

Sport in Society

Cultures, Commerce, Media, Politics

ISSN: (Print) (Online) Journal homepage: www.tandfonline.com/journals/fcss20

A Scandinavian perspective on high-performance coaching: an ethically based balancing act between four interrelated knowledge dimensions

Per Gerrevall, Carl Axel Hageskog, Jørgen Bagger Kjær, Daniel Bjärsholm & Susanne Linnér

To cite this article: Per Gerrevall, Carl Axel Hageskog, Jørgen Bagger Kjær, Daniel Bjärsholm & Susanne Linnér (2024) A Scandinavian perspective on high-performance coaching: an ethically based balancing act between four interrelated knowledge dimensions, *Sport in Society*, 27:12, 1881-1898, DOI: [10.1080/17430437.2024.2411493](https://doi.org/10.1080/17430437.2024.2411493)

To link to this article: <https://doi.org/10.1080/17430437.2024.2411493>



© 2024 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group



Published online: 29 Oct 2024.



Submit your article to this journal [↗](#)



Article views: 200



View related articles [↗](#)



View Crossmark data [↗](#)

A Scandinavian perspective on high-performance coaching: an ethically based balancing act between four interrelated knowledge dimensions

Per Gerrevall, Carl Axel Hageskog, Jørgen Bagger Kjær , Daniel Bjärsholm and Susanne Linnér

Department of Sport Science, Linnaeus University, Växjö, Sweden

ABSTRACT

This study aimed to formulate the characteristic features of Scandinavian successful high-performance coaching. We took our point of departure in the works of Côté and Gilbert (2009, 2013) concerning the knowledge possessed by high-performance coaches. We interviewed 18 successful Scandinavian coaches who were deeply committed to their respective coaching assignments and had achieved great success through the performances of their practitioners at major championships. We then conducted a thematic analysis of the interview data, identifying, analysing and reporting patterns (themes). Our results show that Scandinavian high-performance coaching is a value-based and sensitive balancing act between four knowledge dimensions: analytical and systematic, authority and stability, relational and communicative, and innovative and creative development. The four dimensions, together with an ethical core, form the link between Côté and Gilbert (2009) categorisation of high-performance coaches' knowledge base and how this knowledge is put into practice.

ARTICLE HISTORY

Received 28 August 2024
Accepted 4 July 2024

KEYWORDS

Sports; high performance; coaching; management; leadership; knowledge

Introduction

In times when international championships have become increasingly important for individual athletes and nations, as well as for stakeholders, sponsors and media, and considering that most championships occur with a low frequency, coaches and coaching become even more important in what has been described as the global sporting arms race between nations (De Bosscher et al. 2008). As a result, and together with the professionalisation, commercialisation and globalisation of (elite) sport, sport coaching has developed into a legitimate and important profession (see, e.g. Kjær 2019; Potrac, Gilbert, and Denison 2013; B. Taylor and Garratt 2010b; W. Taylor and Garratt 2013). In particular, the development of high-performance (HP) sports coaches has been proposed as vital in the professionalisation of sports coaching (Rynne and Mallett 2012). In the professionalisation process, W. Taylor and Garratt (2013) suggest that a distinct and specialised body of knowledge and an explicit

CONTACT Per Gerrevall  per.gerrevall@gmail.com

© 2024 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group

This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. The terms on which this article has been published allow the posting of the Accepted Manuscript in a repository by the author(s) or with their consent.

ethical base and value system are important elements in the development of coaches' professional practice.

Prior research on the actual knowledge base of HP coaching is limited. Research has been conducted on the development road to becoming an expert HP coach and the training and gaining of new knowledge (Erickson, Côté, and Fraser-Thomas 2007; Koh, Mallett, and Wang 2011; Mallett, Rynne, and Billett 2016; Nash and Sproule 2009; Rynne and Mallett 2012; Trudel, Paquette, and Lewis 2022). There is also a small body of work studying the traits and leadership of successful HP coaches. Findings suggest that expert coaches have a drive for personal growth and knowledge acquisition (Bloom and Salmela 2000; Lara-Bercial and Mallett 2016; Vallée and Bloom 2016); are good teachers (Bloom and Salmela 2000; Tharp and Gallimore 1976); are able to communicate effectively (Becker 2009; Bloom and Salmela 2000); and have strong planning and management skills (Vallée and Bloom 2016). Planning includes day-to-day as well as long-term planning and even the overall vision for the program (Lara-Bercial and Mallett 2016; Vallée and Bloom 2016). Studies suggest that elite coaches score high on emotional intelligence (Bloom and Salmela 2000; Chan and Mallett 2011; Lara-Bercial and Mallett 2016). However, studies have also revealed that a HP coach should be able to behave ruthlessly (but not heartlessly) (Lara-Bercial and Mallett 2016) or perhaps have elements of 'dark leadership' behaviours (Serpell et al. 2021). The balance between being supportive and ruthless is one example of Hemmestad's (2013) concept of an act of balance (*balansekunst*) characterising sports coaching at the elite level. Being a HP coach means, from Hemmestad's perspective, balancing between different positions or possible path choices, where the conditions are constantly changing. The aforementioned studies were mostly conducted with elite coaches from Division 1 colleges in the United States, Canada and Australia, but only a few of their athletes competed at the Olympic level. Moreover, several of these studies were conducted with coaches within a single sport or (US) university conference.

In sum, prior research on the actual knowledge base of HP coaching, which can be considered successful over time, is limited. One exception, using a psychological perspective, is the work done by Lara-Bercial and Mallett (e.g. 2016; see also Mallett and Lara-Bercial 2016). They use the term 'serial winning coaches' to describe coaches 'who have, repeatedly and over a sustained period of time, coached teams and athletes to gold medals at the highest level of competition such as the Olympic Games, the World Championships, or major professional leagues' (Mallett and Lara-Bercial 2016, 294). In the present work, we aimed to contribute to the research field on HP coaching within a professionalisation context by focusing on coaches' knowledge base and how this knowledge base is put into practice. HP coaches' knowledge is something athletes highlight as instrumental in their development towards greatness (Becker 2009; Lyle 2002). As such, this paper will supplement the psychological perspectives (e.g. traits) of HP coaches with a pedagogical perspective on the knowledge base of HP *coaching*. By doing so, we follow the perspective of B. Taylor and Garratt (2010a), who suggest that an interdisciplinary perspective 'can help provide us with a more enlightened perspective, or set of theoretical 'lenses' through which to study coaching. Thus, it should be seen as a social and culturally embedded *educational* activity' (106). Following the point that coaching is a social and culturally embedded activity, it is important to seek empirical evidence from different countries and regions to nuance the picture of HP coaching in different cultural contexts (Lara-Bercial et al. 2022; Moustakas et al. 2022; Serpell et al. 2021). To our knowledge, no studies have explored Scandinavian HP coaching

at the Olympic and world championship levels, and thus this special issue gives us an opportunity to provide examples of best practices in HP coaching. It is often difficult to get access to successful HP coaches, especially with Olympic-level coaching experience (Serpell et al. 2021). Through our study, we have tried to formulate the characteristic features of successful Scandinavian HP coaching in relation to the general descriptions of coaching. In that way, we provide a Scandinavian perspective on HP professional coaching practice. We do not intend to provide a systematic overview of differences between coaching practices in various parts of the world; however, characteristics of Scandinavian HP coaching will probably be found in contexts all over the world. In line with the call from Rynne and Mallett (2012), we contribute to the research field on the professionalisation of HP coaching as well as providing empirical evidence for the professional field. We envision that this article can also be part of reading lists for (HP) coach education.

In the following sections, we present our theoretical perspective on the classification of knowledge (i.e. professional, interpersonal and intrapersonal knowledge) developed by Côté and Gilbert (2009; Gilbert and Côté 2013). Then we present the methodology for our interview study of 18 successful Scandinavian HP coaches (see Hageskog and Gerrevall 2019). Thereafter, we present our findings in accordance with our theoretical perspective. Lastly, we discuss the findings in relation to prior research as well as implications for the professional practice of HP coaching and coach education.

Theoretical perspective

We have chosen to take our point of departure in the works presented by Côté and Gilbert (2009, 2013; see also ICCE (International Council for Coaching Excellence) 2013) concerning the knowledge possessed by HP coaches. Their research has been widely accepted and used as a characterisation of the knowledge base of HP coaches. It takes an interdisciplinary approach to coaching as recommended by Bush et al. (2013) and B. Taylor and Garratt (2010a). Côté and Gilbert divide coaches' knowledge into professional, interpersonal and intrapersonal knowledge. Professional knowledge, in turn, can be divided into several categories. One is sport-specific knowledge, which includes knowledge of the specific sport, its history and tradition, regulations, training and competition forms, technique, and tactics. Professional knowledge also includes the subject-specific knowledge a coach needs in areas such as physiology, biomechanics, medicine, nutrition, sports psychology, management, and so on. According to Gilbert and Côté (2013), another part of the professional knowledge is pedagogical knowledge and skills, which correspond to Shulman's (1986) pedagogical content knowledge. The importance of well-developed pedagogical skills is also highlighted by Fahlström, Glemne, and Linnér (2016).

Interpersonal knowledge is the basis for the coach's work with relationships and cooperation between different parties. A high degree of emotional intelligence is important for a coach (Bloom and Salmela 2000; Chan and Mallett 2011; Lara-Bercial and Mallett 2016). Collaboration with athletes and others in the management team is the primary form of interpersonal work needed before and during a championship, but collaboration is also required with other stakeholders.

Gilbert and Côté (2013) describe a coach's intrapersonal skills as self-understanding and the ability for introspection and reflection. Self-understanding includes self-knowledge and self-confidence, that is, knowledge of one's strengths and limitations, but also belief in one's

capacity. The relationship between interpersonal and intrapersonal knowledge is of course central in coaching and has become even more essential over the years, which we will come back to when we discuss our results.

In sum, Côté and Gilbert (2009, 2013) emphasise that coaches' overall knowledge integrates knowledge from three areas: professional, interpersonal and intrapersonal. In a sports coaching context, knowledge 'represent[s] a complex structure of coaches' declarative (knowing) and procedural (doing knowledge)' (Côté and Gilbert 2009, 309). The knowledge base in itself can be hard to trace; instead, it is what coaches actually do which can be seen. It is the 'doing knowledge' that we want to explore. As such, Côté and Gilbert's framework is a useful lens to explore the craft of HP coaching. Based on this framework, we will investigate how the different areas of knowledge are expressed in coaching.

Method

Our empirical data came from interviews with 18 successful Scandinavian coaches. Inspired by the dialogue seminar-method, which aims to exchange experience through reflection (see Hammarén 2002; see also Göransson 2011), and to provide examples of best-practice HP coaching, we used professional problems and real-life situations and experiences taken from the HP coaching practice of one of the authors, Carl Axel Hageskog. He was the national team coach in tennis for the Swedish Davis Cup team from 1985 to 2002, and led them to win the tournament five times. The experiences and challenges that Hageskog faced during his long career were validated as scientifically important to investigate by other colleagues. In the interviews, and in line with the dialogue seminar-method, the problems and situations from Hageskog's career were used as authentic triggers for the participants to reflect upon their coaching (i.e. 'doing knowledge').

Before the interviews, a dialogue-guide was developed based on the identified problems and situations. It covered the following themes and contained several open-ended questions:

- Background (How did you become a HP coach? What were the conditions for and terms of the assignment you were given?)
- Assignment and knowledge (What do the assignment as a HP coach entail? What knowledge and skills are required to be successful?)
- The formation of a management team (How did you build your management team around the active/the active? What competencies were important to include?)
- Planning and preparations for the championship, both for the coach and for the athletes (When did your preparations begin and what did they entail? What differences do you experience if you compare the first times with later ones when you were 'experienced'?)
- Coaching during championships (How were team selections made? How did you manage wins and losses during championships? What dilemmas do you face before and during the championship? How did you manage critical situations and how were decisions made in these? What does improvisation mean to you?)
- Development as a HP coach (How have you personally developed in your role? What do you think you contributed the most through your leadership?)

The dialogue-guide also included a request for three good pieces of advice to other HP coaches. In essence, we wanted to put words to the tacit knowledge base that HP coaches have but might not always express explicitly (B. Taylor and Garratt 2010a).

Finally, all interviewees received the themes of the dialogue-guide in advance to prepare themselves before the interviews, and they were also informed of the Swedish Research Council's ethical principles (Swedish Research Council 2017). They were informed that publication, where information can be traced to individuals, requires consent from the persons concerned. Consent was then obtained before the interviews were conducted. All quotes were sent out for inspection by and approval from the participating coaches, but also with the possibility to be revised in line with member reflections (Smith 2018).

Selection of participants

Based on a purposive sampling strategy (see Robinson 2014), 18 successful Scandinavian coaches were selected from Sweden, Norway and Iceland, all national team coaches in their respective sports (see Table 1). The most important inclusion criterion was that the coaches had to be successful over time. As such, what our interviewees had in common was that they were all deeply committed to their respective coaching assignments over time, and had achieved great success through the performances of their practitioners at major championships. Together, they had more than 200 medals in championships at the highest international level, such as the Olympics, world championships and European championships. Besides this, we also wanted the participants to represent different sports, both individual sports and team sports, and to include both female and male coaches in our sample. Our reason for wanting a variety of sports and genders among the coaches was that this, together with providing thick descriptions of the coaches' thoughts on our themes, would enable generalisation in terms of transferability of our findings (see Smith 2018; Tracy 2010).

Table 1. Presentation of participating national team coaches¹.

Name	Sport	Gender	Country
Jarle Aambø	Alpine skiing	Male	Norway
Agne Bergvall	Athletics	Male	Sweden
Vésteinn Hafsteinsson	Athletics	Male	Iceland
Curt Einarsson	Bandy	Male	Sweden
Kentth Hultqvist	Bandy	Male	Sweden
Stefan Lindeberg	Canoeing	Male	Sweden
Dag Kaas	Cross-country skiing	Male	Norway
Marika Domanski Lyfors	Football	Female	Sweden
Tommy Svensson	Football	Male	Sweden
Kristina Landgren Carestam	Floorball	Female	Sweden
Bengt Johansson	Handball	Male	Sweden
Marit Breivik	Handball	Female	Norway
Conny Evensson	Ice hockey	Male	Sweden
Marita Skogum	Orienteering	Female	Sweden
Tore Øvrebø	Rowing	Male	Norway
Alex Stöckl	Ski jumping	Male	Norway
Anne Forsell	Swimming	Female	Sweden
Glenn Östh	Table tennis	Male	Sweden

¹All participants have had national assignments as coaches with responsibility in the Olympics or world championships, but their titles vary.

Data collection

All interviews were carried out in person by Carl Axel Hageskog. The main reasons for this were that the interviews were based on authentic triggers drawn from his professional career as a coach, used open-ended questions as prescribed by Bryman (2016), and were intended to take the form of an authentic professional discussion. As suggested by Maxwell (2013), we believed this was achieved, as several coaches highlighted this during the interviews. One coach said that they had enjoyed ‘your company, because we understand each other’, and another coach highlighted that they had ‘tried to explain this to researchers before, but they haven’t understood’. These reactions show that Hageskog using his experiences to get them to reflect on their coaching was successful.

The interviews lasted between 90 and 270 min. They were recorded, using both video and audio, and partially transcribed with a focus on summarising and synthesising the meaning of the dialogues. After the transcripts were completed, they were checked against the recordings to ensure consistency. Furthermore, all the quotes that appear in this research were controlled and approved by the respective interviewees. At this time, they also had the opportunity to develop the quotes that related to their own coaching practices, and all coaches used this opportunity.

Data analysis

The analysis procedure was influenced by Braun’s and Clarke’s (2006) step-by-step guide for thematic analyses. They distinguish between two types of thematic analysis: a theory-bound form and a more open form that is applicable in different types of contexts. Our analysis mostly followed the latter form. We wanted to work inductively and be open to themes generated through the dialogues. The purpose of a thematic analysis is identifying, analysing and reporting patterns (themes) within data (i.e. the coaches’ thoughts on their coaching).

First, we carefully reviewed the videos and transcripts of the interviews to become familiar with the data collected. In step two, themes were identified in each transcript. The themes were closely related to the areas in the dialogue-guide, but were based on the qualitative ways in which the participants dealt with each specific area. In the third step, the themes were named, defined and organised into a thematic map. Themes included in the map were, for example:

- care, respect and fair play
- analysis, reflection and evaluation
- systematics and long-term planning versus improvisation
- creativity, innovation and development
- communication and interpersonal relations
- personal development

Given that we intended to focus on examples and qualities of successful HP coaching, we focused our analysis on similarities in the interviewees’ statements. But interestingly, there were not many differences between the interviewees, even though they were selected to represent different sports and genders. In the final step of the analysis, connections were

made between the themes and perspectives generated from the scientific works of Côté and Gilbert (2009, 2013) and Lara-Bercial and Mallett (2016). At this stage, various knowledge dimensions emerged, which became the core of our results.

Results

Côté and Gilbert (2009, 2013) emphasise coaches' integration of professional, interpersonal and intrapersonal knowledge. These different areas of knowledge derive their content from the actual sport. We investigated how this integration of different areas of knowledge was expressed in coaching. We identified four dimensions that, through a well-functioning interaction, characterised how knowledge was transformed into the coaching practices of Scandinavian HP coaches: *analytical and systematic*, *authority and stability*, *relational and communicative*, and *innovative and creative development*. Each dimension is supported by different qualities that together form a whole. But, most important, there is an ethical core that intervenes in all dimensions of knowledge. It is this ethical base that is expressed in value-based leadership, which was perhaps the most characteristic feature we found of HP coaching. The four knowledge dimensions together with the ethical base are presented in Figure 1.

The knowledge dimensions are given their specific content by the specific sport, which means that a HP coach's professional knowledge must always be based on knowledge of their sport. Successful HP coaching is based on an interaction between all four dimensions of knowledge, and the coach's responsiveness and sensitivity to what each situation requires is the basis for how the dimensions are balanced. In turn, all these dimensions depend on professional, intrapersonal and interpersonal knowledge. We will now describe these dimensions and their ethical base.

The ethical base

The ethical base is the important core for all dimensions of coaching knowledge.

We must show that it is possible to compete in a fair way. Then we'll tackle every area that can affect the bottom line ... We must make sure that we work to be at the forefront in all areas. Then we build self-confidence, self-reliance. We don't have to worry about others making things up. But should you do it and gain confidence that it is possible to win against those who are doing a lot of fluff. Then there must not be a ripple in the edge against unauthorised methods. (National team coach, canoeing)

The ethical base is expressed in what is usually referred to as values-based leadership (see, e.g. Kirkhaug 2015). In short, the ethical base means that coaching starts with the values and ethics agreed upon.

We were underdogs for a long period. We had a culture, we are not the best in the world, but we must behave nicely. We were the Norwegian small team. They were nice people, they talked to the receptionist, they behaved well. While the stars from Austria were used to getting what they wanted, they always set high demands and were never satisfied. We got a good position early on that way. (National team coach, alpine skiing)

The ethical ground is also the basis for trust. The athletes must be able to trust their coaches. They should also know that the coaches are honest and sincere in their

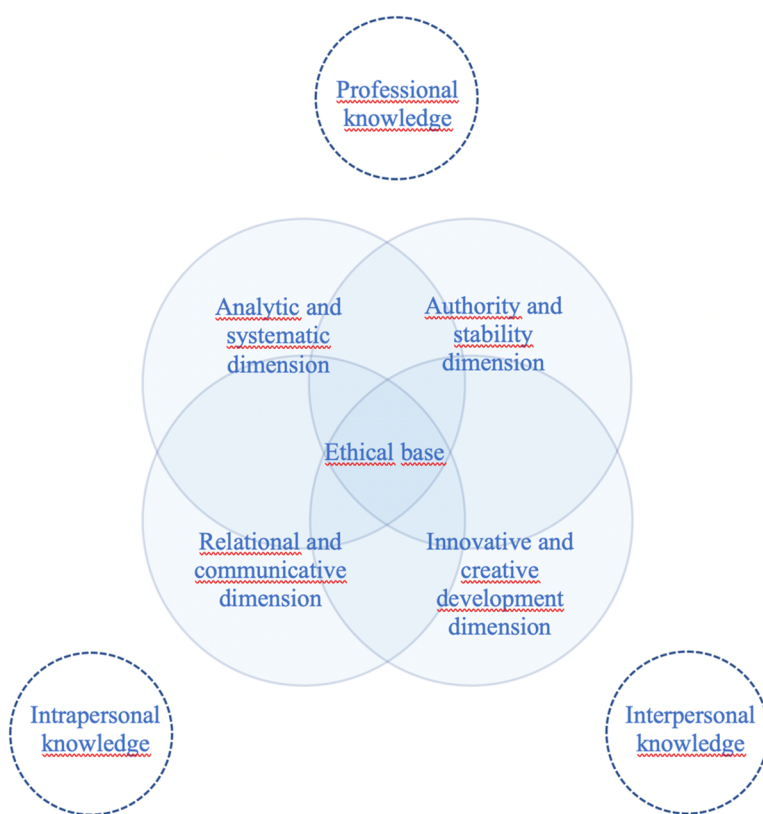


Figure 1. Knowledge dimensions in high-performance coaching.

communication. Similarly, the coaches must be able to trust their athletes. The ethical base also presupposes moral action in practice: ‘You live your values and ... are authentic and honest in your communication’. The ethical base means that coaches have clear values that guide their actions. Sometimes the term ‘ethical compass’ is used. As leaders, they act in accordance with their ethical compass and appear sincere and trustworthy in relation to the ethics they advocate.

The professionalisation of sport and the significant financial interests now associated with it make trust and fair play particularly important. The terms ‘ethics’ and ‘morality’ are closely related to each other, and are sometimes used almost synonymously. There are different definitions of these concepts that relate to different theoretical perspectives. Here we have chosen to adhere to Sigmund Loland’s (2014) definition of sports ethics: ‘Sports ethics is a systematic and critical reflection on the norms and values of sports, and sports ethics can lead to a good sports policy and sports practice’ (8).

The concept of morality refers to a person’s practical and actual actions. It is thus the individual’s actions that are moral or immoral (Hermerén and Lynøe 2008). The ethical base relates to the fact that the coach and others involved have internalised a kind of ethical compass. The ethical base must also constitute an obstacle to various types of ethical errors being committed.

In discussing unethical practices, Loland (2014) refers to cheating of various kinds, professional errors or deliberate violations of the rules to gain personal advantage, and

actions with the goal of getting an innocent opponent punished. In the Scandinavian context, sports must be ethical and based on fair play, promote democratic values, and support and promote individuals' sustainable wellbeing. This is required to receive public funding (see *Lov om eliteidræt* 2021; Svensk författningssamling 1999).

The analytical and systematic dimension

The analytical and systematic dimension of coaching knowledge involves structure, accuracy and discipline. This dimension is expressed in both long-term work during the development phase and short-term work during the performance or competition phase. In the long-term perspective, it means being critical and working systematically towards set goals. Immediately after a completed championship, coaching turns to this dimension, focusing on possible improvement necessary for the next championship. The coaches work 'scientifically' to evaluate experiences from the completed championship, and possible changes are then systematically planned and tested. The effects of the changes are carefully evaluated before they are implemented as significant elements in the training for the upcoming championship. Furthermore, the long-term perspective means constantly keeping up-to-date with what is happening in one's field. In the short-term perspective, the analytical and systematic dimension may mean that during the championship, the performances of athletes and competitors are analysed in order to create a basis for adjustments.

The analytical and systematic dimension is prominent in HP coaching. Coaches reported striving to give as little space as possible to chance and to prepare for the unexpected. The coaches stated that in the long term, it is important to be clear about what is included in the assignment and to analyse the various components that together form the whole, as well as how these various parts relate to each other. Structural thinking also includes writing master plans, such as a long-term plan for an upcoming championship based on a basic idea of how the task should be carried out.

I have an analytical disposition. I like to think and work. Look at the consequences of the choices you make. What will be the consequence of that, of that? The choices you make can perhaps be perceived as risk-taking, but there is a proper analysis behind it. (National team coach, alpine skiing)

I'm extremely meticulous, but I couldn't be if I hadn't been to all these championships. Then you get better and better at this and that's how you serve your active members. The athletes don't know half of what I'm doing. Something I value highly and which is still a guiding light for me is to leave nothing to chance. If you have this in the back of your mind, then you are preparing. Don't let chance rule, but think through every situation you might find yourself in beforehand. (National coach, athletics)

The authority and stability dimension

The authority and stability dimension is based on qualities such as continuity and persistence. Athletes must be sure that coaches know what they are doing and that coaches' knowledge is up-to-date and based on science or proven experience. Stability, continuity and persistence imply sticking to and returning to a basic idea, and dealing with deviations and problems in a way that makes it possible to return to or adapt the original plan.

But then you need to have integrity, competence, be able to stand for security, people must be able to trust you even when it's difficult ... But never fail, or have other motives, you must not fail the business but have a deep loyalty to the objective. (National team coach, rowing)

Really believe in what you do. You have to listen to others, take in and so on. But in some way that you try to keep your way. If you have decided on a path, and try to stick to it, that is a success factor. (National team coach, football)

However, stability can also be the basis for rigidity and stubbornness, if it is not matched with the other dimensions of knowledge, or with a sensitivity to different and stronger arguments. This may contradict having a focus on development. Thus, interaction with the innovative and creative dimension is essential.

I can be both flexible and very accurate. Before a championship, I can be very thorough when I prepare for it. At the same time, I know that I cannot be so precise that there is only one way. Based on that accuracy in the preparations, I can elevate this to a flexibility—I know which balls are up there, but I can then choose in the moment which balls to pick down and drive. (National team coach, orienteering)

The relational and communicative dimension

Coaching is based on relationships. Openness towards other people and interaction with them characterise the relational and communicative dimension. This dimension is visible in collaboration with athletes and within the management team or with other parties. It is perhaps particularly important in team selection, where one of the more difficult challenges is motivating those who are not selected for games or competitions.

In the long term, as one coach said, it is about creating trust in the championship project from the perspective of inclusiveness. This means building trust through meaningful interactions with athletes and club coaches, but also developing relationships with research and expert teams to obtain the best possible support during training. It also means creating good conditions for their own health team in order to be able to contribute.

I am good at building a team around myself, getting to know people, not by jumping on anyone, I never do that. Without getting to know the people and seeing where the best qualities are ... then you build a way of playing or a way of working based on their best qualities. (National team coach, football)

Even in the short-term perspective, coaches considered it important to create trust through good interactions with the athletes and their own leadership and support team. At the championship, it is important to make sure that everyone has a good time and that logistics work. Furthermore, coaches should have frequent interactions with the athletes and communicate confidently, as well as provide important and clear information. The coach must build trust by speaking wisely in the media and making well-founded, values-based decisions.

In relationships with others, respect for people regardless of whether they are athletes or other leaders is important. This includes an effort not to make athletes lose face in the event of failure.

To see the person behind the athlete, to see the person behind the fencer, to see the person behind the assistant, to see the person behind the sports director. See the person behind the

role they have ... Then I have to give something to get something. In order to get others to tell, I have to tell too. (National team coach, ski jumping)

I don't think I've ever yelled at anyone. I am fascinated by coaches in basketball, there I cannot understand that coaches need to stand and shout at their athletes. Although it is a little US-influenced. And that means that if you stand and shout at the elite league teams, it goes down in ages, because the youth leaders believe that you should shout at your young people. (National team coach, football)

According to the coaches, interaction with others should include being humble and ready to change one's position if the situation requires or if there are better arguments for an alternative course of action. A national team coach in floorball said, 'I think the biggest and most valuable skill is the lack of prestige. Say I can't, if it's that I can't. Dare to believe that someone else has better ideas than you'.

Coaching is based on communication. The coach's ability to communicate therefore becomes significant. It includes understanding the basics of how to communicate in different contexts and putting these basics into practical action. One coach distinguished between communicating upwards, outwards and inwards. The coach must be able to communicate inwards with athletes in different types of situations, and upwards in order to influence conditions for their own business. Furthermore, the coach must be able to communicate outwards with sponsors, stakeholders, parents of the athletes, representatives of the media, organisers, etc.

The relational and communicative dimension is also significant for the coach's own development. One coach expressed that being generous with knowledge when meeting others invites them to a mutual exchange of knowledge. Visiting other coaches in their sports or making connections with other organisations (searching beyond the mundane) to learn more about their activities can lead to important developments.

Don't become this little leader in the corner, who doesn't want to show how good he is or how bad he is. Instead, open up and say what you are good at and what you need help with. And seek help! (National team coach, athletics)

The innovative and creative development dimension

The innovative and creative development dimension is particularly significant and can be decisive in both the short and long term. It can be described as the more artistic part of the HP coach's skills and is based on curiosity and courage. Qualities such as innovation and creativity presuppose both boldness and optimism. This dimension involves paying attention to signs (dissonances) in stressful situations, acting intuitively based on 'what's waiting around the corner', and daring to improvise based on optimism and a desire to never give up: 'It will work!' as opposed to a more passive 'let go'. This dimension can also be described as a kind of strategic action force or obsession in a good sense.

The innovative and creative development dimension means being passionate about solving elusive problems, which requires wisdom and the ability to reduce the complex and difficult to something understandable and solvable. Without this dimension, coaches would be reduced to managing or reproducing what others have already done.

This dimension has both a long-term and a short-term side. The short-term side, which is perhaps most associated with the concept of coaching, involves the ability to read and

react in order to make successful adjustments in competitive situations. Inspired by medicine, we label this the professional ‘clinical eye’, a professional responsiveness and intuitive skill that separates successful coaches from the less successful. It means being flexible and able to adjust intuitively based on ‘fingertip feeling’ (fingerspitzengefühl). It is not enough to have experienced similar situations before: there is a need for reflection on action, i.e. relating the experience to those similar situations and learning from them (Schön 1983, 1987).

This is a new championship, these are new athletes. There are many factors that are unique. It does not help that you have participated in previous championships. You have to do what you do best at this very moment. (National team coach, ski jumping)

In the long term, the innovative and creative development dimension of coaching is about identifying ways to improve training methods and ultimately athletes’ skills. The driving forces are curiosity and willingness to understand and challenge boundaries. A national team coach in alpine skiing noted, ‘Curiosity is a very important driving force for good performance environments. One of the most important main elements’. Curiosity is something that all coaches express in one way or another. It fuels their quest to, on the one hand, keep abreast of developments relevant to their sport, and on the other, challenge existing boundaries and perceptions of what is possible.

When I started as a coach, I took the old diploma coaching course, we had a lecture in sports physiology, then I sat with the professor of physiology. ‘What you say is the limits of physiology, that will be my starting point. There the show begins. I will make the athletes start from what you say is the ultimate limit. That’s where we’ll start’. (National team coach, rowing)

The innovative and creative development dimension is based on a constant pursuit of improvement for both the coach’s business and the performance and well-being of the athletes. A prerequisite for development is the willingness to test limits and expose oneself to a certain level of risk.

I am quite calm, relaxed in stressful situations. But at the same time, I’m very happy to be out of the comfort zone, because that’s where you find challenges. I don’t think it happens by itself, I think you have to practice it systematically. I’ve probably been good at training for the different roles I’ve had. (National team coach, cross-country skiing)

Such development is also critically based, which means that coaches repeatedly subject themselves, their own practices, and the actions of the athletes to critical reflection in order to identify aspects that can be improved. This critical development dimension is an essential part of the long-term work. This dimension presupposes what Côté and Gilbert (2009) label as intrapersonal knowledge; coaches emphasised having knowledge of who you are and being able to be yourself. Several of the HP coaches also described an early interest in education and other people’s development; in some cases, they had studied education.

In order to put together a training plan for a championship, a coach needs solid knowledge of the sport in question, as well as which methods can be used to prepare the athletes so that they perform at the highest level when the time comes for the championship. In Scandinavia, the term ‘didactics’ is used for these dimensions of the educational field. Two basic pedagogical or didactic questions relate to the choice of content (the what-question) and how this content is to be learned and practiced by the athlete (the how-question). This

can also apply to questions about sequencing, i.e. the best order in which to practice different content areas. Choices of content, method, and order are specific to different sports, and coaches may have personal preferences here. The theory behind or basis for the answers to the what- and how-questions is the subject of the third basic didactic question, the why-question.

Another aspect of didactics is feedback, which should lead to learning and development. Feedback means a situational assessment followed by a constructive challenge. What can be done to change the situation? What can be done to make it better next time? Honest feedback includes concern for the co-acting athlete, i.e. involving athletes in critical reflection and development.

The pursuit of development also means constantly reflecting on and challenging one's own knowledge. A national team coach in ski jumping said, 'I reflect on myself, as best I can. I don't write a diary, but I write documents about the competition we completed when I travel home. I write about the competition and my experiences'.

The creative and innovative development dimension seems to be particularly distinctive for successful coaching. Many coaches describe themselves as analytical and good at communicating and creating relationships, but through creativity and innovation, successful HP coaches contribute to the success of their athletes in both the short and long term.

Discussion

Our findings suggest the need to include four dimensions in HP coaching: analytical and systematic, authority and stability, relational and communicative, and innovative and creative development. These dimensions are based on the knowledge areas identified by Côté and Gilbert (2009, 2013). These dimensions are not always well articulated by coaches, but they are necessary in the long term for coaching to be sustainable. However, most important is an ethical core that intervenes in all dimensions of knowledge.

The results of our study are also in line with Hemmestad's (2013) concept of an 'act of balance'. Successful HP coaching means being able to balance these dimensions of knowledge in such a way that none of them dominates at the expense of another, while building trust through a solid ethical base. The coach must balance opposing ideas such as freedom–control, humour–seriousness, authoritarian–democratic leadership, collective–individual, and development–performance. The interaction between the four knowledge dimensions is expressed in the HP coach's long-term work during the development phase between championships, as well as during the performance phase at competitions and championships.

The interactions between these dimensions of knowledge are significant for the trust on which a coach's success is based. Mallett and Lara-Bercial (2016) summarise types of trust as *believe in me*, *believe in you(rself)*, and *believe in us*, respectively. For the HP coach and the management team, trust is based on creating confidence in one's ability. According to Mallett and Lara-Bercial (2016), one important source for trust is the social capital of the coach and the management team, which is based on their own experiences of elite sports and previous successes. A second source is their ability to create positive bonds. This, in turn, presupposes coaching based on open and honest communication, integrity and empathy, a holistic approach to sports development, and being perceived as reliable and emotionally stable. Third, trust is based on the coach's legitimacy, in the form of current knowledge of their sport's regulations, training and competition forms, techniques, and

tactics, but also knowledge of physiology, biomechanics, medicine, nutrition, sports psychology, management, and so on.

The coach needs to relate to the opposite nodes of stability and change. The dimension of authority and stability thus needs to be set against innovation and creative development. Stability, in an ever-changing context, is still required and desirable, but there is a need for openness to reconsidering and alternative paths. On the other hand, an overly dynamic culture where new options are constantly tried without any further thought jeopardises trust in the coach's expertise. Several coaches said that during the development phase they might try different options, but during the performance phase there was a need to stick to the plan. Other coaches emphasised that it was important for athletes to be creative even during the performance phase, but there must be a stable foundation to start from.

An authority and stability dimension that is not matched with relational and communicative dimensions risks creating a one-sided relationship between coach and athlete, a form of leader-follower relationship, which inhibits the athletes' ability to take responsibility for their own development. This was described by one of the coaches as the phenomenon of 'omnipotent' coaches seeing themselves as the sources of all development and performance.

There is also an act of balance between the communicative dimension and a rational perspective on action. HP coaches need to consider both of these perspectives during their coaching. The rational perspective consists of making strategic decisions to support the athletes' performance; the communicative perspective consists of mobilising the athletes and helping them feel confident before the competition.

Long-term stability is important in coaching relationships, where mutual trust is fundamental, as suggested by Kjær et al. (2023) in their study of young national team athletes in Sweden. Gillespie and Mann (2004) identified factors for the development of trust in research teams, including participants' involvement in decision-making processes and a common vision well communicated and shared between the participants. Trust is also strongly associated with the experience of a leader's effectiveness. Our study showed similar results within successful HP coaching, but we would also like to add the importance of continuous relational reflection from the coach's side. Coaching is built on cooperation and requires constant attention in order to develop.

There are transformative elements such as the involvement of athletes in long-term development goals, personal charisma and communicative qualities, and the ability to inspire and intellectually stimulate the development of athletes, but also to establish opportunities for change (see, e.g. Bass and Riggio 2006; Hargreaves and Harris 2011).

Building on the knowledge categorisation developed by Côté and Gilbert (2009), we have described successful Scandinavian HP coaching as a balancing act between four different knowledge dimensions based on an ethical core. This act is sensitive and artistic, and based on the coach's ability to holistically manage the entirety of a task while at the same time being extremely careful with the details.

Our analysis also confirms the majority of qualities characterising performance culture, as described by Lara-Bercial and Mallett (2016). However, we have supplemented them with one more important quality: reflection and systematic improvement work. This is a dimension that is not always well articulated, but is extremely important in the long term.

Thus, HP coaching is a complex profession, and this must be addressed carefully in coaches' education or preparation for assignments. We especially stress the importance of including analytical and systematic improvement work as part of coaching education. The

findings also suggest a need to strengthen the ethical base among coaches; in a professionalisation context, a stronger moral compass is needed (B. Taylor and Garratt 2010b; W. Taylor and Garratt 2013). This can start with educational programs, as suggested by Kjær (2019).

Conclusion: Scandinavian HP coaching, a value-based and sensitive balancing act between various knowledge dimensions

Taking our starting point in Côté and Gilbert (2009) categorisation of coaching knowledge as professional, interpersonal and intrapersonal, we interviewed 18 successful Scandinavian HP coaches on what characterises HP coaching. We have added to the literature by responding to the recent call for research collecting empirical evidence from different cultural contexts and countries (Lara-Bercial et al. 2022; Moustakas et al. 2022; Serpell et al. 2021).

Côté and Gilbert (2009) emphasise that a coach's knowledge is based on integration of the three categories. They also make a division between, on the one hand, the coach's knowledge and, on the other hand, the effect in the form of the practitioner's performance. We filled this gap with a link in the form of four knowledge dimensions that were visible in the coaching performed by successful HP coaches.

These four dimensions, together with an ethical core, link Côté and Gilbert (2009) categorisation of HP coaches' knowledge base to how this knowledge is put into practice. The analytical and systematic dimension consists of structure, discipline and accuracy. It means being critical and working systematically towards set goals. The authority and stability dimension includes genuine knowledge of the sport in question, as well as consistency, continuity, stability and obsession, or a sort of 'sporting grit'. The relational and communicative dimension is based on social sensitivity and the ability to contribute to the development of a good performance culture based on trust. Finally, the innovative and creative development dimension means a constant striving for improvement and development, where curiosity and the desire to challenge boundaries are significant qualities. This dimension also includes professional sensitivity and intuitive skill, a form of 'clinical eye' and ability to see the uniqueness of each individual situation.

Furthermore, we suggest that the most important characteristic of successful Scandinavian HP coaching is that it is based on an ethical foundation of moral action. It is values-based coaching, guided by integrity, respect, reliability, consideration and trust. These qualities are expressed in the actions of HP coaches as well as in the development and performance environments where elite sports are conducted. The ethical foundation means that coaches have a clear value system or ethical compass that guides their actions. It is important for them to appear sincere and credible in relation to the ethics they represent as leaders. This means that they live in line with their values and are authentic and honest in communication (see Loland 2014).

Lastly, we added a dimension to the qualities characterising performance culture, described by Lara-Bercial and Mallett (2016). Based on our findings, reflection and systematic improvement work are key in creating a sustainable HP culture.

Acknowledgements

We would like to thank the HP coaches for their time and willingness to share their professional experiences.

Disclosure statement

No potential conflict of interest was reported by the authors.

ORCID

Jørgen Bagger Kjær  <http://orcid.org/0000-0001-7010-3791>

References

- Bass, Bernard M., and Ronald E. Riggio. 2006. *Transformational Leadership*. 2nd ed. Mahwah, NJ: Lawrence Erlbaum Associates.
- Becker, Andrea J. 2009. "It's Not What They Do, It's How They Do It: Athlete Experiences of Great Coaching." *International Journal of Sports Science & Coaching* 4 (1): 93–119. <https://doi.org/10.1260/1747-9541.4.1.93>.
- Bloom, G. A., and J. H. Salmela. 2000. "Personal Characteristics of Expert Team Sport Coaches." *Journal of Sport Pedagogy* 6: 56–76.
- Braun, Virginia, and Victoria Clarke. 2006. "Using Thematic Analysis in Psychology." *Qualitative Research in Psychology* 3 (2): 77–101. <https://doi.org/10.1191/1478088706qp0630a>.
- Bryman, Alan. 2016. *Social Research Methods*. Oxford: Oxford University Press.
- Bush, Anthony, Michael Silk, David Andrews, and Hugh Lauder. 2013. *Sports Coaching Research: Context, Consequences, and Consciousness*. New York: Routledge.
- Chan, Jonathan T., and Clifford J. Mallett. 2011. "The Value of Emotional Intelligence for High Performance Coaching." *International Journal of Sports Science & Coaching* 6 (3): 315–328. <https://doi.org/10.1260/1747-9541.6.3.315>.
- Côté, Jean, and Wade Gilbert. 2009. "An Integrative Definition of Coaching Effectiveness and Expertise." *International Journal of Sports Science & Coaching* 4 (3): 307–323. <https://doi.org/10.1260/174795409789623892>.
- De Bosscher, Veerle, Jerry Bingham, S. Shibli, M. van Bottenburg, and Paul De Knop. 2008. *The Global Sporting Arms Race: An International Comparative Study on Sports Policy Factors Leading to International Sporting Success*. Oxford: Meyer & Meyer Sport.
- Erickson, Karl, Jean Côté, and Jessica Fraser-Thomas. 2007. "Sport Experiences, Milestones, and Educational Activities Associated with High-Performance Coaches' Development." *The Sport Psychologist* 21 (3): 302–316. <https://doi.org/10.1123/tsp.21.3.302>.
- Fahlström, Per G., Mats Glemne, and Susanne Linnér. 2016. "Goda idrottsliga utvecklingsmiljöer: En studie av miljöer som är framgångsrika i att utveckla elitidrottare." In *FoU-Rapport*, Vol. 2016, 6. Stockholm: Riksidrottsförbundet.
- Gilbert, Wade, and Jean Côté. 2013. "Defining Coaching Effectiveness: A Focus on Coaches' Knowledge." In *Routledge Handbook of Sports Coaching*, edited by Paul Potrac, Wade Gilbert, and Jim Denison, 147–159. New York: Routledge.
- Gillespie, Nicole A., and Leon Mann. 2004. "Transformational Leadership and Shared Values: The Building Blocks of Trust." *Journal of Managerial Psychology* 19 (6): 588–607. <https://doi.org/10.1108/02683940410551507>.
- Göransson, B. 2011. *Bildning och teknologi*. Stockholm: Santérus förlag.
- Hageskog, Carl-Axel, and Per Gerrevall. 2019. *När allt står på spel: Erfarenheter från framgångsrik mästerskapscoaching*. Lund: Studentlitteratur.
- Hammarén, Maria. 2002. "Yrkeskunnande, berättelser och språk." In *Dialoger – om yrkeskunnande och teknologi*, edited by P. Tillberg, 336–344. Stockholm: Föreningen Dialoger.
- Hargreaves, Andy, and Alma Harris. 2011. *Performance Beyond Expectations*. Nottingham: National College for School Leadership.
- Hemmestad, Liv. 2013. "Balansekunst – Ledelse, Læring og makt i håndballandslaget kvinner senior." PhD diss., Norwegian School of Sports Sciences, Oslo.

- Hermerén, G., and N. Lynöe. 2008. *Etiska vägmarken nr 1. Etik – en introduktion. Statens medicinsk-etiska råd*. Stockholm: Fritzes.
- ICCE (International Council for Coaching Excellence). 2013. “International Sport Coaching Framework.” https://www.icce.ws/_assets/files/iscf-1.2-10-7-15.pdf.
- Kirkhaug, Rudi. 2015. *Värdebaserat Ledarskap*. 2nd ed. Lund: Studentlitteratur.
- Kjær, Jorgen B. 2019. “The Professionalization of Sports Coaching: A Case Study of a Graduate Soccer Coaching Education Program.” *Journal of Hospitality, Leisure, Sport & Tourism Education* 24: 50–62. <https://doi.org/10.1016/j.jhlste.2018.11.001>.
- Kjær, Jorgen B., Daniel Bjärsholm, Per G. Fahlström, and Susanne Linnér. 2023. “Breaking Through? Exploring Care in the Early Life of Elite Swedish Athletes.” *Sports Coaching Review* 12 (1): 68–86. <https://doi.org/10.1080/21640629.2022.2057695>.
- Koh, Koon Teck, Clifford J. Mallett, and Chee Keng John Wang. 2011. “Developmental Pathways of Singapore’s High-Performance Basketball Coaches.” *International Journal of Sport and Exercise Psychology* 9 (4): 338–353. <https://doi.org/10.1080/1612197X.2011.623466>.
- Lara-Bercial, Sergio, John Bales, Julian North, Ladislav Petrovic, and Guillermo Calvo. 2022. “International Council for Coaching Excellence Position Statement ‘Professionalisation of Sport Coaching as a Global Process of Continuous Improvement.’” *International Sport Coaching Journal* 9 (2): 157–160. <https://doi.org/10.1123/iscj.2021-0097>.
- Lara-Bercial, Sergio, and Clifford Mallett. 2016. “The Practices and Developmental Pathways of Professional and Olympic Serial Winning Coaches.” *International Sport Coaching Journal* 3 (3): 221–239. <https://doi.org/10.1123/iscj.2016-0083>.
- Loland, Sigmund. 2014. “Idrott och etik – en introduktion.” In *I gråzonen: En antologi om idrottens etiska utmaningar*, edited by C. Dartsch, J. Norberg, and J. Pihlblad. Stockholm: Centrum för Idrottsforskning.
- Lov om eliteidræt nr. 2785. 2021. <https://www.teamdanmark.dk/ansvarlig-eliteidraet/lov-om-eliteidraet>.
- Lyle, John. 2002. *Sports Coaching Concepts: A Framework for Coaches’ Behaviour*. London: Routledge.
- Mallett, Clifford, and Sergio Lara-Bercial. 2016. “Serial Winning Coaches: People, Vision and Environment.” In *Sport and Exercise Psychology Research: From Theory to Practice*, edited by Markus Raab, Paul Wylleman, Roland Seiler, Anne-Marie Elbe, and Antonis Hatzigeorgiadis, 289–322. London: Elsevier/Academic Press.
- Mallett, Clifford J., Steven B. Rynne, and Stephen Billett. 2016. “Valued Learning Experiences of Early Career and Experienced High-Performance Coaches.” *Physical Education and Sport Pedagogy* 21 (1): 89–104. <https://doi.org/10.1080/17408989.2014.892062>.
- Maxwell, Joseph A. 2013. *Qualitative Research Design: An Interactive Approach*. 3rd ed. Thousand Oaks, CA: Sage.
- Moustakas, Louis, Sergio Lara-Bercial, Julian North, and Guillermo Calvo. 2022. “Sport Coaching Systems in the European Union: State of the Nations.” *International Journal of Sport Policy and Politics* 14 (1): 93–110. <https://doi.org/10.1080/19406940.2021.1987291>.
- Nash, Christine S., and John Sproule. 2009. “Career Development of Expert Coaches.” *International Journal of Sports Science & Coaching* 4 (1): 121–138. <https://doi.org/10.1260/1747-9541.4.1.121>.
- Potrac, Paul, Wade Gilbert, and Jim Denison. 2013. “Introduction.” In *Routledge Handbook of Sports Coaching*, edited by Paul Potrac, Wade Gilbert, and Jim Denison, 1–4. New York: Routledge.
- Robinson, Oliver C. 2014. “Sampling in Interview-Based Qualitative Research: A Theoretical and Practical Guide.” *Qualitative Research in Psychology* 11 (1): 25–41. <https://doi.org/10.1080/14780887.2013.801543>.
- Rynne, Steven B., and Clifford J. Mallett. 2012. “Understanding the Work and Learning of High-Performance Coaches.” *Physical Education & Sport Pedagogy* 17 (5): 507–523. <https://doi.org/10.1080/17408989.2011.621119>.
- Schön, Donald. 1983. *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.
- Schön, Donald. 1987. *Educating the Reflective Practitioner*. San Francisco: Jossey-Bass.

- Serpell, Benjamin G., Darlene Harrison, Matt Lyons, and Christian J. Cook. 2021. "Dark Traits as a Potential Feature of Leadership in the High-Performance Sports Coach." *International Journal of Sports Science & Coaching* 16 (2): 281–290. <https://doi.org/10.1177/1747954120964059>.
- Shulman, Lee S. 1986. "Those Who Understand: Knowledge Growth in Teaching." *Educational Researcher* 15 (2): 4–14. <https://doi.org/10.3102/0013189X015002004>.
- Smith, Brett. 2018. "Generalizability in Qualitative Research: Misunderstandings, Opportunities and Recommendations from Sport and Exercise Sciences." *Qualitative Research in Sport, Exercise and Health* 10 (1): 137–149. <https://doi.org/10.1080/2159676X.2017.1393221>.
- Svensk författningssamling. 1999. "Förordning om statsbidrag till idrottsverksamhet [Regulation on State Support for Sports]." Kulturdepartementet.
- Swedish Research Council. 2017. "Good Research Practice." Vetenskapsrådet. https://www.vr.se/download/18.5639980c162791bbfe697882/1555334908942/Good-Research-Practice_VR_2017.pdf
- Taylor, Bill, and Dean Garratt. 2010a. "The Professionalisation of Sports Coaching: Definitions, Challenges and Critique." In *Sports Coaching: Professionalisation and Practice*, edited by John Lyle and Chris Cushion, 99–117. Amsterdam: Elsevier Health Sciences.
- Taylor, Bill, and Dean Garratt. 2010b. "The Professionalization of Sports Coaching: Relations of Power, Resistance and Compliance." *Sport, Education and Society* 15 (1): 121–139. <https://doi.org/10.1080/13573320903461103>.
- Taylor, William G., and Dean Garratt. 2013. "Coaching and Professionalization." In *Routledge Handbook of Sports Coaching*, edited by Paul Potrac, Wade Gilbert, and Jim Denison, 27–39. New York: Routledge.
- Tharp, R. G., and R. Gallimore. 1976. "What a Coach Can Teach a Teacher." *Psychology Today* 9 (8): 75–78.
- Tracy, Sarah J. 2010. "Qualitative Quality: Eight 'Big-Tent' Criteria for Excellent Qualitative Research." *Qualitative Inquiry* 16 (10): 837–851. <https://doi.org/10.1177/1077800410383121>.
- Trudel, Pierre, Kyle Paquette, and Dan Lewis. 2022. "The Process of 'Becoming' a Certified High-Performance Coach: A Tailored Learning Journey for One High-Performance Athlete." *International Sport Coaching Journal* 9 (1): 133–142. <https://doi.org/10.1123/iscj.2020-0091>.
- Vallée, Chantal N., and Gordon A. Bloom. 2016. "Four Keys to Building a Championship Culture." *International Sport Coaching Journal* 3 (2): 170–177. <https://doi.org/10.1123/iscj.2016-0010>.