sweden

Poster7 | **Defining success: A coach's perspective**

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² Flinders University, Australia

Keywords: Coaching, success, coach Education

Background: Success is a term used across all areas of the sports environment, but given the number of individuals involved within teams, clubs, and organisations, it's likely how success is defined differs greatly, particularly amongst coaches. Previous literature highlights what it takes for coaches to be successful (Gilbert et al., 2010; Perez et al., 2014), but not how they define success. Only Crossan et al. (2021) has identified the ways coaches define success. Here, coaches within the Czech Republic aligned success with player development and engagement more so than performance, regardless of the sport, level, and experience they coach. It's unclear if this is specific to coaches within the Czech Republic, which has its own cultural and social history, or if these findings are relevant to other contexts. Presently, there is no information which outlines how Australian coaches define success and the factors that influence this. In recent times, the Australian Sports Commission identified the need to redevelop the coaching landscape to align it with the needs and requirements of contemporary coaches, which includes their views on success. Having a greater understanding of how coaches, particularly within Australia, define success is necessary to continue the evolution of coaching and coach education into something which provides participants with experiences that match their expectations. Aim: To form a clearer picture of how Australian coaches define success within the coaching context. Methods: This project will be completed in two parts. The first will involve a cross-sectional survey of Australian coaches (≥ 18 years, coaching/have coached any level of sport for ≥ 1 year) to gather information about who they are and what they define success to be (with respect to coaching). Following this, the second part will involve interviews with a range of survey respondents to gather more detailed data on how these coaches define success, in addition to what factors have led to these perspectives. Findings and application: Crossan et al. (2021) recognised their research was simply a "starting point in the examination of coaches' expressions of success" and advocated for further research in other cultural contexts. Understanding the perspectives of Australian coaches about how they define success should be a direct line of evidence that disputes any future anecdotal evidence relating to this topic. Having evidence for how coaches define success means that future resources, discussions, or policies can be made to align with these findings.

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*Note: This research is currently collecting data which will be completed and presented at the conference.

About the presenting author

Will is currently a Senior Advisor of Coaching at the Australian Sports Commission, where his role is focused on supporting National Sports Organisations with the implementation of the modern approach to coaching, in addition to developing accessible and engaging content for community coaches. Will has previously held roles at a variety of academic institutions within the field of sports coaching such as Deakin University, La Trobe University, and Northumbria University where his research focus has been on understanding the impact and influence of coaches on the performances of participants.

PS5A1 | Coaching Boys into Men: Initial findings from an evaluation of the Coaching Boys program in Norway

Fisher, Kelly¹; Sogn, Hanne Elisabeth²

¹ Reform - Resource Centre for Men, Norway

² Norwegian School of Sport Sciences, Norway

Keywords: Gender, masculinity, health, coaching, hockey

Sports play a crucial role in shaping young people's understanding of gender norms, relationships, and emotional expression. The initiative Coaching Boys into Men is a pilot program led by Reform, implemented in three Norwegian ice hockey clubs. The program provides coaches with tools to talk to boys about topics such as emotional literacy, respect, consent, and gender-based violence, using sport as a springboard for conversations rarely held in male-dominated spaces. This presentation has two parts. First, Kelly Fisher, project leader at Reform, introduces the program. Emphasis is placed on the challenges facing boys today, including rising concerns about mental health and exposure to narrow ideals of masculinity in both sport and online spaces. The program aims to equip coaches with confidence to engage boys in conversations that promote well-being, emotional strength, and social responsibility. Second, Hanne Sogn presents preliminary findings from an evaluation study of the program. The study explores how staff at Reform, coaches, and club leadership perceive the program's relevance and impact, and how it is negotiated within the norms of organized youth sport. Drawing on gender theory and critical masculinity studies, the analysis examines how dominant norms such as hegemonic masculinity and heteronormativity are reproduced – and potentially disrupted – through the program. The findings highlight both the transformative potential and the resistance that emerges when sport coaches are asked to engage boys in conversations that challenge conventional ideals of toughness, emotional restraint, and male dominance. The concept of "doing gender" in sport is explored to understand how these norms are continuously performed and maintained, often unconsciously. Together, the presentation reflects on the potential of coach education programs to serve as catalysts for cultural change in sport and gender socialization, offering insights into how interdisciplinary collaboration can enhance coaching practices and promote inclusive sporting environments.

Kelly Fisher is an advisor at Reform – Resource Centre for Men, a Norwegian NGO working with gender equality with a focus on boys and men. He leads the Coaching Boys project, which trains coaches to engage male athletes in conversations about mental health, respect, and healthy gender norms. Kelly holds a Master's degree in Gender Studies from the University of Oslo, where his academic work focused on how gender norms influence the lives of boys and men. His work bridges research and practice to support boys in reflecting on identity, emotions, and relationships—both on and off the field.

PS5A2 | Selected stories from the unselected: An auto ethnography depicting the emotional conflicts faced as a substitute in elite sport

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¹ Bournemouth University, UK

² University of Winchester, UK

Keywords: Substitutes, elite sport, ethnodrama, emotions

This study explores the lived experiences of elite athletes as substitutes, a cohort of elite athletes that have been largely ignored in existing research despite being crucial to team dynamics and success. As such it explores how substitutes cope with the emotions associated with being 'left out' and the ambiguity it brings and provides coaches' perspectives on my specific experiences. These experiences are presented through an ethnodrama, based on autoethnographical data, drawing on my own experiences as a substitute in elite sport, and is concluded with an epilogue developed from interviews with five experienced coaches providing contextual pedagogical insight on the situations presented. While autoethnographies can provide a rich insight into an individual's experiences, this ethnodrama takes a broader approach, weaving together multiple voices of each emotion to create a composite story. Therefore, my narrative captures the emotions and interactions within the context of elite sport and offers insights into the psychological and sociocultural challenges faced by substitutes. This innovative approach allows for a deeper understanding of the layered emotions and relational dynamics involved by presenting an interplaying dialogue between the inner emotions I faced as a substitute. Instead of providing oversimplified analyses, it presents a cautionary tale that depicts the "unknown" elements of an athletes' feelings within an elite competition environment to stimulate thinking in coaches and academics alike. The inclusion of coaches' perspectives in the epilogue provides actionable pedagogical insights, bridging the gap between individual experiences and systemic change. The study is still in progress in the later stages of data analysis, and therefore more detail will be provided as to findings in the later stages of the write-up process. Ultimately, this research underscores the need for more nuanced approaches to understanding and supporting substitutes, contributing to broader discussions on substitutes' well-being in elite sport. It adds to existing research into the experiences of substitutes by using a qualitative approach, where previous research in this area largely uses quantitative approaches, thus providing coaches and academics with specific experiences faced by substitutes that will inform their pedagogic practices regarding supporting substitutes in elite sport.

About the presenting author

Senior Lecturer in Sport Coaching, Programme Leader for BSc Sport Coaching, ex-international athlete and international coach. Current National Teams Officer for British Softball Federation.

PS5A3 | Getting your head around theory: Poststructuralist and postmodernist approaches in sports coaching research

Consterdine, Alexandra¹

¹ Liverpool John Moores University, UK

Keywords: Poststructuralism, postmodernism, knowledge, critical thinking, power

As we move further into the 21st century, qualitative scholars more broadly are becoming more immersed into the practice and politics of doing post-qualitative research, whether it be poststructuralism, postmodernism, posthumanism, or critical theory (Mazzei, 2021; St. Pierre, 2011). In particular, I explore poststructuralist and postmodernist themes, issues, and challenges in theory as it relates to sports coaching specifically, with reference to allied fields of physical education and sport studies in general. Moreover, this conference paper originates from my personal struggles and dissatisfaction with the unproblematic treatment of methodologies, politics, and procedures of doing sports coaching research. In response, I turn to the 'posts' to investigate what it is that attracts so much attention or confusion, and do a deep dive into their challenges and provocations. I draw out lessons in wider reading and the process of engagement with theory in the social sciences in sport studies. In doing so, I advocate for a new familiarisation with disruptive theory and demonstrate what it may mean to take a poststructuralist/postmodernist approach to sport coaching/studies scholarship. These orientating principles that are predicated on how knowledge is constructed, a concern with multiple or fractured realities, notions of power, subjectivity, language and meaning, all contribute towards a new reading of contemporary sport and cultural logic. If we are to move beyond reductionist, simplified, and decontextualised framing of the coaching process and to undertake ambitious or 'dangerous scholarship' (Gearity, 2019), then taking a position that encourages scholars to move out of their comfort zone and think differently could help evolve the field. In this way I discuss what it might mean to take a poststructuralist/postmodernist approach, tease out their similarities and differences, and explore ways that they have been incorporated (or otherwise) into sports coaching research. For example, although there is a significant tranche of work using poststructuralist theories, incorporating a full commitment to postmodernist approaches to sports coaching research is still gaining traction. I argue that in taking a position of the 'posts' scholars could produce research that is mindful of power, politics, and processes that could help practitioners in moving towards more ethical and sustainable practices. In using personal reflections and applying an interrogative critical consciousness throughout, I show that my journey into becoming poststructural/postmodern scholar has resulted in a seismic shift in my worldview and benefited me as a researcher. By way

of contribution, I have used an innovative combination of the 'posts' as a guiding paradigm, a sensitising theoretical framework, a sensibility, and as a set of orientating principles that influences my thinking and encourage a rigorous reflexivity that creates novel ways through which to consider both the research process, and the process of knowledge creation in sports coaching research. I offer these reflections as an illustration of how poststructuralism/postmodernism could be adopted as a scaffold for others, rather than a prescriptive set of instructions.

About the presenting author

Dr Alexandra Consterdine is a Senior Lecturer in the Sociology of Sport, Exercise and Health at Liverpool John Moores University. Alex completed her PhD on power and high-performance athletics in the UK in February 2021, and is continuing her research into the sociology of sport, sport coaching, and qualitative research methods. Her main research themes focus on power, the coach-athlete relationship, ethics, poststructural and postmodern approaches to research, and sports culture.

PS5A4 | Understanding the dramaturgical demands of coaches' decision-making within a team context

Simpson, Harley-Jean¹; Vinson, Don²; Edwards, Christian²; Cale, Andrew³

¹ Anglia Ruskin University, UK

² University of Worcester, UK

³ AC Consulting

Keywords: Decision-making, high-performance, coaches, dramaturgy, team

The present study dramaturgically examines three coaches' everyday [inter]actions when making decisions within a high-performance team context, evidencing how impressions were managed, negotiated, and controlled within the front region and released in the back region. Drawing upon Goffman's conceptual thinking (1959) of team performance, the study explored the essential and enduring relationship between collective impression management (through dramaturgical circumspection, loyalty, and discipline) and the management of organisation. During a season-long ethnographic endeavour, extensive written reflections, semi-structured interviews, and observations were conducted, evidencing the coaches' dramaturgical impressions (loyalty, discipline, and circumspection) that were enacted as defensive techniques through performances when the show needed saving. The coaches controlled the front and back regions, namely, (1) the cap, it's almost a safety blanket; (2) the shell (i.e., the coaches' offices), a place to think, rest and plan; (3) the team bubble; and (4) clearing the fog. Each theme examined the (dis)trust, familiarity, unanimity, and solidarity between the coaching team, highlighting the dysfunctional and social influences on making everyday decisions relating to dramaturgical and directive dominance. In detail, the coaching team moved back and forth between the different regions, demonstrating challenges and teamwork and engaging in and out of other roles. The following insights provide detail into the everyday realities of a high-performance coaching team underpinned by dramaturgical features collectively, pragmatically, and practically making decisions throughout a season. The work reflects the everyday practice and a meaningful account of the social complexities that influence and impact the decisions made, offering a rich and meaningful insight that reflects the dramaturgical impressions that occur with the front and back regions.

About the presenting author

Dr Harley-Jean Simpson is a Senior Lecturer in Sport Coaching at Anglia Ruskin University, specialising in socio-pedagogical research at the intersection of sport, faith, and social

theory. Her research interests focus on coaches' decision-making, coach learning, sports chaplaincy and coaching pedagogy, particularly within high-performance contexts.

PS5B1 | The people want drills: The experiences of a grassroots coach developer in Australian cricket

Lascu, Alex^{1,2}

¹ WA Cricket, Australia

² University of Canberra, Australia

Keywords: Grassroots, coach development, coach education, sport organisation, autobiography

As a coach educator within Australian Cricket, I am responsible for the learning and development of 800+ volunteer coaches each cricket season in just one city. We have autonomy to design and deliver learning opportunities at this localised level, with very few constraints in a federated governance model and no overbearing need to conform to a pre-determined nation-wide curriculum. This role is rarely occupied by a learning designer with equal parts of formal higher education and deep coaching experience, despite the emphasis on strategic workforce learning and capability development. Like many grassroots sport settings, there was also no clear alignment to any theoretical frameworks or a deeper understanding of learning and development beyond technical and tactical information both in the content delivered and the strategic direction of the organisation. This created an interesting opportunity to explore what a living curriculum could look like, grown together with the participants who, upon being 'voluntold' to coach would be open and inspired to undertake learning and development to provide a positive experience for young people... or not. In this autoethnographic talk, I hope to explore the messy, entangled web that is grassroots coach development, and the dissonance I feel between the "right things on paper" (theoretically-informed, autonomy-supportive, positive pedagogical practice) and "what the people want" (drills). In doing so, I hope to wander through how we can (co)create learning and development for time-poor, energy-drained 'voluntold' coaches, balancing the perennial question of 'minimum standards' and mandatory accreditation - all while athlete drop out rates continue to skyrocket.

About the presenting author

Dr Alex Lascu is a skill acquisition specialist working with WA Cricket as the Learning and Capability Specialist for community cricket. After their recent PhD on talent development and ecological dynamics in women's cricket, she is responsible for the learning and development of all community cricket coaches, umpires and volunteers in Western Australian cricket, as well as researching and supervising students in sports coaching, skill

acquisition, and the value of community sport. They specialise in learning environment design workshops and mentoring, to inspire a lifelong love of sport and physical activity for all.

PS5B2 | Exploring coach educator expertise (re)development through video stimulated recall

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Keywords: Coach developers, formal coach education, expertise (re)development

The quality of formal sport coach education programmes are highly influenced by the expertise of coach education tutors. In response to calls for further study of real-life environments of coach developers (e.g., tutors) to further our understanding of their actions and intentions behind practice, this research aimed to explore the experiences of tutors (re)developing expertise in practice using a video stimulated recall (VSR) method. Three tutors of an English national sport governing body, were followed through a 'fast-track' tutor development process and four years later, were observed and video-recorded delivering the first day of a formal coach education course. They subsequently participated in a VSR interview to prompt reflection on practice and realities of coach education from their perspective using contextual examples. The data were analysed inductively through reflexive thematic analysis, and later applied to the Model of Expertise (Re)development as a theoretical framework. Findings suggested that knowledge of the course content was a limiting factor in being able to respond to the needs of the coach learners and responding to the environment, as well as the important role of the co-tutor. Participants identified that they were on the road to becoming a better tutor but did not consider themselves 'expert'. The VSR protocol, although initially intimidating, was found to be a useful method for prompting participant reflection. This research furthers the application of the MER to a sport coaching context and suggests features of tutor development that enhance expertise redevelopment.

About the presenting author

David is a Lecturer in Sport Coaching & Physical Education at Anglia Ruskin University in Cambridge, UK. He is also a Lead Coach Developer for England Athletics, where his PhD research has taken place following the journey of novice coach developers from their initial recruitment, training and beyond. With extensive teaching background in further and higher education, his research interests include educational experiences, and transitioning into new learning contexts.

PS5B3 | Developing trust and trustworthiness in sport coaching and sport coach mentoring

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Keywords: Trust, trustworthiness, coach mentoring, practical strategies, two-to-one interviewing

Trust and trustworthiness are critical to sports work. Arguably, without trust and trustworthiness, it is incredibly difficult to develop productive relationships and work towards, achieve and navigate stated aims, objectives and outcomes. This is no different in productive sport coach-sport coach mentor relationships, where – in contrast to more formal forms of coach education – the aim is often to more closely focus on supporting the experiential learning of coaches in a contextualised, meaningful and bespoke/individual manner. Despite trust being recognised as a fundamental component of mentor-mentee relationships in other disciplines, there is a need to further develop our empirical, theoretical, and applied knowledge of this topic in sport, exercise, and health mentoring contexts. There is a lacuna of work, explicitly aiming to understand the role of interpersonal trust using a designated heuristic framework (cf., Gale et al. 2019). Moreover, coach mentors receive limited continued professional development, training, and support opportunities for navigating trust relations in their work (Leeder and Sawiuk 2021). Resultantly, we need research that better prepares ‘mentors and coach educators to gain the trust and “buy-in” of those they engage with’ (Potrac, 2016, p. 85). This paper examines trust and trustworthiness in sport coach mentor-mentee relationships. Specifically, we investigate the importance of trust from the perspective of the mentor and establish how trustworthy impressions can be actively developed. Guided by the theoretical work of Hardin (2002) and Hoy and Tschannen-Moran (1999), we conducted 18 online, two-to-one semi-structured interviews with nine mentors who were affiliated with two National Governing Bodies (NGBs) of sport. Data were subject to phonetic, iterative analysis, which involved emic and etic sensemaking and an interactive writing process. Key findings suggested a) that the mentors defined trust as a crucial construct in the development of mentee motivation, learning, and engagement, b) establishing trustworthy impressions was important for the mentors’ material and non-material

interests, c) mentors reported how mentees were initially aloof due to an apparent distrust of NGBs, and d) mentors used numerous interactional strategies to create trustworthy impressions. These practical strategies included i) deformatising mentor-mentee relationships, ii) actively demonstrating reliability, iii) using mutually beneficial lies to secure buy-in and build mentee confidence/self-esteem, iv) illustrating their own fallibility as sport coaches, v) considering the value of displaying their own coaching competency, and vi) developing mentees' competencies through empowerment. The findings offer practical strategies for NGBs and other [non]sporting bodies to support mentors and coaches in creating trustworthy impressions and building successful mentoring/coaching relationships.

About the presenting author

Adam Nichol is an Assistant Professor in the Department of Sport, Exercise and Rehabilitation at Northumbria University. His research is focused on the critical exploration of social influence and seeks to support sport workers (e.g., coaches, coach developers, officials, mentors) to bring about positive influence in their own and others' wellbeing, performance, and social development. Adam has worked on a number of externally funded projects, including partnering with the Professional Game Match Officials Limited (PGMOL), The FA, UEFA, New Zealand Football, Football Victoria, UK Coaching, British Cycling and Manchester City FC (City in the Community). He is also a currently active coach, coach developer and national group assistant referee.

PS5B4 | Textures of time: Strategic temporality in sport coach mentoring

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Keywords: Flaherty, time work, mentor, dramaturgy, micropolitics

Coaching scholars have provided some initial, exploratory insights into the temporal dimensions of practitioners' everyday lived experiences. Such research has highlighted a) how coaching work is fundamentally comprised of time constraints and pressures (e.g., Olusoga et al., 2009; Morbée et al., 2020; Harvey et al., 2015), b) the emergent nature of coaching practice and relations over time (Hall et al., 2021; Nichol et al., 2021, 2023), and c) the (poly)rhythmic and micropolitically negotiated nature of practices that occur in sport organisations (Lee et al., 2025; Hall et al., 2024). While such work is to be welcomed, there remains scope for considerably extending our understanding of temporality in coaching and coach education settings. In seeking further understanding of the mundane but gritty realities of everyday practice (Ives et al., 2021; Corsby & Jones, 2020), the aim of this project is to contribute an examination of temporality to sport coaching mentorship. Our presentation will combine a multi-method approach and a novel heuristic framework to illustrate how coach mentors strive "to control or manipulate various dimensions of temporality" as they simultaneously pursue their own interests and negotiate those of various other consequential stakeholders. Here, the former included auto-ethnography, biographical mapping and collaborative reflective interviews, participant observations, and field notes (Gearity, 2025; Markula & Denison, 2005). In terms of the latter, this study combined Flaherty's (2011, 2018, 2022) ground-breaking thesis on "time work" with complementary dramaturgical (i.e., Goffman, 1959; Hochschild, 1983), symbolic interactionist (i.e., Scott, 2015), and relational (i.e., Burkitt, 2014; Crossley, 2011) concepts. Following ethical approval, snowball sampling was used to identify mentors aged 18+ and with three or more years of experience in their role. For clarity, two of the co-authors were primary participants in this study. The participant mentors (n = 10 at the time of this submission) support professional and high-performance coaches, across various sports, through i). formal schemes (e.g., governing body development programmes) or ii). personal commissioning. In this presentation, we will report initial findings from the

phroneticiterative analysis (see Tracy, 2025) of multi-method fieldwork outlined above. Our novel findings highlight: i). how sport mentors' sensemaking about temporality is entwined with, and generated through, exchange relations with key social actors comprising their social networks, ii). how and why sport mentors seek to strategically organise, sequence, manage, allocate, manipulate, make and take time for themselves and for others in these networks, and iii). the consequences of their meaning-making, choices and actions for their emergent emotions, professional practice, personal and professional interests, career satisfaction and development, and wider relationships and home life. The significance of this work is threefold, as it a) provides original insights into mentors' use and customisation of time as they strategically shape their own and others' experiences and perceptions of the past, present and future, b) provides knowledge that can be translated to support the professional preparation of sports mentors, and c) contributes to the development of a new empirical and theoretical trajectory in sports coaching (and coach education) research specifically, and sports work more generally.

About the presenting author

Edward is an Assistant Professor in the sociology of sports work at Northumbria University. He is the founder of the think-tank Sociological Innovations in Sport Exchange (SiS-X), a consultant, mentor and an expert advisor to international sports organisations, teams, their leaders and multi-disciplinary practitioners. His interconnected research, education and consultancy is driven by a fascination with the relational, (micro)political and emotional complexities of sports work. He aims to critically explore how networks of social relations influence the thoughts, feelings and (inter)actions of sport professionals, and how sense is made of experience, relationships and the self.

PS5C1 | Elite athletes' perception of mental performance competencies development: The importance of coach contributions

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Keywords: High performance context, mental performance competencies, expert performance

Introduction Surprisingly, also Winter Olympians may candidly reflect on their experiences and admit and highlight a significant lack of self-efficacy during her Olympic performance (Kristiansen & Berntsen, 2021). Despite having achieved podium finishes, executing exemplary runs in training, and possessing years of competitive experience, (s)he felt unprepared mentally for the high-stakes environment of the Olympics. What structural characteristics, coach behaviors and athlete initiatives influence the development of elite athlete's mental performance competencies? Mental performance competencies such as motivation, self-efficacy, self-awareness, self-regulated learning, stress management, emotion- and arousal regulation, attention control and interpersonal competencies, can be defined as characteristics, states or skills associated with peak, expert or Olympic/paralympic performance (Durand-Bush et al., 2023). Mental performance competencies have been acknowledged as success criteria for athletes to perform consistently at the world stage. What is less well understood is how athletes perceive these mental performance competencies to develop. Grounded in a social-cognitive framework, this study aims to better understand the dynamic nature of the person-contextual factors influence athlete development of the mental performance competencies. Research questions We aim to explore the leadership level, training context and team level, home support and athletes' personal factors and therefore ask: What structures in the high-performance context might cause athletes to experience barriers or opportunities for the development and support of mental performance competencies in their daily training and competitions? What causal tendencies was observed? How can coaches effectively assist their athletes in developing fundamental mental performance competencies such as motivation, sport confidence, and resilience? Methods Semi structured interviews of nine expert performers were conducted from February to April of 2025. The five step Critical Realist approach to Thematic Analyses was used to analyze the data with the aim to produce nuanced causal explanations of the athlete perceived mental performance competencies developmental process (Fryer, 2022). Findings, Discussion and Implications We need more knowledge to enhance our understanding of how successful athletes at the elite level, understand and work to cultivate these fundamental mental performance competencies. Our presentation will

illuminate not only effective strategies and frameworks for fostering fundamental mental performance competencies in athletes, ultimately enhancing their well-being, skill development and performance, but also understand how the structure of the high-performance contexts can influence the learning process of mental performance competencies.

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About the presenting author

Hedda Berntsen is currently an Associate Professor of Educational science at the University of South-Eastern Norway. Berntsen has published a total of 23 publications during her career including 4 peer-reviewed journal articles, 3 peer-reviewed book chapters, co-authored 1 peer-reviewed monograph, 1 dissertation and 3 conference papers in sport psychology and education.

PS5C2 | Bouncing back: Coach perspectives on talent development in gymnastics through the covid era

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Keywords: Talent development, psycho-social factors, coaching, environment, challenge

Research in Talent Identification and Development (TID) has included investigation of the role of trauma, or challenge, on the psycho-social aspects of the talent development (TD) process. However, the exact mechanisms of this process are not yet fully understood, nor is the role and perspective of the coach. This study adopted an interpretivist research paradigm to examine the under-explored coach perspective of psycho-social factors within TD in gymnastics. This was done through the unique lens of the global coronavirus pandemic, which provided a novel challenge through which to investigate the impact on TD. Bronfenbrenner's bioecological model of human development (Bronfenbrenner, 1979) was also used as a theory through which to examine coaching and athlete development across historical, organisational, cultural and interpersonal contexts. Semi-structured qualitative interviews were conducted with 15 coaches (8 male, 7 female) all of whom were supporting gymnasts on the performance pathway in artistic or trampoline gymnastics. More than 25 hours of interview data was analysed using Reflexive Thematic Analysis (RTA). The findings included 1) biographies and coaching histories of coaches in the pathway 2) an exploration of the role of the coach in supporting and developing gymnasts in a Talent Development Environment (TDE) 3) coach's perspectives on the current learning and development offer as well as what they felt was needed and 4) coaching challenges and learnings from the Covid-19 period. Implications of this research include considerations for how coaches can 1) engineer appropriate challenge into pathways to foster psychological growth, 2) support the development and refinement of skills necessary for gymnasts to navigate these challenges, and 3) document lockdown learnings so they can be transferred and utilized in future periods of challenge and uncertainty. There are also implications for how National Governing Bodies (NGB's) and similar organisations support and develop the coaches within their workforce.

My research is part of a collaboration between LJMU, British Gymnastics and UK Sports Institute (UKSI, formerly EIS) and involves operating in a dual capacity as a researcher-practitioner within BG and UKSI performance support teams. Particularly focusing within BG's performance pathway, I am looking at the psycho-social factors within talent development in these spaces and what the implications of these are for those playing critical roles in athlete development, especially coaches.

PS5C3 | From neutral to transformational: A critical realist analysis of intentional coach leadership behaviours and the disparity of athlete perceptions

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Keywords: Transformational leadership, neutral behaviours, intentionality

The development of frameworks such as the Coach Leadership Assessment System (CLAS), a systematic observational tool that encapsulates Full Range Leadership and Transformational Leadership in particular, have taken positive strides to better understand coach real-time behaviours. Recent findings have found there to be a high frequency of behaviours coded 'neutral', problematic as neutral behaviours align with non-leadership behaviours (generic instructions/praise, silence, observation), suggesting these have no impact on athlete outcomes. This implies coaches are having little influence on athletes for significant portions of their coaching interactions, and greater understanding of coaches' intentions and athlete perception of neutral behaviours is required to understand their efficacy. Answering calls for coaching research to move beyond empirical observations, a critical realist lens and multi-method research strategy was selected to study two coaches and six athletes and explore the causal mechanisms at play that are influencing behaviours. A key contribution of this research lies in challenging the assumption that neutral behaviours are inconsequential. Instead, it suggests that neutral behaviours can align with transformational or transactional leadership outcomes when underpinned by a transformational or transactional intentionality. This is highlighted by silent observation, deemed as passive or ineffective in accordance with the CLAS, coaches highlighted they would intentionally structure sections of practice where they refrain from involvement, allowing athletes to take control and share leadership responsibilities. Athlete perceptions mirrored the coaches' intentions, suggesting this demonstrated the coach trusted them, instilling a sense of empowerment and increased confidence - aligning with outcomes associated with transformational leadership. Findings suggest that the transformational perception of neutral behaviour is underpinned by the coach sharing the intention of these behaviours with athletes. Similarly, whilst coaches' use of generic praise and instruction were observed and coded as neutral, during interviews both coaches and athletes revealed that specific generic phrases had a profound impact when athletes understood their underlying meaning. Communication between coaches and athletes fostered a shared understanding of generic instructions, enhancing task cohesion and effort. This was also reflected in the perception of generic praise. Athletes highlighted when coaches provided

clear goals/expectation for tasks, they then attached meaning to generic praise like “good” or “nice,” because of the coaches’ prior explanation. These insights suggest that behaviours categorized as neutral are not inherently devoid of influence but require contextual understanding to unlock their latent potential. The findings contribute to the growing body of literature advocating for a nuanced understanding of coaching behaviours. By challenging the neutrality of ‘neutral’ behaviours, the study attempts to bridge gaps between empirical observation and underlying causal mechanisms of coach behaviour. There is a need for more research to adopt multi-method approaches that triangulate observational data with coach intentions and athlete perceptions to strengthen our understanding and implementation of leadership behaviours in-situ. The findings provide insightful implications for coaching practice by integrating the suggestions into coach education programs. This research calls for a shift toward embedding intentionality and leadership theory into coaching curricula, encouraging practitioners to engage with the complexities of their role beyond surface-level behaviours.

About the presenting author

Lecturer in Sport Coaching and Performance Analysis at Oxford Brookes University, Pathway Coach at Gloucestershire County Cricket Club, Coach Educator for the ECB. I am passionate about supporting and inspiring students, athletes and coaches to be the best versions of themselves. My research focus is around coach interpersonal interactions through a leadership lens and using critical realist methodologies.

PS5C4 | Functional action analysis: A psychological model for the development of a problem-solving competence in Game Sports

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¹ University of Bern, Switzerland

Keywords: Problem-solving, game sports, decision making, coaching process, player development

Introduction In the realm of game sports, coaches are amazed by outstanding players who display remarkable game performances by executing the right actions at the right times. In this context, the psychological concept of problem-solving competence has gained attention as one of the explanatory factors for such performances. **Aim** The present conceptual analysis aims to illustrate, in a theory-informed and practice-oriented manner, how problem solving can be described, explained, and developed in game sports by introducing a model called Functional Action Analysis. **Functional Action Analysis (FAA)** Every game situation can be viewed as a problem constellation shaped by three types of factors and their interconnections: (i) task characteristics, (ii) player characteristics, and (iii) environmental characteristics. In this respect, problem-solving competence is defined as the player's ability to functionally respond to problems within a game sports problem constellation, based on their perceptual, cognitive, and sensorimotor skills. Inspired by established theories of problem solving and decision making in sports, FAA integrates fundamental aspects with actionable guidance for coaches, ensuring immediate relevance and usability in practice. The model includes two main phases: understanding the problem constellation and shaping the problem constellation. Specifically, to describe and explain problem solving these phases are broken down into four steps: 1) capturing with the aim to direct the attention toward relevant cues, 2) recognizing with the aim to use task-specific prior knowledge, 3) deciding with the aim to cultivate if-then automatisms, and 4) executing with the aim to consistently implement intended decisions in motor behavior. **Conclusion** By analyzing each step from two standpoints (fundamental understanding and practical utility), FAA functions as a valuable tool for the coaching process in game sports: It helps to analyze and explain successful and unsuccessful actions, pinpointing their respective causes, and provides guidance for designing effective training sessions. Specifically, there are two overarching ways to train and consequently develop problem-solving competence. On the one hand, players should engage frequently in task-specific problem constellations during training and competitive game scenarios (i.e., on-field developing). On the other hand, the players' deeper understanding of problem solving should be fostered by reflective off-field learning processes such as feedback and self-analysis (i.e., off-field developing).

About the presenting author

The author is the operative director of the institute of Sport Science at the University of Bern. Before that, he was a senior lecturer and responsible for all studies of the institute within game sport. With respect to research, the author did his doctoral degree in the context of a sports pedagogy intervention. After that he changed his research focus to the broad field of decision making in game sports. Beside some cooperations investigating gaze behavior in soccer, the author examined the impact of contextual information particularly regarding the difference between implicit and explicit prior knowledge.

Abstracts for Friday, June 20th

10:00-12:00 - PS6A, PS6B, PS6C

Abstract PS6A1 | Friday, June 20th | 10:00-12:00 | Auditorium Innsikt | Individual oral presentation

PS6A1 | The views, values, and experiences of sport and employability of young adults in an underserved community in the north of England

Hembrough, Dave¹; Jackson, Charlotte¹; Melleney, Lucy²; Platts, Katharine¹; Leahy, Hanna¹; Fowler-Davis, Sally³

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Keywords: Children and young people, sport for employment, equality, physical activity, reduced inequalities

Young adults in underserved communities in the United Kingdom (UK) are less able to access sport and leisure activities compared to more affluent peers. Physical activity (PA) can enhance life skills and facilitate employment. This presentation details the work of an embedded researcher in a community health and wellbeing anchor organisation that aimed to critically explore how sport, PA and employment were perceived by community leaders and younger adults as development opportunities. Appreciative inquiry was used to engage community leaders and young adults to reflect on their experiences living and working in a deprived community. The themes of school, friends, finance and family in relation to health, wellbeing, employment and future aspirations were explored specifically. Interviews, workshops, and community action methods were transcribed, thematically analysed, and used to share back insights with wider stakeholders. Participants were positive about their neighbourhoods but recognised significant cultural and gender barriers to achieving their goals. Community leaders and younger adults identified how their cultural and household experiences influenced the choices of community engagement. Participants identified education as important to them and their families and expressed frustration that opportunities for local sport and PA were not geared for the development of life skills and to enhance their employment opportunities. The results suggest how sport and PA infrastructure could be more strategically aligned

to health, well-being, and social integration with a focus on skills development and building experiences related to employability. These findings present important insight, challenge and recommendations for how coaches are trained and supported in delivering sport for social change and societal impact.

About the presenting author

Dave Hembrough is a Research Fellow at the School of Sport and Physical Activity at Sheffield Hallam University. With a significant background in performance sport as a Strength & Conditioning Coach, he has developed a growing interest in the role of sport in community development. Dave integrates these passions into his research, teaching, and hands-on work at Mettle, a community weightlifting and strength training club he founded in Sheffield, where he promotes inclusive strength training and well-being to 'lift communities up'.

PS6A2 | Developing and implementing an inclusive sports coaching programme: An action research approach

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Keywords: Inclusivity, diversity, justice, ethics, education

Previous literature has identified that within Higher education (HE), the discussions around diversity, inclusivity and equality (EDI) has only really focussed on the attainment gap, representation and the lack of access for marginalised ethnic groups (Bunce, King, Saran, and Talib, 2021; Richardson, 2008). Most academic institutions in the UK, have made EDI part of their rhetorical statements related to core values, however, their implementation and outcomes remain both under-studied and, therefore, contested. Despite the recognition of issues of social justice in HE, there is a lack of empirical studies around the impact of EDI upon the staff experience and of its implementation in practice within the classroom. This study's rationale then lies on the call for action to address EDI in both the sports coaching field and Higher Education. Work from Laing (2021) looked into the 'decolonisation' of higher education through the use of inclusive pedagogy. A collaborative approach is needed to reflect on and change the current 'Eurocentric' curricula that dominates both lower and higher education (Laing, 2021). The aim of the study is to develop a more contemporary sport coaching curriculum, inclusive of marginal or minority issues as related to gender, race, disability, and sexual orientation (in line with the Equality Act 2010). Not being satisfied with a generalist investigative project, it is anticipated to alternatively construct such a curriculum within a particular social (i.e., modern Welsh) perspective. As of November 2024, thematic analysis has taken place and is close to completion, with the project's discussion being started over the Christmas period. A first full draft of the PhD is aimed to be completed by the end of January 2025. The main themes are around buy in, the learning process of the full participant group, the barriers faced and the experience that the supervisory team had and how it was different to the rest of the participant group. The outlined theoretical underpinnings of the last three result themes will likely be, the learning process, theorised by the cultural and historical theory, barriers theorised by white fragility and 'doing the document' and the supervisory experience theorised by the democratisation of learning. My work will hopefully impact sports coaching scholars and academics by educating them on how to tackle issues of social justice within their higher education institution (HEI) and further afield. By making it an integral part of the work that the academics do, this will then hopefully educate students as well, ensuring the sustainability of this being repeated and utilised by many future coaches for years to come. This is as well as raising awareness of

the positive ethical implications of such practice. These kinds of conversations around social justice in sports coaching also allow HEI staff to deconstruct their own identities, histories and biases that perpetuate certain systems of oppression or the current hegemony within sport and sports coaching. This project has the potential to inform staff and curricula, not only in the HEI that the research took place, but also other institutions. Thus, showing there is value in opening up discussions around these topics, with aims to consequently make lasting and impactful positive change around issues of social justice.

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About the presenting author

I am a final year PhD student within sport coaching, interested in inclusivity, diversity and social justice. I am a level 3 cricket coach and a level 2 football coach and have been coaching for the last 12 years within male dominated sports, which contributed to my PhDs personal rationale. After finishing my PhD studies (this summer hopefully), I would like to become a full-time lecturer within sports coaching, while also being involved with research. I would love to build upon the research platform I have built with my own PhD work.

PS6A3 | Building inclusive sport environments: Insights from American coaching practices for the Nordic context

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Keywords: Coaching, performance, United States, inclusion, talent development

Coaching in underserved athletic environments presents unique challenges and opportunities, requiring a holistic, context-driven approach. This presentation explores insights from a case study of a successful community college basketball program in the United States, where the head coach and support team play a crucial role in developing athletically talented yet psychosocially vulnerable athletes. Utilizing the Holistic Ecological Approach (HEA), the study highlights how a strong cultural leader, robust informal networks, and targeted psychosocial support can help overcome barriers related to socioeconomic adversity and systemic inequalities. Translating these lessons to the Nordic context, this presentation examines how sport organizations in Norway and neighboring countries can adapt these strategies when working with diverse populations, including first- and second-generation immigrants, athletes from lower socioeconomic backgrounds, and other marginalized groups. While the Nordic welfare model provides more structural support than in the United States, challenges related to integration, social belonging, and access to elite sport persist. By drawing on the HEA framework and the success factors identified in this case study, we will discuss how Norwegian coaches and sport institutions can develop more inclusive and effective talent development environments that foster both athletic and personal growth. This presentation contributes to the ongoing discourse on diversity and inclusion in Nordic sport by offering practical, research-informed strategies for coaching diverse populations in varying social and cultural contexts.

About the presenting author

My primary research interest rests at the intersection of cultural sport psychology, sociology, coaching, and physical education, with a special focus on social theory, critical methodologies, antiracism, narrative inquiry, social justice, equity, inclusion, and trauma. I apply a variety of qualitative and mixed method approaches to investigate how cultural, political, and social forces continue to oppress marginalized groups of people, greatly influencing their sport and life experiences.

PS6A4 | Coaching perspectives on developing a sustainable inclusive ice hockey arena

Callary, Bettina¹

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Keywords: Equity, diversity, female, para, community

Cape Breton University is developing the first “Home of girls’, women’s, and para hockey” in the world. Due to struggles by the varsity women’s university team, the local female hockey association, and the local sledge hockey association to find ice time and accessible rinks for practices and games, this endeavor has reimagined ice hockey culture around inclusive forms of personal and collective flourishing that are too often absent in mainstream hockey cultures. As the first facility devoted to advocacy for equity and inclusion in hockey, it is important to document and understand how such endeavors can be sustained and repeated. Framed by anti-oppressive practices, this study explored leadership perspectives on sustainable and robust girls’, women’s, and para-hockey programming. Results from interviews with coaches (n=10) and administrators (n=8) pointed to six themes: social norms that create oppression; programming opportunities that support diversity; scheduling and infrastructure related to belonging and inclusivity; representation in leadership involvement including boards, coaches, and referees; research ideas for ongoing equity-driven decision making; and fostering community support. These results examine how coaches and administrators envision inclusive, sustainable sport spaces that celebrate diversity, support equity, and inspire future generations.

About the presenting author

Dr Bettina Callary is the Canada Research Chair (Tier 2) in Sport Coaching and Adult Learning and a Full Professor in the Department of Experiential Studies in Community and Sport at Cape Breton University in Nova Scotia, Canada. She researches coach education and development strategies, coach developers, and psychosocial understandings of inclusive sport. She runs the Community Active Sport Training and Learning (CoASTaL) lab. Dr Callary is the Editor of the International Sport Coaching Journal and on the editorial board for Sports Coaching Review and the Journal of Aging and Physical Activity. She is also an alpine ski coach, swim coach, Masters triathlete, and coach developer.

PS6B1 | What do performance-based football coaches need to know about the coach-athlete relationship?

Newland, Andrew¹; Whitehead, Amy¹; Cronin, Colum¹; Cook, Gillian¹

¹ Liverpool John Moores University, UK

Keywords: Coach-athlete relationship, coach Education, performance-based football, socio-cultural factors

Given the positive outcomes associated with high-quality coach-athlete (C-A) relationships, one might expect this topic to feature prominently in formal coach education. However, recent research (Newland et al., 2023) examining the English Football Association UEFA A and B Licence courses—designed to prepare coaches for roles in English football’s performance domain—reveals a significant gap. Despite the C-A relationship being valued by coach developers and included in the assessment competency framework, it is not adequately addressed within formal course content. This presentation goes beyond critiquing existing curricula and seeks to propose strategies for reconstructing coach education programmes to better support performance-based football coaches in England. While models of the C-A relationship exist (e.g., Jowett, 2007), performance-based football contexts are shaped by unique socio-cultural factors, including hierarchical norms, micropolitics, and conflicting motivations (Champ et al., 2021). These dynamics result in intense performance pressures and expectations for coaches to manage impressions (Jones et al., 2010) and orchestrate relationships (Santos et al., 2013). This context underscores the need to explore the specific knowledge performance-based football coaches require to navigate the C-A relationship effectively. To address these nuances, we conducted semi-structured interviews with 11 performance coaches from across England’s men’s and women’s professional game. These coaches worked in prestigious settings spanning the English football system, including first-team and academy roles in the top divisions, as well as national youth team environments. Inductive reflexive thematic analysis generated the following five themes: (a) an incongruence between the importance of the C-A relationship and its prominence in coach education, (b) applying interpersonal knowledge and skills (c) understanding the unique needs of performance athletes, and (d) building a culture conducive to high-quality C-A relationships. These findings provide a foundation for integrating context-specific C-A relationship knowledge into coach education. They also raise important questions about what theoretically informed and evidence-based C-A relationship knowledge will equip coaches to navigate the complexities of performance-based football contexts.

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About the presenting author

Andrew Newland is a UEFA A Licence football coach with extensive experience in professional and international talent development programmes across both the men's and women's game. In addition to his coaching background, Andrew has worked as a secondary school teacher in diverse contexts across England and Wales. He now leads the Physical Education Postgraduate Certificate in Education (PGCE) course at Liverpool John Moores University (LJMU) and is pursuing a PhD at LJMU, titled "An Exploration of the Athlete-Coach Relationship in High Performance Football in England and its Integration into Formal Coach Education."

PS6B2 | An ecological Investigation of Polish Olympic coaches' experiences in the production of coaching practices

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Keywords: Coach education, coach development, high-performance coaching, cultural values, career transitions

Research on coaching tends to focus on coaching behaviours, practices, beliefs, career pathways, and relations with athletes, less so on the sociocultural context, in which coaches work, learn and develop. Even when the context of coaching is considered, it is often perceived as serving an auxiliary function. Despite increased acknowledgement of the situated nature of coaching practices, contextual factors, their effects and the mechanisms involved in their production are inadvertently universalised, anchored in Western, primarily Anglo-Saxon knowledge and pedagogies. There is a striking dearth of studies conducted in Eastern, and more specifically Eastern European contexts. Our project sought to fill this gap by exploring the lived experiences, cumulatively spanning the last three decades, of ten Polish Olympic coaches, who were interviewed several months prior their athletes' participation in the Paris 2024 Summer Olympic Games. Using abductive analysis, we identified three patterns of non-linear career pathways: teacher-track, club coach-track and athlete fast-track. Drawing on Bronfenbrenner's bioecological model, contextual and reflective thematic analyses facilitated examination of the environmental constraints shaping coaching practices and belief systems. Zooming in on coaches' individual experiences and zooming out on the macro-level societal transformational processes and the meso-level institutional landscape of sport helped to discern the interactional and embedded nature of relationships between coaches and their ecologies. We found that the concept of coaching as a social practice is rooted not only in Poland's more recent communist history with its emphasis on collective morality, but also engrained in the cultural values of humanism (the secular version of Catholicism) and traditionalism, which have been around for much longer. These values appeared as fundamental to the moulding of hierarchical and largely authoritarian coaching practices enforced through highly instructional, directive and disciplinarian coaching techniques. To progress to the highest levels of sport, coaches adopted numerous strategies involving navigation of the institutional environment characterised by dual modality, a remnant of the societal transition from communism to a liberal democracy. Finally, our research revealed overt discriminatory and abusive practices, often situated in religious discourses, targeted at women coaches as well as covert practices of gender neutrality and gender

blindness at the individual, institutional and wider cultural level. Given the particularities of the Polish context, we caution researchers and practitioners against transposing Western knowledge directly onto coach education and development in Poland. “Best practices”, recommendation, and guidelines should be adapted to the local context. For instance, although disciplinarian and autocratic coaching has been long identified as prevailing in Western contexts, its root causes, social expression and enactment are qualitatively different in the UK/US compared to Eastern Europe. Therefore, interventions underpinned by liberal value frameworks or egalitarian perceptions of relations with other coaches and athletes, may be perceived as culturally inadequate, trigger resistance and henceforth compromise the efforts of coach educators and coach developers. We call for advancement of contextually driven knowledge through implementation of culturally appropriate measures. To aid in this endeavor, we propose the Ecological Model of Coach Development (EMCD) as a reflective heuristic to be used by researchers and practitioners alike.

About the presenting author

Having earned my PhD in Psychology in 2022 at the University SWPS in Warsaw, Poland, I continued my collaboration with the university as a researcher and lecturer. My latest research is concerned with coach burnout and its relationship with sense of purpose, career orientation, job satisfaction and psychological well-being and how these connect to the acquisition of social competencies. As a practicing sports psychologist, I work with athletes/coaches and teams, primarily in men's football at senior and junior elite levels. Over the years, I have also taught many courses/workshops on coach reflexivity, motivation in youth sports and leadership.

PS6B3 | Investigating the impact of a coach development programme for coaches' use of feedback and reflective practice

Corbett, Ross¹; Partington, Mark²; Ryan, Lisa³; Cope, Ed¹

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Keywords: Feedback, coach development, reflective practice, hurling, athlete learning

Coach feedback can positively impact athlete learning and performance (Otte et al. 2020). There is a need for learning interventions which aid coaches in understanding and rationalising how they use feedback. The literature regarding such interventions and what may make such interventions successful is lacking. A coach's reflective capabilities are also acknowledged as a vital cognitive skill in coach development and may be a vital component to address within such interventions. This study aimed to develop and facilitate a season long programme aimed at aiding coaches' development of their use of feedback and reflective practice. A coach development programme (CDP) was designed following a review of literature which used CDP's to facilitate changes in coaching practice. Four coaches from one u16 inter county hurling talent academy squad participated in the season long CDP. Initially, each coach participated in a semi structured biographical interview. Coaches then completed two group workshops focused on coach behaviour, feedback and reflective practice; these workshops were aligned to findings of systematic observations (SO's) of these coaches in the previous season. Coaches then participated in weekly SO's, reflective conversations (RC's) and group reflection/ planning meetings throughout the programme with each coach participating in a minimum of four observations and RC's. At the end of the season each coach participated in a semi structured interview surrounding their opinions regarding the CDP and their experience of working with a coach developer. Interview data were analysed in line with the principles of reflexive thematic analysis (Clarke & Braun 2021). Each SO was coded using a system based on one previously used by Mason, Farrow and Hattie (2020). Following each individual observation a RC took place with this coach within two weeks. RC's were conducted and analysed as outlined by Gilbert & Trudel (2001) and Stodter et al. (2021), alongside the reflection heuristic developed by Downham and Cushion (2022). Pre programme interview data identified the following themes: coaches perceived importance of feedback, important feedback types to use and timing of feedback. SO data revealed changes in each coach's use of feedback, including an increased frequency of process level feedback, a reduced relative frequency of feedback and an increased frequency of autonomy supportive feedback. Throughout the RC's coaches appeared to

develop their reflective capabilities, observed through greater levels of critical thinking, awareness of value judgements and an increased variety and depth of reflection content. Post programme interview data identified themes of willingness to change, coach development to aid player development, focus on how to coach not just what to coach and importance of the coach developer in the programme. The findings illustrate the ability of a CDP and collaboration with a coach developer to develop coaches use of feedback types suggested as being more beneficial for athlete learning. The findings also suggest the potential of the SO data and RC's to develop coaches' ability to use reflective practice more effectively. Interview data also suggest coaches' positive attitudes towards and perceived value of such interventions.

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About the presenting author

Ross is a lecturer in Sports Coaching at Atlantic Technological University in Galway, Ireland. Ross also works as a coach developer across multiple sports through his business Corbett Coaching. Ross is currently completing a PhD at Loughborough University focused on coaches' use of feedback and how coaches can be supported to develop their use of feedback in team sport environments.

PS6B4 | Understanding and developing professional youth soccer coach behaviour

Rowlands, Sion¹; Cushion, Chris¹; Cope, Ed¹

¹ Loughborough University

Keywords: Coach behaviour, youth soccer, coach development, systematic observation, reflective practice

Background Coach development and education programs (CDPs/CEPs) have been a significant research focus (Campbell et al., 2022; Chapman et al., 2019; Cushion et al., 2010). National governing bodies (NGBs) and sporting organisations, such as the FA, have invested in tailored coaching support, attempting to move away from a one-size-fits-all model (Sawiuk et al., 2018; Chapman et al., 2019). However, existing studies often take a retrospective approach, relying on self-perceptions despite coaches' recognised lack of self-awareness (Mancini et al., 1987; Partington & Cushion, 2013). Systematic observation offers a more objective means of measuring coach behaviour, yet little research has developed and measured CDPs (Cope et al., 2017; Campbell et al., 2024). Purpose This study aimed to develop, deliver, and measure the impact of an in-situ CDP with professional youth soccer coaches, assessing behaviour change through transformational learning theory. Methods A collaborative action research (CAR) approach was used with 17 professional soccer coaches in England over three seasons. Systematic observation was conducted pre, during, and post-CDP to assess behaviour. Reflective conversations (RC), stimulated recall (SR), and semi-structured interviews were employed to understand coaches' experiences and behaviour development. Results and Discussion Pre-CDP interviews revealed that coaches developed behaviour through multiple sources. The CDP led to at least one targeted behavioural change per coach, with the most notable changes occurring during the reflective process. Some coaches showed delayed changes post-CDP, while others regressed. Post-CDP interviews highlighted the CDP's effectiveness in structuring reflection, fostering autonomy, and enhancing motivation. Factors influencing learning included time for reflection, engagement levels, and co-coach dynamics. Transformational Learning Theory explained variations in behavioural development, emphasising the need for structured yet flexible coach education.

A Phd in coaching behaviour with over 17 years of coaching experience. Currently working for Leicester City as a coach developer and academy coach.

PS6C1 | The institutionalisation of ableism: Understanding the landscape of disability coach education in New Zealand

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Keywords: Disability, para-coaching, ableism, disability sport, coach development

Objectives: In this presentation we examine the institutionalisation of ableism in coach development, within the New Zealand sporting sector. The inclusion of disabled people in sport at all levels is reliant on challenging the ableist ideas, attitudes and practices that are inherent in sporting culture. Coach developers are described as central in the enculturation and development process of coaches, their roles are essential for re-examining beliefs and assumptions, facilitating knowledge construction in the sector (Cushion et al., 2019). However, we know that coach developers can equally play a role in the tacit replication of accepted practice norms (Abraham et al., 2010) and disability is largely absent from coach development discourse. **Methods:** This research drew on the experiences of coach developers to understand the challenges and opportunities of providing inclusive coach education. Data were generated through semi-structured interviews with 39 people engaged in coach development, representing 45 sports organizations in the New Zealand sporting sector. Data were analysed thematically using the sensitising concept of ableism (Kumari Campbell, 2009). **Findings:** The presentation reveals how ableism manifests in various ways in the sports sector and that core beliefs are largely institutionalised, resulting in the invisibility of disability in many sporting organisations. Institutionalised ableism is reinforced by the politics of knowledge in which disability and inclusion are considered marginal or periphery to the core/legitimate knowledge within coaching. Our findings suggest relationships between organisations in the sector were inconsistent, unsystematic and ad hoc. This research phase demonstrated that coach developers were often removed from grassroots coaches' development leading to a lack of systematic disability inclusion. **Conclusions:** The contributions of coach developers to the research have revealed the overwhelming presence of institutional ableism, demonstrating the importance of engaging in collaborative research design with disabled people. The coaching sector in New Zealand is currently too far removed from cultural acceptance and active engagement with disability coaching knowledge. To remedy this predicament, the sector must go beyond impairment specific/ medicalised information sharing, and periodic engagement with resources to consider a multi-levelled systematic approach to the inclusion of disability in coach development. Engaging with collaborative research methodologies offers an opportunity to disrupt ableism and the stagnated cultural beliefs around who is

prioritised and included in sport; therefore, collaboration with disabled communities and disability leadership is necessary throughout the coach development system.

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About the presenting author

Kelsey is a doctoral researcher at the School of Sport and Human Movement, University of Waikato, New Zealand. Kelsey is a registered Speech and Language Pathologist with a passion for sports, who has 18-years of experience in grassroots sport coaching with a variety of ages and abilities, as well as playing/ competing in sports herself. From experiences with her disabled family, students, and patients she witnessed the marginality of disability in many areas of society and wanted to create opportunities and change. Her research and teaching now focuses on engaging with the topics of disability, sports coaching, sociology, and ableism.

PS6C2 | Negotiating the complexities and nuances of coaching in Special Olympics

Hardwick, Amy¹; Huntley, Tabo¹; Whitehead, Amy¹; Maher, Anthony²

¹ Liverpool John Moores University, UK

² Leeds Beckett University, UK

Keywords: Special Olympics, sport coaching, intellectual impairments, athletes, complexity

Special Olympics (SO) are a global, charitable organisation dedicated to providing sports training, athletic competition, health and education opportunities to approximately 5.8 million children and adults with intellectual impairments. Inclusion is at the heart of all they do, with their mission highlighting the development of physical fitness, courage, and friendship as key drivers. SO coaches act as facilitators for all of these components, with the added complexity of addressing the diverse range of impairments their athletes have. Despite this there is a substantial dearth of research in this context and with this population (Turgeon et al, 2013), therefore, coaches may be unprepared and lack relevant knowledge, skills and confidence when supporting the learning of athletes with ID (Townsend et al, 2021). Given this, the aim of this research was to provide a deeper insight and understanding into the contextual nuances within SO, through the perspectives of those immersed in the context. This topic is of significant importance given the lack of research within the context, and the recent call from Turgeon et al (2023), for “quality research with the field of Special Olympics coaches’ training and practice” (p.321). In order to develop this understanding, semi-structured interviews were conducted with 30 coaches (17 female, 13 male) and 6 athletes (3 female, 3 male), from all 7 of the SO regions (Africa, Asia Pacific, East Africa, Europe/Eurasia, Latin America, North America and Middle East/North Africa), providing a variety of global perspectives. Reflexive thematic analysis was utilised to generate several themes that highlighted the nuances and tensions with the context of Special Olympics. Findings emphasised the social construction of disability and the complexity of terminology. Also apparent was the dichotomy between athlete development and the drive to win, with a nod to similarities and differences compared to traditional, normative perspectives of sport. Further, it was highlighted that the process of divisioning, which is implemented in an effort to promote fair competition, can be problematic. This research provides a critical insight into the nuanced context of Special Olympics, emphasising the importance of inclusion, whilst exploring the recurring tensions that arise, such as developing versus winning, divisioning discrepancies and perceptions of disability and impairment.

About the presenting author

Amy Hardwick is a PhD researcher at Liverpool John Moores University (LJMU), having completed her Undergraduate and Masters degrees in Sport Coaching at LJMU also. Amy's PhD is focused on exploring coaching in the unique context of Special Olympics, interviewing both coaches and athlete across the globe. She has previously been involved with several projects within disability sport, including; a project with the International Hockey Federation which focussed on Coach Education provision for coaches working in Hockey ID, the Erasmus funded ParaCoach, and a project which involved the development of an e-learning course for Special Olympics.

PS6C3 | Exploring the pathways and developmental trajectories of French Olympic and Paralympic coaches: A narrative approach

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¹ Aix-Marseille University

Keywords: Coaching trajectories, high-performance sport, narrative approach, coach development, Olympic/Paralympic coaches

Background: High-performance sport occupies a strategic position in enhancing France's national image, as underscored by the Sport Code (French Sports Code, art. L. 221-1). High performance is often regarded as the pinnacle of sports development, uniting actors operating at both national and international levels (Sotiriadou & De Bosscher, 2017). However, the environments in which these coaches operate are extremely dynamic and complex, influenced by social, cultural, economic, and political factors that render it unpredictable and, at times, chaotic (Chelladurai, 2014; Purdy & Jones, 2011). In this context of high-performance sport in France, particularly within Olympic and Paralympic disciplines, coaching is characterized by rigorous organization, intensive planning, and complex decision-making involving multiple stakeholders (Côté et al., 1995; Lyle, 2002; Trudel & Gilbert, 2006). However, despite its strategic importance, coach education is often viewed as secondary, where practical in-the-field experiences are prioritized (Dickson, 2001; Lyle, 2002). Unsurprisingly, then, there is significant variability in individual career trajectories, both regarding former athlete experience and coaching expertise (Erickson et al., 2007; Lynch & Mallett, 2006). These factors highlight the need for a deeper understanding of developmental pathways to design effective, tailored training programs.

Aim: This research aims to: Understand the development of high-performance career trajectory narratives among coaches through examining their histories, biographies, and career trajectories. Examine how initial and continuous education of high-performance coaches shape their career trajectories and narratives. Evaluate the impact of national support programs (e.g., Ambition Bleue/Plan Coachs) on the personal and professional development of coaches.

Methods: A series of semi-structured biographical interviews, lasting between 60 and 180 minutes, was conducted with a representative sample of coaches working in Olympic and Paralympic contexts. Participants were categorized into two groups: "Novice" (high-level coaches with a first coming Olympic or Paralympic participation) and "Expert" (coaches who have participated in major competitions and coached Oly or Paralympic athletes). Recruitment was carried out in collaboration with the Coach Plan 2024 of the French National Sports Agency. All interviews were recorded, fully transcribed, and anonymized. For data analysis, we adopted a two-step narrative

approach. First, an analysis of narratives identifies common themes, critical incidents, and recurring patterns across all interviews. Second, a narrative analysis reconstructs in depth each coach's unique temporal trajectory by "emplotting" major career events (Polkinghorne, 1988; Connelly & Clandinin, 1990). Preliminary results: Preliminary analysis of initial interviews suggests that critical incidents and reflective moments on action play a determining role in shaping coaches' identities and coaching philosophies. Early findings revealed the diversity of career trajectories and adaptive strategies in highperformance environments. Although still under analysis, the study enhances our understanding of the developmental processes of high-performance coaches and inform the design of both initial and continuous training programs in France. A unique feature of this work lies in the coaches' recognition of precarity, connection, and performance related goals contributing to their career trajectory. By employing an integrative narrative approach, the research highlights both overarching trends and individual specificities, thereby providing essential insights for formulating training policies that meet the demands of a complex and competitive sporting environment. This context-specific study of Olympic and Paralympic coaches is the first of its kind to connect career trajectory, education, and narrative inquiry.

About the presenting author

Social psychology PhD and lecturer at the Faculty of Sport Sciences at Aix-Marseille University. Her research focuses on interpersonal dynamics in sport, particularly in high-performance and health contexts, including coach-athlete relationships and team cohesion. She is the co-director of the Master's program in Training and Optimization of Sports Performance and works as a consultant for professional clubs and national teams, contributing to the structuring of high-performance departments and training programs. Since 2022, she has been supporting coaches as part of the National Sports Agency's "Plan Coaches 2024-26." With over 10 years of experience in coaching, she has also been involved with France's national youth teams in underwater hockey.

PS6C4 | What parasport youths' experiences during activity can teach us about effective parasport coaching

Engdahl-Høgåsen, Linn¹; Bentzen, Marte¹

¹ Norwegian School of Sport Sciences, Norway

Keywords: Parasports, participation, motivation, qualitative methods

Introduction Parasport research has primarily focused on increasing participation for people with disabilities (PWD) by addressing structural barriers and promoting inclusion (DePauw, 2009; Silva & Howe, 2009). While valuable, this often reinforces an instrumental view of participation, emphasizing attendance and outcomes over subjective experiences (Engdahl-Høgåsen & Bentzen, 2023). The Family of Participation-related Constructs framework (fPRC) highlights that participation must encompass subjective experiences (i.e., involvement) and that both personal (e.g., preferences) and environmental (e.g., stigma) factors shape these experiences (Imms et al., 2017). Furthermore, fPRC posits a strong overlap between involvement and athletes' sense of self, meaning experiences during activity can have lasting impacts over time. Despite growing interest in athletes' subjective experiences, existing parasport research has paid limited attention to what occurs during activity (Engdahl-Høgåsen & Bentzen, 2023), where relational dynamics, especially the coach-athlete relationship, are particularly important (e.g., Bentzen et al., 2020; Alexander et al., 2020). These dynamics may influence athletes' involvement, further affecting their motivation. In all sport contexts, coaches act as crucial facilitators, not only adapting physical tasks but also co-constructing the emotional and social landscape (Côté et al., 2007). Yet, in parasport, the coaching role is often implied and seldom explored through the voices of the athletes themselves. From a critical realist perspective, participation experiences are shaped by interactions between agents and structure, with coaching practices representing one mechanism in shaping individual experiences and, consequently, youth participation in sport over time. Within a critical realist perspective, subjective experiences are considered a valuable point of entry for accessing underlying generative mechanisms, such as fundamental human needs for internal motivation presented in Self-Determination Theory (Deci & Ryan, 2001), which reside at the level of the real. These mechanisms are not directly observable but can be identified through theoretical abstraction and retroduction (Ronkainen & Wiltshire, 2021). While methods for exploring experiences during activity have been used in other sport and education contexts (e.g., Lenaert et al., 2020; Zurbriggen et al., 2021; Simpson et al., 2022), their application in parasport remains underdeveloped. This study addresses these gaps by (1) exploring the experiences of youth with disabilities in organized sport during activity, including a focus on how coaching practices shape involvement and motivation, and (2)

evaluating a novel method for explaining youths' motivation for participating in sport through focusing on accounts during activity. Methods Six athletes participated, each recording 4–6 audio entries shortly after training sessions over a 12-week period. Athletes received brief guidance on using recording devices and met with the researcher for feedback after their first submission. A support sheet with open-ended prompts encouraged reflection on emotional responses, involvement, and interactions with coaches and peers. Minimal structure was imposed to preserve authenticity and spontaneity in participants' reflections. Findings Preliminary findings highlight the central role of coaches in shaping the involvement of youth with disabilities in organized sport. Athletes often described moments where coaches' behaviors contributed to feelings of competence, enjoyment, and belonging. In contrast, less supportive interactions (e.g., lack of individual attention or unclear instructions) were associated with frustration or disengagement, even within otherwise positive sessions. Data also illustrates how athletes' motivation was not static but evolved both across and within sessions and sometimes in direct response to coaching actions or similar contextual factors. These micro-level shifts underscore how adaptive and attuned coaching can significantly influence young athletes' positive experiences and motivation. Additionally, coaching practices interacted with athletes' preferences, abilities, and self-perceptions. Coaches who recognized and supported individual differences were seen as empowering, whereas one-size-fits-all approaches could unintentionally exclude or demotivate.

About the presenting author

Linn Engdahl-Høgåsen is a PhD-student at the Department of Teacher Education and Outdoor Studies. Her research project Participation in sport for youths with disabilities is affiliated with the Child and youth Sport Research Center. She graduated with a masters degree in Sport Sciences at the Norwegian School of Sport Sciences in 2016. After finishing her MSc, Engdahl-Høgåsen first worked as a private sport psychology consultant at the Olympic Sport Center north and west region. Since 2019 she worked as lecturer in sport psychology at Oslo New College.

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Moran, David | [Poster5](#) | *Keeping it real: Exploring fidelity in team sports coaching*

Morgan, Callum | [PS4B4](#) | *Collectively performing (hidden) work: The enactment of dramaturgical discipline in coach education work*

Munkwitz, Erica | [PS3C1](#) | *Taking the reins: Eva Christy as riding instructor and equestrian innovator*

N

Newland, Andrew | [PS6B1](#) | *What do performance-based football coaches need to know about the coach-athlete relationship?*

Nichol, Adam | [PS5B3](#) | *Developing trust and trustworthiness in sport coaching and sport coach mentoring*

O

O'Sullivan, Mark | [PS2A1](#) | *Where are we now?*

P

Parfait, Alix | [PS2B3](#) | *Sustainable careers in sports organizations? From the standpoint of female top leaders*

Pettersen, Jannicke | [PS4C4](#) | *Coaches' challenges and work with the children-to-youth sport transition in Norway*

R

Rafnsson, Daði | [PS4C1](#) | *Coaches' perspectives from a 5Cs psychological skills intervention in an MLS football academy*

Randrup, Kelsey | [PS6C1](#) | *The institutionalisation of ableism: Understanding the landscape of disability coach education in New Zealand*

Roberts, Margaret | [PS3C3](#) | *From the Classroom to the coast: The life of Julia Andrew, forgotten pioneer of women's fitness*

Rowlands, Siôn | [PS6B4](#) | *Understanding and developing professional youth soccer coach behaviour*

S

Saarinen, Milla | [PS2B4](#) | *Understanding young aspiring women leaders experiences on future sustainable work life through dream day narratives*

Santos, Manuel | [PS1A1](#) | *Developing creative coaches: The necessity to acknowledge the social*

Santos, Sofia | [PS3B2](#) | *"Not a bull in a china shop": Micropolitical literacy and women in coaching*

Sevdalis, Vassilis | [Poster6](#) | *Empathy in sports coaching: A review of the literature*

Simpson, Harley-Jean | [PS5A4](#) | *Understanding the dramaturgical demands of coaches' decision-making within a team context*

Skebo, Kristi | [PS4A3](#) | *Thinking differently to do differently: (Re)Conceptualizing 'skill' in everyday repetitive skill practices in rhythmic gymnastics*

Skjeldal, Gudmund | [PS2C4](#) | *The coaching of circus children: Historical perspectives and philosophical implications*

Solomons, Jocelyn | [PS4C2](#) | *The 3+1Cs in action: Transforming coaching practices in South African women's rugby*

Stephens, David | [PS5B2](#) | *Exploring coach educator expertise (re)development through video stimulated recall*

Svensson, Daniel | [PS2C1](#) | *Coaching and challenging established norms: Inga Löwdin and the development of gender equality in XC skiing*

T

Taylor, Jamie | [PS4B1](#) | *Finding a path: Understanding the employment, demands and preparation for high performance rugby union coaching*

Thomas, Gethin | [PS4B2](#) | *A race to win space: A cultural historical theoretical approach to developing rugby union coaches' theoretical understanding*

Tjønndal, Anne | [PS2B1](#) | *The gendering of technological innovations in sports coaching*

V

Vickery, Will | [Poster7](#) | *Defining success: A coach's perspective*

W

Watson, Matthew | [PS1C4](#) | *Understanding good coaching in esports: Stakeholder perspectives and effective practices*

Whitehead, Amy | [PS1C1](#) | *To Think Aloud or not to Think Aloud? Critical considerations for using the Think Aloud method within sport coaching research.*

Total: 77 presenting authors | 78 presentations

Author Biographies

Biographical information for presenting authors

A

Ansell, Dallas

Email: dansell@ualberta.ca

Presentation: *PS1C3 - Concussion return to play policies and protocols: A matter of concern*

Dallas is a PhD Candidate studying under the supervision of Dr Jay Scherer in the Faculty of Kinesiology, Sport, and Recreation at the University of Alberta in Edmonton, Alberta, Canada. Dallas' research interests include athlete learning and development, coach education and practice, and sport programming and pedagogy. Along with his doctoral studies, Dallas has also been an assistant coach with the University of Alberta Golden Bears men's hockey team for the past eight years, having previously completed the Master of Coaching degree as a graduate assistant coach and continuing to serve the team after graduation.

Ashford, Michael

Email: michael.ashford@dcu.ie

Presentation: *PS4B3 - "Have you done your badges?": Looking beyond educating coaches to understand the developmental biographies of expertise in academy football coaches*

Having completed his undergraduate, postgraduate and PhD at Leeds Beckett University in Sport Coaching, Michael has worked across a range of roles within the discipline. Having had Lecturing positions at Coventry University, the University of Edinburgh and more recently as a postdoctoral researcher for Insight SFI Research Center, he has also now moved into a Coach Development position working with England Rugby's performance teams, Aviron Bayonnais and the Premier League (amongst others). Michael is presently a year through a 2-year research project exploring coaching expertise in Premier League, Category 1 Football Academies - which is where this presentation will focus its attention.

B

Bentzen, Marte

Email: marteb@nih.no

Presentation: *PS3B1 - "Nothing is sustainable in this profession": Gender equality through sustainable work life for French and Norwegian high-performance coaches*

Marte Bentzen works as an Associate Professor at the Department of Sport and Social Sciences, Norwegian School of Sport Sciences. She is mainly lecturing in sport psychology, leadership and motivation, and statistics. Her research is focused on processes related to enhancement of well-being and prevention of ill-being within occupational psychology in general and among high-performance sport coaches in particular.

Berntsen, Hedda

Email: hedda.h.berntsen@usn.no

Presentation: *PS5C1 - Elite athletes' perception of mental performance competencies development: The importance of coach contributions*

Hedda Berntsen is currently an Associate Professor of Educational science at the University of South-Eastern Norway. Berntsen has published a total of 23 publications during her career including 4 peer-reviewed journal articles, 3 peer-reviewed book chapters, co-authored 1 peer-reviewed monograph, 1 dissertation and 3 conference papers in sport psychology and education.

Bespomoshchnov, Vladislav

Email: vladislavb@nih.no

Presentation: *PS1C2 - Better safe than sorry: How can sport coaching and coach learning benefit concussion prevention?*

Vladislav Bespomoshchnov is a PhD Research Fellow at the Norwegian School of Sport Sciences. His project is aiming to better understand visual perception and scanning in elite ice hockey. Prior to position at NIH in Norway, Vladislav worked at the Sports Institute of Finland as a researcher and lecturer. His areas of interest and research include coach and athlete development, leadership, skill acquisition, concussion prevention, and the socio-historic context surrounding sports. He has a background in ice hockey coaching and strength and conditioning.

Bjørndal, Christian Thue

Email: christiab@nih.no

Presentation: *PS2A4 - From acceleration to resonance: Reimagining Norwegian youth sport coaching in a rapidly changing world*

Christian Thue Bjørndal is an Associate Professor at the Department of Sport and Social Sciences at the Norwegian School of Sport Sciences (NIH). He holds a Master's degree in Sport Sciences from NIH, specializing in coaching and sport psychology. In 2017, he completed his doctoral degree focusing on talent development in Norwegian handball. Bjørndal is particularly interested in interdisciplinary perspectives on topics such as participation, development, and performance in sport, with special emphasis on youth sport. He has extensive experience as a coach in both youth and elite handball, and is a certified EHF Master Coach. In 2021, Bjørndal was awarded significant funding of 8 million NOK from the Research Council of Norway for young research talents to lead the project "Student Learning and Development in Specialized Sport Secondary Schools".

Bonini, Gherardo

Email: ghe59tullio@gmail.com

Presentation: *PS3C2 - Chefin Brigitte Fink, the driver of Italian Luge's Golden Era*

Born in Italy (1959), graduated in Philosophy, diplomed in Archival sciences, Gherardo Bonini had worked for the Historical Archives of EU in Florence from 1989 to May 2024. Member of the society of historians for Italy (SISS), Europe (CESH) and World (ISHPES). He had collaborated to several Encyclopaedias published by US and British companies. His main objects of investigation are swimming, weightlifting and Austria history. He self-edited a book *Europa, Mitteleuropa, Vaste Land* (second edition 2008) exploring the modern roots of the European sport considering fifteen disciplines. He wrote two monographs with Franco Cervellati about swimming in Florence before 1945 (2004) and about Giuseppe Cassioli, designer of Olympic medals (2019). He co-edited a book on Austrian sportsman Otto Herschmann (2022). He published several articles for *US MILO. The Journal of Serious Strength Sports*. He took part to numerous congresses and installed contributions for *IronHistory* and *playingpasts* e-platforms.

Book, Robert

Email: robert.book@usn.no

Presentation: *PS6A3 - Building inclusive sport environments: Insights from American coaching practices for the Nordic context*

My primary research interest rests at the intersection of cultural sport psychology, sociology, coaching, and physical education, with a special focus on social theory, critical

methodologies, antiracism, narrative inquiry, social justice, equity, inclusion, and trauma. I apply a variety of qualitative and mixed method approaches to investigate how cultural, political, and social forces continue to oppress marginalized groups of people, greatly influencing their sport and life experiences.

Boyer, Amélie

Email: amelie.boyer@univ-lyon1.fr

Presentation: *PS2B2 - Coaching, yes but how? Forms and change of leadership among French high performance women coaches through their careers*

2023/2024 oral presentation - congress: -16 International Symposium for Olympic and Paralympic Research - "In the run-up to the Olympic/Paralympic Games, coaching yes, but how?" - FEPSAC - "Forms of leadership by French elite women coaches : gender stereotypes and social roles" - French Society of Sport Psychologists - "Women's leadership as elite coaches in team sports" (1-young researcher prize) - French National Olympic Academy - "Forms of coach leadership from a gendered perspective" - Intervention at Regional Economic, Social & Environnemental council - " Gender diversity and the relationship to the body".

Burns, Alex

Email: alex.burns@insight-centre.org

Presentation: *Poster1 - Grouping by ability in youth sport: Understanding the grouping decisions of coaches in Gaelic Games*

BSc (Hons), Sport & Exercise Science, University of Bath MSc Elite Sport Performance, Dublin City University Research Assistant, Insight SFI Research Centre for Data Analytics/Dublin City University, School of Human Health & Performance Coach/Coach Developers working in English Academy Rugby Union

C

Callary, Bettina

Email: bettina_callary@cbu.ca

Presentation: *PS6A4 - Coaching perspectives on developing a sustainable inclusive ice hockey arena*

Dr Bettina Callary is the Canada Research Chair (Tier 2) in Sport Coaching and Adult Learning and a Full Professor in the Department of Experiential Studies in Community and Sport at Cape Breton University in Nova Scotia, Canada. She researches coach education and development strategies, coach developers, and psychosocial understandings of inclusive sport. She runs the Community Active Sport Training and Learning (CoASTaL) lab. Dr Callary is the Editor of the International Sport Coaching Journal and on the editorial board for Sports Coaching Review and the Journal of Aging and Physical Activity. She is also an alpine ski coach, swim coach, Masters triathlete, and coach developer.

Cantwell, Eleanor

Email: e.l.cantwell@2019.ljmu.ac.uk

Presentation: *PS5C2 - Bouncing back: Coach perspectives on talent development in gymnastics through the covid era*

My research is part of a collaboration between LJMU, British Gymnastics and UK Sports Institute (UKSI, formerly EIS) and involves operating in a dual capacity as a researcher-practitioner within BG and UKSI performance support teams. Particularly focusing within BG's performance pathway, I am looking at the psycho-social factors within talent development in these spaces and what the implications of these are for those playing critical roles in athlete development, especially coaches.

Carr, Benjamin

Email: benjamin.carr@unil.ch

Presentation: *PS2A2 - Rights-based, athlete-centred, caring, safeguarding, holistic...and competitive? Civilizing coaching beyond competition (and beyond sport)*

Ben is a doctoral researcher focused on social and theoretical understandings of violence and care in the ongoing safe sport movement, specifically as they relate to coaching practices around the world. He has coached at the elite international level and worked with international federations on their coach development and safeguarding programmes. This professional experience, combined with the personal experience of living in a Buddhist retreat community, gives Ben a particular perspective on both the practical and philosophical approaches to coaching and research.

Charbonnet, Bryan

Email: bryan.charbonnet@unibe.ch

Presentation: *PS2A3 - Welfare and performance growth logics in youth elite sport: Compatible or not?*

Following his PhD in talent identification and development, Bryan now researches ethical and sustainable youth elite sport as a Postdoctoral researcher at University of Bern.

Consterdine, Alexandra

Email: vassilis.sevdalis@gu.se

2 presentations at CRiC 2025

Presentation: *PS3A1 - Should I stay or should I go? Is there a use by date on coach-athlete relationships? Shifting, temporal and contextual notions of power-relations within track and field athletics*

Presentation: *PS5A3 - Getting your head around theory: Poststructuralist and postmodernist approaches in sports coaching research*

Dr Alexandra Consterdine is a Senior Lecturer in the Sociology of Sport, Exercise and Health at Liverpool John Moores University. Alex completed her PhD on power and high-performance athletics in the UK in February 2021, and is continuing her research into the sociology of sport, sport coaching, and qualitative research methods. Her main research themes focus on power, the coach-athlete relationship, ethics, poststructural and postmodern approaches to research, and sports culture.

Corbett, Ross

Email: r.corbett@lboro.ac.uk

Presentation: *PS6B3 - Investigating the impact of a coach development programme for coaches' use of feedback and reflective practice*

Ross is a lecturer in Sports Coaching at Atlantic Technological University in Galway, Ireland. Ross also works as a coach developer across multiple sports through his business Corbett Coaching. Ross is currently completing a PhD at Loughborough University focused on coaches' use of feedback and how coaches can be supported to develop their use of feedback in team sport environments.

Corsby, Charles

Email: ccorsby@cardiffmet.ac.uk

Presentation: *PS1B1 - Living with injury: A phenomenology of rehabilitation for coaches*

Charlie Corsby is a Senior lecturer in Sport Coaching at the Cardiff School of Sport and Health Sciences, Cardiff Metropolitan University. Charlie obtained a PhD (Sports Coaching) in 2017, and his research interests relate to the everyday affairs of coaches to gain influence and control of others. To study the mundane activities of individuals, Charlie's work is influenced by the writings of Harold Garfinkel, ethnomethodology, and phenomenology. Charlie is an Associate Editor for Sports Coaching Review and is part of the executive board for Cluster of Research into Coaching (CRiC).

Cresswell, James

Email: jim.cresswell@ambrose.edu

Presentation: *PS3A2 - Possibilities and Perils in post-structuralist coaching: Irony as a technology for the art of coaching*

James Cresswell's research interests range from critical/cultural psychology to cognitive science and literary theory. All of it focusses on linking critical theory and community-based advocacy research, which has been funded by organizations such as the Social Science & Humanities Research Council and MITACS. Specific content areas of research include sport, aesthetics, poverty, language, immigration, and technology. He serves as editor for the Journal of Theoretical and Philosophical Psychology and recently received a Distinguished Service Award from Division 24 of the American Psychological Association. He is a research affiliate with the Canadian Poverty Institute (<https://www.povertyinstitute.ca/>) and the Newcomer Research Network (<https://www.ucalgary.ca/network/newcomer-research/home>).

Crowne, Siubh an

Email: siubheanc@gmail.com

Presentation: *PS4C3 - Evaluation of a sport psychology programme within a Category 1 English football academy*

Siubhean is an accredited sport psychologist and a PhD researcher in sport psychology as she holds a dual role of practitioner - researcher with LJMU and a Category 1 English football academy. Previous experience has included Team Manager for the Irish u16 women's basketball team and Sports Development Officer providing opportunities for sporting engagement in underprivileged populations including asylum seekers and travellers.

Culver, Diane M.

Email: dculver@uottawa.ca

Presentation: *PS1A2 - Social Learning leaders: Year 2 in developing a new player for the Canadian Sport System*

A full professor at the University of Ottawa in sport pedagogy and psychology, Diane's research interests include the development of sport leaders, especially coaches. She has been funded by the Social Sciences and Humanities Research Council (SSHRC) to research Para sport coaching, and women in sport organisations. Presently she has two SSHRC grants: One to develop social learning leaders for the Canadian sport system and one to examine the use of design thinking to better support university student-athletes. Her research approach is mostly qualitative, often participatory, and frequently embodies forms of social learning spaces such as communities of practice.

Cuvelier, Sarah

Email: sarah.cuvelier@univ-amu.fr

Presentation: *PS6C3 - Exploring the pathways and developmental trajectories of French Olympic and Paralympic coaches: A narrative approach*

Social psychology PhD and lecturer at the Faculty of Sport Sciences at Aix-Marseille University. Her research focuses on interpersonal dynamics in sport, particularly in high-performance and health contexts, including coach-athlete relationships and team cohesion. She is the co-director of the Master's program in Training and Optimization of Sports Performance and works as a consultant for professional clubs and national teams, contributing to the structuring of high-performance departments and training programs. Since 2022, she has been supporting coaches as part of the National Sports Agency's "Plan Coaches 2024-26." With over 10 years of experience in coaching, she has also been involved with France's national youth teams in underwater hockey.

D

Darpatova-Hruzewicz, Donka

Email: ddarpatova-hruzewicz@swps.edu.pl

Presentation: *PS6B2 - An ecological Investigation of Polish Olympic coaches' experiences in the production of coaching practices*

Having earned my PhD in Psychology in 2022 at the University SWPS in Warsaw, Poland, I continued my collaboration with the university as a researcher and lecturer. My latest research is concerned with coach burnout and its relationship with sense of purpose, career orientation, job satisfaction and psychological well-being and how these connect to the acquisition of social competencies. As a practicing sports psychologist, I work with athletes/coaches and teams, primarily in men's football at senior and junior elite levels. Over the years, I have also taught many courses/workshops on coach reflexivity, motivation in youth sports and leadership.

Day, Dave

Email: djday75@gmail.com

Presentation: *PS2C2 - Victorian Englishmen abroad: Hierarchical diffusion and the transmission of swimming knowledge*

Emeritus Professor Dave Day is a Fellow of the Royal Historical Society, a Fellow of the European Committee of Sports History, a Trustee of the British Society of Sports History, and an Honorary Life Member of CRiC. Dave continues to research the history of sports coaching and to develop coaching biographies while completing a book on transatlantic tensions over coaching practices. He is also preparing a text on the history of women's coaching in Britain, and has recently edited special issues on the history of coaching in Sport in History and Sports Coaching Review.

Doyle, Elliott

Email: edoyle@cardiffmet.ac.uk

Presentation: *PS1B2 - Meaning and experience in sports coaching practice: A phenomenological exploration*

Elliott is an Associate Tutor in Sports Coaching in the Cardiff School of Sport. He is currently undertaking Ph D research in Sports Coaching, drawing on the methodology and philosophy of phenomenology to explore the structures of coaching experience. Alongside his studies and academic responsibilities, Elliott is an Assistant Coach for the Cardiff Met Men's Cricket Club.

van Dun, Wouter

Email: woutervandun@outlook.com

Presentation: *PS1B3 - Embracing anxiety: An existential-phenomenological approach to elite sports coaching and athlete well-being*

BA in Physical Education and Sports Science (KU Leuven, 2016-2019). MA in Philosophy (KU Leuven, 2020-2023). Research Intership at the Heidelberg University Psychiatric Clinic: Phenomenological Research and Psychopathology (2024) Certified APPA Philosophical Counselor (since January 2025). Publications: Dun, van Wouter. "A Merleau-Pontian Critique of Husserl's Phenomenological Elaborations on Dreams." *The Apricot* 3. (2023): 49-73. Dun, van Wouter. "Existential Crossroads: Unraveling the Threads of Anxiety in a Liberated, Disenchanted Age." *Quaderni della Ginestra* 25. (2024): 63-76. Dun, van Wouter. "A Phenomenological Contribution to Psychopathological Imagination: An Intolerance of Uncertainty." *Phenomenology & Mind* 27. (2025): TBA.

E

Engdahl-Høgåsen, Linn

Email: linnen@nih.no

Presentation: *PS6C4 - What parasport youths' experiences during activity can teach us about effective parasport coaching*

Linn Engdahl-Høgåsen is a PhD-student at the Department of Teacher Education and Outdoor Studies. Her research project Participation in sport for youths with disabilities is affiliated with the Child and youth Sport Research Center. She graduated with a masters degree in Sport Sciences at the Norwegian School of Sport Sciences in 2016. After finishing her MSc, Engdahl-Høgåsen first worked as a private sport psychology consultant at the Olympic Sport Center north and west region. Since 2019 she worked as lecturer in sport psychology at Oslo New College.

Erdogan, Sanna

Email: serdogan@ulapland.fi

Presentation: *PS4A2 - What's love got to do with coaching positions? Researching passion as an encumbrance in combat sports coaching*

Sanna Erdoğan is finishing her PhD at the University of Lapland in Finland. Mrs Erdoğan has 20 years of experience as a volunteer-based boxing coach and 15 years of working life experience as a coach developer in various sports disciplines. Currently, she is a national trustee in the Association of Professional Coaches of Finland, providing her support to full-time coaches in their work.

F

Fisher, Kelly

Email: kelly@reform.no

Presentation: *PS5A1 - Coaching Boys into Men: Initial findings from an evaluation of the Coaching Boys program in Norway*

Kelly Fisher is an advisor at Reform – Resource Centre for Men, a Norwegian NGO working with gender equality with a focus on boys and men. He leads the Coaching Boys project, which trains coaches to engage male athletes in conversations about mental health, respect, and healthy gender norms. Kelly holds a Master's degree in Gender Studies from the University of Oslo, where his academic work focused on how gender norms influence the lives of boys and men. His work bridges research and practice to support boys in reflecting on identity, emotions, and relationships—both on and off the field.

Frandsen, Lasse Nørgaard

Email: Inf@hst.aau.dk

Presentation: *PS4A1 - Response-abilities of coaching practices: Fieldworlding with sports coaches to disrupt the tight ontologies of health and physical activity*

Lasse graduated from Aalborg University in Denmark with a Master's degree in sports science in 2020. In his Master's thesis, Lasse studied and critically discussed the phenomenon of sport for development based on ethnographic fieldwork carried out in a Danish football academy located in Uganda. Lasse is currently exploring esports, physical activity, and adolescents from an agential realist position as part of his PhD. Lasse is particularly interested in exploring how youth development and physical activity are deeply entangled with technology and materiality and how these entanglements may be understood in light of relational ontologies.

G

Gagnås, Henrik Larsen

Email: henrik.gagnaas@gmail.com

Presentation: *PS3A4 - The impact of the academy classification model on coaching practices in Norwegian football: A Foucauldian analysis of governance and player development*

Henrik earned his Master's degree with honors from the Norwegian School of Sport Sciences in 2024. He works as a professional football coach, drawing on his extensive experience in youth development within football academies to nurture and support athlete learning.

Galdino, Matheus

Email: matheus.galdino@uni-bielefeld.de

Presentation: *PS3B4 - Unlocking the career potential and development of women football coaches in Europe*

Matheus Galdino is a PhD candidate currently employed as a lecturer, researcher and football instructor in the department of sports science at Bielefeld University, Germany. He is also a UEFA licensed coach and holds a M.Sc. in sport management from the German Sport University Cologne, including an Erasmus semester at the Polytechnic University of Madrid, Spain. He has previously worked with athlete management at Red Bull, media rights at ESPN, as well as a strategic consultant supporting professional football players. In partnership with the Royal Belgian Football Association (RBFA), Matheus was a recipient of the UEFA Research Grant Programme 2024/2025.

Godman, Emma

Email: egodman@cardiffmet.ac.uk

Presentation: *PS6A2 - Developing and implementing an inclusive sports coaching programme: An action research approach*

I am a final year PhD student within sport coaching, interested in inclusivity, diversity and social justice. I am a level 3 cricket coach and a level 2 football coach and have been coaching for the last 12 years within male dominated sports, which contributed to my PhDs personal rationale. After finishing my PhD studies (this summer hopefully), I would like to become a full-time lecturer within sports coaching, while also being involved with research. I would love to build upon the research platform I have built with my own PhD work.

H

Hall, Edward

Email: edward.hall@northumbria.ac.uk

Presentation: *PS5B4 - Textures of time: Strategic temporality in sport coach mentoring*

Edward is an Assistant Professor in the sociology of sports work at Northumbria University. He is the founder of the think-tank Sociological Innovations in Sport Exchange (SiS-X), a consultant, mentor and an expert advisor to international sports organisations, teams, their leaders and multi-disciplinary practitioners. His interconnected research, education and consultancy is driven by a fascination with the relational, (micro)political and emotional complexities of sports work. He aims to critically explore how networks of social relations influence the thoughts, feelings and (inter)actions of sport professionals, and how sense is made of experience, relationships and the self.

Hardwick, Amy

Email: a.e.hardwick@ljmu.ac.uk

Presentation: *PS6C2 - Negotiating the complexities and nuances of coaching in Special Olympics*

Amy Hardwick is a PhD researcher at Liverpool John Moores University (LJMU), having completed her Undergraduate and Masters degrees in Sport Coaching at LJMU also. Amy's PhD is focused on exploring coaching in the unique context of Special Olympics, interviewing both coaches and athlete across the globe. She has previously been involved with several projects within disability sport, including; a project with the International Hockey Federation which focussed on Coach Education provision for coaches working in Hockey ID, the Erasmus funded ParaCoach, and a project which involved the development of an e-learning course for Special Olympics.

Heggebø, Frank

Email: frank.heggebo@olympiatoppen.no

Presentation: *Poster2 - "Mentoring in elite sports": A coach-developer program to support high performance coaches*

Frank Heggebø, project leader of "Trenerløftet" at the Norwegian Olympic Sport Center. Consultant, high performance sport coaching; mentoring national team coaches. Interest in leader-ships` role in building high performance culture within elite sports.

Helland, Christian

Email: christianh@nih.no

Presentation: *Poster3 - Pedagogical approaches to strength training*

Works as a strength and conditioning coach at the Olympic Training Center with national teams in beach volleyball, rowing and table tennis. In charge of a practical ball game course at NIH and have been publishing papers on the topic of strength, jump and sprint performance in elite athletes.

Hembrough, Dave

Email: d.w.hembrough@shu.ac.uk

Presentation: *PS6A1 - The views, values, and experiences of sport and employability of young adults in an underserved community in the north of England*

Dave Hembrough is a Research Fellow at the School of Sport and Physical Activity at Sheffield Hallam University. With a significant background in performance sport as a Strength & Conditioning Coach, he has developed a growing interest in the role of sport in community development. Dave integrates these passions into his research, teaching, and hands-on work at Mettle, a community weightlifting and strength training club he founded in Sheffield, where he promotes inclusive strength training and well-being to 'lift communities up'.

Howe, Olivia

Email: olivia.howe@kuleuven.be

Presentation: *PS4A4 - Care and coaching: Conceptual and ethical insights from Tronto's ethics of care*

Dr Olivia R. Howe is a postdoctoral scholar at the Department of Movement Sciences, KU Leuven. Previously, Olivia completed her Bachelor's and Master's degrees at Cardiff University, Wales, before continuing her studies at Charles University in Prague, Czechia, for a PhD in Sports Ethics. Her current research interests include feminist philosophy and its relationship to sports ethics and integrity, coaching ethics, and biomedical ethics.

Hughes, Craig

Email: p0096279@brookes.ac.uk

Presentation: *PS5C3 - From neutral to transformational: A critical realist analysis of intentional coach leadership behaviours and the disparity of athlete perceptions*

Lecturer in Sport Coaching and Performance Analysis at Oxford Brookes University, Pathway Coach at Gloucestershire County Cricket Club, Coach Educator for the ECB. I am

passionate about supporting and inspiring students, athletes and coaches to be the best versions of themselves. My research focus is around coach interpersonal interactions through a leadership lens and using critical realist methodologies.

Hungerecker, Christian

Email: hungerecker@email.uni-kiel.de

Presentation: *PS1B4 - Situations in competition coaching and their atmospheres*

Christian Hungerecker is a PhD Research Fellow at Kiel University. After completing his teacher training, he worked as a professional coach in elite sport (Team Handball) and returned to the academic field in 2017. He now reflects on his experiences as a coach from a qualitative social science perspective under the focus of competition coaching. He also works freelance in applied sports psychology (asp) and is certified as a coach and supervisor in transactional analysis (EATA).

Hunter, Alice

Email: arhunter@bournemouth.ac.uk

Presentation: *PS5A2 - Selected stories from the unselected: An auto ethnography depicting the emotional conflicts faced as a substitute in elite sport*

Senior Lecturer in Sport Coaching, Programme Leader for BSc Sport Coaching, ex-international athlete and international coach. Current National Teams Officer for British Softball Federation.

J

Jones, Luke

Email: ljj36@bath.ac.uk

Presentation: *PS1A3 - A socio-cultural exploration of the relationship between sports coaching and fatherhood and fathering*

Dr Luke Jones is a Lecturer in Sport Coaching at the University of Bath. His research considers the relationship between high performance sport culture and coaching practices and a broad range of sports retirement experiences using a Foucauldian lens.

K

Kalina, Lisa & Schubring, Astrid

Email: a.schubring@dshs-koeln.de

Presentation: *PS3B3 - Gender and high-performance sport coaching in Germany: Preliminary findings from the 'QualiFT' project*

Lisa Kalina is a PhD student at the German Sports University Cologne (GSU) and a research assistant in the QualiFT-project at Sociology of Sport Department at the Institute of Sociology and Gender Studies at GSU. Contact info: L.Kalina@dshs-koeln.de Astrid Schubring (PhD) is a Full Professor at the German Sports University in Cologne (Germany). Astrid heads the Sociology of Sport Department at the Institute of Sociology and Gender Studies.

Krieger, Jörg

Email: krieger@ph.au.dk

Presentation: *PS2C3 - Woldemar Gerschler: Inventor of interval training and the man who made the Germans run*

Jörg Krieger is a sport historian and Associate Professor at Aarhus University (Denmark). He also holds an adjunct professor position at Inland Norway University (Norway). His research work focuses on the relationship between politics and international sport, anti-doping, athlete activism, and women in sport, as he seeks to understand power relations in global sport. He is the Chair of the Sport & Society Research Network, the International Network for Doping Research, and the Lillehammer Olympic & Paralympic Studies Centre.

Kristiansen, Elsa

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Presentation: *Poster4 - Pathway to the elite: Key qualities and support mechanisms for female handball players transitioning to elite and national team levels*

Elsa Kristiansen is Professor in Management at School of Business at the University of South-Eastern Norway. She has published articles and book chapters, the majority of which are in the areas of management (e.g., event management, leadership education, volunteerism, Youth Olympic Games, stakeholders involved in talent development, crisis management and gender studies) and sport psychology (e.g. motivation, coping with organizational issues and media stress, coping with youth competitions).

L

Lascu, Alex

Email: skillacqlascu@outlook.com

Presentation: *PS5B1 - The people want drills: The experiences of a grassroots coach developer in Australian cricket*

Dr Alex Lascu is a skill acquisition specialist working with WA Cricket as the Learning and Capability Specialist for community cricket. After their recent PhD on talent development and ecological dynamics in women's cricket, she is responsible for the learning and development of all community cricket coaches, umpires and volunteers in Western Australian cricket, as well as researching and supervising students in sports coaching, skill acquisition, and the value of community sport. They specialise in learning environment design workshops and mentoring, to inspire a lifelong love of sport and physical activity for all.

Loka Øydna, Marie

Email: marielo@nih.no

Presentation: *PS3A3 - Negotiating power and pleasure as student-athletes: Re-thinking coaching in lower secondary sport schools*

Marie Loka Øydna is a PhD candidate at the Department of Sport and Social Sciences. She has earned both a bachelor's and a master's degree in coaching and sports psychology from the Norwegian School of Sport Sciences, along with a practical-pedagogical degree in physical education. While studying, she played elite handball, coached younger teams, and briefly worked as a sports psychology resource for a junior national handball team. She has completed further education in cognitive sports psychology.

M

Magnaguagno, Lukas

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Presentation: *PS5C4 - Functional action analysis: A psychological model for the development of a problem-solving competence in Game Sports*

The author is the operative director of the institute of Sport Science at the University of Bern. Before that, he was a senior lecturer and responsible for all studies of the institute within game sport. With respect to research, the author did his doctoral degree in the context of a sports pedagogy intervention. After that he changed his research focus to the broad field of decision making in game sports. Beside some cooperations investigating gaze behavior in soccer, the author examined the impact of contextual information particularly regarding the difference between implicit and explicit prior knowledge.

De Martin Silva, Luciana

Email: luciana.silva@hartpury.ac.uk

Presentation: *PS1A4 - Coaches and players' experiences of 'in-competition' scaffolding practices in the first FIFA Women's Futsal World Cup qualifying stage*

Dr Luciana De Martin Silva is a Principal Lecturer and the Teaching Development Scheme (TDS) Lead at Hartpury University. She is an experienced coach, coach educator and developer. Luciana's research interests revolve around the socio-pedagogical aspects of coaching and teaching practice, including learning, identity and social support.

Moran, David

Email: david.moran@dcu.ie

Presentation: *Poster5 - Keeping it real: Exploring fidelity in team sports coaching*

David Moran is a doctoral candidate in Dublin City University under the guidance of Dr Áine Macnamara and Dr Jamie Taylor. Currently working as a research assistant with Insight SFI Centre for Data Analytics, Dublin City University, David is currently part of a broad Gaelic games research project which features strands related to coaching and participant experience. The focus of his doctoral studies is pedagogy in team sport and he has had two published papers in recent months. In addition to his academic role, David is also an experienced coach developer and Gaelic football coach.

Morgan, Callum

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Presentation: *PS4B4 - Collectively performing (hidden) work: The enactment of dramaturgical discipline in coach education work*

Callum is a Lecturer in sport coaching pedagogy at the University of Essex. He is passionate about harnessing the explanatory value of dramaturgical, emotional, and relational theorising to critically examine how sport practitioners experience and participate in their everyday (individual and collective) workplace practices, interactions, and relationships. He is also a coach developer and has over a decade of applied coaching experience with male and female youth athletes across a range of contexts.

Munkwitz, Erica

Email: munkwitz@american.edu

Presentation: *PS3C1 - Taking the reins: Eva Christy as riding instructor and equestrian innovator*

Erica Munkwitz is a historian of modern British and European history. Her research focuses on gender, sport and empire in modern Britain, specifically women's involvement in equestrianism and horse sports. She received her BA in History and English from Sweet Briar College and her PhD from American University, where she was honored with the Award for Outstanding Scholarship at the Graduate Level. She has received the Early Career Scholar Award from the European Committee for the History of Sport (CESH) and The Solidarity Prize for Excellence in Early Career Equine Research. Her first book, *Women, Horse Sports and Liberation: Equestrianism and Britain from the 18th to the 20th Centuries*, was short-listed for the Lord Aberdare Literary Prize.

N

Newland, Andrew

Email: a.t.newland@ljmu.ac.uk

Presentation: *PS6B1 - What do performance-based football coaches need to know about the coach-athlete relationship?*

Andrew Newland is a UEFA A Licence football coach with extensive experience in professional and international talent development programmes across both the men's and women's game. In addition to his coaching background, Andrew has worked as a secondary school teacher in diverse contexts across England and Wales. He now leads the Physical Education Postgraduate Certificate in Education (PGCE) course at Liverpool John Moores University (LJMU) and is pursuing a PhD at LJMU, titled "An Exploration of the Athlete-Coach Relationship in High Performance Football in England and its Integration into Formal Coach Education."

Nichol, Adam

Email: adam.j.nichol@northumbria.ac.uk

Presentation: *PS5B3 - Developing trust and trustworthiness in sport coaching and sport coach mentoring*

Adam Nichol is an Assistant Professor in the Department of Sport, Exercise and Rehabilitation at Northumbria University. His research is focused on the critical exploration of social influence and seeks to support sport workers (e.g., coaches, coach developers, officials, mentors) to bring about positive influence in their own and others' wellbeing, performance, and social development. Adam has worked on a number of externally funded projects, including partnering with the Professional Game Match Officials Limited (PGMOL), The FA, UEFA, New Zealand Football, Football Victoria, UK Coaching, British Cycling and Manchester City FC (City in the Community). He is also a currently active coach, coach developer and national group assistant referee.



O'Sullivan, Mark

Email: markjo@nih.no

Presentation: *PS2A1 - Where are we now?*

Associate Professor of Football. Uefa A licensed coach. DJ, music producer, artist.

P

Parfait, Alix

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Presentation: *PS2B3 - Sustainable careers in sports organizations? From the standpoint of female top leaders*

Alix Parfait is a PhD French student, in her 3rd year. Her thesis is in collaboration with the French Boxing Federation, supervised by Marie-Carmen Garcia and Emma Guillet-Descas. Based on sociology and psychology, her thesis seeks to understand how women and men French boxing leaders and coaches engage with their roles, and the reasons of women's low engagement in it.

Pettersen, Jannicke

Email: jannicke.pettersen@inn.no

Presentation: *PS4C4 - Coaches' challenges and work with the children-to-youth sport transition in Norway*

Jannicke N. Pettersen is a PhD student at the Department of Public Health and Sport Sciences at University of Inland Norway. Her research focuses on the transition from children's to youth sports, emphasizing the experiences of athletes, coaches, and parents. In her applied work as a mental coach, she has worked extensively with youth athletes in handball. Jannicke also has coaching experience with children and youth in handball and serves as a coach developer.

R

Rafnsson, Daði

Email: dadira@ru.is

Presentation: *PS4C1 - Coaches' perspectives from a 5Cs psychological skills intervention in an MLS football academy*

Daði Rafnsson is a PhD candidate at the Department of Psychology and a lecturer at the sports science department at Reykjavik University. Additionally, he is the program manager of Menntaskólinn í Kópavogi's Dual Career sports program; he has also worked in international recruitment for the Washington Spirit of the NWSL as the head of youth at the football department at Breiðablik, head of football development at HK and assistant coach at Jiangsu Suning in China. He has also taught in coach education at the Football Association of Iceland's Department of Education and lectured at various universities and sports associations. Daði has worked with a large number of athletes of all ages and abilities.

Randrup, Kelsey

Email: kelsey.randrup@waikato.ac.nz

Presentation: *PS6C1 - The institutionalisation of ableism: Understanding the landscape of disability coach education in New Zealand*

Kelsey is a doctoral researcher at the School of Sport and Human Movement, University of Waikato, New Zealand. Kelsey is a registered Speech and Language Pathologist with a passion for sports, who has 18-years of experience in grassroots sport coaching with a variety of ages and abilities, as well as playing/ competing in sports herself. From experiences with her disabled family, students, and patients she witnessed the marginality of disability in many areas of society and wanted to create opportunities and change. Her research and teaching now focuses on engaging with the topics of disability, sports coaching, sociology, and ableism.

Roberts, Margaret

Email: researchdogsbody@gmail.com

Presentation: *PS3C3 - From the Classroom to the coast: The life of Julia Andrew, forgotten pioneer of women's fitness*

Margaret Roberts is a Fellow of the Royal Historical Society, an academic author, speaker, experienced researcher, and genealogist who specialises in Sports History and works as an independent researcher. Her publications include a book on Victorian swimming

communities, academic journal papers on women's football, teacher training, and Victorian swimming baths and their employees. Margaret is the editor of Britain's only online Sport and Leisure History magazine *Playing Pasts* [www.playingpasts.co.uk] as well as Chair of the Family History Society of Cheshire, Society Liaison Officer and Trustee for the Family History Federation, Trustee of Devon Family History Society, and a core member of the Few Forgotten Women team.

Rowlands, Siôn

Email: sionrowlands2019@outlook.com

Presentation: *PS6B4 - Understanding and developing professional youth soccer coach behaviour*

A Phd in coaching behaviour with over 17 years of coaching experience. Currently working for Leicester City as a coach developer and academy coach.

S

Saarinen, Milla

Email: milla.saarinen@nih.no

Presentation: *PS2B4 - Understanding young aspiring women leaders experiences on future sustainable work life through dream day narratives*

Milla Saarinen holds a postdoctoral position at the Norwegian Research Centre for Child and Youth Sport, located within the Department of Sport and Social Sciences. She works on the research project Student-Athlete Learning, Psychosocial Development, Mental Health, and Well-Being in Secondary School Sport Classes. Saarinen earned her doctoral degree in psychology from the University of Jyväskylä, Finland, in January 2023. Her current research interests include youth athlete career development, mental health, and the gendering of sport. Milla also has extensive practical experience working with student-athletes and coaches in national talent development programs.

Santos, Manuel

Email: mdsantos@cardiffmet.ac.uk

Presentation: *PS1A1 - Developing creative coaches: The necessity to acknowledge the social*

Manuel Santos is a Lecturer in Sports Coaching at Cardiff Metropolitan University. His research interests are in the development of creative abilities in Sports Coaching, and the intersection with contextual features. Manuel is also the head of the Sports Coaching Hub Podcast.

Santos, Sofia

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Presentation: *PS3B2 - "Not a bull in a china shop": Micropolitical literacy and women in coaching*

Sofia is a senior lecturer and the Programme Director for the MSc Sport Coaching degree at the Cardiff School of Sport and Health Sciences, Cardiff Metropolitan University. Her research focuses on sociological issues in sport, with a particular focus on power dynamics and social interactions within the coaching context. Sofia's emergent research around women (and marginalised groups) in sports coaching and coach education has led to collaborations with notable national governing bodies in the development and provision of educational programmes.

Sevdalis, Vassilis

Email: vassilis.sevdalis@gu.se

Presentation: *Poster6 - Empathy in sports coaching: A review of the literature*

Vassilis Sevdalis: Senior Lecturer, Department of Food and Nutrition and Sport Science, University of Gothenburg, Gothenburg, Sweden

Simpson, Harley-Jean

Email: Harley-jean.simpson@aru.ac.uk

Presentation: *PS5A4 - Understanding the dramaturgical demands of coaches' decision-making within a team context*

Dr Harley-Jean Simpson is a Senior Lecturer in Sport Coaching at Anglia Ruskin University, specialising in socio-pedagogical research at the intersection of sport, faith, and social theory. Her research interests focus on coaches' decision-making, coach learning, sports chaplaincy and coaching pedagogy, particularly within high-performance contexts.

Skebo, Kristi

Email: kskebo@ualberta.ca

Presentation: *PS4A3 - Thinking differently to do differently: (Re)Conceptualizing 'skill' in everyday repetitive skill practices in rhythmic gymnastics*

Kristi Skebo (MSc Biology, Master of Coaching) is a PhD student in Kinesiology at the University of Alberta. She is passionate about skill acquisition and learning, and coach education in rhythmic gymnastics. Her research interests focus on movement skill (motor) development from a sociocultural perspective and is particularly interested in employing Deleuzian concepts to reconceptualize 'everyday' coaching practices to create novel, holistic and more ethical alternatives.

Skjeldal, Gudmund

Email: gudmunds@nih.no

Presentation: *PS2C4 - The coaching of circus children: Historical perspectives and philosophical implications*

Gudmund Skjeldal, b. 1970, is assistant professor at the Institute of Sport and Social Sciences and he defended his thesis: "An intellectual history of the amateur concept in the Norwegian sports public sphere, 1866-1907" in 2022. He graduated Master in Intellectual History in 2001 (University in Oslo). He is an author of several non-fiction books – a biography on the poet Nordahl Grieg (2012), a history of the newspaper Bergens Tidende

(2017), and an essay on the tennis tournament and venue Wimbledon (2017), among them. Skjeldal was a professional cross country-skier in the 1990'ies, nowadays an amateur tennis and chess player and also a fiction writer.

Solomons, Jocelyn

Email: jsolo@sun.ac.za

Presentation: *PS4C2 - The 3+1Cs in action: Transforming coaching practices in South African women's rugby*

Jocelyn Solomons holds the position of Junior Lecturer within the Division of Sport Science at Stellenbosch University. Her research primarily centers around women's sport and strength and conditioning. ORCID Id: 0000-0003-3110-2176

Stephens, David

Email: david.stephens@aru.ac.uk

Presentation: *PS5B2 - Exploring coach educator expertise (re)development through video stimulated recall*

David is a Lecturer in Sport Coaching & Physical Education at Anglia Ruskin University in Cambridge, UK. He is also a Lead Coach Developer for England Athletics, where his PhD research has taken place following the journey of novice coach developers from their initial recruitment, training and beyond. With extensive teaching background in further and higher education, his research interests include educational experiences, and transitioning into new learning contexts.

Svensson, Daniel

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Presentation: *PS2C1 - Coaching and challenging established norms: Inga Löwdin and the development of gender equality in XC skiing*

Daniel Svensson is Associate Professor in Sport Science at the Department of Sports Sciences, Malmö University, Sweden. Svensson has a PhD in History and his research has a focus on knowledge production in sport and outdoor life. His doctoral thesis investigated the scientization of training methods in endurance sports and meetings between scientific and experiential knowledge. Svensson currently studies the history and coaching practices of elite sport education in Sweden. He has published articles on coaching and coaching history in several international academic journals, including Sport

Coaching Review. Svensson also has an ongoing cooperation with the Swedish Olympic Committee.

T

Taylor, Jamie

Email: jamie.taylor@dcu.ie

Presentation: *PS4B1 - Finding a path: Understanding the employment, demands and preparation for high performance rugby union coaching*

Jamie is an Assistant Professor at Dublin City University, coach, and coach developer. His research is practically focused, aiming to support different coaching domains adopt a research informed perspective. He coaches rugby union at Leicester Tigers academy, having previously worked at Wasps RFC and the English Institute of Sport. He works with a range of coaches across Olympic/Paralympic and professional sport. He also contributes to the CIMSPA coach developer expert group aiming to professionalise the coach developer workforce in the UK.

Thomas, Gethin

Email: glthomas@cardiffmet.ac.uk

Presentation: *PS4B2 - A race to win space: A cultural historical theoretical approach to developing rugby union coaches' theoretical understanding*

Dr Gethin Thomas is currently a Senior Lecturer and Research Lead in Sport Coaching at the Cardiff Metropolitan University, School of Sport and Health Sciences. His research area focuses on the socio-pedagogical nature of sport coaching in respect of exploring, understanding and locating the educational function of coaches, thus viewing them as more knowledgeable others and learning as a social practice. This conceptualisation of pedagogy within the act and process of coaching highlights' the need for coaches and athletes to critically engage in learning relationships to develop sporting performance at any level.

Tjønndal, Anne

Email: anne.tjonndal@nord.no

Presentation: *PS2B1 - The gendering of technological innovations in sports coaching*

Anne Tjønndal is a Professor of Sociology of Sport at the Faculty of Social Sciences, Nord University, in Bodø, Norway.



Vickery, Will

Email: will.vickery@ausport.gov.au

Presentation: *Poster7 - Defining success: A coach's perspective*

Will is currently a Senior Advisor of Coaching at the Australian Sports Commission, where his role is focused on supporting National Sports Organisations with the implementation of the modern approach to coaching, in addition to developing accessible and engaging content for community coaches. Will has previously held roles at a variety of academic institutions within the field of sports coaching such as Deakin University, La Trobe University, and Northumbria University where his research focus has been on understanding the impact and influence of coaches on the performances of participants.

W

Watson, Matthew

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Presentation: *PS1C4 - Understanding good coaching in esports: Stakeholder perspectives and effective practices*

Matthew is a PhD researcher at the German Sports University Cologne, studying coaching practices in esports. A former professional basketball coach and lecturer in sport psychology, Matthew is active in supporting coaches in sport and esports at a range of competitive levels.

Whitehead, Amy

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Presentation: *PS1C1 - To Think Aloud or not to Think Aloud? Critical considerations for using the Think Aloud method within sport coaching research.*

Dr Amy Whitehead is Reader in Sport Psychology and Coaching. Her research focuses on understanding thoughts and reflections within athletes, coaches, and wider professions such as medicine. She is the lead of the Coaching and Pedagogy research group at LJMU, Chair of the BASES Psychology division, and a sport and exercise psychologist.

Total: 77 authors with biographies (78 presentations)