

Position Paper: Rationale for a Focused Attention on Mental Health of High-Performance Sports Coaches

KENTTÄ, Göran <<http://orcid.org/0000-0002-9921-6586>>, DIEFFENBACH, Kristen <<http://orcid.org/0000-0002-1658-4798>>, BENTZEN, Marte <<http://orcid.org/0000-0002-6911-1302>>, THOMPSON, Melissa <<http://orcid.org/0000-0002-0355-5939>>, CÔTÉ, Jean <<http://orcid.org/0000-0002-3242-599X>>, MALLET, Cliff <<http://orcid.org/0000-0003-4843-2083>> and OLUSOGA, Peter <<http://orcid.org/0000-0001-8431-3853>>

Available from Sheffield Hallam University Research Archive (SHURA) at:

<https://shura.shu.ac.uk/33200/>

This document is the Accepted Version [AM]

Citation:

KENTTÄ, Göran, DIEFFENBACH, Kristen, BENTZEN, Marte, THOMPSON, Melissa, CÔTÉ, Jean, MALLET, Cliff and OLUSOGA, Peter (2023). Position Paper: Rationale for a Focused Attention on Mental Health of High-Performance Sports Coaches. *International Sport Coaching Journal*. [Article]

Copyright and re-use policy

See <http://shura.shu.ac.uk/information.html>

Position Paper: Rationale for a focused attention on mental health of high-performance sports coaches.

Revisions Version 2

Date of Resubmission: 10/05/2023

6

Abstract

High-performance (HP) coaching has been described as “a complex, social, and dynamic activity that is not easily represented as a set of tangible and predictable processes” (Mallett, 2007; p. 419). Coaches are not only responsible for extensive planning, monitoring, and leadership in a dynamic and complex environment (Mallett, 2010), but also have responsibility for supporting athlete development and safeguarding their athletes’ overall health, well-being, and psychological and physiological safety (Côté & Gilbert, 2009). However, HP coaching is often considered an unsustainable profession, due to the levels of stress and subsequent mental health challenges that are frequently part of the role (Hägglund et al., 2022a). Therefore, this position paper will focus attention on the concerns, challenges and resources needed to prevent and manage mental ill-being and support the mental well-being of sport coaching professionals in HP sport and provide recommendations for individuals, systems, and organizations that work with HP sport coaches.

Keywords: Coaching, Well-being, ill-being, mental health, stress, sustainability

Position Paper: Rationale for a focused attention on mental health of high-performance sports coaches.

Sport coaching is still a somewhat blurred profession grounded in teaching praxis and the development of relationships. At the core, coaches are responsible for supporting athlete development and sport performance as well as safeguarding their athletes' overall health, well-being, and psychological and physiological safety (Côté & Gilbert, 2009). Across all levels of competitive sport, the demands and expectations on coaches from the sport culture, various stakeholders, organizations, entourage members, and highly committed athletes have been steadily increasing. Altogether, this pressure is particularly intense on coaches in high-performance sport settings since competitive demands and several stressors peak at this level. Thus, a growing attention has been placed on coach stress and burnout within the coaching literature (e.g., Norris et al., 2017; Olusoga et al., 2019; Potts et al., 2021). However, the broader topics of mental ill-being¹ and well-being with the sport coaching profession have, until recently (e.g., Pilkington et al., 2022; Smith & Runswick, 2020), been largely overlooked in research, practice, and within the profession itself.

High-performance (HP) coaches are typically engaged in professional, semi-professional, and Olympic sports and receive an income for their work (Mallett, 2010). While coaches in many contexts, including collegiate and high-school coaches, might well be considered "high-performance," we tentatively adopt Grey et al.'s (2020) conceptualization of the HP coach as one who leads athletes and teams "who are either officially Olympic or world championship qualified (i.e., who reach stringent qualifying

¹ The World Health Organization conceptualizes mental health as a continuum from poor mental health to good mental health. This is the most widely adopted conceptualization, used extensively within the extant literature. However, to use language that is explicit and easy to understand by stakeholders, organizations, coaches and their entourage members, we have deliberately chosen well-being and ill-being as synonyms to good and poor mental health and will use them throughout the remainder of the paper.

standards) or who play in elite professional leagues around the world in culturally significant sports... High-performance coaches are positioned at one extremity of the performance-coaching spectrum and are typically tasked with leading athletes and/or teams to success at the highest levels” (p.344-345). HP coaching has been described as “a complex, social, and dynamic activity that is not easily represented as a set of tangible and predictable processes” (Mallett, 2007, p. 419). The work of HP coaches involves many elements, including extensive planning, monitoring, leadership and management of people and resources in a dynamic and complex environment (Mallett, 2010). However, HP coaching is often considered an unsustainable profession, due to the levels of stress and subsequent mental health challenges that are frequently part of the role (Hägglund et al., 2022a). More specifically, when costs outweigh benefits, this will typically, over time, have a detrimental impact on mental health, performance and motivation and ultimately lead to burnout and withdrawal (Olusoga & Kenttä, 2017).

Arguably, the absence of conversation around coach mental ill-being and well-being becomes even more prominent when considering a recent review of papers regarding mental health in sports, including 13 papers published between 2017 and 2020 (Vella, et al., 2021). Only two of the papers included in the review (Breslin et al., 2019; Van Slingerland et al., 2019) explicitly addressed the mental health concerns of coaches. However, Breslin et al. (2019) directed attention towards *all* participants in sports with a focus on non-elite participants and Van Slingerland and scholars (2019) only briefly acknowledged the need to also consider the coach. Therefore, this position paper will focus attention on the concerns, challenges and resources needed to prevent and manage mental ill-being and support the mental well-being of sport coaching professionals in HP sport and provide recommendations for individuals, systems, and organizations that work with HP sport coaches.

Mental Health Covers a Continuum From Ill-being to Well-being

Despite a growing conversation around topics like mindfulness and well-being in coaching populations (e.g., Hägglund et al., 2022a, Longshore & Sachs, 2015; Pawsey et al., 2021), these topics are often still clouded by cultural stigmas, misunderstandings, and misconceptions. From an organizational perspective, to develop high-performance coaches is a high-cost investment that also requires extensive experience, however resources and education to support sustainable well-being are not offered and well-being issues are often not discussed until there is a visible problem. Indeed, the pressures and expectations in HP settings can create a difficult and psychologically unsafe space for coaches (Bentzen et al., 2020b).

To better address and evolve critical conversations about supporting those within the HP sport coaching workforce, this paper will aim to have a balanced focus on mental health across the continuum from ill-being to well-being. This continuum is typically dynamic and ranges from a high level of mental health and well-being with the absence of mental ill-health symptoms, to mental illness and ill-being, with severe symptoms that typically can be diagnosed with mental health disorders (WHO, 2022).

High-Performance Work Environment

There is no escaping the fact that competitive sport has evolved into a multi-billion dollar global industry, with a “winning at all cost” culture at the highest level. As a natural consequence, the pressure to constantly develop performance and to achieve results has intensified across *all* competitive levels of sport, especially evident at the Olympic-, Paralympic-, and professional-levels since funding, resources, and public attention are largely determined by competitive results. Importantly, while it is the athletes who compete under the spotlights, the burden of performance outcomes is shared; coaches, support staff, and other entourage members (e.g., physical trainers, medical staff, sport scientists; IOC,

2021) are all under increasing pressure to “perform” in their roles. Thus, it is critical to better understand the complex and unique nature of the high-performance context and the stressors related to producing high-performance results (Cruikshank & Collins, 2012). In particular, sports coaching is a highly demanding and oftentimes exhausting profession (Didymus, 2017) where the HP expectations create a work culture in which long hours and singular focus are the norm. This mindset can create a work-home imbalance that can damage personal relationships as well as personal well-being. Indeed, research has highlighted the multi-faceted, conflicting, interpersonal and professional demands that coaches encounter (e.g., Norris et al., 2017; Olusoga et al., 2009; Thelwell et al., 2008), and the impact of such demands on coaches’ personal and professional lives (e.g., Bentzen et al., 2016b; McNeill et al., 2016; Olusoga et al., 2010).

Furthermore, the particular nature of the high-performance environment seems to present a significant challenge for coaches’ well-being. The coach’s role in HP contexts is constantly evaluated and under threat, with job-insecurity, the threat of firing, and potential funding cuts being perennial concerns (Bentzen et al., 2020a; 2020b; Mallett & Lara-Bercial, 2016). In addition, the precariousness of coaches’ continued employment is commonly a public rather than a private affair, with their conduct, decisions, team selections, tactics, and the relationships with their athletes under constant media and public scrutiny.

High-performance sport systems are fast paced and complex as they reflect the communities in which they operate (De Bosscher et al., 2006). Meeting the high expectations and demands of the coaching profession can create a sense of always being on duty and needing to “take care of everything,” described as Superhero complex by Olusoga & Kenttä (2017). This intense coach identity can lead to individuals feeling compelled to work long and irregular hours, with significant periods of time being spent away from

homes and families (Norris et al., 2017). Work-home interference (Bentzen et al., 2016b) and feelings of isolation and loneliness (Olusoga et al., 2009) are both natural consequences, but also create further demands on HP coaches. Specific challenges have also been reported by various minority coaching populations, such as novice coaches making the transition from athlete to coach (Chroni et al., 2020), women high-performance coaches (Carson et al., 2018; Kenttä et al., 2020), coaches of color (Cunningham, 2021) and para coaches (Bentzen et al., 2021).

Finally, the culture of HP sport is typified by constructs like toughness, strength, grit, and resilience, all generally positive characteristics, but also ones that make showing vulnerability and engaging in help-seeking behaviour more challenging. Indeed, in the face of all the challenges described here already, this hyper-masculine environment of HP sport can contribute to coaches' stress and experiences of burnout (Hägglund, et al., 2019; Kenttä et al., 2020), and encourage coaches to mask emotional difficulties to project an outward appearance of stoicism and control under immense stress (Olusoga & Kenttä, 2017).

Personal and Systemic Consequences of Inadequate Professional Support

Unlike coach well-being, the experience of coach burnout has been examined from multiple theoretical frameworks within the literature (Olusoga et al., 2019). The HP work environment previously described (i.e., job-insecurity, media scrutiny, work-home interference, high-stress, high-pressure) has been associated with work-related burnout (Bentzen et al., 2014, Olusoga et al., 2017). Moreover, the experience of burnout can have far-reaching personal and professional consequences for coaches. In addition to the physical and emotional exhaustion that characterizes the burnout experience, coaches have also reported depressive symptoms, sleep-disturbance, alcohol-related issues, negative impacts on familial relationships and, ultimately, withdrawal from the coaching profession (Bentzen et al., 2014; Bentzen et al., 2017; Kegelaers et al. 2021; Olusoga & Kenttä, 2017; Roberts et

al., 2019), all of which can attract media attention and subsequent negative public narratives, placing further stress on coaches.

In contrast to the rapidly evolving body of published research on mental health problems and psychiatric disorders for athletes, the same literature on coaches' mental ill-being beyond stress and burnout is scarce. One study with elite level coaches in New Zealand reported that 14% of coaches experienced at least moderate symptoms of depression based on conducting a cross-sectional on-line survey using The Centre for Epidemiological Studies Depression Scale-Revised to measure symptoms of depression (Kim et al., 2020). Another cross-sectional on-line study with elite level coaches from Netherlands and Belgium reported symptoms of common mental disorders were prevalent, ranging from 39% for depression/anxiety to 19% for distress and adverse alcohol use. This study measured symptoms of depression/anxiety using the 12-item General Health Questionnaire and Alcohol consumption using the 3-item Alcohol Use Disorders Identification Test (Kegelaers et al., 2021). Finally, another cross-sectional on-line study from Australia found more than 40% of coaches from Olympic sports reported mental health symptoms at a level that would warrant professional treatment, but fewer than 6% reported seeking treatment at the time. In this study mental health symptoms and probable caseness were measured using the 28-item General Health Questionnaire (Pilkington et al., 2022). To our knowledge, so far only one study has reported psychiatric disorders among HP coaches assessed by a licenced caregiver (Åkesdotter et al., 2022). This study reported that co-occurring affective and anxiety disorders were prevalent in a sample of 34 HP coaches that received treatment for psychiatric disorders, with 91% anxiety disorders and 72% stress-related disorders.

Despite a growing conversation about the requirements and responsibilities of the HP coach (Kegelaers et al., 2021; Mallett & Lara-Bercial, 2016), and the importance of the

coach within the HP sport system (ICCE, 2013), little is known about how organizations work systematically to improve the unpredictable and often chaotic work life of coaches. Research has, however, pointed at the need for greater awareness and increased responsibility of employers in facilitating a more sustainable work situation within the coaching profession (Carson et. al, 2019).

Athlete, and by extension coach performance, is more often than not measured by outcome metrics such as win-loss record or medal tally, and is a primary marker of “success” in the HP environment. Far exceeding the financial incentive to develop healthy and productive work environments for HP coaches, the sport culture at large and those within it need to recognize the responsibility of the HP system to create a psychologically safe, healthy, and sustainable professional identity for HP coaches through clarity of conversation, education, systemic changes, support, and proactive efforts in HP coach education and development programs. The 2021 Chartered Institute for the Management of Sport and Physical Activity’s (CIMPSPA) Professional Standards for the Coach Developer states that the work of the coach developer should “always be characterized by prioritising the health and well-being of the coach” (p. 4). Ultimately, within the HP environment, a professional culture that fails to adequately prepare and support essential stakeholders, such as the coach, is not only psychologically unhealthy, but is also less likely to result in sustainable coaching careers (e.g., Cotton & Hart, 2003; Fletcher & Scott, 2010).

Noteworthy, within the context of HP sport, the stressors and pressures experienced by the coach are unlikely to change. Striving for peak performance in highly competitive environments will always require high levels of time, energy, and resource investment. Striving for performance success and surviving in this highly contested and demanding context has demonstrable physical and mental consequences for individual well-being. It seems imperative that concern and caring for HP coaches is prioritized. The following

recommendations are offered to support ongoing well-being efforts, manage ill-being concerns, and encourage a shift in culture away from the dominant performance narratives and towards personal growth, more values-based conceptualisations of success, and sustainable mental health in coaching. We argue that a large part of the responsibility for the following recommendations should be at the organizational level, but all stakeholders and individual members in the HP sport community need to contribute and use their voices. Moreover, we have deliberately chosen not to provide examples that could be considered too specific, since best practice in one context does not necessarily fit across all possible domains. Importantly, we believe that targeting the HP sport community in this paper has the potential to accomplish a meaningful change in stigma, attention and resources that might also benefit coaches at other levels. This is the case, simply because support systems and good practice at the highest level often lead and influence the development at many other levels in competitive sport.

Recommendations

1. Focus on the Full Mental Health Continuum as a Basis for all Practical Recommendations for High-Performance Coaches

To develop a comprehensive mental health plan for coaches, it is essential to be clear about the purpose and to clearly define mental health. The overall aim should be to increase the attention towards HP coaches and their mental health, while considering the full mental health continuum including well-being and ill-being/mental disorders. Given the focus on athlete mental health within HP contexts, it is important to develop mental health literacy (see Gorczynski et al., 2021) that specifically targets coaches and the unique challenges, risk factors, and resources associated with HP coaching. This mental health literacy should be integrated in traditional education and ongoing professional development for coaches and at organizational/National Governing Body (NGB) level.

2. Reducing Stigma Regarding Mental Health Struggles Among (HP) Coaches

Adopting a focus on mental health literacy can enhance mental health knowledge, and help-seeking attitudes and intentions. However, focusing only on mental health literacy has been criticized for failing to address stigma and having a limited effect on lowering the threshold for help-seeking (Bu et al., 2020; Poucher, et al., 2021). To reduce the stigma associated with mental health issues, organizations must take a lead and be proactive in creating a culture that is psychologically safe, and that facilitates open and honest discussion, where well-being, ill-being, and specific mental health issues are normalized and considered everyday challenges to be addressed rather than problems to hide. A psychologically safe environment refers to shared perceptions that it is safe to show authentic self and psychological health and safety are prioritized in teams and organizations (Vella et al., 2022). This sort of environment would encourage coaches to display vulnerability and let go of their potentially damaging “superhero” identities. An example on how to approach this challenge through a work-shop-setting is described in a recent paper titled, “Starting a conversation about vulnerability in elite sport” (Hägglund et al., 2023). Several sport organizations (e.g., UK Sport, NCAA, USOPC, and IOC) have issued clear statements regarding their intentions to place athlete mental health high on their agendas. Such statements could be adapted and revised to target the HP-coach and thus serve as a valuable starting point. Importantly, all efforts that aim to reduce the stigma around coach mental ill-being, also need to consider additional strategies that lower the threshold for help-seeking for coaches.

3. Coach Education Should Increase Awareness, Knowledge, and Understanding of Mental Health Resources and the Specific Challenges of HP Coaching

We identified key areas that sport organizations and all others who are engaged in coach education need to consider in designing and delivering professional education content

and in providing opportunities to prevent ill-being and support well-being of sport coaches. It should be noted that our intention is not to disregard the value of experiential and informal learning. For example, informal mentoring could have a great value to develop an understanding of specific challenges in coaching, but a more systematic and evidence based mentoring programs that explicitly target coach needs will likely be more effective (Leeder & Sawiuk, 2021).

3.1. Acknowledge stress from job insecurity, conflictual relationships, and Work Home Interference

It is important to acknowledge that for many coaches, the uncertain, insecure and precarious nature of employment in HP settings creates a constant strain. Considering that job-insecurity is a context specific stressor it may also put a strain on their professional relationships. This may be exacerbated by both political and performance pressures that are often beyond a coach's control. The development and communication of clear and transparent policies and expectations that are based upon realistic assessments of resources are essential for creating a professional culture that protects an individual's well-being.

While work-home interference has previously been considered an issue affecting predominantly women coaches, it is important to recognise that the challenges of combining HP coaching with family life also have an impact on male HP coaches and their mental health (Sisjord et al., 2022). Coach education and development programs that prepare coaches for specific challenges such as finding a sustainable harmony between their work and home lives, dealing with conflictual relationships, as well as the constant threat of *and the actual reality of* losing their jobs (Bentzen et al., 2020a) are needed.

3.2. Increase awareness about career transitions

While attention has been paid to the transition out of sport at the end of an athlete's

career (see Agnew, 2022), there has been limited focus on the athlete-to-coach transitions within the same sport, particularly within HP sport (Rynne, 2014). The impact and experience of this transition varies and can be influenced by the individual's preparation, access to resources needed to prepare, and the support they receive both to prepare and once in their new role (see Blackett & Evans, 2018; Chroni et al., 2020). Unfortunately, these transitions are often un- or under-supported, creating additional stress, particularly for novice coaches who lack essential skills and knowledge that would facilitate job satisfaction and performance (Chroni et al., 2020). Organizations and federations need to increase awareness and knowledge regarding strategies that support preparation for going into sport coaching as well as provide education, resources, and on-going professional development support for transitioning coaches (Chroni & Dieffenbach, 2021).

In addition, the range of within sport transitions (Chroni & Dieffenbach, 2021) from lower to higher levels of competitions (e.g., going from national to international, or junior to senior), from assistant to head coach, transitions between sports and ultimately, transitions out of sport, also require attention and support (Kenttä et al., 2016). New contexts create new contextual demands for the coach that may require a reassessment and realignment of existing resources for mitigating and managing the stress, or the development of new ones. While the recognition of the contextualized within sport transitions coaching professional experience has been underexamined in the literature to date, an upcoming special edition of the International Sport Coaching Journal will present a range of evidence informed application and research-based insight regarding both experiences and best practices. Organizations and federations need to develop and provide guidelines for support, education, resources, and mentoring programs that can effectively support these transitions (Bentzen et al., 2014; Lefebvre et al., 2020).

3.3. Resources and support for coaches from minoritized groups

There is evidence that being part of a minoritized group within a system can have a negative impact on well-being and mental ill-health outcomes (Symons et al., 2017). In the high-performance coaching community, examples of minoritized and marginalized groups include women, coaches of color, coaches with disabilities, and LGBTQIA+ coaches. These groups in the vocation of coaching should be acknowledged and appropriately supported at individual and group levels. Research from a minority stress perspective (Meyer, 2003) indicates that support from and connection to social networks can mitigate some of the effects of minority stress on psychological well-being. Coach developers and coach-educators should seek to understand the impacts of minority stress as well as the historical barriers to mental health help-seeking among minoritized groups. Organizations and/or NGBs should also take steps towards providing access to or creating coaching networks for coaches from minoritized and marginalized groups in addition to developing guidelines that strive to increase diversity and inclusion among HP coaches.

3.4. Formal coach education has an important role

The professional preparation for HP coaches varies to a large extent across organizations, sport cultures, and countries. In some settings, success as an elite athlete is sufficient for the within-sport transition to coaching while at the other end of the spectrum academic or specialized degrees are required (e.g., Millstetd et al., 2014). Across most HP sport contexts however, the professional socialization into sport coaching is commonly experiential rather than formal (Blackett et al., 2020; Rynne, 2014). In settings where formal professional preparation is provided, the traditional emphasis is on the skills and knowledge necessary to support athlete health and development. We argue that it is crucial to also emphasis self-care strategies for the coach and skills to negotiate stress or manage well-being. Professional preparation, whether before hiring or as part of the on-boarding process, provides an opportunity to support not only occupational socialization and organizational

expectations but to also support the development of inter- and intrapersonal knowledge and competencies (Turnnidge & Côté, 2017). These competencies are critical to professional development but also fundamental to self-care and mental health. Finally, a promising line of research that may be adapted to more formal coach education, is the use of various mindfulness and self-compassion programs, still pre-dominantly targeting athletes, that aims to build resources valuable for well-being (Cormier et al., 2023).

4. Provision of Mental Health Care Should Include Screening, Clear Signposting, Treatment, and Prevention

The quality of healthcare depends on the most appropriate care, individualized, and contextualized in terms of time and place, being provided by appropriately trained providers (Purcell, et al., 2019; Van Slingerland et al., 2019). Development of a mental health support system for coaches within the HP context might benefit from being guided in each step by considering the construct of “Appropriateness,” that is, the perceived fit or relevance of a healthcare intervention in a particular context for a particular target audience (Peters et al., 2013).

4.1. Create self-screening mental health sites for HP Coaches

Once again, efforts in research and practise have focused on developing screening approaches exclusively for athletes (see: Gouttebarger et al, 2020; “International Olympic Committee (IOC) Sport Mental Health Assessment Tool 1 (SMHAT-1) and Sport Mental Health Recognition Tool 1 (SMHRT-1): towards better support of athletes’ mental health”) and describing best practice of assessment and treatment of athletes with mental health disorders (Moesch et al, 2018).

The creation of self-screening mental health websites/resources for coaches is of vital importance for the protection and maintenance of coach mental health and well-being. Such self-screening sites should be implemented as an additional service to specialized

sports psychological clinics. These sites should have the primary aim to inform and increase knowledge about mental health in the profession and to lower the threshold for help-seeking. Finally, screening is important since the early detection and treatment of psychiatric disorders leads to a better prognosis.

4.2. Provide clear signposting and confidential referral pathway/networks

It is important to provide clear signposting and confidential referral pathway/networks when aiming to lower the threshold for help-seeking. Most specialized sports medicine clinics that currently exist have been developed based on the needs of athletes, and provide few if any resources for coaches. Fortunately, more comprehensive models have begun to emerge, such as those found in Sweden (Stockholm and Malmö) and Canada (Ottawa), that provide psychiatric health care for both coaches and athletes from high-performance settings (Durand-Bush & Van Slingerland, 2021; Kenttä & Hyland, 2021). Organizations need to consider the value of creating or partnering with programs that have the capacity to provide comprehensive and confidential care for those on the front lines of performance as well as those who support the performers.

4.3. Mental health professional (sport psychology professional) treating mental struggles among HP coaches

Every coach should have access to a sport psychology professional with clinical training. Having access to a mental health provider with contextual knowledge about HP settings will support their ability to relate clinical treatment to performance in sport contexts. More specifically, it is important to choose an appropriate and evidence-based health care intervention that considers the value and importance of contextual knowledge. Appropriateness has been described as the perceived fit of an intervention in a particular context for a particular target audience (Peters et al., 2013). It has been argued that a sport psychologist with a dual competence to work with both clinical treatment and performance

enhancement will provide more appropriate and valued support in comparison to care givers that lack contextual knowledge and experience.

4.4. Mental health professional (sport psych) preventing mental struggles among HP coaches

Sports psychology consultants and sports medicine teams should be encouraged and supported in taking a proactive rather than reactive role in dealing with mental health issues amongst HP coaching staff. Currently the focus of support teams within athletic settings, including the sports medicine team focus, is on athletes with little to no consideration given to the other central performers in the HP environment, the coaches. Organizational management that supports high-performance and achievement have been found to be most successful when systems are created that recognize and show interest in those social actors who are central to the system. Additionally, providing coaches with both the skills and opportunities needed to navigate their roles and responsibilities within the context of the organization, creates opportunities for proactively and reactively recognizing and managing challenges and threats to well-being (Wagstaff, 2016).

5. Organizational Responsibility for Supporting Coach Mental Health

The conversation about mental well-being and self-care often focuses on the skills and resources, as well as the responsibility of the individual. However, the organizations and federations that employ coaches need to consider both their obligation and duty to support and protect those that serve and work within the sport system; a responsibility to show they care through policy and actions.

5.1. Stakeholders, policy makers, and coaching organizations should promote occupational well-being and consider working conditions for coaching staff

Coaching groups have an opportunity and an obligation to serve as the voice for the community of coaching professionals and are able to open essential conversations about

working conditions and resource needs that individuals alone often do not have the power or platform to do. Developing and advocating for “labour laws” that address sustainable working conditions for coaches and promoting occupational well-being should be primary goals for the stakeholders, policy makers, organizations, and unions that have the system power to do so. A basic starting point would be to develop guidelines for best practise that target vacation, holiday and the ability to have sufficient recovery in a culture that often lacks boundaries for work and expects 24/7-engagement.

5.2. Sports organizations and other employers need to take responsibility for occupational health

Globally, even prior to the pandemic, conversations about the broader issues related work-home boundaries and balance can be seen in both the academic literature and public discussions (e.g., Bird, 2016; Kobayashi & Middlemiss, 2009). In response to these concerns and growing cultural expectations and valuations of personal well-being, countries and companies have begun considering and passing laws and mandates to protect workers from exploitation and overwork that damages personal well-being. High performance sports settings are not immune from the concerns related to the negative impact of occupational stress on sport coaches and others (e.g., Hanton et al., 2005; Simpson et al., 2020). Further conversations to both raise awareness and discuss leadership responsibilities for supporting and protecting workers are needed within the HP sport settings to reduce sources of organizational stress that have been associated with negative short- and long-term health consequences.

Summary

The coach’s role, particularly in HP sport, can be extremely demanding, challenging, and stressful. Research has consistently highlighted the multiple, varied, overlapping demands placed on coaches in HP sport, emanating from both the highly-charged nature of

the performance environment itself, and from the culture of HP sport that emphasises emotional control and resilience at the expense of vulnerability and help-seeking. Research has also clearly highlighted the deleterious impacts of these demands on coach well-being and mental health outcomes, and on the sustainability of coaching as a career.

Coach-level interventions alone can no longer be thought of as a sufficient fix for tackling the complex issue of coach well-being and ill-being. Not only do such interventions, usually aimed at improving stress management, teaching mindfulness, or developing specific psychological “skills,” fail to address the systemic, organizational-level factors that underpin poor mental health and ill-being in coaching, it is our contention that they can actually exacerbate the problem, by inadvertently blaming the coach for their own lack of self-care ability.

While coach self-care is still an important part of the well-being picture, the responsibility for coach well-being should be shared. Thus, we argue for more systemic, organizational-level approaches to enhancing and maintaining coach mental health and well-being. We emphasise the need for organisational-level interventions to reduce the stigma associated with poor mental health, for coach education to acknowledge the demands of job-insecurity, career transitions, and minority stress, and for tangible mental health support in the form of screening and access to appropriate support. Moreover, while we highlight coach education in these areas as crucial, we also emphasise the education of coach educators, coach developers, and other key stakeholders, that they might be better placed to support the coaches for whom they have a duty of care.

We suggest that research is also needed to explore and evaluate organisational-level interventions aimed at improving coach-wellbeing and that funding should be directed towards such research. Studies exploring specific populations such as coaches from minoritized groups or more cross-cultural research might also tease out the nuances of

different performance environments and their impacts upon coach mental health and well-being, ultimately leading to broader understanding and the provision of more bespoke intervention strategies.

This paper serves as a concise summary, not only of the intense nature of HP sport, but also of the resultant mental health implications for sport coaches. However, it is imperative to venture beyond individual/coach-level mental health and well-being provision, and the comprehensive set of evidence-based recommendations for systems/organisational-level change provided here, are intended to enhance the sustainability of coaching as a profession.

References

- Åkesdotter, C., Kenttä, G., Eloranta, S., Håkansson, A., & Franck, J. (2022). Prevalence and comorbidity of psychiatric disorders among treatment-seeking elite athletes and high-performance coaches. *BMJ Open Sport & Exercise Medicine*, 8(1), e001264. <http://dx.doi.org/10.1136/bmjsem-2021-001264>
- Agnew, D. (2022). *Athlete Transitions into Retirement Experiences in Elite Sport and Options for Effective Support*, New York, Routledge, 2021. <https://doi.org/10.1080/21640629.2022.2117517>
- Bentzen, M., Alexander, D., Bloom, G. A., & Kenttä, G. (2021). What do we know about research on parasport coaches?: A scoping review. A summary. In *Idrottsforum.org/Nordic sport science forum*. Malmö University. <https://doi.org/10.1123/apaq.2019-0147>
- Bentzen, M., Kenttä, G., & Lemyre, P.-N. (2020a). Elite football coaches experiences and sensemaking about being fired: An interpretative phenomenological analysis. *International Journal of Environmental Research and Public Health*, 17(14), 5196. <https://doi.org/10.3390/ijerph17145196>

472 Bentzen, M., Kenttä, G., Richter, A., & Lemyre, P. N. (2020b). Impact of job insecurity on
 473 psychological well-and ill-being among high performance coaches. *International*
 474 *Journal of Environmental Research and Public Health*, 17(19), 6939.
 475 <https://doi.org/10.3390/ijerph17196939>

476 Bentzen, M., Lemyre, P. N., & Kenttä, G. (2014). The process of burnout among
 477 professional sport coaches through the lens of self-determination theory: A
 478 qualitative approach. *Sports Coaching Review*, 3(2), 101-116.
 479 <https://doi.org/10.1080/21640629.2015.1035050>

480 Bentzen, M., Lemyre, P. N., & Kenttä, G. (2016b). Development of exhaustion for high-
 481 performance coaches in association with workload and motivation: A person-
 482 centered approach. *Psychology of Sport and Exercise*, 22, 10-19.
 483 <https://doi.org/10.1016/j.psychsport.2015.06.004>

484 Bentzen, M., Lemyre, P. N., & Kenttä, G. (2016b). A comparison of high-performance
 485 football coaches experiencing high- versus low-burnout symptoms across a season of
 486 play: Quality of motivation and recovery matters. *International Sport Coaching*
 487 *Journal*, 4(2), 133-146. <https://doi.org/10.1123/iscj.2016-0045>

488 Blackett, A. D., Evans, A. B., & Piggott, D. (2018). “Active” and “passive” coach
 489 pathways: Elite athletes’ entry routes into high-performance coaching roles.
 490 *International Sport Coaching Journal*, 5(3), 213-226.
 491 <https://doi.org/10.1123/iscj.2017-0053>

492 Blackett, A. D., Evans, A. B., & Piggott, D. (2020). Negotiating a coach identity: a
 493 theoretical critique of elite athletes’ transitions into post-athletic high-performance
 494 coaching roles. *Sport, Education and Society*, 1-13.
 495 <https://doi.org/10.1080/13573322.2020.1787371>

496 Bird, R. C. (2016). Precarious work: The need for flextime employment rights and proposals

497 for reform. *Berkeley Journal of Employment and Labor Law*, 1-41.

498 Breslin, G., Smith, A., Donohue, B., Donnelly, P., Shannon, S., Haughey, T. J., ... &
 499 Leavey, G. (2019). International consensus statement on the psychosocial and
 500 policy-related approaches to mental health awareness programmes in sport. *BMJ*
 501 *Open Sport & Exercise Medicine*, 5(1), e000585. [http://dx.doi.org/10.1136/bmjsem-](http://dx.doi.org/10.1136/bmjsem-2019-000585)
 502 2019-000585

503 Bu, D., Chung, P. K., Zhang, C. Q., Liu, J., & Wang, X. (2020). Mental health literacy
 504 intervention on help-seeking in athletes: a systematic review. *International Journal*
 505 *of Environmental Research and Public Health*, 17(19), 7263.
 506 <https://doi.org/10.3390/ijerph17197263>

507 Carson, F., Malakellis, M., Walsh, J., Main, L. C., & Kremer, P. (2019). Examining the
 508 Mental Well-Being of Australian Sport Coaches. *International Journal of*
 509 *Environmental Research and Public Health*, 16(23), 4601.
 510 <https://doi.org/10.3390/ijerph16234601>

511 Carson, F., McCormack, C., & Walsh, J. (2018). Women in sport coaching: Challenges,
 512 stress and well-being. *Journal of Physical Education, Sport, Health and Recreation*,
 513 7(2), 63–67. <https://doi.org/10.15294/active.v7i2.22100>

514 Chartered Institute for the Management of Sport and Physical Activity (2021). *CIMPSA*
 515 *Professional Standard: Coach Developer*.
 516 [https://www.cimspa.co.uk/globalassets/document-downloads-library-all/education-](https://www.cimspa.co.uk/globalassets/document-downloads-library-all/education-and-training/prof-standards-and-mts/cimspa-ps-coach-developer-v1.0.pdf)
 517 [and-training/prof-standards-and-mts/cimspa-ps-coach-developer-v1.0.pdf](https://www.cimspa.co.uk/globalassets/document-downloads-library-all/education-and-training/prof-standards-and-mts/cimspa-ps-coach-developer-v1.0.pdf)

518 Chroni, S. A., & Dieffenbach, K. (2021). Facilitating and supporting the elite athlete-to-
 519 coach transition: Lessons learned from Norwegian coaches and federations. *Journal*
 520 *of Sport Psychology in Action*, 13(1), 27-39.
 521 <https://doi.org/10.1080/21520704.2020.1861145>

522 Chroni, S. A., Pettersen, S., & Dieffenbach, K. (2020). Going from athlete-to-coach in
523 Norwegian winter sports: Understanding the transition journey. *Sport in Society*,
524 23(4), 751-773. <https://doi.org/10.1080/17430437.2019.1631572>

525 Côté, J. & Gilbert, W. (2009). An integrative definition of coaching effectiveness and
526 expertise. *International Journal of Sports Science and Coaching*, 4, 307-323.
527 <https://doi.org/10.1260/174795409789623892>

528 Cotton, P., & Hart, P. M. (2003). Occupational wellbeing and performance: A review of
529 organisational health research. *Australian Psychologist*, 38(2), 118-127.
530 <https://doi.org/10.1080/00050060310001707117>

531 Cormier, D. L., Kowalski, K. C., Ferguson, L. J., Mosewich, A. D., McHugh, T. L. F., &
532 Röthlin, P. (2023). Self-compassion in sport: a scoping review. *International Review*
533 *of Sport and Exercise Psychology*, 1-40.
534 <https://doi.org/10.1080/1750984X.2022.2161064>

535 Cruikshank, A., & Collins, D., (2012). Change management: The case of the elite sport
536 performance team. *Journal of Change Management*, 12(2), 209-229.
537 <https://doi.org/10.1080/14697017.2011.632379>

538 Cunningham, G. B. (2021). The under-representation of racial minorities in coaching and
539 leadership positions in the United States. In S. Bradbury, J. Lusted, & J. van
540 Sterkenberg (Eds.) *'Race', Ethnicity and Racism in Sports Coaching*. Routledge.

541 DeBosscher, V., De Knop, P., Van Botterburg, M., & Shibli, S. (2006). A conceptual
542 framework for analyzing sport policy factors leading to International sporting
543 success. *European Sport Management Quarterly*, 6(2), 185-215.
544 <https://doi.org/10.1080/16184740600955087>

545 Didymus, F. F. (2017). Olympic and international level sports coaches' experiences of
546 stressors, appraisals, and coping. *Qualitative Research in Sport, Exercise and*

547 *Health*, 9, 214-232. <https://doi.org/10.1016/j.psychsport.2017.08.005>

548 Durand-Bush, N., & Van Slingerland, K. J.(2021). Mental health and sport in Canada: An
549 example of sport-focused collaborative care. In: C. H. Larsen., K. Moesch, N.
550 Durand-Bush, & K. Henriksen (Eds.), *Mental health in elite sport: Applied*
551 *perspectives from across the globe* (pp. 80-92). USA: Routledge, Taylor & Francis
552 Group. <https://doi.org/10.4324/9780367854973>

553 Fletcher, D., & Scott, M. (2010). Psychological stress in sports coaches: A review of
554 concepts, research, and practice. *Journal of Sports Sciences*, 28(2), 127-137.
555 <https://doi.org/10.1080/02640410903406208>

556 Gorczynski, P., Gibson, K., Thelwell, R., Papathomas, A., Harwood, C., & Kinnafick, F.
557 (2019). The BASES expert statement on mental health literacy in elite sport. *The*
558 *Sport and Exercise Scientist*, 59, 6-7.
559 <https://doi.org/10.1080/10413200.2020.1720045>.

560 Gouttebarga, V., Bindra, A., Blauwet, C., Campriani, N., Currie, A., Engebretsen, L., ... &
561 Budgett, R. (2021). International Olympic Committee (IOC) Sport Mental Health
562 Assessment Tool 1 (SMHAT-1) and Sport Mental Health Recognition Tool 1
563 (SMHRT-1): Towards better support of athletes' mental health. *British Journal of*
564 *Sports Medicine*, 55(1), 30-37. <http://dx.doi.org/10.1136/bjsports-2020-102411>

565 Grey, M., Mallett, C. J., O'Brien, K. A., & Rynne, S. B. (2020). High performance coaches.
566 In D. Hackforth & R. J. Schinke (Eds.) *The Routledge International Encyclopedia of*
567 *Sport and Exercise Psychology* (pp. 343-358). Routledge.

568 Häggglund, K., Kenttä, G., Thelwell, R., & Wagstaff, C. R. (2019). Is there an upside of
569 vulnerability in sport? A mindfulness approach applied in the pursuit of
570 psychological strength. *Journal of Sport Psychology in Action*, 10(4), 220-226.
571 <https://doi.org/10.1080/21520704.2018.1549642>

572 Hägglund, K., Kenttä, G., Thelwell, R., & Wagstaff, C. R. (2022a). Mindful self-reflection
 573 to support sustainable high-performance coaching: A process evaluation of a novel
 574 method development in elite sport. *Journal of Applied Sport Psychology*, 34(6),
 575 1125-1148. <https://doi.org/10.1080/10413200.2021.1925782>
 576 Hägglund, K., Wagstaff, C.R.D., Kenttä, G., & Thelwell, R.C. (2023). Starting a
 577 conversation about vulnerability in elite sport. *Journal of Sport Psychology in*
 578 *Action*, 1-11. <https://doi.org/10.1080/21520704.2023.2207481>
 579 Hanton, S., Fletcher, D., & Coughlan, G. (2005). Stress in elite sport performers: A
 580 comparative study of competitive and organizational stressors. *Journal of Sports*
 581 *Sciences*, 23(10), 1129-1141. <https://doi.org/10.1080/02640410500131480>
 582 ICCE. (2013). *International Sport Coaching Framework*. Champaign, IL: Human Kinetics
 583 IOC (2021). Mental health in elite athletes toolkit. [Olympics.com/Athlete365](https://olympics.com/Athlete365)
 584 [https://olympics.com/athlete365/app/uploads/2021/06/3008_Mentally_Fit_Toolkit_](https://olympics.com/athlete365/app/uploads/2021/06/3008_Mentally_Fit_Toolkit_A4_Layout_15b.pdf)
 585 [A4_Layout_15b.pdf](https://olympics.com/athlete365/app/uploads/2021/06/3008_Mentally_Fit_Toolkit_A4_Layout_15b.pdf)
 586 Kegelaers, J., Wylleman, P., van Bree, I. B. N., Wessels, F., & Oudejans, R. R. (2021).
 587 Mental health in elite-level coaches: Prevalence rates and associated impact of coach
 588 stressors and psychological resilience. *International Sport Coaching Journal*, 8(3),
 589 338-347. <https://doi.org/10.1123/iscj.2020-0066>
 590 Kenttä, G., Bentzen, M., Dieffenbach, K., & Olusoga, P. (2020). Challenges experienced by
 591 women high-performance coaches: Sustainability in the profession. *International*
 592 *Sport Coaching Journal*, 7(2), 200-208. <https://doi.org/10.1123/iscj.2019-0029>
 593 Kenttä, G., Mellalieu, S., & Roberts, C.M. (2016). Are career transition concerns only for
 594 athletes? A Case Study of the Career Transition of an Elite Female Coach. *The Sport*
 595 *Psychologist*, 4, 314-326. <https://doi.org/10.1123/tsp.2015-0134>
 596 Kenttä, G., & Hyland K. (2021). Establishing a mental health clinic for elite sports: The

597 Swedish model. In: C. H. Larsen., K. Moesch, N. Durand-Bush, & K. Henriksen
 598 (Eds.), *Mental health in elite sport: Applied perspectives from across the globe* (pp.
 599 57-67). USA: Routledge, Taylor & Francis Group.
 600 <https://doi.org/10.4324/9780367854973>

601 Kim, S. S. Y., Hamilton, B., Beable, S., Cavadino, A., & Fulcher, M. L. (2020). Elite
 602 coaches have a similar prevalence of depressive symptoms to the general population
 603 and lower rates than elite athletes. *BMJ Open Sport & Exercise Medicine*, 6(1),
 604 e000719. <http://dx.doi.org/10.1136/bmjsem-2019-000719>

605 Kobayashi, T., & Middlemiss, S. (2009). Employers' liability for occupational stress and
 606 death from overwork in the United States and the United Kingdom. *Common Law*
 607 *World Review*, 38(2), 137-169. <https://doi.org/10.1350/clwr.2009.38.2.0186>

608 Leeder, T. M., & Sawiuk, R. (2021). Reviewing the sports coach mentoring literature: A
 609 look back to take a step forward. *Sports Coaching Review*, 10(2), 129-152.
 610 <https://doi.org/10.1080/21640629.2020.1804170>

611 Lefebvre, J. S., Bloom, G. A., & Loughhead, T. (2020). A citation network analysis of career
 612 mentoring across disciplines: A roadmap for mentoring research in sport.
 613 *Psychology of Sport and Exercise*, 49, Article 101676.
 614 <https://doi.org/10.1016/j.psychsport.2020.101676>

615 Longshore, K., & Sachs, M. (2015). Mindfulness training for coaches: A mixed-method
 616 exploratory study. *Journal of Clinical Sport Psychology*, 9(2), 116-137.
 617 <https://doi.org/10.1123/jcsp.2014-0038>

618 Mallett, C. J. (2007). Modelling the complexity of the coaching process: A commentary.
 619 *International Journal of Sport Science & Coaching*, 2, 419-421.

620 Mallett, C. J. (2010). High performance coaches' careers and communities. In J. Lyle & C.
 621 Cushion (Eds.), *Sports coaching: Professionalism and practice* (pp. 119–133).

622 Elsevier.

623 Mallett, C. J., & Lara-Bercial, S. (2016). Serial winning coaches: People, vision, and
624 environment. In M. Raab, P. Wylleman, R. Seiler, A. Elbe, & A Hatzigeorgiadis
625 (Eds.), *Sport and Exercise Psychology Research* (pp. 289-322). Academic Press
626 <https://doi.org/10.1016/B978-0-12-803634-1.00014-5>.

627 McNeill, K., Durand-Bush, N., & Lemyre, P. N. (2018). Thriving, depleted, and at-risk
628 Canadian coaches: Profiles of psychological functioning linked to self-regulation
629 and stress. *International Sport Coaching Journal*, 5(2), 145-155.
630 <https://doi.org/10.1123/iscj.2017-0042>

631 Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual
632 populations: conceptual issues and research evidence. *Psychological Bulletin*,
633 129(5), 674. <https://doi.org/10.1037/0033-2909.129.5.674>

634 Milistetd, M., Trudel, P., Mesquita, I., & do Nascimento, J. V. (2014). Coaching and coach
635 education in Brazil. *International Sport Coaching Journal*, 1(3), 165-172.
636 <https://doi.org/10.1123/iscj.2014-0103>

637 Moesch, K., Kenttä, G., Kleinert, J., Quignon-Fleuret, C., Cecil, S., & Bertollo, M. (2018).
638 FEPSAC position statement: Mental health disorders in elite athletes and models of
639 service provision. *Psychology of Sport and Exercise*, 38, 61-71.
640 <https://doi.org/10.1016/j.psychsport.2018.05.013>

641 Norris, L. A., Didymus, F. F., & Kaiseler, M. (2017). Stressors, coping, and well-being
642 among sports coaches: A systematic review. *Psychology of Sport and Exercise*, 33,
643 93-112. <https://doi.org/10.1016/j.psychsport.2017.08.005>

644 Olusoga, P., Bentzen, M., & Kenttä, G. (2019). Coach burnout: A scoping review.
645 *International Sport Coaching Journal*, 6(1), 42-62. [https://doi.org/10.1123/iscj.2017-](https://doi.org/10.1123/iscj.2017-0094)
646 0094

647 Olusoga, P., Butt, J., Hays, K., & Maynard, I. (2009). Stress in elite sports coaching:
648 Identifying stressors. *Journal of Applied Sport Psychology*, 21(4), 442-459.
649 <https://doi.org/10.1080/10413200903222921>

650 Olusoga, P., Butt, J., Maynard, I., & Hays, K. (2010). Stress and coping: A study of world
651 class coaches. *Journal of Applied Sport Psychology*, 22(3), 274-293.
652 <https://doi.org/10.1080/10413201003760968>

653 Olusoga, P., & Kenttä, G. (2017). Desperate to quit: A narrative analysis of burnout and
654 recovery in high-performance sports coaching. *The Sport Psychologist*, 31(3), 237-
655 248. <https://doi.org/10.1123/tsp.2016-0010>

656 Pawsey, F., Wong, J. H. K., Kenttä, G., & Näswall, K. (2021). Daily mindfulness is
657 associated with recovery processes among coaches: A 4-week diary study.
658 *International Sport Coaching Journal*, 8(3), 371-381.
659 <https://doi.org/10.1123/iscj.2020-0045>

660 Pilkington, V., Rice, S. M., Walton, C. C., Gwyther, K., Olive, L., Butterworth, M., ... &
661 Purcell, R. (2022). Prevalence and correlates of mental health symptoms and well-
662 being among elite sport coaches and high-performance support staff. *Sports*
663 *Medicine-open*, 8(1), 1-14. <https://doi.org/10.1186/s40798-022-00479-y>

664 Potts, A. J., Dudymus, F. F., & Kaiseler, M. (2021). Psychological stress and psychological
665 well-being among sports coaches: A meta-synthesis of the qualitative research
666 evidence. *International Review of Sport and Exercise Psychology*, 1-30.
667 <https://doi.org/10.1080/1750984X.2021.1907853>

668 Poucher, Z. A., Tamminen, K. A., Kerr, G., & Cairney, J. (2021). A commentary on mental
669 health research in elite sport. *Journal of Applied Sport Psychology*, 33(1), 60–82.
670 <https://doi.org/10.1080/10413200.2019.1668496>

671 Purcell, R., Gwyther, K. & Rice, S. M. (2019). Mental health in elite athletes: Increased

awareness requires an early intervention framework to respond to athlete needs.

Sports Medicine Open 5, Article 46. <https://doi.org/10.1186/s40798-019-0220-1>

Roberts, S. J., Baker, M. Reeves, M. J., Jones, G., & Cronin, C. (2019). Lifting the veil of depression and alcoholism in sport coaching: How do we care for carers? *Qualitative Research in Sport, Exercise and Health*, 11(4), 510-526.

<https://doi.org/10.1080/2159676X.2018.1556182>

Rynne, S. (2014). 'Fast track' and 'traditional path' coaches: Affordances, agency and social capital. *Sport, Education and Society*, 19(3), 299-313.

<https://doi.org/10.1080/13573322.2012.670113>

Simpson, R. A., Didymus, F. F., & Williams, T. L. (2021). Organizational stress and well-being in competitive sport: A systematic review. *International Review of Sport and Exercise Psychology*, 1-29. <https://doi.org/10.1080/1750984X.2021.1975305>

Sisjord, M. K., Fasting, K., & Sand, T. S. (2022). Combining coaching with family life. A study of female and male elite level coaches in Norway. *Sports Coaching Review*, 1-19. <https://doi.org/10.1080/21640629.2021.1984047>

Smith, M. J., & Runswick, O. R. (2020). Enhancing Coach Understanding of Mental Ill Health Through the Identification of Temporal Themes in Athletes' Stories. *International Sport Coaching Journal*, 1(aop), 1-11.

<https://doi.org/10.1123/iscj.2019-0073>

Symons, C. M., O'Sullivan, G.A., & Polman, R. The impacts of discriminatory experiences on lesbian, gay and bisexual people in sport. *Annals of Leisure Research*, 20(4), 467-489. <https://doi.org/10.1080/11745398.2016.1251327>

Thelwell, R. C., Weston, N. J., Greenlees, I. A., & Hutchings, N. V. (2008). Stressors in elite sport: A coach perspective. *Journal of Sports Sciences*, 26(9), 905-918.

<https://doi.org/10.1080/02640410801885933>

697 Turnnidge, J., & Côté, J. (2017). Transformational coaching workshop: Applying a person-
698 centred approach to coach development programs. *International Sport Coaching*
699 *Journal*, 4(3), 314-325. <https://doi.org/10.1123/iscj.2017-004>

700 Van Slingerland, K. J., Durand-Bush, N., Bradley, L., Goldfield, G., Archambault, R.,
701 Smith, D., ...& Kenttä, G. (2019). Canadian Centre for Mental Health and Sport
702 (CCMHS) position statement: Principles of mental health in competitive and high-
703 performance sport. *Clinical Journal of Sport Medicine*, 29(3), 173–180.
704 [doi:10.1097/JSM.0000000000000665](https://doi.org/10.1097/JSM.0000000000000665)

705 Vella, S.A., Schweickle, M.J., Sutcliffe, J.T., & Swann, C. (2021). A systematic review and
706 meta-synthesis of mental health position statements in sport: Scope, quality and
707 future directions. *Psychology of Sport & Exercise*.
708 <https://doi.org/10.1016/j.psychsport.2021.101946>

709 Vella, S. A., Mayland, E., Schweickle, M. J., Sutcliffe, J. T., McEwan, D., & Swann, C.
710 (2022). Psychological safety in sport: a systematic review and concept analysis.
711 *International Review of Sport and Exercise Psychology*, 1-24.
712 <https://doi.org/10.1080/1750984X.2022.2028306>

713 Wagstaff, C. R. (Ed.). (2016). *The Organizational Psychology of Sport: Key Issues and*
714 *Practical Applications*. Taylor & Francis.

715 World Health Organization (2022). World mental health report: Transforming mental health
716 for all. <https://www.who.int/publications/i/item/9789240049338>