Passion and the Expert Coach: Impact on Life and Performance

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Abstract

Expert coaches are passionate and highly committed to their sport and their athletes (McLean & Mallett, 2012). The dual model of passion asserts that passion can be harmonious or obsessive depending on how the passionate activity is internalized into one's identity (Vallerand, et al., 2003). The purpose of the study was to explore the relationship between expert coaches' passion for coaching and their performance, health and ability to balance coach and family demands from the perspective of the expert coaches and their partner. The participants in this study were expert coaches working with senior national team members (i.e., those competing at the Olympics/Paralympics and/or World Championships) and their partners. The coaches and partners each participated in an interview. Results found that passion appears to be a necessary ingredient for expert coach success and the expert level coaches in this study appeared to be obsessively passionate about their role. The results also suggested that managing expert coaches for successful and sustained performance requires the acknowledgement and understanding of the demands of the expert coach role as well as the nature of coaches (i.e., obsessive and driven) so the impact of obsessive passion can be mitigated. To create sustainable coaching performance, coaching environments should protect coaches from the negative side effects of obsessive passion through effective planning for recovery. The partner results indicated coach partners are key to coach performance and fully committed to the performance of the expert coach. At times partners experience frustration and feel that they are secondary to sport due to the obsessive passion of their partner. Further study should examine interventions that protect coaches from the negative outcomes of obsessive passion.

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Chapter 1: Introduction

Expert sport in Canada is increasingly focused on athlete performance (Own the Podium, 2015). The funding National Sport Organizations (NSOs) receive from Own the Podium (OTP) is based primarily on athlete performances at Olympic Games. Sports that produce medals are better supported than sports that do not (Own the Podium, 2015). These performances are achieved through the guidance and direction of the coach (McLean & Mallett, 2012). Athlete success and coach success are inextricably linked. Successful athletes require good coaches and successful coaches require good athletes (McLean & Mallett, 2012). Extensive research has been undertaken to understand every facet of athletic performance (i.e., physiological, psychological, and mechanical including coach learning and the coaching process); however, research that examines the coach experience and the effect of the expert coaching job on the performance and health of the coach is not prevalent. The sport community is well versed when it comes to tactics for managing and peaking an athlete, but lacks the knowledge to effectively manage coach performance.

The role of the coach is crucial (Smith & Smoll, 1997). It has even been suggested that "a central figure in the youth sport environment is the coach" (Smoll, Smith, Barnett, & Everett, 1993, p. 602). The coaches' spectrum of influence stretches from the development of athlete's sport specific skills through to their overall holistic development as human beings (Coaching Association of Canada, 2013). The specific role the coach plays and the skills they develop will shift as an athlete moves through the sport continuum, from participating at the grassroots level to competing against the best in the world. Despite the shifts in the coach's role throughout an athlete's career, the importance of the coach cannot be minimized at any point in an athlete's development.

Athletes and coaches who compete against the best in the world have been referred to as elite, expert, Olympic and high performance performers (Werthner & Trudel, 2009). A clear and widely accepted definition of the concept of "expert coach" does not exist in the literature. "High performance" has been defined through a variety of categorizations. Some researchers have used a threshold time in the role of athlete or coach (e.g., 10 years) with experiences across that period being in various settings (i.e. provincial, national, and international contexts) (Côté, Salmela, Trudel, Baria, & Russell, 1995), while others have delineated elite environments from non-elite settings through the intent of the training (i.e., competitive performance versus fun) (Erikson, Côté, & Fraser-Thomas, 2007). The use of the term high performance regarding athletes or coaches is somewhat nebulous in the literature. For the purposes of this research, the terms "high performance" and "elite" will be synonymous with "expert" as it is defined by Baker, Wattie and Schorer (2015), as "one whose performance is two standard deviations from the mean performance for the population (within the top 5 percent of performances)" (p. 9) or when performance cannot be measured objectively is determined by expert evaluation and social recognition. In addition, Côté, Young, North and Duffy's (2007) definition, where the coach is responsible for preparing the athletes for competition through deliberate practice and, as the athlete gets older, collaboration will also be applied. That is, coaches who are working with senior national team members bound for the Olympics/Paralympics and/or World Championships or those who have been in such a role within the last five years. Unlike the definition of high performance, a review of the literature finds the models of coaching to be laid out in a more concise

manner, outlining the specific tasks, behaviours and processes associated with expert coaching.

MacLean and Chelladurai's (1995) Dimensions for Coach Performance was borne out of a need for a coach evaluation tool that did not focus on performance outcomes alone, but considered all the behaviours and tasks involved with performing the job of a coach. This concept was further developed by Rynne and Mallett (2012) as they sought to identify the specific tasks involved with high performance coaching work. The authors identified 11 categories of tasks the high performance coaches engage in to accomplish the deliverables associated with their jobs. These include (among others) hands on coaching, pastoral care (e.g. personal development of athletes), programming (i.e., planning and workout development) and management of the program/squad. A third model of coach evaluation was Côté et al.'s (1995) Coach Model (CM) focuses on the coaching process (competition, training and organization). These elements are affected by peripheral elements such as personal characteristics of the coach, the level of the athlete and their personal characteristics as well as the goal of the program and the coach's view of the athlete's potential. Côté and colleagues' (1995) model focuses on the coaching process (training and competition) as opposed to coach behaviours as is the case with the models mentioned previously. The above three models of coaching, while providing a clear picture of what it is that coaches are accountable for and who they are accountable to, do not accurately represent the chaos that accompanies such environments.

The Olympic environment is challenging and unlike anything else given the focus on the outcomes of competition and media interest in general (Olusoga, Maynard, Hays,

& Butt, 2012). The profession of coaching is multifaceted, goals are inherently challenging, outcomes cannot be promised, and coaches are ultimately evaluated by the success or failure of their athletes to perform (Jones & Wallace, 2005). In many cases, expert coaches complete these tasks while travelling with their athletes, often putting in long hours and, in some cases, holding down a second job to supplement their income (CAC, 2009). Under these conditions, it is not surprising that a 2013 Parliament of Canada House of Commons Committee Report found that work-life balance is an issue with retaining high performance coaches. It is also not surprising that coach burnout is a category within occupational burnout (Gustafsson, Hancock, & Côté, 2014) or, as noted by Mallett & Lara-Bercial (2016), that it is possible that both the physical and mental well-being of expert coaches can be compromised by the expert coaching job. Stress may develop because of pressures that originate from many sources including daily work with athletes, administrative tasks, budget management, and interactions with colleagues (Chroni, Diakaki, Perkos, Hassandra & Schoen, 2013; Lundkvist, Stenling, Gustafsson & Hassmén, 2014; Thelwell, Weston, Greenlees & Hutchings, 2008). In a study of 41 Division 1 female NCAA coaches, Dixon and Bruening (2007) found that the coaches' families were sacrificed more than their work resulting in conflict at home and the coaches experiencing feelings of guilt. In terms of personal relationships, Séguin-Levesque, Laliberté, Pelletier, Blanchard and Vallerand (2003) found that in romantic relationships where one partner was obsessively passionate about an activity (the internet), the couple experienced conflict in their relationship. Lafrenière, Jowett, Vallerand and Carbonneau (2011) found that coaches who are obsessively passionate exhibit controlling behaviours. Without question, coaches display an incredible amount

of commitment toward their occupation. They are fully entrenched, or embedded into their jobs (Mitchell, Holtom, Lee & Graske, 2001). Coaches are passionate about what they do, so much so that being a "coach" may represent a central feature of their identity (Vallerand, 2008).

Passion can contribute to one having a meaningful life and to one's motivation to take on specific activities. However, it can also result in negative consequences including an inflexible approach to activities one is passionate about which can lead to an imbalance in life overall (Vallerand et al., 2003). Vallerand and colleagues (2003) define passion as "a strong inclination toward an activity that people like, they find important and in which they invest time and energy" (p. 756). They developed a dualistic model of passion indicating that it can be positive (harmonious passion or HP) and negative (obsessive passion or OP), the distinction being the way the activity is internalized in one's identity. The dualistic model of passion has been found to apply to number environments including employment settings (Forest, Mageau, Serrazin, & Morin 2010; Thorgren, Wincent, & Sirén, 2013; Zigarmi, Houson, Diehl, & Witt, 2010), dancers (Rip, Fortin, & Vallerand, 2006), musicians (Bonneville-Roussy, Lavigne, & Vallerand, 2010), as well as sport settings with athletes (Vallerand et al., 2006; Vallerand et al., 2008) and the coach -athlete relationship (Lafrenière et al.; 2008; Lafrenière et al., 2011)

The dual model of passion has been applied to coaches, but only in the context of coach-athlete relationships (Lafrenière et al., 2008). Regarding coaching alone, engagement in sport and/or coaching may begin as an activity the coach is harmoniously passionate about, but there is potential for it to shift to OP as they move up the coaching ladder and into coach employment and the expert context. In a study of characteristics of

Olympic coaches Werthner and Trudel (2009) found that one of the commonalities among coaches is a state of "always thinking about" (p. 39), a sign perhaps that their work spills over into their personal life or that their engagement in work is no longer autonomous, but controlled. Lara-Bercial & Mallet (2016) corroborated the "always thinking" coach characteristic when they found that expert coaches tend to "leave no stone unturned", (p.21) in their quest for excellence. This concept is supported by the on-task thoughts off-work that Thorgren et al. (2013) discovered were linked with OP.

Understanding passion and its effect on performance and overall functioning of expert coaches is key because, "interventions targeting people with high levels of obsessive passion should aim at reducing the encroachment of the passionate activity on other life areas and at helping people to find more efficient ways to control their engagement in the passionate activity" (Forest et al., 2010, p. 37). Obsessively passionate individuals are profoundly committed to their work; however, the passion that drives them to work so intensively also appears to prevent them from truly enjoying their job. OP appears to restrict emotional energy and mental resilience in the work setting (Trépanier, Fernet, Austin, Forest, & Vallerand, 2014). On the other hand, HP supports high emotional energy and fulfillment at work; HP allows individuals to approach tasks with flexibility and under these circumstances they are better able to focus and fully experience task accomplishment which leads to positive outcomes (Trépanier et al., 2014).

The experiences of expert coaches need to be understood from the perspective of the dual model of passion in order that interventions to maximize their performance, overall health, personal relationships and psychological well-being can be made. This

perspective has not been previously explored in either a quantitative or qualitative setting nor has an attempt to understand the experience of an expert coach's spouse ever been undertaken to my knowledge. If the coach is obsessively passionate, they may seek get the job done at all costs, resulting in the possibility that the coach's ability to optimally perform their job as well as their overall psychological health, physical health and well-being are compromised. If that is the case, the national team program could be comprised and optimal performance may never be achieved.

The purpose of the study is to explore the perspective of expert coaches and their partners to determine the role passion plays in the lives of expert coaches. Also of interest is the impact of the job of expert coaches on their performance and personal lives. Therefore, this study seeks to answer the following research questions: 1) What is the relationship between an expert coach's passion for coaching and his/her performance as a coach; their health and wellbeing, and their ability to balance coaching and family demands? 2) How do expert coaches' partners perceive their partner's level of passion for their role as an expert coach?

The research questions were explored through in–depth interviews with a theoretical sample of expert coaches and their partners. Charmaz's (2008) constructionist approach to grounded theory was used to analyze the data and develop a substantive theory. Determining the role of passion in the experience and performance of the expert coach will contribute to a body of knowledge that may assist in better managing expert coaches holistically within the Canadian sport system. Changes in expert coach management may have a positive impact on performance as well as the longevity of expert coaches' careers and their overall health.

Chapter 2: Literature Review

The review of literature that follows will provide an overview of coaching contexts and high performance models including a definition of high performance. The negative consequences of coaching are reviewed followed by a discussion about passion and its role in overall well-being, work and sport. A range of literature in English was reviewed including peer reviewed articles from Psychology, Business and Coaching research as well as industry specific documents from the Coaching Association of Canada, Own the Podium and the Government of Canada. The publication dates ranged from 1990 – 2016.

In Canada, formal coach training for many national and provincial sport organizations is governed by the Coaching Association of Canada (CAC, 2013) and the training is offered through the National Coaching Certification Program (NCCP). The NCCP philosophy indicates that at its core, coaching is about helping others improve and achieve goals in and through sport (CAC, 2013). NCCP coach training is designed to prepare coaches to create a positive experience for all athletes, to provide opportunities for athletes to achieve their full potential through sport and to use sport as a personal development tool (CAC, 2013). The role of the coach is crucial (Smith & Smoll, 1997) coaches have a significant impact on athletes, often spending more time with them than parents and teachers (CAC, 2013) and play a role in the holistic development of the person, teaching athletes to take risks and develop personal control as well as manage success and failure (Smith & Smoll, 1997). The specific role coaches play will change an athlete moves through the continuum of development.

The NCCP identifies three coaching streams (Community Sport, Instruction and Competition), each with specific contexts (CAC, 2013). Community Sport coaches are those who work with young children in recreation programs where the focus of the program is fostering a love of sport within a fun environment and competition is not a primary objective (e.g., U4 soccer). Many coaches in this setting do not have any experience in the sport they are coaching and often these programs only last a few weeks (CAC, 2013). Instruction stream coaches are focused on teaching sport-specific skills in various levels of proficiency. The programs that Instructor Stream coaches work in are generally non-competitive and focus on skill development (e.g., Run, Jump, Throw program instructors) (CAC, 2013). The coaches in the Competitive Stream are involved in programs where athletes seek to achieve a performance (CAC, 2013). This stream has three contexts: Competition Introduction, Competition Development and Competition High Performance (CAC, 2013).

In Competition Introduction, there is a focus on fun as well as basic technical and tactical development. Athletes compete seasonally in low-level competitions. For Competition Introduction, coaches' sport specialization is not a priority, rather the emphasis of training is focused on the opportunity for the athletes to develop social skills and the coach to teach values (CAC 2013). Competition Development represents the context where although having fun while participating in sport is still an important part of the sport experience, performance outcomes take on greater importance and athletes may need to meet specific-performance standards. Coaches working with athletes at this stage are preparing athletes for provincial and national competition and, as such, the focus in preparation is on more advanced skills and tactics. Event specialization and overall

fitness play a key role in athlete preparation and athletes and coaches will be training several times a week and in some cases year round. This situation continues to afford the opportunity to refine social skills as well as teaching values and ethics (CAC, 2013). Coaches working in the high performance context are generally (with the exception of early specialization sports such as Gymnastics) working with young adults in the pursuit of world class performance. Training is focused on the refinement of sport specific skills and tactics; it is very specialized and achieved through a full-time, year-round program. Performance outcomes are very important as the athletes work to achieve their full athletic potential. The reinforcement and refinement of ethical behaviour, values and social skills continues throughout this context (CAC, 2013).

While the definition of high performance from the perspective of the High Performance Context of the NCCP Competition Stream is very clear and quite precise, the definition of this concept in the coaching literature is not as crisp and is quite varied. The variance in the definitions around this concept creates a challenge when the literature being reviewed is targeted at high performance coaches, as defined by the CAC. The discussion that follows outlines some common definitions of high performance in the literature and specifically outlines the high performance framework from which the rest of the review will be based.

2.1 Definitions of Expert Coach

A clear and widely accepted definition of the term “high performance” does not appear to exist. Defining the term “expert coach” is challenging because the title expert coach is often awarded and/or evaluated based on the performance of the coach’s athletes (Côté et al., 2007). The definition cannot be linked to athlete performance alone; the

definition must also be linked to a specific sport context and the way in which coaches impart their expertise and show their competencies (behavioural and social) during their interactions with athletes (Côté et al., 2007). The specific knowledge the coach possesses should be relevant to the context in which coaches have accumulated significant experience and/or been exposed to formal preparation such as mentorship or coach education (Côté et al., 2007). In addition to the context description provided by the CAC previously, the definitions associated with high performance in the literature are broad as opposed to narrow in their focus. The terms high performance, expert or elite are all terms that have been used to describe coaches working in various levels of sport (i.e. Olympic, international, or university levels) (Werthner & Trudel, 2009). High performance coaches have also been defined as those coaches who reported a minimum of ten years of experience coaching as well as experience as an athlete in provincial, national or international competition (Côté et al., 1995). Rynne and Mallett (2012) defined high performance as sport requiring commitment from athletes and coaches that is second to nothing as well as performance goals that are public and well promoted. Such programs support and require full time work to support a highly structured and formal competition schedule (Rynne & Mallett, 2012). Côté et al. (2007) defined the expert coaches as "Performance coaches for Late Adolescents and Adults" (p. 12). In this context, the coach's main role is to prepare athletes for competition. To this end, coaches must provide opportunities for deliberate practice as well as the provision of resources both physically and socially to help them to succeed. Coaches working with older and more experienced athletes should recognize that the athlete-coach relationship will become more collaborative as opposed to top-down as the athlete becomes an adult

and gains experience. Finally, Erikson et al. (2007) refer to a high performance coach as someone coaching highly skilled athletes in a sport environment focused primarily on performance as opposed to fun or athletic development.

Given the incongruence in the definition of high performance, it is difficult to align the literature review with one specific stream of expert coach related research, as one does not appear to exist. As such, the literature reviewed encompasses material that fits all the definitions noted above. However, the research will be restricted to expert coaches, where an expert is defined as one whose performance is "two standard deviations from the mean performance for the population (within the top 5 percent of performances)" as suggested by Baker et al. (2015, p. 9) or when performance cannot be measured objectively is determined by expert evaluation or social recognition and who, as per Côté et al. (2007), are working in a specific context where they have significant experience and/or formal education. The coach participants in this study will be expert coaches who identified by a NSO as working with athletes who are preparing to compete at the Olympics/Paralympics and/or World Championships and their partners or those who have been employed in this capacity within the last 5 years and their partners. Models of coaching may help to explain the jobs and actions of coaches at this level of involvement.

2.2 Models of Expert Coaching

Cushion, Armour, and Jones (2006) refer to coaching as a reality that is dynamic, complex and messy; however, much of the research around coaching science has been guided by the positivist paradigm, which takes the view that human behaviour is predictable and controllable. Depicting coaching in this way may result in programs that

despite having theoretically sound underpinnings, are not grounded (Jones & Wallace, 2005). In other words, coaching job descriptions and deliverables look great on paper, but implementing them and living the process is challenging. Although the use of models to represent coaching practice have received criticism for preventing a holistic understanding of coaching requirements (Cushion et al., 2006), models can be helpful and provide a clear picture of what coaching work consists. Such representations are particularly helpful when the work of high performance coaches has been previously described as chaotic and ever evolving (Rynne & Mallett, 2012).

MacLean and Chelladurai (1995) developed a theoretical model of coach performance designed to be used as a tool to evaluate coach performance by examining the domain of performance, or all the behaviours and tasks associated with the performance of an individual's job. They identified that the six dimensions of coach performance (team products, personal products, direct task behaviours, indirect task behaviours, administrative maintenance behaviours and public relations behaviours) fit into either behavioural products (behaviours associated with the job) or behaviour processes (actual behaviours of the coach on the job). This concept was further developed by Rynne and Mallett (2012) as they sought to identify specific tasks involved with high performance coaching work, where high performance is defined as "sport that involves the highest levels of athlete and coach commitment, public performance objectives, intensive commitment to the development and implementation of programs as well as full time work and highly structured and formalized competitions" (p. 508). Using MacLean and Challadurai's (1995) model as a starting point, Rynne and Mallett (2012) used the outcomes of interviews with 24 high performance coaches in Australia to

further develop MacLean and Chelladurai's model, identifying 11 categories of tasks the high performance coach engages in to accomplish the deliverables associated with their work (their job). These 11 elements include hands on coaching, pastoral care (i.e. personal development of athletes), programming (i.e., planning and workout development), management of the program/squad, managing support staff, research involvement, talent identification and selection, administration (i.e., paperwork/budget), liaising with stakeholders (i.e., port organization, parents, athletes), representing the national sport organization training centre and sharing with other coaches (i.e., mentoring, education). The authors found discovered that many of the coaches, when first employed, were not well equipped to complete many of the tasks they were required to do. Their analysis indicated that tasks associated with pastoral care, program/squad and support staff management as well as talent identification and tasks associated with public relations were all areas where coaches were required to learn on the job. Rynne and Mallett (2012) also found that everyday coaching experiences with other coaches were the most highly valued source of learning for coaches given the direct relevance to their work as coaches.

A third commonly referenced coach model is Côté et al.'s (1995) Coach Model (CM). The CM was developed from interviews with 17 Canadian high performance gymnastic coaches (i.e. those coaches who reported a minimum of ten years of experience coaching as well as experience as an athlete in provincial, national or international competition). The core of the CM is the coaching process (competition, training and organization) and these elements are affected by peripheral elements that include the personal characteristics of the coach, the level of the athlete and their personal

characteristics as well as the goal of the program and the coach's view of the athlete's potential. Côté and colleagues' (1995) model focuses on the coaching process (training and competition) as opposed to coach behaviours as is the case with the models mentioned previously.

The models of coaching, at the very least, provide a starting point in determining what it is that high performance coaches do, and it is this understanding of job requirements and specific skills that allow us to examine what it takes to be a successful coach in the expert context. In summary, based on the models above, expert coaches need to be able to coach (know their sport), support and manage athletes, program (annual planning and practices), manage support staff, identify talent and be involved with research, manage a budget and handle public speaking and appearances. It appears that coaches are well prepared to handle the technical elements of their positions, but the soft skills of psychological preparation and self-management are may be lacking or absent in coach preparation (Rynne & Mallett, 2012).

Professional knowledge has been referred to as the specific collection of information that one requires to effectively coach (Côté & Gilbert, 2009), that is, the combination of sport science knowledge and sport specific knowledge. Coaching education programs worldwide have focused core education elements around the development of professional knowledge; however, much of the literature in coaching and teaching suggests that, "the development of effective coaches and coaching expertise should include professional, interpersonal and intrapersonal knowledge" (Côté & Gilbert, 2009, p. 311). In a study that examined the perceptions of elite coach and sport scientists, Williams and Kendall (2007) found that coaches felt they had a good grasp of areas

relating to the technical elements of their sport including aerobic conditioning and fitness development as well as the development of power and strength. The areas coaches felt they needed to acquire additional knowledge included sport psychology and the mental preparation of athletes. The formal certification process offered through the National Coaching Certification Program (NCCP) in Canada, appears to prepare coaches for the sport science and physical based elements of coaching, but lacks in the peripheral tasks related to soft skills such as pastoral care of athletes as well as self-care on the part of the coach. The absence of these elements in coach preparation is a concern. While a major component of coaching expertise is dependent upon one's ability to teach sport specific skills, coaching success is also dependent upon one's ability to create and maintain relationships with others (Côté & Gilbert, 2009). While the absence of these elements in coaching education is concerning, perhaps successful elite coaches are accessing these elements through means other than that of the formal coaching education programs. Both Côté (2006) and Mallett & Lara-Bercial (2016) noted that successful expert coaches tend to be engaged in life-long learning with Côté (2006) noting that ongoing learning may occur outside of formal coach education programs.

2.3 The Coaching Job

Coaching is a tough, but rewarding job (Jones & Wallace, 2005; Raph, 1998). Even though goals are inherently challenging, the intended outcomes can never be guaranteed and the ultimate evaluation of a coach's effectiveness is largely determined by the success of their athletes (Jones & Wallace, 2005); coaching is quintessentially meaningful, challenging, enjoyable, and a privilege (Raph, 1998). The models of coaching presented in the literature indicate that while performance (training, competition

and organization) is at the core of what coaches do (Côté et al., 1995), they also must be able to handle a myriad of other responsibilities including staff management (human resources), the provision of pastoral care to athletes (psychologist), administrative tasks (administration and finance) and demonstrate prowess with dealing with media and public scrutiny (communication and public relations) (Rynne & Mallett, 2012). For the most part, expert coaches are expected to complete these tasks while travelling away from home one to two times a month, working over 40 hours a week with no overtime compensation and, in some cases, holding down a second job to supplement their income, since 53% of high performance coaches in Canada make less than $20,000 a year from their primary coaching position (CAC, 2009). Yet, 45% of Canadian coaches surveyed consider themselves full time (CAC, 2009). It is not hard to see why a 2013 Parliament of Canada House of Commons Committee Report found that work-life balance is an issue with retaining high performance coaches, and a study by The National Coaching Foundation in the UK (2012) found that coaches under age 35 are twice as likely to leave coaching than coaches over 35, with 71% of them doing so for personal reasons.

2.4 Negative consequences of coaching. Coach work environments are challenging and stressful. The work is multifaceted and requires a myriad of tasks from performance management and production to administrative work and collegial interaction (Lundkvist et al., 2014) and stressors can originate from many directions including athlete performance, coach performance and organizational elements (Thelwell et al., 2008). The job requirements related to coaching may lead to an accumulation of stress which could potentially result in burn-out related problems including some coaches leaving coaching (Lundkvist et al., 2014). The expert coach job has the potential to

compromise the emotional and physical health of coaches, a risk expert coaches should be made aware of (Mallett & Lara-Bercial, 2016). Further, Knight, Rodgers, Reade and Mrak (2015) found overwhelming workloads and challenges with balancing coaching with family responsibilities as reasons for transitioning out of coaching.

In 2007, Dixon and Bruening studied 41 Division 1 female coaches with children. Almost of half of the participants in the study recalled feeling guilty over the amount of time they spent at work and not at home. The children of these coaches indicated that while they sometimes understood their mother's work, they also felt resentment that their moms were not involved in their own extra-curricular activities because they were providing them for someone else (Dixon & Bruening, 2007). The job of the expert coach is not easy; in addition to the pressure on coaches to produce performances (i.e., to win), the coaching job is one of long hours which often requires one to be at work on evenings and during weekends (Turner & Chelladurai, 2005). Not all coaches can entertain the option of leaving their position; some may be required to stay in a coaching job despite the conflict and negative consequences the position brings simply because they need to continue earning a paycheque (Turner & Chelladurai, 2005). While many coaches understand that engaging in coaching as employment will require long hours and exposure to inherently stressful conditions, they may be caught by surprise if they are one who feel entrapped in sport, meaning they are involved in sport out of obligation, as opposed to getting enjoyment out of the activity (Gustafsson et al., 2014). This concept is rooted in commitment theory and may also be linked to burnout (Gustafsson et al., 2014).

2.5 Positive coach experiences. Coaching is a worthwhile endeavor (Raph, 1998). It is a unique position with numerous rewards; a player smiling, an athlete graduating or pulling away from negative influences and choosing sport are all outcomes coaches may influence (Raph, 1998). While there may be some negative consequences associated with coaching, those who engage in this endeavor are aware that there are plenty of positive outcomes associated with the practice of coaching. Unfortunately, there has been little research that is specifically focused on the focused upon the experiences of the coach (Pope & Hall, 2015). Understanding sport from the perspective of the coach's psychological needs and encounters will contribute to understanding the world the coach operates in as well as provide insight for the sport system overall (Pope & Hall, 2015). In 2008, Jowett undertook a study that examined intrinsic and extrinsic motivation in coach and athlete satisfaction. The outcomes of this study reported that the coaching job provided both intrinsic and extrinsic rewards: personal enjoyment, opportunities to be challenged, and overcome challenges and personal achievements were found to be intrinsic coaching rewards while benefits, remuneration in the form of payment, recognition of a job well done, and enjoyable working conditions were found to be extrinsic rewards (Jowett, 2008). Similarly, in a study of what motivates coaches to coach, McLean and Mallett (2012) found that coaches enjoy coaching because of their strong personal connection with the sport. Coaching is a way for coaches to remain involved after their careers as athletes end. Many coaches in the study reported that they drew enjoyment from their interactions with their athletes and, that, coaching provided the coaches with a social benefit. Several coaches in the study regarded socialization as one of the most enjoyable aspects of coaching. Finally, although the expert coaches in

McLean and Mallett's (2012) study of coach motivation were found to be goal driven and results oriented, they reported that they enjoyed working with skilled and motivated athletes to produce results. The athletes' accomplishments by coaches in this context were seen as a reflection of the competence of the coach. These expert coaches were motivated to produce results through the development of their athletes.

2.6 Commitment. Coaches of high performance athletes display an incredible amount of commitment toward their occupation. A coach's commitment to the profession of coaching likely falls into three categorizations of commitment: affective, continuance and normative (Turner & Chelladurai, 2005). Affective commitment indicates that coaches are committed due to emotional ties; they coach because they enjoy it. Continuance commitment is linked to an awareness of the cost of leaving. Coaches may commit because they must be due to a lack of alternative employment opportunities or the significant personal investment already made into their career. Finally, in a normative commitment scenario a coach will stay committed because they ought to, in other words they feel obligated to do so (Turner & Chelladurai, 2005).

"Embeddedness" is a term used to describe the degree that individuals are entrenched in their jobs (Mitchell et al., 2001). It involves attachments to work-related elements that are not directly work related, including people they work with, perks of the job, and connectedness of the job to the life of the employee in general (Mitchell et al., 2001). Turner and Chelladurai (2005) indicated that embeddedness is generic to all occupations; however, is it more significant for coaches given the time they invest in establishing relationships with parents, athletes, alumni, media, and administrators.

2.7 Burnout. Coach burnout is a specific category of burnout within occupational burnout. Considering the stressful work environment, the guilt around working hours and travel and the influence of commitment and embeddedness, it is not difficult to see why this is the case (Gustafsson et al., 2014). Occupational burnout is characterized as a psychological syndrome that develops in response to ongoing (chronic) interpersonal stressors (Gustafsson et al., 2014). There are three primary elements of occupational burnout: 1) a disconnection from the job, 2) extreme fatigue and 3) negative feelings (Gustafsson et al., 2014).

Research has shown that coaches in general are more embedded in their jobs than other occupations and their commitment may be drawn from affective, continuance or normative situations (Turner & Chelladurai, 2005). The literature has indicated that coaches feel guilt around their working hours and conflicts with their home life, but ultimately it is their home life that is sacrificed (Dixon & Bruening, 2007), and that burnout is a real risk for coaches (Gustafsson et al., 2014). In fact, in their review of citation structures in sport burnout literature, Gustafsson and colleagues (2014) noted that burnout in high performance athletes could be linked to the amount of time they commit to sport because the time they spend in sport limits their opportunities to develop a multifaceted identity. The rationale behind this perspective is that athletes engaged in expert sport are leaving because they want more control over their lives and their involvement as an expert athlete is impeding the development of their natural identity. The same could be said for expert coaches, except for reasons related to commitment (to their athletes and to maintain a paycheque), embeddedness, entrapment and passion, stepping away from coaching is not a simple act. It could be that the identity of

themselves as a coach is the only self- concept that they have. Under these circumstances, the coach's passion for sport could be contributing to unhealthy behaviours and resulting negative consequences.

2.8 Passion.

The concept of passion has been developed out of positive psychology, which is the exploration of what makes life worth living (Vallerand, 2008). The last decade of passion research has shown that a better understanding of the construct of passion contributes to our understanding of the elements that lead to an enjoyable (better) life (Marsh et al., 2013). Researchers in this area seek to understand which characteristics not only contribute to a life well lived, but also how these elements can be developed and built within individuals (Seligman & Csikszentmihalyi, 2000). The passion model is closely tied to Self Determination Theory (Deci & Ryan, 2000; Lafrenière et al., 2008), which maintains that the needs of competence (i.e., effective interaction with their environment), relatedness (i.e., positive interactions with others) and autonomy (i.e., personal volition) are necessary for ongoing psychological growth, integrity and well-being and that individuals engage in activities to satisfy these needs.

Passion can drive motivation, contribute to the creation of a life full of meaning and have a positive impact on well-being. Unfortunately, passion can also create negative emotions, lead to a rigid approach to life, and result in a general life imbalance (as opposed to having a balanced approach to life) (Vallerand et al., 2003). Vallerand and colleagues (2003) define passion as "a strong inclination toward an activity that people like, they find important and in which they invest time and energy" (p. 756).

Passion is a psychological activity where value is placed on an endeavor and emotions are linked to it (Forest et al., 2010).

2.8.1 Dual model of passion. Vallerand and colleagues (2003) determined that passion can be positive (harmonious passion or HP) and negative (obsessive passion or OP). This dual model of passion asserts that the delineation between OP and HP is the way the activity is internalized into one's identity. The dualistic model of passion has been found to apply to many settings including employment settings (Forest et al., 2010; Thorgren et al., 2013; Zigarmi et al., 2010), dancers (Rip et al., 2006), musicians (Bonneville-Roussy et al., 2010) and sport (Vallerand et al., 2006; Vallerand et al., 2008; Lafrenière et al., 2008; Lafrenière et al., 2011)

HP occurs when the internalization of an activity into a person's identity is autonomous (Vallerand et al., 2003). That is, the individual has freely accepted the importance of the activity to them without any contingencies attached, they engage in the activity willingly. Individuals who experience HP can adapt when prevented from engaging in their passionate activity without negative consequences (Carbonneau, Vallerand, & Massicotte, 2010). With HP, the activity one is passionate about is important in an individual's life but it does not overtake the life of the individual, and therefore the person is able to retain a balanced life (Vallerand et al., 2003). In a study of yoga participants in 2010, Carbonneau and colleagues found that engaging in yoga resulted in participants experiencing psychological well-being but only when the practice of yoga was motivated by HP. A similar finding was unearthed with musicians, Bonneville-Roussy et al. (2010) found that musicians who were harmoniously passionate

freely chose to engage in musical activities, seeking mastery goals as opposed to comparisons to others as their motivation for engaging in practice.

OP is the opposite of HP (Vallerand et al., 2003). The internalization of the activity is controlled and stems from intra- or interpersonal pressure. This may be due to contingencies that are attached to the activity or the sense of excitement derived from the activity (Vallerand et al., 2003). Even though individuals enjoy the activity, they feel compelled to participate in it because of the internal contingencies associated with the activity engagement. In situations where OP is present, the activity inevitably takes up disproportionate space in the person's identity resulting in conflict with other elements of the person's life (Vallerand et al., 2003). In a 2009 study of basketball players, Donahue, Rip and Vallerand found that OP players were willing to do almost anything to protect their identity as competent athletes including injuring other athletes who posed a threat to their identity as good basketball players. Individuals who are OP do not gain the positive outcomes of engaging in the passionate activity, but rather, also experience negative effects. Similarly, Carbonneau et al. (2010), found that over a three-month period, yoga participants who were OP experienced not only an increase in negative emotions, but the OP participants may have been prevented from experiencing the positive virtues of yoga participation.

2.8.2 Passion and work. Passion in the workplace has been defined as a state where employees are engaged in their work and willing to be good organizational citizens, to endorse the organization and to perform at or above the expected norm (Zigarmi et al., 2010). This concept is also defined as, "an individual's emotional and persistent state of desire on the basis of cognitive and affective work appraisals, resulting

in consistent work intentions and behaviours" (Perrewé, Hochwarter, Ferris, Mcallister & Harris, 2013, p. 146). A recent study of individuals involved with business starts ups in Sweden (Thorgren et al., 2013) demonstrated that work-life issues may be affected in different ways depending on the type of passion one has for work. The study's findings suggest that the development of HP towards one's work should be facilitated, while OP towards work should be mitigated and effort should be given to minimizing on-task thoughts off work (thinking about work when not at work) as opposed to trying to eliminate off-task thoughts at work (thinking about non-work related elements while at work).

HP at work is associated with having fun at work, overall career satisfaction, and exhibiting control over one's work (Forest et al., 2010) as well as supporting high emotional energy and fulfilment at work and enabling employees to approach tasks with flexibility (Trépanier et al., 2014). Harmonious energy distribution may also allow individuals to disengage or detach from work when appropriate, contributing to the use of effective recovery strategies and preventing emotional and physical exhaustion over time (Trépanier et al., 2014). HP has also been found to relate to optimal human functioning variables such as concentration, sense of control, vitality and affective commitment (Forest et al., 2010). A harmoniously passionate approach to work leads to a more balanced approach to work engagement as individuals who are HP can avoid the downsides of passion because the passionate activity does not occupy a disproportionate space in their identity (Thorgren et al., 2013). HP employees can arrange their work in such a way that their work gets completed, but it does not conflict with family commitments or other elements of life (Caudroit, Boiché, Stephan, Le Scanff, &

Trouilloud, 2011). Not surprisingly, OP in the work environment has been found to relate negatively to mental health and is associated with bringing work home, working on holidays and thinking about work after hours (Forest et al., 2010) as well as restricting emotional energy and mental resilience in the work setting (Trépanier et al., 2014). Thinking about work after hours has been defined by Thorgren and colleagues (2013) as on-task thoughts off work, and they discovered a positive relationship between OP and these types of ruminations. This pathway is unproductive and implies that extreme forms of work passion can be dysfunctional and result in negative effects such as role intrusion and conflicts of attention between work and life roles. This finding is supported by Forest et al. (2010) who found that individuals exhibiting OP may demonstrate a disproportionate emphasis on work resulting in conflicts with family and social life as well as lower levels of optimal human functioning. OP has also been associated with the continuance of behaviours even when positive returns are no longer an outcome of activity engagement (Vallerand et al., 2003). A relationship between OP and burnout was established by Trépanier et al. (2014) in a study of the relationship between job demands and resources with burnout in nurses and teachers. In this study, it was determined that individuals who feel compelled to be fully immersed in their job are more likely to tirelessly commit to their job and not detach themselves when they should. The rigidity in this approach can drain energy and lead to exhaustion.

2.8.3 Passion and sport. When applied to the sport setting and specifically to athletes, HP and OP represent two pathways towards performance attainment (Vallerand et al., 2008). HP has been found to promote a specific focus on mastering skill as an individual engages in deliberate practice and activities aimed at skill improvement. This

pathway has been found to have a positive relationship with subjective well-being (Vallerand et al., 2008). The road to performance through OP has been found to be less than optimal as it involves the adoption of mastery goals and maladaptive achievement goals (Vallerand et al., 2008). The rigid approach displayed by athletes with OP may lead to mental staleness or even physical injury, both of which on are not conducive to effective performance (Vallerand et al., 2003). Similar characteristics have been found with dancers; those with OP were more likely be to chronically injured and not seek adequate treatment when injured (Rip et al., 2006). This process prevents one from enjoying themselves when engaged in an activity and does not promote subjective well-being (Vallerand et al., 2008) as demonstrated previously in the yoga study where OP for an activity negated the positive psychological benefits associated with participation (Carbonneau et al., 2010).

Although HP may not result in the persistence in an activity at all costs, it may lead to higher levels of performance because HP has been found to contribute to a more flexible psychological state that should lead to better focus, less pressure and anxiety, and prevent mental staleness and physical injuries from occurring (Vallerand et al., 2003). The promising message from the work of Vallerand and colleagues (2008) is that it appears that the perception that high level sport performance can only be obtained by obsessively passionate individuals who give up everything for athletic success is not true. Based on the work of Vallerand and colleagues (2006; 2008), it appears that high levels of athletic performance can be obtained through the fostering of HP as opposed to OP.

2.9 Summary

To date, two papers have been published that address the application of the dual model of passion to coaches. Both studies looked at passion and its interplay in the coach-athlete relationship. In 2008, Lafrenière et al. examined the coach-athlete relationship from the athlete's perspective and found that HP was associated with high-quality coach-athlete relationships while OP was unrelated to the quality of the relationship between athlete and coach. Lafreniére et al. (2011) furthered their work and examined the how coaches' passion influences the perceptions athletes have of their relationship with their coach. They found that HP in coaches positively predicts the quality of the coach-athlete relationship through autonomy-supported behaviours as well as contributing to athlete happiness. OP in coaches positively predicted controlling behaviours toward their athletes.

Engagement in sport and/or coaching may begin as an activity the coach is harmoniously passionate about; however, as a coach progresses through their career, there may be shift in the type of passion they experience. It is speculated that the shift in the internalization of coaching may be due to the contingencies such as pay and lack of other employment opportunities (continuance commitment) that are linked to coaching as a job, as well as promises made to athletes and the significant personal investment in coach development that the coach has made (normative commitment).

It is suspected that the incidence of OP within the ranks of expert coaches may be quite high. Given what the literature has demonstrated about OP in general as well as its application to work and sport, the presence of OP among expert coaches likely results in both challenges in doing their job as well as issues with work-life balance and inter-

personal relationships. Séguin-Levesque et al. (2003) found that in romantic partnerships couples were likely to experience conflict in their relationship when one partner was OP about an activity (i.e. the internet). As noted earlier, Lafreniére et al. (2011) found that coaches who are OP exhibit controlling behaviours toward their athletes. While the information regarding HP, OP, and personal relationships is limited, one can deduce that having OP tendencies may not have a positive impact on spousal relationships. Further, in a study of characteristics of Olympic coaches, Werthner and Trudel (2009) found that one of the commonalities among coaches is a state of "always thinking about" (p. 39), a concept that is supported by the on-task thoughts off work that Thorgren et al. (2013) discovered were linked with OP. This idea is also supported by Dixon and Bruening's (2007) study of 41 NCAA Division 1 coaches that found that stress from work always went home with the coaches and the pressure of wanting success was so internalized that it was difficult to leave work at work. In addition, McLean and Mallett (2012) found that coaches recognize that they are both in danger of being consumed by their work as and that work-life balance is important; however, these authors also noted that the extent to which coaches can achieve work-life balance needs further examination.

The three models of expert coaching reviewed earlier (Côté et al., 1995; MacLean & Chelladurai, 1995; Rynne & Mallett, 2012), provide accurate insight into what coaches do (i.e., direct and indirect tasks and the dimensions within which they are performed), what the core of their work is (i.e., training and competition) and how well trained they are to deliver the tasks required. In all models, there is a reference to how well the coach cares for the athlete, in either a pastoral care or readiness for competition perspective. However, there is never reference to how the coach cares for themselves, the effects of

the coaching job on the coach's spouse or children, or the steps that should be taken to ensure the performance maintenance, health, and longevity of the coach. According to Cushion (2007), the reason for this is because models often represent hierarchical relationships but the complexity of the issue the model represents is not accurately portrayed. The complexity of the coaching environment was not ignored by the authors noted above; in fact, each of them acknowledged the multifarious nature of the coaching realm. The coaching environment tends to be rather frenzied (Rynne & Mallett, 2012) and sometimes ruthless (MacLean & Chelladurai, 1995). Finally, Côté et al. (1995) noted that the models used for coaching had originated in teaching, but failed to represent the complexity of the coaching process. In the focus to understand the process of coaching, the way coaches are trained and the way they learn, researchers have failed to recognize the personal experience of the coach. After all, the life of an expert athlete in the expert context may stretch eight to ten years, but a prolific coach could live in that context for two to four decades and produce many elite athletes (T. Stellingwerff, personal communication, November, 2012). However, given what the literature notes about coach burnout, challenging work environments, and the issues associated with coach commitment, embeddedness, and passion, it is possible that the likelihood of a sustained coaching career and the ability of the sport community to reap the benefit from a coach's experience and knowledge is in jeopardy.

Little is known about the interaction between elements of performance work in elite sport and the impact such conditions may have on mental health (Roderick & Gibbons, 2015). It is worth considering how good one could be if there was added support, not just for performance, but for the person overall (Roderick & Gibbons, 2015).

If the prevalence of OP in elite expert coaches is high, there is a need to address it on many fronts. Although not noted in the research, the commitment a coach feels towards their athletes is likely a key element in coach commitment and would likely fit in all three categories of commitment: affective because of the relationship between athletes and coaches, continuance because they have made a significant investment in the athlete or normative commitment, they feel they have made a commitment to the athlete and owe it to them to remain as the athlete's coach. Expert coaches are committed emotionally, financially and personally to their work (i.e., their athletes and their program). Coaching is not just their job; it may represent a significant portion of, or their entire, identity. There may be little escape from the work of a coach, as they are fully entrenched.

It is important to understand the effect of passion on the performance and overall functioning of the expert coach because if an expert coach is OP then interventions may be needed to reduce the impact of OP and to support engagement in coaching that is HP in nature (Forest et al., 2010). As noted previously, OP individuals are unquestionably committed to their work; however, the passion that drives them may also inhibit energy and maximal performance (Trepaniér et al., 2014). HP supports high emotional energy and contributes to fulfillment at work while allowing individuals to be flexible in their approach to work (Trepaniér et al., 2014). Under these circumstances, they are better able to focus and accomplish the requirements of their job (Trepaniér et al., 2014).

As mentioned above, expert coaches are responsible for a multitude of responsibilities ranging from planning and performance to pastoral athlete care to relationship management with athletes, coaches, employers, and partners (Côté et al., 1995; MacLean & Chelladurai, 1995; Rynne & Mallett, 2012). The review of literature

has demonstrated that their work environment is chaotic, difficult to define, and in no way linear (Cushion, 2007; Cushion et al., 2006; Rynne & Mallett, 2012; Werthner & Trudel, 2009). The training coaches receive prepares them well for the technical requirements of their job, but does not adequately prepare them to deal with psychological issues with their athletes or themselves (Rynne & Mallett, 2012). Anecdotally, many psychological and physiological service providers have indicated that while they are with a national team to work with the athletes, often the coaches need more support. In addition to dealing with their teams, in many cases the coaches are experiencing significant challenges/stressors related to their spouses, families, and overall life-balance. Coaches are highly embedded in their jobs, are committed to their employment in a multifaceted way, and are passionate about what they do. Unfortunately, that level of commitment may come with a cost.

The dual model of passion has been shown to apply to many contexts including sport settings with athletes (Vallerand et al., 2006; Vallerand et al., 2008), the coach-athlete relationship (Lafrenière et al., 2008; Lafrenière et al., 2011) and work (Forest et al., 2010; Thorgren et al., 2013; Zigarmi et al., 2010). The coach is perhaps at a disadvantage because their passion (coaching) is also their work and the correlation between the two passion factors is somewhat larger for the sport and work groups (Marsh et al., 2013). If this is the case, what happens when passion and work are one-in-the-same and this activity is so embedded in one's life that it may be the only self-descriptor?

The experiences of the expert coach need to be understood from the perspective of the dual model of passion in order that NSOs and others who support expert sport can support expert coaches in a way that maximizes their performance, overall health,

personal relationships and psychological well-being. While not specific to passion, Chroni et al. (2013) also suggested there is value in understanding coaches from a more complete perspective noting, "we need to work with coaches both proactively and reactively to become fully aware of their stressors, their anxiety responses and their coping mechanisms," (p. 36). This perspective of the coach experience using the dual model of passion as a foundation has not been previously explored in either a quantitative or qualitative setting and, to my knowledge, an attempt to understand the experience of an expert coach's spouse or significant other has never been undertaken. If coaches are largely OP then the Canadian sport system is doing them and our athletes a disservice by not addressing the situation. Work passion manifests itself in behaviour that is often valued but not monitored and interventions are not made (Perrewé et al., 2014). When individuals are OP their motivation will be fed by a motivational drive that leads to the job being done with rigidity and without adaptations that are positive. Tackling work in this way may lead the employee to demonstrate an unrelenting attitude towards work; the outcomes of such an approach are likely to be negative (Trepaniér et al., 2014). If the coach is obsessively passionate, he/she will likely get the job done at all costs while the coach-athlete relationship, the daily training environment, and the coach's ability to optimally perform his/her job as well as maintain overall psychological health, physical health and well-being may be compromised. Further academic attention is needed to understand the interaction of work/home interference in the coaching context (Lundkvist, Gustafsson, Hjälm & Hassmén (2012) and the complex world of pressure within professional sport including sporting practices that may be dangerous and the issue of mental health for those who work in sport (Roderick & Gibbons, 2015).

Chapter 3: Methods

3.1 Approach

The research was approached from an ontology based on constructivist realism (Cupchik, 2001) and a constructionist epistemology. According to the work of Cupchik (2001), the constructivist realism perspective is an ontology that houses both constructivism and positivism as well as the methods associated with each perspective. Those operating from this ontology acknowledge that there is a social world or worlds that exist within the elements of daily life and these worlds both existed before research or analysis took place and they are independent of such activity. The phenomena examined through research originate in social, personal and physical worlds and are understood to occur in these settings. Both qualitative and quantitative researchers construct data through the exploration of the phenomena mentioned previously and via rich descriptions or detailed analysis (Cupchik, 2001).

The constructionist epistemology views the world as being comprised of many knowledges which are understood in relation to specific contexts, such as social or cultural settings (Braun & Clarke, 2013). Constructionists are of the position that one true underlying reality does not exist; however, knowledge production is viewed as empirical and grounded in data (Braun & Clarke, 2013).

The purpose of the research was to gather the experiences of expert coaches and their partners to determine the impact of the expert coach job on coach performance and their personal lives. The research was undertaken using a constructionist approach to grounded theory (Charmaz, 1990; 2008). Grounded theorists working from a constructionist perspective do not assume that theory emerges from the data, but rather

that categories are constructed from the data by researchers. The participants' views and voices are viewed as key to the presentation and the analysis of the data as well as the researcher's viewpoint. Constructionists seek to achieve an understanding that is interpreted through context, not devoid of it (Charmaz, 2008). The data was collected through semi-structured interviews (Braun & Clarke, 2013) (see section 3.3 for details). The research process was approved by University of Manitoba Education/Nursing Research Ethics Board.

3.2 Insider Perspective

In quantitative research, objectivity is the term used to refer to the absence of bias in a study; in qualitative research a parallel term for this is conformability (Lincoln & Guba, 1986). Given that qualitative inquiry is focused upon understanding the perspectives and experiences of study participants (Elliot, Fischer & Rennie, 1999), and that the qualitative process is by nature an interactive and holistic approach (Lincoln & Guba, 1986), the absence of bias is not possible. However, a clear statement of the researcher's pre-conceived bias and/or the acknowledgement of what they bring to the project is an important element in rigorous qualitative research (Lincoln & Guba, 1986; Tracey, 2010) and contributes to the overall "transparency" of the research (Yardley, 2000) when coupled with the provision of a detailed explanation of data collection and analysis. That is, the engagement of the researcher in reflexivity and his/her disclosure of the interaction of the own experiences and beliefs with the research process strengthens the overall transparency of the research and thus, contributes to the rigor of the study. This "openness" or sensitivity to the research (Engward, 2013) is particularly important in grounded theory where identifying the values of the researcher and his/her effect on

the research is key. Grounded theorists do not begin their research from a *tabula rosa* (Charmaz, 2008), but rather, bring prior knowledge including theoretical preconceptions with them. This prior knowledge should be identified and subjected to rigorous scrutiny throughout the research process (Charmaz, 2008).

In addition to being a mom of two and married to someone who is both a provincial team coach and senior sport administrator, I am a level 4 Athletics coach who spent ten years coaching at the Canadian university level as an assistant coach while working full time for Athletics Canada in a national leadership position. My position was focused on coach education and long term athlete development. During this time, I had the opportunity to interact and develop relationships with full time national team coaches. Throughout my tenure, I was witness to many catastrophic personal situations that my coaching colleagues experienced. In my assessment, each situation was tied back in some way to the job of the expert coach. For example, two of my colleagues had their spouses leave them in the middle of world championships where they were head coaches, someone else returned home from a major assignment to find his/her bags packed at the front door, and a third colleague went through a difficult separation. Almost all my colleagues spoke of relationship issues related to their job (i.e., irregular hours, extensive travel, very high pressure) and most jokingly referred to their post-Olympic or Paralympic cold and/or sinus infections. I also became aware of and witness to situations of insomnia, depression, alcoholism, and ongoing states of exhaustion.

I am not suggesting that the nature of the work of an expert coach can be changed or that it is inherently negative. It is stressful and chaotic by nature; it requires significant travel, and the pressure to perform is constant. Further, downtime is difficult, if not

impossible, to find. It is not a typical job. I am approaching this research with the belief that the expert coach job can be managed more effectively if the experiences of the coaches and the coaches' family are better understood. If the experiences of the coach are better understood, strategies to keep them healthy (i.e., physically, mentally and emotionally) could be developed out of this knowledge and these actions may positively influence performance, recruitment, and retention. Personally, I walked away from expert coaching because I was fearful that being an expert coach meant that I could not have a healthy life. I do not want others to do the same. I am hopeful that the outcomes of this research will shed some light on creating a more effective sport and support system for expert coaches given that I am approaching the study with the belief that improvements to coach support can be made.

3.3 Recruitment and Procedure

For the purpose of the research, the definition of expert aligns with Baker et al.'s (2015), as "one whose performance is two standard deviations from the mean performance for the population (within the top 5 percent of performances)" (p. 9) or when performance cannot be measured objectively is determined by expert evaluation or social recognition. Further, Côté et al.'s (2007) definition was applied whereby the coach is responsible for preparing the athletes for competition through deliberate practice and, as the athlete gets older, collaboration. Specifically, participants in this study were expert coaches identified by a national sport organization and working with senior national team members bound for the Olympics/Paralympics and/or World Championships and their partners or those coaches who had been in such a role within the last five years and their partners.

In most cases of grounded theory, the researcher will use a theoretical sample from a setting that is selected for the study and then individuals are selected from that setting (Holt & Tamminen, 2010a). However, in some cases, a study may have a very narrow focus such as someone examining the experiences of Olympic medalists (Holt & Tamminen, 2010a) or, in the case of this study, expert coaches and their partners. In this case, Holt and Tamminen (2010a) recommend that a flexible approach to data collection be demonstrated as other individuals may need to be added to the participant pool. While not necessary, the researcher was prepared to include additional participants to the study. Had that occurred, the process for refocusing the sampling of participants suggested by Holt, Tamminen, Black, Sehn & Wall (2008) would have been employed and an amendment to the description of the participants would have been provided to the University of Manitoba Education/Nursing Research Ethics Board for review and approval.

Theoretical saturation follows theoretical sampling and is said to occur when new participants do not bring new information to the study (Engward, 2013). While there is no way to concretely determine the number of participants it will take to achieve theoretical saturation (as the sample can change through the research given the data that emerges (Engward, 2013)), Braun and Clarke (2013) suggest that 10-20 interviews would produce enough data for a medium sized project using a grounded theory approach. As noted above, theoretical saturation was achieved in this study through interviews with 10 coaches and 10 partners (20 unique interviews in total). Similar themes began to emerge by the third interview with both coaches and partners.

The participants involved in the research were a theoretical sample of expert coaches and their partners. A theoretical sample is a group of participants selected specifically given the topic of the study (Charmaz, 2008). Theoretical saturation was reached through the engagement of 10 coaches and 10 partners. The cohort of coaches included three female and seven male coaches; six of the coaches worked in team sport and four in individual sport. The coaches ranged in age from 36 to 66 years of age with careers as expert coaches spanning seven to 42 years. Each of the coaches had coached at the Olympics/Paralympics or World Championships with their best results reported as gold at Olympics/Paralympics (2), bronze at Olympics/Paralympics (1), gold at World Championships (2), bronze at Commonwealth Games and Pan American Games (1), qualifying athletes for Olympics/Paralympics in an individual sport (3), and qualifying for Worlds in a team sport (1). All coaches were university educated. Three of the coaches had Masters Degrees, six completed undergraduate degrees, and one had completed courses but not a degree. The coaches' education was completed in a range of areas including, but not limited to, education, kinesiology, engineering, film, English and tourism. Eight of the coaches had achieved certification within the NCCP in various contexts including Competition Development (3), a National Coaching Institute (NCI) Diploma (2) or Level four/five (3); two of the coaches were trained outside of Canada. The coaches were all salaried; three were on contracts that were renewed annually while the other seven were considered salaried employees. All the coaches reported being in long term relationships with eight of the coaches married and two in common law relationships. The length of those relationships ranged from three to 24 years. Three of

the coaches did not have children, seven of the coaches did have families ranging in size from two to four children with an age range of newborn to 23.

The coaches reported a significant amount of travel associated with their positions ranging from 30 to over 211 days per year. Only one coach reported 30 days of travel a year while all the others reported that they expected to travel over 100 days in a year. The average travel days for this cohort was 127 days a year. The coaches reported that travel increased when they were trying to qualify athletes for the Olympics/Paralympics as well as in the Olympic/Paralympic year. Travel in the Olympic/Paralympic year was not quantified by all coaches; those who did report this indicated that they expected an additional 50 days of travel in an Olympic/Paralympic year. While not reported specifically by all coaches, it is important to note that Olympic/Paralympic years and Olympic/Paralympic qualification result in increased travel demands and requirements.

The cohort of partners included eight females and two males. The partners and the coaches participated in the study as a cohort or pair. There were no solo participants. Each of the partners was married to or in a common -law relationship with a coach who was a member of the coach cohort. The partners ranged in age from 33 to 57 years old. The partners reported a varied background in sport including having none (1), participating in sport in high school (3), being members of provincial teams or competing provincially (2) and competing at the national level or being on national teams (4). Of the partners with children, all reported either putting their careers on hold or having jobs that were flexible when their children were small to allow them to work around the expert coach's job/schedule. Flexibility in the partner's job was not an issue for those without children (3). All partners had completed post-secondary education in a college or

university setting. Two partners had college/professional certification, three had undergraduate degrees and five partners had completed graduate degrees. The partner's educational training was reported in a wide range of areas including, but not limited to, education, social work, engineering, graphic design and personal training.

3.4 Participants

Recruitment and data collection occurred in the winter and spring of 2016 following ethical approval from the University of Manitoba Education/Nursing Research Ethics Board.

Research participants were identified through the researcher's professional network (i.e., individuals I have coached with or attended training with at the National Coaching Institute - Manitoba) as well as through the Canadian Sport Institute network, Own the Podium, the Coaching Association of Canada, Sport Manitoba, and National (NSO) and Provincial Sport Organizations (PSO). Emails containing a letter of information (see Appendix A) about the research were sent to contacts within the primary researcher's professional network as well as the organizations noted above requesting that they share the call for participants with coaches in their organization who met the participant criteria. The coach and their partners were identified as a pair (e.g., for a partner to be included in the research, the coach also had to be included in the research). As noted, to be in the study, the expert coach had to be identified by the NSO and be responsible for preparing athletes for competition at the Senior World or Olympic/Paralympic level or been in such a role within the last 5 years. Once the potential coach participants and their partners were identified, the primary researcher contacted the participants via email to set up a preliminary meeting with them and their

partner to discuss their participation in the research and to set up the formal interview. Only one coach and partner pair opted to take part in a preliminary meeting. Everyone else opted to review the letter of information and consent form and cover off the information planned for the preliminary meeting at the outset of the formal interview. Coaches and partners were interviewed separately. At the preliminary meeting or at the outset of the interview, I reviewed the letter of information with the coach or their partner and answered any questions they had. I also reviewed the process of data collection and the steps that help ensure confidentiality. Following the review of the research, participants were asked to provide their consent to participate in the study (see Appendix C and D). All the consent forms were provided back to the primary researcher electronically.

Interviews were scheduled based on the availability of the participants and carried out at a quiet and private location convenient for them (i.e., meeting room or phone call from a location they were comfortable in). The interviews ranged from 60 minutes to three hours in length. The data collection consisted of an independent in-person semi-structured interview with each participant (i.e., the expert coach and their partner were interviewed separately). In cases where I was not in the same city; the interviews were conducted on the phone. All interviews were digitally recorded and transcribed verbatim via a transcription service. When transcription was completed, the transcripts were provided to the participants to review and provide clarification if needed. Participants were given up to three weeks to review their transcripts (the length of time varied due to coaching schedules).

Interviews are noted as one of the best ways to capture experiential information and suggested as data collection method for grounded theory (Braun & Clarke, 2013). The semi-structured interview was selected to allow me to prepare an interview guide with specific questions, but also allow for flexibility within the interview (Braun & Clarke, 2013). This flexibility allowed the participant to take the conversation where they wished as well as allowed me to ask additional questions based on the responses of the participant (Braun & Clarke, 2013). The intent of the data collection was to collect data that was as rich as possible (Braun & Clarke, 2013).

3.5 Interviews. Interview questions were developed using the questions asked through surveys in the quantitative tools in previous passion research. Much of the existing passion research has been completed under a quantitative framework and examined passion in work settings (Forest et al., 2011), relationships (Séguin-Levesque et al., 2003), passion in sport and the quality of coach -athlete relationships (Lafrenière et al., 2008). Specifically, the questions and tools used in the 2011 quantitative study on work and passion by Forest and colleagues was used as the basis for the creation of the interview guide. The interview questions for the expert coaches (see Appendix E) were designed to draw out experiences as expert coaches: their relationship with their role as an expert coach (i.e., how passionate are they, how do they approach their job), their state of well-being, their perception of their work -life balance (or lack thereof), their relationship with their partner as well as their own assessment of their performance considering all these elements. The interview questions for the partners (see Appendix F) were designed to draw out their experiences as partners of expert coaches: their assessment of the expert coach's work (coaching)/life balance, the impact of the expert

coaching role on their relationship with the expert coach, the impact of the expert coaching job on them (i.e. the coach's partner) and their family.

3.6 Data Analysis

The qualitative approach is home to many schools of thought around what constitutes goodness in qualitative research. 'Goodness' in qualitative research does not have one specific answer, but rather a plethora of perspectives (Emden & Sandelowski, 1988). Each mode of qualitative research supports different traditions and procedures (Yardley, 2000). As a result, several models for standardizing the evaluation of qualitative research have been posited. One of the most cited models for qualitative rigor is that of Lincoln and Guba (1986). They took the key terms for determining truth in quantitative research (i.e., validity, generalizability, reliability and objectivity) and created parallel constructs for qualitative work (i.e., credibility, transferability, dependability and conformability).

In quantitative work, validity means that the research measures what it is supposed to measure (Braun & Clarke, 2013). Lincoln and Guba (1986) suggest that credibility be used as the parallel term for qualitative work referring to the need for confirming interpretations of the data with participants (member checking) and having other experts review the coding and conclusions for the research (audit). Credibility also accounts for the wide range of interlocking patterns and allows the researcher to deal with the complexity of the data (Guba, 1981). Generalizability in a conventional sense is the ability of the results of one study to be applied to different populations or extrapolated to a wider audience. Qualitative results may be generalizable but the generalization is more about context and situation (Braun & Clarke, 2013). Lincoln and Guba (1986) refer to

generalization as transferability. The degree of transferability is determined by the reader because of the researcher's description of their methodology and context.

Repeatability or reliability is a cornerstone of quantitative practice. This concept refers to the ability of the research protocol and tools to produce consistent results in similar conditions (Braun & Clarke, 2013). Lincoln and Guba (1986) defined the parallel concept to reliability as dependability or auditability, referring to the ease with which readers can follow the researcher's decision making process and the degree to which the readers reach similar conclusions.

Finally, objectivity is well understood as the independence of the researcher from the object of study (Guba, 1981). It has been established that in quantitative work the researcher and the participant are independent (Guba, 1981). The parallel concept to this in qualitative research is confirmability which suggests that qualitative researchers move away from the idea of investigator objectivity and towards the idea of concept and interpretation confirmation (Guba, 1981). This can be achieved through a clear statement of reflection on the pre-conceived ideas the researcher brings to the project (reflexivity) (Lincoln & Guba, 1986) as well as through triangulation (using multiple sources of data) and having a confirmability audit done (where another expert reviews the data and analysis to confirm the findings) (Guba, 1981).

To carry out a rigorous qualitative study, the following steps were taken as per the guidelines provided by Lincoln and Guba (1981; 1986). To attain credibility, member checking and a research audit were carried out. Participants were asked to review their transcripts and provide clarification prior to data analysis. When I completed the data analysis I next completed a research audit with Dr. Leisha Strachan and Dr. Adrienne

Leslie-Toogood. Dr. Strachan reviewed sections of coding from three interviews to insure the coding was consistent and that the train of thought could be followed. Once all the coding was completed, the coding and conclusions were reviewed by Dr. Strachan and Dr. Toogood and they confirmed that the themes identified and the conclusions made were plausible given the steps followed in the data analysis.

Transferability, while up to each individual reader, was attempted through the use of a theoretical sample as well as a specific and rich description of the participants, their job descriptions, their context and their responses. When reporting the findings, direct quotes from transcripts were used whenever possible. The complete interview guides can be found in Appendices E and F.

The dependability of the study (i.e., the ability of others to follow the researcher decision making process and pathway to the findings) was carried out through the provision of a detailed account of the data analysis process, the linkage of codes and patterns back to the literature and the completion of a research audit (as noted above). Finally, the elements of conformability were met through a statement of bias via the insider statement made at the outset of the methods section. In addition to identifying the experiences the primary researcher brings to the research, the completion of the research audit verifies the findings confirms the criteria required to confirm conformability in qualitative research.

Data analysis was completed using a constructionist approach to grounded theory (Charmaz 1990; 2008). While the method of grounded theory via a constructionist approach is like that of Strauss and Glaser (Flick, 2009), the coding is approached differently and there are certain principles that must be followed to engage in research

using this methodology. Grounded theorists working from a constructionist approach and construct categories from the data as opposed to assuming they will emerge from the data (Charmaz, 2008). Charmaz (2008) recommends the following principles be adhered to when working from the constructionist approach to grounded theory: first, the researcher must respond to emerging questions, the need for further information and the discovery of new insights while, at the same time, constructing both the method of analysis and the analysis itself. There is no specific set of rules that indicates what a researcher needs to do and at which point he or she needs to complete it. Next, research decisions and direction must be scrutinized; researchers must be able to reflect on what they are doing and why they are doing it as well as how the research is being completed. Next, the strategies used through the research process must be improvised, that is, those strategies associated with methodological and analytics. Scrutiny is key as is reflexivity in the constructionist grounded theory given the way in with research decisions and directions are developed. Lastly, the data that is collected must be sufficient enough that the researcher is able to discern how the participants construct their context. The researchers must be able to understand the world from the perspective of the participants to understand how the participants construct their world.

The process of completing data analysis via grounded theory is outlined in Table 1. Table 1 is an adaptation of a Guide to Grounded Theory by Engward (2013) with specific notations from Charmaz (2008) and others regarding the coding and questioning during data analysis that it is specific to constructionist grounded theory. Table 1 summarizes the actual steps taken throughout the research process.

A qualitative approach to the project was chosen in order that the experiences of expert coaches and the impact of passion on their lives could be explored in a holistic matter. As noted previously, most passion research to date has been completed from a positivist perspective and while this approach is precise and uncovers specific functional relationships, the qualitative approach seeks to treat the phenomenon system, to find patterns within it and explore the many ways the parts of the structure interact and affect each other (Cupchik, 2001).

Chapter 4: Analysis of Expert Coaches' Experiences of Passion

As noted previously 10 coaches and their partners were interviewed through 20 individual semi-structured interviews. The data collection process resulted in approximately 50 hours of raw interview data and this translated into 654 pages of transcripts and 3071 meaning units (1698 meaning units for coaches and 1373 meaning units for the partners). The initial coding of the coaches' transcripts was completed as a group followed by the initial coding of the partners' transcripts. It should be noted that Coach 1 and Partner 1, Coach 2 and Partner 2, etc., represent cohorts. Coaches and partners from the same family or relationship are represented by the same number. Following the initial coding process, the data for both coaches and partners was analyzed two more times to seek emergent themes and further organize the data in categories to enable discussion and the creation of theory, resulting in major themes, first order themes, and second order themes for both coaches and partners (Charmaz, 2008). The themes are discussed below.

4.1 Definition of Passion

Part of the preliminary questions asked each coach and partner to define passion and what passion meant to them. Outside of the information letter and the consent form, which referred to the nature of the study (i.e. it was exploring the impact of passion on the life and performance of expert coaches), the coaches were not exposed to specific literature that referred to passion or the Dual Model of Passion (Vallerand et al., 2003).

The personal definitions of passion fell into four categories, identifying that passion can be explained as a love for something, as excitement for an activity, as being "all-in" to something, as an intense goal or, in the case of work, a vocation or calling as

opposed to work or a job. The categories and the quotes that support them are outlined in the Table 2.

4.2 The Coaching Job

The first main theme, the coaching job, is presented in two first order themes: 1) The Coach Pathway and 2) The Work.

4.2.1 Coach pathway. The next first order theme is Coach Pathway and this theme provided results and insight into how coaching was chosen or not chosen as a profession, and discussions and reflections regarding the lack of multiple ways to be an expert coach. Further there were coaches in the study who provided examples of their experiences of leaving expert level coaching and retuning to it. Despite the challenges, most coaches would choose coaching again if they were at the outset of their careers.

"I didn't actually plan to coach at all." Most of the coaches in the study did not choose coaching as a career; most of them "fell" into coaching almost by accident. In some cases, there was a family connection:

> Well, I got involved in [the sport] because my brother played and . . . it's the only sport we'd actually played together so that's why I got involved with that. Then he moved away, he got offered a scholarship, went to school in the States. I don't know that I chose coaching necessarily. (Coach 2)

Others had a personal connection to the team and maintaining that connection required that they continued to coach:

> There was a player coming to our team. I don't know. Somehow, I got involved into this team as an assistant coach. The player and I started dating, and later, we got married. The head coach stopped coaching, and he thought I should take over. I didn't want to coach at that time, but at that point, I thought, "Either I take over and keep my girlfriend, or I don't take over, and I don't know what's going to happen there. (Coach 4)

In other circumstances, there was a connection to the sport (i.e., the coaches were former athletes) and they just wanted to help out and helping out resulted in an unplanned career*:*

> It's interesting. I actually didn't plan to be a coach at all. I competed in Beijing at the Olympics, and then I signed up to start school . . . That's the same time I was asked by the coach who was here, the head coach for the national center because he needed some help. I really thought it would be just kind of a part time. I started ten hours a week, and I was pretty burnt out from sports just myself, so I didn't see that that would be a pathway, but I think really quickly I could see that I had something to offer because of my experiences as an athlete and my education… Yeah, so I think I maybe didn't' want to go on that route [coaching] necessarily because the reason I wanted to [leave the sport] was because it's quite a self-centered sport. Sport is self-centered, so I wanted to step out of that and have a family and a normal life. (Coach 5)

Finally, some coaches had other specific plans and were drawn, unplanned into coaching and a career as an expert coach, *". . . Part way through that I wanted to go back to school and work on my PhD, because I had other interests. I didn't think I was going to be a coach long-term,*" (Coach 1).

There was one coach in the study who identified during their athlete career, through the assistance of coaches, that they may be better suited to coaching as opposed to competing as an athlete:

> Even when I played, I remember finishing an international [competition] and the two coaches sitting down with me and saying that I would go further as a coach than I would as a player. Cognitively, I was in a different level… I portrayed that a lot more. (Coach 7)

"There is no part way." The results in this second order theme indicate that many coaches do not choose coaching as a career, but once there they are drawn in by their connection with or to athletes and/or their fascination with the sport or elements of it. Success, or rather, the production of it through athletes is a key component of the expert coach role. The challenge the coaches in the study identified is that there appears to be

only one way or one model on the pathway to success and there is frustration and negative impacts associated with this singular approach:

> So for me, I felt like I was never going to be a high performance coach if I couldn't give up my whole life and go across the world for months at a time . . . So the expectation is that the coach can go anytime, anywhere, put whatever they're doing aside and do whatever they need to for the good of sport, and if they can't do that, they're not going to be a high performance coach . . . It's frustrating, I think, because I don't . . . And I guess for me, like [inaudible 01:50:21]. I know what it takes to be a top level in the world in the [Olympics/Paralympics], and I'm not willing to do that as a coach right now. So I'm actually not interested in being the [Olympic/Paralympics] head coach. It's not an interest for me because I know the commitment involved, and I don't see that changing and I don't ask for it to change for me. But it's not possible for me to have that life and have a family. I guess it's a question of choice. (Coach 5)

This coach expands on this concept later in the interview stating:

> I actually lived that [all in, totally committed] as an athlete. I did that for almost 2 years up to the [Olympic/Paralympic] games. It was a manageable amount of time. It was exactly where I wanted to be, but would I do that for 8 years for the next cycle of games? Definitely not. I wouldn't do it. Mentally, it's exhausting to be in the environment with no outlet for a coach and for an athlete. I think we need to re-look at that model . . . Now I'm in it, and it's too late. I actually tell coaches that jokingly. There's no partway. If you're in, you're in. You can't . . . I mean that in a sense of commitment and putting your investment, your time, and your energy into it. I don't think many coaches do it half-heartedly. (Coach 5)

The all or nothing, one way to the top model was echoed by Coach 9 who noted:

> I think, honestly, when we see people that have better balance in certain programs, frankly, they generally aren't the ones producing the greatest results. It's looked at ... not looked down upon but as a different [perhaps not] interested in high performance . . . I think it's people like me that do prioritize things in the way that I do are the ones that quote unquote make it . . . I don't know. I think it's mostly all of what I see [only one way to be successful] . . . In my sport and I think most of the high performance coaches that I know that are truly expert. I don't believe that this is the only way. But I certainly haven't obviously worked out of that formula . . . And I'm currently providing that model [the only one model where everything else in life is prioritized after sport] to my five other coaches right now.

The one model to coach success was also identified by Coach 1 who recognized the challenge with it and the challenge in trying to balance coach recovery and performance

with the demands and expectations placed on coaches to perform (or to produce athlete performance):

> . . . That means you're working in those spaces between practices, between games. That's where the challenge comes, because in our culture, we're taught that coaches work these ridiculous hours. You sleep on the couch in the office, all these type things. That's tipping it over the edge, you have to be able to back it up to the point where you're at the edge in terms of that work ethic . . . The other part, too, is you blend that with a coaching tradition or culture that says that good coaches are the first to the office, the last to leave. You're there burning the midnight oil. That's not what a good coach is. A good coach is somebody who maximizes the performance of their athletes. Sometimes that means you don't burn the midnight oil so that you are a bit fresher, so that you don't have an emotional response to a situation. You're the one who's calm, cool, and collected when they need you to be. It's a constant battle I think, for me anyway, because of all of those different elements that work together.

The challenge of finding or experimenting with another model was also identified. As noted previously coaches who try alternative models to success are not seen as committed to high performance or do not seem to experience success. The following quote suggests that the one model approach may be necessary; however, if one is balanced and successful there is less reflection then if one is balanced and not successful. There are many more elements at play than the coach's approach, but the coach's approach will receive the most attention should an alternative approach be attempted and success not achieved:

> I think it [passion] also gives you that edge where it gives you a form of desire and drive, which makes you work through those abnormal amounts of time or that abnormality in things that you do in terms of particularly your approach to things . . . Yeah, I think you too do feel guilty. I think . . . It's all relative . . . It's talk about if your . . . If you take the time and you meet your outcomes, and you often don't look back at it as much because your process is hidden by the result. It's the flip on the other side of the equation where you are unsuccessful . . . Then you look at the process of how you got to be unsuccessful and one of the characteristics is maybe your approach was too relaxed, or you know... We didn't train for long enough, and you didn't work hard enough in this area, or you weren't diligent in this area where you know you maybe made a decision too easy where, you know, hindsight, you know . . . Say for example, we pick an athlete because he gives us

> a certain attribute, but we haven't done our due diligence to make sure that the other 5 attributes are fulfilled, you know. That's the flip on it. It's like if you get to a [competition] and you do well and, you know, you finally get lucky of it. You don't often look at those processes. (Coach 7)

4.2.2 *The work.* The second order themes with "The Work" category suggested four sub-themes: 1) Not even close to 9-5, 2) Their sport performance is in your hands, 3) There is a long list of things you can't control, 4) You have the ultimate responsibility, 5) There needs to be a moment where the coach needs to be at the edge.

"Not even close to 9-5." Previous studies that examined the coach job referred to it as multifaceted and the pace referenced as chaotic. The coaches in this study corroborated those results independently agreeing that the coach job is not a traditional eight-hour a day position: *"I'm not going to say easy, but it's not the same as going to work at four or five,"* (Coach 6). Despite attempts to set boundaries, this coach still experienced less than normal hours and an undulating schedule *"I try to set some boundaries, but certainly it's not a nine to five position, and it's changing all the time"* (Coach 5). Not only is the job beyond the hours of a regular working day, there is a constant pressure to be at the leading edge of sport, to be better than all your competitors, *"It's not even close to a 9 to 5 job. You have to be willing to go above and beyond what the next guy is willing to do if you want to have success with it"* (Coach 2). The workloads experienced by expert coaches can be inordinately high and difficult to manage. Coach 9 comments:

> [being chronically behind, having 200 emails in my inbox] That doesn't make me happy but it's just the reality and, to be honest, I've come to peace with it and I know that it annoys people but I'm really bad at getting back to people. I'm really slow on some things, but I just have gotten to point where, there's nothing I can do. . .I can't do it all anymore. I'm already doing way more than I should be doing. In terms of hours and whatever so, yeah.

In some programs coaches also need to be the master of many things, including parts of their job that are not concerned with expert coaching:

> I think the role of a coach nowadays is so multidimensional. It's not just you're on-field trainer or coach on the side of the [field of play] at an international [competition]. I think it's so multidimensional nowadays that you're taking roles that aren't just specifically coaching, characteristic behaviours of all the single group of people . . . to obtain an outcome. Now it's so much system development, so much linkage with other fields in terms of maybe managing integrated a support team, pleasing a board, producing a document for the government in terms of your results so it's so multidimensional. (Coach 7)

"Their sport performance is in your hands." Expert coaches inherently understand the expectations placed on them and they accept this pressure as part of the job:

> None of them needed a job description . . . [Referring to managing a group of paid expert coaches within an NSO] . . . They did not need a job description. They knew what they had to do. They did not need to have something that said, "You will spend this many hours. You will do this." Nothing. They just needed to sign their name to a piece of paper saying, "I agree to this four-year contract at this amount. My expectations are," and da da da da da da. (Coach 8)

Expert coaches carry the burden of athlete performance; they are acutely aware of organizational and athlete expectations of them: *". . .When you're that one person, maybe there's more, often you're the one person that they really trust and put their sport [performance] in your hands. I don't take that lightly,"* (Coach 5). The coaches in this study did not dislike the pressure nor did they view it in a negative light. Coach 10 commented: "*Yes, there is some pressure that comes with that, but that's the price of that opportunity. I don't feel any malice towards it in that sense,"* (Coach 10). Pressure was viewed as a necessary element of their employment as an expert coach:

> That's really the only way to validate what you've been spending all your time on [results and the pressure to achieve them]. At the end of the day, the results give you the outcomes that you want in terms of making it to the bigger competitions and all that . . . obviously, there's a lot of pressure from the association. I wouldn't

> even say a lot of pressure; I personally think the pressure comes more from myself, but you do want to prove to the people that only understand results. They don't understand anything else. (Coach 9)

as well as appropriate given the investment that was made in their programs, *"I mean my program is funded for three quarters of $1 million now so expectations are very high for results. People don't want to invest that money and find out that you're just having fun,"* (Coach 2)

"There's a really long list of things you can't control." Coaches accept the pressure that is placed on them in terms of performance and the expectations employers place on them. Perhaps one of the more challenging elements of the coach job is the lack of control they have in key areas of their positions. In sport, there is a tendency to behave as if one can control everything when really there is little that can be controlled with certainty as evidenced by this quote:

> Between my colleague . . . and I, we put in ridiculous hours for four years in a row trying to get the formula right. I'm just realizing now that there is no formula that you can really control when athletes are working with coaches in different locations, no matter what the concept of centralization seems to think. . . it's a tough world. [Individual sport] is particularly tough. You don't know when that cycle of athletes maturing is going to come together all at once in the perfect storm of performance . . . (Coach 8)

Athlete pools that coaches inherit are also largely outside of their control:

> I don't have control over the quality of athletes that come to me. I obviously over the environment that they will train in. I don't have control over the standard of that athlete in the first place. You can make a really long list of things that you can't control. (Coach 10)

Despite excellent preparation and good execution, athletes and coaches can still come up short due to elements they cannot control such as tie break rules and the performance of other teams:

> It's hard, we were a victim of our own success. My team, before it was my team, my predecessor [had an incredible record of success]. It was very impressive what this team has achieved but it's added a lot of pressure to the job now, to expectations. London is a good example. We went into London and we finished off the podium. That was terrible, it was a disaster. We lost, we would have finished first in our pool; however, we lost a tiebreaker because there was an upset between two other teams in our pool. We lost the tiebreaker by one one-hundredth of a point, because they divide points. 4 divided by points and gains, we lost by one one hundredth, 0.001 and that was enough to put us from 1st to 3rd and then our crossover went [from being against a low ranking team to one of the best in the world]. Everyone talks about what a great disappointment it was that we lost [only three segments of the sport] out of the dozens . . . you end up playing in a [competition], we lost 3 and it was enough that we lost 3 games because we lost those [segments] so severely, with a relatively young team. This is what we're talking about, success. How do people define that? You know what, going into that we were expecting a medal. There was no doubt, we were ranked third in the world going in . . . and you're coming out of this with a medal. Whatever color it is you're coming out of this with a medal and then we didn't. Now it's a dismal failure, what a disaster and that skews my athletes' perception of it. Not that it was a horrible experience for them or anything but it wasn't. It wasn't, if you look at it objectively, it wasn't at all a horrible experience. They played quite well and we did a lot of really good things and we had a few moments where things kind of felt hard for us [and they had no control over the way the tie break played out or the way the teams that upset each other played]. (Coach 2)

4.3 Performance - Contextual. The Performance theme cultivated the largest amount of data for the coaches. This theme was split into two specific areas, elements of coach performance that were contextual in nature (Olympic /Paralympic years) and elements of performance that were individual in nature (passion in coaching, coach performance and coach health). The themes that emerged in this area demonstrate how multifaceted and intricate coaching performance is.

4.3.1 *Olympic/Paralympic years.* The Olympic/Paralympic year, the final year of the quadrennial, is different from the previous three years in terms of stress and travel. This theme is demonstrated through the following sub-themes: 1) The last year of the quad is just the worst one, 2) It's often more important to qualify that it is to prepare and 3) The Olympic/Paralympic years is just an absurd amount of travel.

"*The last year of a quad is just the worst one".* The toll the Olympic/Paralympic year takes on a coach is significant:

> I want to go to the Olympics/Paralympics and win. I know it's taking a toll, I know but I think I can manage it. I think that I can reign things in eventually. After the [Olympics/Paralympics] it will be easier. Because, the last year is always harder. It is. I have done as you said . . . Yes, yeah. Not my first rodeo, so that's- I know that the last year is incredibly demanding. It's always a demanding job but the last year of a quad is just the worst one. It dominates your life. If you want to do it, that's what you have to be willing to do. (Coach 2)

As challenging as the Olympic/Paralympic year is on veteran coaches (as noted above), for first time coaches the challenges are increased and the personal costs can be grave, *"When it's your first [Olympic/Paralympic] Games, you will do anything possible. You will turn yourself inside out to give the athlete everything, and so the result of that was a failed relationship,"* (Coach 3).

"It's often sometimes more important to qualify than it is to prepare." For some sports, qualifying for the Olympics/Paralympics is more challenging than competing at the games:

> This year [the Olympic/Paralympic qualifying year], [a planned break] it was not possible; although I didn't have [formal training] for two or three weeks, I still had always in my head there's the [Olympic/Paralympic] qualifier coming up in January. There was not a real break. We had the qualifier in January; we didn't qualify, and then right after that, two weeks later, we started [training again] . . . Actually, after the qualifier there was always a chance that we still would make it somehow to a last chance qualifier, but that got declined three or four weeks later. You can consistently can't stop thinking about it. Although you want to, you always have this ... Basically, I'm on that level now since last year. Usually, when the season is over, I make sure I get my time off, and I go somewhere and relax. (Coach 4)

The travel schedule in a qualification year can be out of the control of athletes and coaches:

> But it's generally a qualification year, because it's often sometimes more important to qualify than it is to prepare. You can prepare at home and

> tweak things and then go away to competition when your programming fits, when you want to do it . . . in an [Olympic/Paralympic] qualification year, you've got to [plan] towards those peaking points that are in control [of] you. *(*Coach 6)

"The Olympic/Paralympic year was an absurd amount of travel." In addition to increased stress and a schedule that one is not completely in control of, the number of travel days increase in Olympic/Paralympic year and/or qualification year depending on the sport. *"This year it'll be just above 200 days I think. Last year it was 160 or so. [Because this year is an Olympic/Paralympic year],"* (Coach 2).

4.4 Performance – individual.

4.4.1 *Passion in coaching.* Coaches are passionate about what they do, for some the process of coaching ignites their passion, for others the passionate activity is the growth and development of athletes. The second order themes within Individual Performance emerged through four categories: 1) My passion is coaching, 2) Now it's like everything.

"My passion is coaching." All the coaches in the study acknowledged a passion for coaching or coaching elements. Some coaches identified a straight up love for coaching, *"I would say absolutely I believe my passion is coaching . . . When you're really, really doing something at a high, high level, it's in you. When it becomes a passion, it's part of you,"* Coach 1; *"Oh, I love it. Yeah,"* Coach 3, . . . *"I loved it, too, which is a big thing. You don't get into this role without loving what you're doing,"* Coach 6). Others referred to a commitment to athletes and being "all in" to their role as a coach:

> Definitely. It's funny because I think there's a lot of moments, probably every coach, where you think, "Why am I doing this?" There's some negative things that get involved with being a coach. The politics and the instability of it all, but at the

> end of the day the athletes are what I'm passionate about. (Coach 5)

and the need to be "all-in" to be effective:

> I guess at the end of the day, if I really wanted more balance, I would have it. I don't know. I've never really been a half-asser . . . I definitely, when I'm doing something, I just do it all-in. (Coach 9)

For others, the passion in coaching is rooted in the process of making others better:

> That's a really good question. I'm passionate about something. Let me just think of what I feel like when I go the training environment. I think I'm just passionate about . . . Yeah, am I passionate about coaching or? Huh. I think I'm passionate about influencing change. . .I think, because when I go to a training environment, we have a skill that we're going to work on or we have an exercise, let's just say, a training program that we're going to do. I'm excited about how that workout's going to change or inspire or make better or break down or make them cry, whatever it is. That's what I'm excited about, so offering up this . . . Offering up a program or a skill or whatever, to me, that's what's . . . That's what I get passionate about. I guess it's the process. I get passionate about the process. (Coach 3)

"Now it's like everything." In addition to identifying as passionate, coaches also referenced an obsessive or almost addictive element to coaching. The draw to coaching is strong and managing that pull is not something coaches necessarily have control over, *"My challenge is balancing that passion and I guess maybe controlling it and not letting it control me. Being able to enjoy it without letting it get out of control, "*(Coach 1). The lack of control or the draw increases over time, to the point where the coach is "all in" without realizing it, *"It just became more and more, and now it's like everything,"* (Coach 5). Coaching is seductive and alluring:

> I think any coach who's working at the level where the passion, if that's the word that best describes what we do and I guess it does. If the passion is, sometimes insurmountable, it overtakes you. It's out of your control. It's dangerously seductive beyond belief, if I can use that term . . . it's almost obsessive. Strong is a word you could use, but it's sometimes an attraction that is, what am I trying to say? It's almost like being vacuumed up. It's more than strong. It's almost, I can't stop. Is it addictive? Not really. It might've been at one point. But it's certainly alluring. Yeah, it's strong, but for me, when I'm in it, it's really strong. It's all-

> focused tunnel vision, which is not always healthy, either, but it's for technical reasons. (Coach 8)

4.4.2 *Coach performance.* Coach Performance is both multifaceted and multidimensional as evidenced by the preceding and succeeding sections. The themes that emerged specifically in the coach performance are as follows: 1) Fatigue leads to everything and 2) Allow me to keep my head in coaching.

"Fatigue leads to everything." Fatigue impedes the ability of a coaches to be at their best and was reported by most coaches as being detrimental to performance, "*Fatigue leads to everything. Fatigue leads to worry and then you start questioning yourself and doubt, and those things wouldn't happen if you were rested,"* (Coach 3) and preventing from being at their best. "*But, I'm not saying that I'm at my best all the time. In fact, I know I'm not and probably fatigue is playing a part in that,*" (Coach 6). An accumulation of fatigue over time can result in not only poor performance on the part of the coach, but also impact the coach's overall ability to recover and be well:

> This wasn't until after reflecting back and going, you know what? I'm really tired and that's why things didn't go so well I think in 2015 is because I was so tired from 2012." There's so many things, so many mistakes that happened and that just led to me being incredibly exhausted to the point where I don't think I was doing my job very well. (Coach 3)

At times, the nature of the expert coach job can be detrimental to health and wellbeing, when one's health and wellbeing is threatened, optimal performance is not possible:

> The other things [that are detrimental to coach performance] are obvious to me: not enough sleep, poor nutrition, no time for self-discovery, no time for family or spouse. That makes a difference . . . Not feeling free which makes you more clear thinking which makes, in my mind, more innovative. (Coach 8)

The coach's approach to their job can also contribute to health issues if they are not allowing themselves, giving themselves permission to recover. In circumstances such as this the coach is not only putting themselves at risk, but could be risking their athlete's health if a sick coach comes to practice and passes the illness on to athletes:

> [Interviewer Question}: Do you give yourself permission to not be there and have an assistant coach handle it or what happens (in the case of illness or something similar). [Coach Answer] No, I don't. When we're being centralized, we used to centralize for about 4 months [of the year]. I have missed one training, due to a wedding when we were centralized that was held [where I live] and I wasn't allowed to miss it. I went to that and that's the only training session I have missed ever. I have coached with no voice, I have coached where I had to leave the gym and throw up every once and a while but I'm not letting someone else take my trainees. This is my own OCD. (Coach 2)

"Allow me to keep my head in coaching." The message that emerged from this theme is very straightforward. If an organization wants to maximize coach performance just let them coach. The multifaceted nature of coaching with often many responsibilities outside of the field of play can minimize coach effectiveness:

> So, I think it's mentally fatiguing to you and that is often see as a negative towards your [athletes] because you don't have the energy that you stereotypically would have if you had just [had to be on the field of play], just coaching. (Coach 7)

One of the keys to coach performance based on the responses from the coaches in this study appears to be to minimize administrative responsibilities, don't micro manage them and just let them coach:

> I think if you really want someone to be in an expert high performance role, I think making sure they're surrounded by the staff to free them to just be. That is important, but I realize that that comes down to money and that's always a hot topic in sport, so I don't know . . . Sometimes when there is a lot going on there I do feel like it's taking away my ability to really think about my athletes, really be deliberate about my planning, which is my favorite thing. (Coach 9)

4.4.3 Coach health. One's health impacts certainly impacts on one's performance. The themes that transpired in this area confirmed the important role of coach health in performance and its effect on it as well. The topics that emerged through the second order themes demonstrated that the coaching job impacts on coach health and coach health impacts on coach performance. The main areas discovered through this theme included the negative health impact of the coaching job on the coach and coach recovery.

"I wasn't healthy at all." The coaches in the study identified that the expert coach job, their expert coach job, has contributed to negative health outcomes they have or are experiencing, in some cases due to the nature of the work or the demands of the job. For others, negative experiences occur because the consuming nature of the job makes it difficult to for the coach to engage in activities related to self-care. Further, it was noted that the nature of the coach job makes it difficult to do for a prolonged period to time without experiencing negative impacts on health.

Example of the coach job contributing to negative health impacts:

> When I [took on the head coach/senior leadership role], I was probably, I was in fairly good shape. I was still dabbling in martial arts. I was running a bit with friends. I probably weighed 140 pounds. After my first stint [in a head coach role/senior leadership role], I weighed 165 pounds. That was when I was [in a senior leadership position]. I had such stress built up in my body particularly in my spine and upper back that one day I couldn't move. I had to call a friend a chiropractor and had to have [my wife] drop me over there so he could at least start to loosen me up. When I came back and had medical tests, I had high blood pressure, I had elevated cholesterol. I wasn't healthy at all. There's no separation between mental and physical health. (Coach 8)

At times the expert coach job can make it difficult for the coach to engage in self-care:

> I don't exercise at all and I'm super unfit. Even though everybody looks at me and they're like, what do you do for exercise, and I'm like, I don't, it's just genetic, okay? . . . I usually forget to eat at least one meal a day because I'm just too busy,

> and I'm on my feet for like 3 hours as part of my job which I guess is less sedentary than the average human, but I look in-shape, but I am not . . . I know that [I am unfit] and it doesn't sit well with me, and I actually hate the fact that sometimes I feel just kind of blah and sluggish, just feel unfit. Obviously, I can remember what a fit body feels like. (Coach 9)

The expert coach job may have a long term impact on coach health:

> You can't do it for any length of time. You get burnt out. There's no way. I don't think so . . . I used to smoke cigars. Yeah, I love that. I have my little office and I'd smoke cigars and I'd have a bunch of nervousness, but it would be so . . . Yeah, I would love it. Look forward to it and it just create I guess it was a high of some sort. Whether it was a break, I'm not quite sure. I haven't done that for a while, so that's a good sign . . . If your immune system is compromised, I'm more susceptible to being weak, and so then weakness is the very opposite of that resiliency. My sleep and my eating is very important. I take a health and lifestyle very seriously. (Coach 3)

"The ability to be able to recover is the biggest contributor to success." Coaches do not view their recovery as the same or as important as their recovery. Athlete performance and recovery is carefully planned, monitored and implemented. Coach recovery is often an afterthought by the coach, if it is given much thought as all as evidenced by the following examples: *"It is [factored into the annual plan],"* (Coach 8).

Coaches describing athlete recovery:

> It is part of our Yearly Training Plan (YTP) and I manage it. I coordinate directly with my physiologist on it. We actually monitor our athletes remotely through what we were using camp. We're switching to Edge 10 now which is a remote web based platform where the athletes fill in a Hooper Mackinnon survey daily. . . It gives them a score out of 35, things like quality of sleep, things like that so that we can monitor recovery every day. We collect heart rate data every training session and we monitor the training impulse throughout every session and then we put those 2 things together. I get reports from our physiologist everyday usually by email and he will just tell me, "Hey, athlete number 13 is red flagged right now." I will go and speak, "Hey, it looks like you're red flagged according to your cap and your heart rate. What's going on?" "I haven't been sleeping because these beds are so hard and everything," so then we pull them out of training and things like that. We actually build in recovery throughout our training as well, depending on what they are doing, just to make sure that we don't run them into the ground. . . (Coach 2)

When it comes to coach recovery, apart from a couple of programs, coach recovery is not something that is planned for or factored into the YTP. Coaches often use program down time to get caught up and schedule, even though their schedules mirror the athletes. The physiological stress of the coaches will be different from the athletes, the overall load may be relatively similar when one considers the number of stressors the coaches are exposed to. The examples below demonstrate that coaches prioritize athlete recovery over their recovery and, in most cases, do not plan for it: *"Yeah, yeah. When I have time, I can go visit some friends . . ."* (Coach 3) and *"I used those recovery times to actually just get quote unquote caught up on what I've fallen behind on but I'm just always behind,"* (Coach 9).

There are some coaches or organizations that have recognized the importance of recovery try to plan for it or suggest doing so:

> The ability to be able to recover is the biggest contributor to success. No doubt . . . Yeah, I think it's like [an athlete], if you are able to recover properly then you are able to perform at you best. As a coach, if you are able to recover mentally, physically, everything else after a long day, or whatever. Then your performance is going to be considerably better than what it was before or would be if you didn't have that recovery time or ability. It's one thing to say, it's another thing to live it . . . I feel a lot of what's coming out of my mouth, I'm not sure it's how I live though. (Coach 6)

Further, it was suggested that an extended break or sabbatical be required of coaches after a quadrennial to allow for coach recovery and the sustainment of coach careers:

> I think there should be a mandatory sabbatical after the four year where the goes back down to the development level or goes to another goal or transitions into something else, whether it's a lateral move or whether it's with developing athletes. They need to rekindle themselves. I think, because I don't think people are growing. You don't have time for threshold development at that level. (Coach 3)

Coaches identified that managing fatigue and learning to recovery were skills that needed to be learned or acquired as they moved through the coaching ranks. Coach 7 provided a detailed overview of the importance of recovery and fatigue management and how managing these elements were learned over time:

> I think as I'm getting more experienced with it, I'd say nearly 10 years in to being a full time national coach, I'm learning to balance better, I'm learning when to use my energy and when to try to recuperate it . . . I'd say for the first six years, I got it heavily wrong. I would say for the first four years, I got it very, very wrong. I was emotionally invested, and physically invested into everything that I put in . . .I didn't recuperate or regenerate and thus, you are tired, you are mentally fatigued and you often make a lot of bad decisions kind of learn from those decisions . . . I've also had a lot of good mentorship and a lot of good feedback from others about that so I'd say more in the last two years we've got that balance right and just recognizing when are fatigued and we need that time to regenerate or that time to take the foot off the pedal and let somebody else lead a little bit more . . .

Fatigue and a lack of recovery can limit coach performance in a specific setting or competition as well as over time, if it is left unchecked and the coach is in an unrecovered state for a prolonged period. Coach 3 provides this perspective on fatigue within the context of a specific competition:

> When you're in that moment and you're there for the expertise to watch for things, and if that's being compromised by fatigue or lack of exercise, then you're not functioning at your highest. I recognize that if I don't have some type of walking or some type of my time, then it's just overwhelm when I'm not functioning at the level that I need to be at. (Coach 3)

Coach 8 provides an example of the effect of prolonged fatigue:

> {Due to exhaustion] Mentally I certainly wasn't doing my best work and where it showed up for me was in the last two years, 2011-2012. I go through London and I looked at some of the reports I had written, some of the communications and it was floundering. It was not sharp edged. It was weak. There was no passion behind it. There was no innovation behind it . . . It was just shoot, I've got to do this . . . report. I dreaded every second of it. It was this dread of creating this master plan along with my colleagues and knowing full well if we didn't get the memo, this didn't matter. I could have brought a napkin from a cheese sandwich and said here you go. It would have been the same outcome. (Coach 8)

The final theme in this section identified that the perhaps the Canadian sport system does not recognize or support the need for coach recovery. As noted above, there are some organizations and individual coaches who manage recovery and do a good job with it; however, as an industry, as a nation, coach recovery is not an element that appears to place significantly on anyone's radar:

> No. I don't think it's specifically set up to be detrimental but I don't think that anything's being done to watch out for it . . .We're very focused on the athletes having everything that they need nutritionally, psychology, physically, therapy, everything. My athletes have it all and then I don't do any of that. (Coach 9)

The suggestion was made that more support for coaches could be made available, *"Yeah. I think there could be more structure in place when it comes to regeneration and recovery,"* (Coach 3).

While some coaches identified that the Canadian system is not set up to support coach recovery and care, other suggested that coach recovery is and should be the responsibility of the coach:

> Within our own sport, I think it's basically up to the coach themselves to organize and plan to make time to do those things. That's what I will have to do. I'm aware in some ways I'm making an excuse for myself at the moment. (Coach 10)

4.5 Personal life. The Personal Life major theme includes second order theme of family life.

4.5.1 *Family life.* The Family Life second order themes yielded the following sub-themes: 1) Even when I'm home I don't feel like I'm present with my family all the time, 2) You see the coaches, they're not a normal relationship.

"Even when I'm home I don't feel like I'm present with my family all the time".

In the results area that dealt with coach passion, the coaches reported being "all-in" and that it is challenging for them to unplug in general. The "all-in" nature of the coaching

job can make it difficult for coaches to be fully present with their families. As difficult as it can be for expert coaches to unplug from their roles as expert coaches, the results of this study suggest that families and children can provide coaches with a welcome distraction and make it easier for them to disconnect from their jobs and disengage their minds from time to time.

Coaches brains are always on, which can make it difficult for them to fully engage in the components of their lives that are outside the realm of coaching, *"I'll tell you what I felt. I felt that I was more engaged [in coaching] than I was in my home life. My mind was always spinning off about what the next workout would be. How to improve [athlete performance],"* (Coach 8).

> I dislike the fact that because of the nature of the job even when I'm home I don't feel like I'm present with my family all the time, I'm distracted by things . . . These little things are constantly in the back of my mind that I just have to do this, I just have to do that. I hate that, I hate the fact that I'm never fully present. I'll sit there, I'm watching a movie with my kids and I'll pull my phone out and it's just I can't, I don't know why I have to do it but I have to do it. (Coach 2)

Even during periods of rest or downtime, it can be difficult for the coach to disengage from their "coach brain," *"Especially on holiday, I often catch myself heading to ... I always focus on tournament stuff, because I'm thinking about something else or thinking about work. So I don't think I've got that [figured out yet],"* (Coach 6).

As difficult as it can be for coaches to be fully present in areas of their lives outside of coaching, having partners and families does help them to disengage from their job and achieve a sense of balance:

> . . . Before [my daughter was born] I found it very hard to let it go, no matter what we're doing or where we are . . . I think I'm finding the balance a little bit better . . . I would have said before [my daughter] was born, I wasn't particularly good at that. And certainly ... How do I put it? I was too heavily involved one way I would say, and that was towards [my sport], (Coach 6)

"You see the coaches, they're not a normal relationship." The nature of the coaching job (i.e. the travel, irregular hours and demands) inherently creates challenges for the coach in their home life. The challenges that emerged from the data for coaches included connections with their partner and children; challenges created because of travel and guilt the coach experienced in relation to their position as an expert coach.

Feeling connected to or being able to be connected their families can be challenging for coaches given the demands of their job and environment:

> I'll tell you one of the challenges is coaching all day and then you come home and you've got kids. You go right from coaching and whoosh you're in the house, and that's it. You've got your kids and you go full tilt until they go to bed. I get up and I'm out of the house before 6:00, that means I've got to be in bed to have a shot at getting six hours, I've got to be in bed fairly early, which is generally relatively soon after our kids finally fall asleep, different than going to bed, as you know. You don't get that time to reflect. In that space too I want time with my [partner]. I want to get caught up on what happened in the day and different things. There's not a lot of reflective space in that. (Coach 1)

The coaching job can place additional stress on the relationship of the expert coach and their partner due to travel and the demands of the position:

> Then there's the struggles that are a little bit bigger like- we were talking about this - you're really getting a really glimpse into my personal- the fact that we take our relationship for granted a lot of times I think, because I'm away a lot and then when I'm home we have so many things to do like we got to get the leaves cleaned up in the backyard or this and that and things like that. It's never really about us and what- even just, "Hey, let's just go and sit and have a conversation for an hour." We just take those things for granted and then I'm gone for 3 more weeks. Before you know it, it's been 6 months since we've actually talked about anything of consequence. It's a real challenge for us and something that we speak of like we are aware of it but we seem to be having a hard time fixing it. (Coach 2)

Sometimes, the coaches' best selves are given completely to athletes or to the sport and there is just nothing left for the partner and family when the coach finally arrives at home and this can cause challenges as well:

> Right? That's one of the reasons why I think it was important that, and I'm sure you recognize and you see the coaches, they're not a normal relationship, right? . . .You're away, you're away for five weeks, you're exhausted, you come home, you're being beat up in your sport by athletes and administrators or whatever, you come home to the safe haven, and they're like, "Well why are you laying on the coach?" I'm like, "Because I'm through. I'm messed up. I'm tired." (Coach 3)

> My [partner]will joke because I just, I think it was two nights ago. We just finished [competing] this past weekend, and I've been on a stretch of four competitions in six weeks. It was pretty stressful, I guess. Being the coach, the travel agent, trying to maintain things at home, whatever. I was stretched pretty thin, and he gets the brunt of it. I come home and I have no energy left for him . . . All of a sudden, two days later, I'm like . . . I don't know what I was doing, just being kind of clownish, I guess, like my natural personality. He's like, "You're so funny," and I'm like, "I know I'm funny." He's like, "No, you took a month off there." I'm like, "Yep. Fair." (Coach 9)

Similar to not having their best selves to give to their partner all the time, there are periods of time when the coach has no part of themselves to give because they are travelling and physically away. The travel component of the coach job can create additional stress on the family and coaches acknowledge that*:*

> There are days where it's difficult. When I'm gone for months in the summer, and I'm only there for five days or four days in two months; it's not challenging for me, not at all. It's very challenging here at home, and I know that. (Coach 4)

Finally, given the all-encompassing commitment coaches make to their jobs and also the important role their partners and children play in their lives, coaches experience guilt with regard to the decisions they make that impact upon their families and the challenges those decisions cause:

> It's our 29th year. There's been tough times, but not tough times that we couldn't resolve, and that's because we weren't afraid of confronting ourselves and one and other, and certainly raising four children when I was at work full-time and on the road, [my wife is] a fabulous mother. It's exhausting. There were times where I didn't pick up on that enough. That's something that I wish I could have been better at for sure. (Coach 8)

In some cases, the guilt is worse for the coach than the family:

> The first trip I went I think my daughter was two and we thought, "Oh let's Facetime or Skype or whatever" and she started screaming because she realized I was gone and so that was bad. Those are heartbreaking and then I just feel awful and I feel awful for what I've done. (Coach 5)

In others, the coach feels guilt, stress and pressure because of experiences and changes the family is going through as a result of the expert coach job causing challenges for the family and feelings of guilt for the coach:

> While your family is trying to settle down, you have the stress of trying to build performance within the new work environment and the sports environment. Then you also have the stress of is my family okay? Can my wife get a job? Can we actually earn enough to make all of this work? On a personal level, it becomes this case of okay, what can we do about this? What are the issues? If your wife can't find a job for 18 months and you're living in an environment where your cash flow is red, then what can we do about it? It's just trying to be logical and rational once you've got through all of the irrational stuff. That pressure to succeed isn't just a pressure to succeed in the sport, it's a pressure to succeed for your family. Because you want to offer, you want to create stability in that environment too. (Coach 10)

Chapter 5: Analysis of Partners Experiences with Expert Coach Passion

5.1 Family.

5.1.2 *Family impact.* The second order themes that emerged in the first order theme of family impact included: 1) They're not quite present in family life and 2) I got to go, I went to Beijing, I went to Athens.

"They're not quite present in family life."

> I think we keep revisiting a bit, is their lack of presence, because of either traveling, or because they're so obsessed with their sport, or they're so . . . Oftentimes, he will work [in] the evenings when he gets home, so it's that, the physical and sometimes the psychological absence, and because they're either abroad or somewhere else, training, or they're figuring something out, so they're not quite present in family life, even though they're physically here. (Partner 10)

Based on the partner's responses, there are two ways expert coaches are unavailable to their partners and families. The first is that they are physically away because their job requires them to travel, the second is that they are physically home, but not present emotionally or psychologically.

Travel removes coaches physically from their home environment, making them unavailable to their partner, their family and their friends:

> He used to travel so much on the weekends. Previously, our first year of marriage, he literally traveled forty-eight weekends. It was horrible. It started off really horrible. I was like this is not what I got into. Now, if I compare it to that, now, he's gone, probably, gone or unavailable, one weekend a month. (Partner 1)

This partner went on to explain that the stress of travel was exacerbated by misunderstandings regarding being home (i.e. the flight has landed, I am home) and being available to the family:

> Because he couldn't understand that [the difference between when he got home (i.e., flight lands} vs when you are available to me as a husband or father]. It took

> him a while to grasp that. That's how I would get mad, I didn't get mad the entire time before, but that's when I would be like, and, now I am mad. (Partner 1)

For some partners, the time away is significant, so much so, that they no longer keep track, *"She's gone so much I don't keep track. That sounds bad, but she does travel quite a bit,"* (Coach 5). Large portions of weekends can be eaten up by the expert coaching job, *"I remember [the coach] saying to me once, that I think it was 42 weekends out of 52 in one year . . . .so it was that kind of time, but in total days and stuff, no, I couldn't give you a real number on that*," (Partner 8). In some cases, the physical lack of presence can limit the coach's ability to engage in their home community:

> His job stops him from being connected in our community. We had new neighbors move in a month ago. He has no idea who they are. We go for a walk in the neighborhood [and we run into neighbors], I'm like, "Hey. How are you doing? Good. How are the kids?" Da da da da da, and he's like, "Who are these people?" I'm like, "They live on our block. They have ever since we've moved in here." He's like, "Really? I feel like I know no one." "Well, you're never home." He doesn't have that sense of community. (Partner 2)

The nature of the work results can influence the consistency of the coach's schedule:

> The coaching job is an all-encompassing position, it is not a 9-5 job,
> The nature of the job, you know? It isn't a 9 to 5 job. It's not a turn on, turn off kind of thing so there's definitely times where some kind of unknowns pop up and he has to cancel or change plans so that's just the nature of the job. (Partner 7)

Coaches have trouble turning off their coach brain, and the failure to do so results in them being unavailable to their partners and families, particularly during Olympic/Paralympic qualifying periods or major competitions, one partner referred to this time as a vortex:

> You're [i.e. the coach is] in the vortex; you're in the zone, so I know that you're not really going to know what's going on with me for a little while, and you're kind of hanging on for dear life with your job. That can be a challenge, because as you become more used to that as a partner, you will start to feel a disconnect, and it's kind of okay because you're used to it, you kind of get it back once the season's over, but it can still feel disconcerting, or can be difficult. I'm not sure if

> I'm describing it the right way, because you kind of know it's just part of the routine, but that doesn't make the routine any easier . . . Sometimes coaches will say, she'll say "I'm the most low-maintenance partner ever," but low maintenance doesn't necessarily mean not present. (Partner 9)

For some coaches, the partners noted that the period of unavailability was more fleeting, and linked to a period in the day as opposed to an extended length of time, *"Play with the kids for a little bit but just not be fully present there. Just know that he needs these two hours before the [competition] just to mentally prepare himself or whatnot, right? Yeah, so here but not,"* (Partner 4).

"I got to go. I went to Beijing. I went to Athens." In as much as there are challenges for the partners and families of expert coaches, they are also privy to unique experiences and opportunities. The children of expert coaches are exposed to incredible role models and, at times, the coaching profession has the capacity to provide coaches with a good life.

Partners and children of expert coaches get the insider view of major events like the Olympic and Paralympic games:

> When it's a big moment, it's like, okay, this is worth it by the end of the Olympics/Paralympics. This was so awesome, this was so worth it. It's because I got to share in it with him. I got to go. I went to Beijing. I went to Athens, I went there and supported it, and got to share that with him. (Partner 1)

Coach families know who and what to watch, they too, indirectly, have been a big part of the quadrennial preparation as well:

> . . . I think that that was the best part of it. I think it is important. I mean it's sports important period, to be involved in it at that level is a privilege and that you, as a family, were a part of it. The kids were excited by that, and excited by the events sitting there watching the one's that you knew they were medal chances and you had all that information, right? (Partner 8)

Another unique experience for the children of expert coaches was getting to know airports, not necessarily travelling with the coach, but fetching them when they arrived home was reported as a big deal, and important to the families of the coaches:

> People find it funny that when our children were little, they knew how to get around the airport and could tell you where the best observation places were, and who had the best drinks, and where the best places were to play, and they're like, "Do your kids travel a lot?" They're like, "No. We spend a lot of time waiting for Daddy." (Partner 2).

> We came into [the airport] all the time and the kids took him to the [plane], we almost, we did a lot of that stuff, [or] he took the cab, it depended, [if] he wasn't waking everybody up to go to the airport, but [a] number of times we [tried] to make it a family event. Dad's coming home, we try to do that, but it had to be reasonable, of course too. Oh yeah, I think it's important that the kids had an understanding of why has their dad been away. (Partner 8)

Being the child of an expert coach can mean special visits to school and exposure to incredible role models:

> I would say positively thing, there is this excitement, right? There's this, [he] gets, one of the things he does, every year at the kid's school, is he brings in [equipment and does a sport demo] . . . They think he's famous . . . Yeah. It's added to our lives. It's added to our kids' lives. Just being involved in sport, and I guess he had to choose to do that, bringing to the kids' school, but it's a way. I feel like it's maybe a really cool excitement thing. Even though there is a lot of stress, we get, there's a benefit, there's these moments of just excitement that nobody gets to experience. That we get to experience. If he was working at the library, whatever other job he had, there wouldn't be those moments of just like, this is awesome. I think that's a way that it's impacted our lives really well. (Partner 2)

The families and children of expert coaches have the opportunity to get to know the athletes quite well:

> The[athletes] seem to actually care about [our children]. They have embraced them, and there's a couple[athletes] that speak French and they know [our son is] in immersion so they always talk to him in French or they'll be like, "If you need help, just get Mom to email me or phone me and we'll work through homework together." That's been good because that's helped forge through some of this that you kind of feel like, okay, they know who we are even though we're never there . . . [exposure to the athletes and the program provides] a good message for our

> kids. You put in the time, look at where you can go. What about the sacrifice? It's like sometimes when you're passionate, there are things that get neglected or sacrificed along the way and that's just part of it. You can't have everything. You can try to balance it, but if you want to get here, you've got to work to get there. It's a pretty amazing thing. (Partner 2)

The partners in the study acknowledged that while challenging, being the partner of an expert coach has afforded the partner and family a good life. They recognize that the expert coach role is a privileged position:

> At the same time, I look at this and I think yeah this is a very privileged life - because it is. It is too. The job is a - it's a great thing. All that's involved, you can't look at that and say it wasn't a great place to be and to be part of. That part of it is the privilege. Maybe there isn't anything to feel bad about. (Partner 8)

Even with the challenges, the partners recall that there are positive effects on the lives of the partner and family of the expert coach because of the expert coach role, *"I don't know how else. I would say more it's just, you know, he's physically fit and he's healthy and I think that is just a good role model for me most of the time,"* (Partner 7).

The entire family, not just the coach, have benefitted from the experiences afforded them because of the role the expert coach has been or is in:

> I think in general it's had a very positive impact. I think the fact is, as I covered earlier, is it is a higher goal. It is [wanting] to make a difference, and although that defeat and success is very public, there's also, along the way, there are measurable effects of success and that is very positive as well. I think the other positive thing is we've ended up living in a really, really beautiful part of the world, so I'm very grateful for that. It's positively impacted us, because the girls . . .I feel like I got an extra couple of years of childhood by bringing them here, as opposed to them spending their teenage years [overseas]. . . . so I think overall, it's had an extremely positive impact on our lives, and even though we've talked a lot about there is that negative side of things, but watching them succeed, or watching the growth of it, and enjoying the opportunities that it's afforded us, and that's great. (Partner 10)

5.1.3 ***Partner impact.*** The data illuminated four second order themes within Partner Impact: 1) The coach's career trumps my career, 2) When he's gone it's just 100% me and 3) You're really not making a lot of the decisions that affect your life

"The coach's career trumps my career." Two specific themes emerged around the careers of expert coaches with children (the careers of expert coaches without children were not impacted by their partner being an expert coach). The partners of expert coaches with children either put their careers on hold by not working or by foregoing promotions so they could maintain their family, or they held jobs that were very flexible so they were able to work around the schedule of the expert coach.

The partners were put their careers on old did so because it made their family lives easier and because it enabled the expert coach to pursue coaching:

> I would say, yeah. I guess maybe not even if he wasn't the expert coach, well, no, it would be even as an expert coach. His job, kind of trumps my job. I don't look at it as a job, like a paycheck, it's more like his career trumps my career . . . For me, I do feel like we function better when I am not working. Without a doubt, but then that also adds stress, for me, for some identity issues. Right? I mean, I always wanted to be a mother, mother first, and I always wanted to be a mother, but I did have a great career that I was passionate about, too. (Partner 1)

When the partners of expert coaches with children do work, they tend to have flexible positions that afford them the maneuverability they need to accommodate the schedule of the expert coach and their family:

> I have a permit point five. I probably work . . . It depends on my husband's schedule a little bit. Just the nature of . . . It's a 24-hour service. There's always shifts available. Those shifts have to be filled and we're often short staffed and those types of things. I usually work probably about a point eight. I work a little bit more when he's around and his schedule isn't as busy in the summer. If he's away a lot I'll work a little bit less. I can work basically as much as I wanted to. Yeah, that's great. The flexibility is awesome because I can go up and down to the point five anytime I want. Anytime I want to I can pick up more shifts. (Partner 4)

For some partners, they refrain from seeking out promotions or new opportunities in order to maintain their flexibility:

> For me, because of his job, the activities I do are dictated by his job. I work from home and I'm in a position where I can. I've wanted to move out of that position but if I do, our children are going to wind up in childcare because I have to be in the office five days a week, so I don't look for a promotion. I stay where I am. (Partner 2)

"When he's gone it's just 100% me." It is well established that expert coaches are required to travel, generally, based on the results of this study, a minimum of 100 days a year, therefore, the partner of an expert coach will be "flying solo" often. The data that emerged from this second order theme indicated that the partners of experienced feelings of loneliness, even isolation or just the acute awareness that they were without their partner. Flying solo also created situations where the partners felt or had to do everything on their own (particularly with families) which leaves little time for recovery and self-care. Finally, opportunities to be on one's own is not all bad, there are positive elements to it and positive reactions to time away from their expert coach partner also emerged from the data.

Being alone when the expert coach is travelling can be isolating, *"To me, it always made me feel alone. I always felt very alone,"* (Partner 1). To others, it is not necessarily negative, but their partner just never seems to be around:

> Well, you know, I know that we went through that at my own work, and one person that she asked, "You know, do you have like an imaginary husband? Because we've never really seen him and you keep telling us he's out of town," you know? Because there would be functions or things that he was supposed to attend and I always went on my own. So actually he was out of town, actually he's not in town, actually he's not . . . (Partner 8)

Flying Solo can leave partners feeling like everything is on them, they at times, need to manage their lives and the life of the expert coach:

> From my experience, I have a very busy job [that I'm very passionate about] and maybe it's a personality thing but I'm able . . . I'm able to compartmentalize it a little bit more and be able to deal with some of the things that are happening in life little easier than it is for her. I find in my experience . . . [I wonder] if it's the same for [all non-coaching] partners of coaches. To see if it's the same for all coaches where they get to the point where [they are] so committed ... and you appreciate that ... and so passionate about it that they kind of have a hard time managing the rest of their life. (Partner 9)

Some feel like they need to do it all and more because they are trying to make up for one parent being absent or the challenges they family faces because of the schedule and demands of the expert coach job:

> Yeah, absolutely, it is. I do these things so my kids don't realize the impact of their dad not being there. It's like being a single parent but you're not a single parent. I don't want our children to ever feel that they don't get their fair share of activities or love or support because Dad's on the road. (Partner 2)

Partners acknowledge that when the coach is travelling, family demands are 100% on them:

> Sometimes in the winter, if he's home a lot, it's not as much work for me. I just mentally prepare for that [because] I know that when he's gone, it's just 100 percent me . . . It's just different when you know that you have to do 100 percent of it. (Partner 4)

In addition to the challenge of managing 100% of family demands on their own, some partners also struggle with self-care and recovery:

> I just try to survive everything, that's all . . . For myself, when I'm taking care of the kids with my role as a parent, when I do get a break, usually I'm pretty exhausted for a couple days. When the grandparents are there or my parents are here to help, I need some downtime. I'm not always able to just find a way to get that. (Partner 5)

Partners experiences with flying solo was not all negative, positive themes arose from the partner's data as well. Flying solo meant the partner was not away, but home:

> What was great about my part was that I got to do everything with the kids. I got to see everything they're doing all the time. I never had to miss that. It's not until I've been working now that I have to make choices. I hate that. I hate having to make that choice not to be at something my kids are doing. [The coach] had to make that choice every day. When you're exhausted and it's 24/7 [a day with the kids] and [the coach is] having drinks in the bar with so and so . . . you don't always see it that way [that being home with kids is the side you'd prefer to have]. (Partner 8)

Some suggested the break from their expert coach partner was not a bad thing, and maybe in fact, a positive for their marriage, *"Sometimes it's just I think it's probably healthy for a relationship not to be together all the time,"* (Partner 4). At times, a break can be good:

> Some parts of it are good, because you have a break . . . having breaks from each other can be a good thing. I think it would drive us crazy if we were around all the time with each other, but I don't think that's been all negative. (Partner 8)

At times, flying solo is a good thing, the schedule at home is more relaxed and the partner can parent their own way, "*[He] has certain foods he doesn't like. Great. [Coach] is out of town. We have fish for five nights in a row and we eat Chinese or Thai or all the things he doesn't really care for,"* (Partner 2).

> Sometimes it is easier when he's not here because the [kids] are older, so if he's just gone, not the super long trips, but even as so much as they are gone 4 or 5 days, it's kind of like okay well we will just have scrambled eggs for dinner and we won't worry about it much. It's just different . . . (Partner 4)

"You're not really making a lot of the decisions that affect your life." The coach data established that the expert coach job is one that is all-encompassing and, that many coaches are obsessive about their role. The partner experience with this can lead to frustration, even for partners who are supportive and "get it:"

> . . . I think what happens as a coach when you're that committed, a lot of coaches, not all of course, will say, "You know what, to be this good, I'm passionate about this so my partner should understand that." And should understand that there's going to be times when I'm not going to talk to him or her and they almost rationalize it through that passion. [The coach believes], "can't they see that this is

> just something I'm passionate about so I might not be as committed to the relationship for certain periods of time." (Partner 9)

Being "all-in" can lead to families feeling like they are second, a hard position to be in, particularly if the coach is not having a positive experience with their job as an expert coach, *"I often say, "Why do you keep doing this? I would have quit this job long ago." He's like, "I do it for the [athletes] who have given up their lives." Wrong answer,"* (Partner 2). Even when one is a supportive partner, the seemingly unending "to do" list can be a difficult thing to combat:

> I suppose there's times where he's just very busy. That's never . . . When he's really busy, I wouldn't say it's stressful, but it's kind of . . . Sometimes you're like, "Really? More?" But I wouldn't say it's stressful. No. (Partner 7)

Finally, partners feel frustrated when the experience a lack of control over their own life:

> When you get the kids up, you take care of them, you feed them, you take them to preschool, you pick them up from preschool, you get groceries, you make lunch. Then you try to entertain the kids, and then you make dinner. Then she comes home, and then I've got to take the dog out. Then I'm in a coma for the . . . It hurts too . . . I don't want to go to bed because I finally have some silence, and then it starts all over the next day. It's not like normal people where they have a weekend off together and the person who takes care of the kids gets a bit of a downtime. It's just an ongoing chaotic cycle that I want to say you wish would end because when it does end, you feel useless, but it's just a hectic lifestyle, and its just chaos . . . It's a tricky thing because you're not really making a lot of the decisions that affect your life. It's like you're on a little bit of a hike, like a sidecar, or a sideshow . . . (Partner 5)

5.1.4 *Family Transition.* The data that emerged from the first order theme of family transition unveiled the second order theme of, We're not your athletes, we're just your family.

"We're not your athletes, we're just your family." A coach's re-entry to their family's life after being away for an extended period can be compared to that of a space

ship re-entering the atmosphere, no two re-entries will be the same but there will always be turbulence. The bumps along the way include differences in parenting styles or approaches, trials and tribulations with readapting to family life due to miscommunicated or under communicated expectations and specific challenges for the children of expert coaches. In addition to the challenges, partners also identified that there is a somewhat predictable process that follows the coach re-entry each time they are away.

Some of the re-entry challenges are rooted differences in the ways the partner manages the family when they are on their own versus the way the family is managed when both partner and coach are present:

> We set into a routine because I have no option but to keep the routine sustained that's the domestic front. Then when someone arrives back in and causes ripples. That's what I dislike it is the fact that he misses out on stuff for himself and then the re-entry to family life can be bumpy at times. (Partner 10)

Turbulence can also be found when the partner tries to walk the line between running the family show entirely and trying to keep the coach engaged in family life:

> He gets home. He got home on Wednesday, so last night I said, "Hey, can you take the kids to the pool? I've got to work, catch up on some work. Can you take the kids to the pool?" "Okay, what time are swimming lessons?" "One's from 6:00 to 6:30. The other one's 6:30 to 7:15." "Okay, where am I taking them?" "To [facility name]." "Okay, where in the pool am I going?" It's like at this point it's just easier for me to take them rather than give you the nuances, because you're so absorbed in what you do in your day-to-day world that you forget there's this whole other component to your life that just functions autonomously until you decide that, oh, I've got time now and I'm going to plunk myself in. That's a very challenging dance that I haven't mastered yet and we, as a couple, constantly struggle with and fight about. It's that I know you want to be involved but I can't really let you be involved because when you step out I've got to learn all these pieces again, so it's just easier for me to learn them. Yet I don't want you as an observer in your family's life. (Partner 2)

Transition can be rocky when the partner expects the coach to be ready to engage in assisting with tasks and home and the coach is now home, so they want to rest and

recover. The challenge in this situation is that both the coach and the partner are exhausted and they each have a different set of expectations on what will happen when the coach arrives home. Neither of their expectations are inappropriate, but they are in opposition to each other:

> We're all looking forward to him coming home so much, and for me, it's like, "Oh, good there's going to be this huge relief on me when he gets back", then I kind of . . . set myself up for thinking he's going to come back and do all the cooking, and cleaning, and he doesn't, and I'm just mad. There's always those adjustments to be made, right? . . . The hardest transition is probably when he comes back actually. Believe it or not. Even though we're all looking forward to him coming back, it's just like, for him, coming back and working his way into our rhythm again. He might be completely exhausted, and jet lagged, and wants to sleep, but yet, I'm expecting okay, now your home. Now I need you to take the kids, and do this, and I want to do this, and then he can't. Things like that. Different expectations, I guess. His expectation will be, "You know, you don't understand how stressful that was, and I had three hours of sleep a night because it was such a crazy [competition] I want to come home, and now relax, and not do nothing." I'll be like, "Well, I've been doing here everything by myself twenty-four seven. I want to not do something for once." That doesn't always go over that well when we both want to do nothing. That transitions really only been [in this role], and we always really seem to struggle with that even though we both know how we feel. I don't know. Not good at that one yet. There's the expectation[of] what it's going to be like. You're excited for him to be home, and for us to be together . . . he's been gone for so long. Like I said, his expectation is he's exhausted from this long, stressful trip, and needs some down time, but we're expecting the opposite of him. (Partner 4)

The children of expert coaches, both young and old, experience challenges with the exit and entrance of their coaching parent to and from family life. For some children understanding why expectations around chores are different for their coaching parent than it is for them is tough to understand:

> . . . [My daughter] struggles with it. She'll say, "Why doesn't Dad have to do his laundry and put his laundry away?" I'm like, "He's not here." "Why don't you just leave it for when he comes home?" "Well, because I don't want laundry to sit in the laundry room for two weeks." We have to clean up our stuff. Why doesn't Dad?" It's kind of like, how do you get them to understand that Dad contributes to the family unit when he's with the family unit, but when he's not, you have to pick up his slack? How do you market that message to your family? (Partner 2)

For others, the prolonged absence of a parent is challenging:

> I think even [our daughter], I've found that she, now that she's a bit older, she takes a little while to adjust. She absolutely loves having him home, but I think, I've sort of notice that she's a bit, not naughty but sort of acts up a little bit in the first couple of days [he's home]. Which, that's not as normal, as before. Yeah, there definitely, yeah. A huge adjustment each time he comes back, for sure. . .Yeah, she's very cute. She'll just follow him around the whole time he comes back and loves him and kisses and that sort of stuff. Just with different things, she'll probably, if she doesn't get her way with something. While she's been with me, I've found she's usually pretty good, listens to me quite well. When it's the two of us, I think she sort of, I don't know if she doesn't know how to react or something's will set her off and she'll cry more or have a bit of a tantrum or something like that. Which she wouldn't if it were just me or if it was a few days later and it was the two of us again. Yeah, if we're talking to each other and she's not getting the attention maybe, I don't know if that's what it is that she's feeling or it's kind of hard to know. Like [my partner] would sometimes make comments like, "I thought you said she's been really good lately." I'll say, "Well she has been." Yeah, she just finds the adjustment a bit tricky as well. (Partner 6)

In some circumstances, the partner has to try to run interference between a coach that has the potential to be irritable and decompressing and teenage children who can be challenging in and of themselves:

> One aspect [that makes me] a bit crazy, trying to control everything, to make sure that everything's perfect [when the coach returns], and then I have to take a step back, and go, "I can't. He's got to accept [as we] are." It can be really hard for him to unwind, and I'm slightly dreading going to Europe when he . . . we're leaving the day after he comes back from Rio, and history tells me that he's going to be in that post-competition phase regardless of the outcome, and it can be quite stressful going away, [because] he can't unwind for that period of time. I have to take it on faith, and hopefully he is aware of it enough to try and manage it himself . . .but I also have to be aware of it and try and head off any collision between him and the girls. (Partner 10)

Finally, peace at home can become unsettled as the coach transitions back after time away and the regiment of training and competition is replaced by the chaos of daily family life:

> We're not your athletes. We're just your family. You have to take us, imperfections and all, so that's what comes back, I think. He comes back again by

> the time ... Especially when things are going well, he is largely in control of his entire environment, and his athletes' environment when he's away, and that's one thing that he does do, is make sure that everything is set up for their success. The food, and organization, and transportation, it all has to run seamlessly because otherwise it's going to be detrimental, and then he comes back to messy family life, and it's not quite as . . . Probably in the time he's been away, he's looking forward to coming back, and then we don't quite measure up [with his] thinking, which is the normal, chaotic . . . We've got two teenage girls who . . . they're going to be quite a handful when he comes back, so he can just . . . That can be a bit tricky. (Partner 10)

Re-entering regular life after extended travel with athletes and teams is a process, the partners provided an example of a way the process of re-entering was embraced by both partner and coach as well as describing a necessary decompression period the coaches followed as they adjusted to their day-to day lives.

Some families follow a process together to aid in minimizing the disruption of coach re-entry, "*We would make a certain dinner when the [coach] got home. It was kind of like a ritual, almost, like we kind of knew ... Yeah. I guess we were used to it,"* (Partner 3). Other partners spoke of a specific unloading the coach goes through upon their return home, regardless of the outcome of the performance:

> Absolutely. It's a decompression period. It requires usually anywhere, it depends on the year, but it usually requires three to four days, sometimes a week, in an [Olympic/Paralympic] year. Sometimes a little longer, and it's a lot of quiet reflection, a lot of sleep, relaxation, just zoned out. . . Slowly getting back into routine, staying away from work for a bit so that she can get her mindset... transition out of work, and thinking and breathing and eating and sleeping it, to thinking about other things too. (Partner 9)

5.2 Contextual factors. The major theme of Contextual Factors had one first order theme: Olympic Years/Paralympic years.

5.2.1 Olympic/Paralympic years.

"An Olympic/Paralympic year just feels completely different." The data demonstrated that Olympic/Paralympic years are different from any other year in the

quad given the travel demands, the toll they take on the coach and the impact on the expert coach's family. Olympic/Paralympic years require significantly more travel than non-Olympic/Paralympic years:

> We figured it out [252 days in 2016], and I just went, "What" Then I went, "Oh, It's [an Olympic/Paralympic] year." Travel shoots way up. I mean by saying shoots way up, it's about fifty extra days in an [Olympic/Paralympic] year or a world championship year compared to normal. (Partner 2)

For some coaches, the travel can almost double, *"It depends on the year, but it averages out to probably five to six weeks a year. Then on Olympic/Paralympic year it's probably closer to ten to twelve [weeks],"* (Partner 8). Any way you look at it, calculating by days or weeks, Olympic/Paralympic years demand more of the coach's time on the road than other years in the quadrennial:

> I'd say he's away at least a third of the year, [Olympic/Paralympic years] then even more. I'd say ... Let's see, I'd say away for at least 120 days a year, and then the [Olympic/Paralympic] cycle it's probably more like, it's getting on for ... What number did I just give you, 120? Probably close to 250, this year. [because it is an Olympic/Paralympic year]. (Partner 10)

The enhanced travel and pressure of the Olympic/Paralympic year take a toll on the coach. They require more energy and more travel as well as demanding the coach's constant attention:

> Well an [Olympic/Paralympic] year just feels completely different. The build up to it is so long and the resources that go into it and everything. It's like the mental energy too because every day is pointing towards that one moment. Whereas, in a non-Olympic /Paralympic] year World Championships are important, but there's always a World Championship the next year. Even if things don't go perfectly one year, it's not the same level of preparation for that one event. (Partner 3)

Partner 3 went on to reference their observations about a lack of adequate recovery or planning for coach's following the Olympics/Paralympics and how that can be overwhelming as well:

> You don't plan for after the [Olympics/Paralympics]. I think that's the other thing too. Even the way the funding and everything is all geared for that four-year period. Then you don't even think about what's going to happen after until it comes, and then it's overwhelming, I guess. (Partner 3)

Earlier, Partner 9 referred to the Olympic/Paralympic years as a "vortex" the coach is sucked into. In this interview excerpt they talk about the difference between Olympic/Paralympic years and other years in the cycle noting the difference in pressure and the toll of travel and intense emotional commitment:

> Yeah it [recovery after Olympics/Paralympics] just takes longer such as everything is more protracted. It also depends too on the athletes you have. It's very athlete specific so it would be similar to having a great team in a sport versus not having as great a team. I think there's different emotional tolls that those take with [individual sport], it's more individual person's space as opposed to team based. If you have great [athletes] and expectation and you're competing a lot, that means you're competing a lot more, you're doing a lot more trips and there's a lot more on the line. That takes a huge toll physically from the travel and from the intensity of potentially qualifying for the [Olympics/Paralympics]. (Partner 9)

The Olympic/Paralympic year is also different from the partner's perspective and for the coach's family:

> This year, because it's an Olympic/Paralympic year, I've had to step back. I used to coach basketball, and I was part of my son's Cub group, and did some stuff on the Parents' Association at school, but I had to step back because [his] days have gone up and I can't give that much to a community and maintain my sanity. (Partner 2)

Partners also accept that in Olympic/Paralympic years their partners may be less available to them, less present, *". . . when you go into the vortex for two or three months during [Olympic/Paralympic] qualifying or different times of the year, it's difficult to stay connected and stay abreast of what the other person is doing,"* (Partner 9).

***5.3* Health.** Emergent in the partner data was the impact, both positive and negative, of the job of the expert coach on the coach's health. The first order themes that

developed in the major theme of Coach Health and Well Being included: 2) Partner Traits and 2) Coach Wellness.

5.3.1 *Partner traits.* Partners discussed the characteristics one needs to embody to be successful as a partner of an expert coach. Two second order themes were identified: 1) Just give them their space when the need it and 2) Being a little selfless can help:

"Just give them their space when they need it." Illuminated by the data was the need for partners to be understanding, flexible, independent and trusting. Partners talked about how their understanding of what the coach needs aids them in helping them be at their best:

> There has to be an opportunity [for the coach] to really if [they] want to really put [their] heart and soul and passion into what [they're] doing, [they] have to be able to do it one-hundred percent . . .With [the coach's sport], I find that when they're on trips, she needs to be there and needs to be present and that's the best way for her to get the most out of her [athletes]and have the most success. That's a big one. You have to be willing to take things on in a relationship, because that person is traveling a lot, because regardless of a sport most high performance coaches are going to be traveling. Right? [Away from home] and so there's going to be long stretches of time where their partner has to take on a lot more of the responsibility in the house . . . (Partner 9)

Understanding the coach job and what it takes to be successful in the expert coach context was also noted as being helpful:

> You can be involved in sports at a recreational level, but if you've not been involved at a higher level to understand what's really involved, and you got to ... As a matter of fact, there are 2 and 3 workouts a day or sessions a day, or whatever the business normal ... This is a normal training, and it might be a little bit of a shock, right? (Partner 8)

Recognizing and respecting the flexibility the coach's sometimes need was also noted as key, *"You just have to be okay and understand that [things can change last minute] and*

just give them their space when they need to have their space to get what needs to be done, done. That's probably it," (Partner 7).

The partners talked about the importance of being flexible, particularly when children are involved, *". . . But if you're family then you have to be pretty flexible and you have to be sort of a go-with-the-flow, and you have to understand when things get tense,"* (Partner 8). In addition to being flexible, accepting the nature of the position is also important:

> . . .That one [the question what are the characteristics of the partner] is harder to answer for some reason, because I almost want to be sarcastic, and be like, you have to be flexible, and be willing to have everything related to [the sport]. That's like my first off the cuff, real answer. If you know what I mean. (Partner 1)

Independent, trustworthy and patient were all traits the partners identified as important in supporting the expert coach and managing the family life within the expert context. Independence is key given the need for decision making and family management, at times, as a single parent, *"I think they need to be very independent. . . They have to be able to be self-assured enough to make decisions and stick to those decisions . . . "(*Partner 2). Trustworthiness is key, as mentioned earlier, particularly when coaches spend long periods on the road, *"To be able to trust that person and your relationship,"* (Partner 4) and finally, being patient and steady aids partners in managing themselves and the coach, *"Patience. I think it is a steadiness . . . "*(Partner 10).

"Being a little selfless can help." The partners of coaches are selfless, committed and "all-in" as well. Selfless in their willingness to forego their needs to support the coach, taking on responsibility so the coach can coach and demonstrating that they are "all-in" in their commitment to the success of the coach.

The data demonstrated a willingness on the part of the partner to forego their own careers or needs at times to support the coach:

> Pretty . . . I don't know, just trying to think. I guess you sort of... not willing to sacrifice my career or anything, but sort of . . . trying to think of the phrase. Just be understanding, and let him sort of do what he needs to do . . . Trying to think. I just guess be really supportive, and understanding that it's a difficult job, that he is really passionate about it, and sometimes family come second. But it's worthwhile because we get the lots of benefits from it as well. (Partner 6)

Being selfless and a team player can assist in insuring the smooth operation of the family, *"Being a little selfless can help at times . . . being I think a team player also is a major factor for the team, the team as in the coach and their partner. There needs to be a certain level of teamwork for things to function properly . . ."* (Partner 5). Also, being selfless in the sense that one can be concurrently understanding and independent reduces friction and helps the family operate with limited turbulence:

> Yeah, he was down there [at training camp] for my older one, and he was on the training camp with the team He was about 100 miles away. They induced me because of my blood pressure. I was hospitalized for the last week before she was born. They were inducing me, so I phoned him up to say, "Well, they're inducing me, and she'll be born . . . " Well, they didn't know it was a she. "Baby be born sometime tomorrow." In the morning, I called him or he called me, and he said, "Well, how's it going?" I said, "Midwife actually thinks it's going to be a few hours yet." He said, "Okay, I'll get the first [inaudible 00:53:15] and I'll ride down there." He arrived in good time for her to be born. That wasn't the problem. I get on with it if it's important enough. Strangely enough, while they were inducing me, I was watching the TV, and there was . . . Because it's an Olympic year, and Steve Redgrave, who won his fifth gold medal in Sydney. [inaudible 00:53:44] this documentary. It was a documentary series about him and his preparation for the Olympics. His wife and the team doctor, and there was a shot . . . Literally, the midwife is doing their thing, and the TV is on in the corner, and she's lying in a hospital bed with their two-hour-old son, who was born the Olympic year, I think, as well. He turned and, "Well, if that's okay, then I'll head back . . . and do my training." Which is like life mirroring life in this weird world of high performance sports [crosstalk 00:54:22]. It becomes the be all and end all. I just think it's a funny story. I'm not at all . . . He was there when the time counted, when the baby was born. (Partner 10)

Emergent in the data was the willingness of the partner to take on more responsibility so the coach could coach:

> Pretty much the only thing he is responsible for is him. If he needs to go to the doctor or dental appointment, he needs to make those according to his schedule . . . I let that happen [enable the coach to just come in and out easily]. It's not like I've said to [the coach], "I know you travel, but in today's electronic age, you can still pay all of our bills. Everything comes through email and is online, so wherever you are in the world, you can take care of paying our bills." I haven't done that, so I've let him have this free come and go lifestyle where there's no taking at home. It's not like when he comes home, I can say, "You know what? You've been gone three weeks. I'm taking the next two days and I'm going out with my girlfriends for a spa weekend. Good luck to you." I've enabled him to have very much this autonomous lifestyle that he can have in the coaching world where he doesn't necessarily have to worry about day-to-day what's happening within the home, because he knows when he comes home . . . It's like we've said. There's food in the fridge. The kids are happy. The kids are healthy. The bills are paid for. Everything's been taken care of. (Partner 2)

Also evident was the willingness of the partners to be "all-in" as well, giving up family ties so the coach can coach and being "on call" when the athletes need the coach or assistance from the coach's family:

> We'll have to coordinate things where an athlete's bag doesn't come in, so it's going through my pants draw and lending them a pair of pants, or you know. They're kind of out of the box things that in normal life, you can say, "Okay, you were done work by 5 0'clock. It's not my problem that his didn't arrive." It's kind of like it's an ongoing thing where the athletes need kind of constant attention and your kind of [on call at] any given time however you can [help], that kind of thing. (Partner 5)

The final trait to discuss within the first order theme of Partner Traits is resiliency, *"I think you have to be- I mean, in our position, because we don't have family over here, like you have to be pretty resilient I guess?"* (Partner 6). It is important for partners, like coaches, to be resilient in order be successful and healthy so they can get on with things, on their own, *"Just be able to manage everything on your own, right,"* (Partner 4).

> You've got to have some hootspa because half the time you're doing it by yourself. I can speak for me as a parent. I have no one who I can go to and say, "I'm burnt out. Christ, you got to take the kids because I'm done." You just have to have the hootspa to get through bedtime, and then you can melt down. (Partner 4)

5.3.2 *Coach wellness.* The partners acknowledged that the expert coach job influences the coach's ability to be well, to be healthy. The first order theme of Coach Wellness yielded the second order themes of I don't even know if coaches are aware of how draining it is, I think most of the energy goes towards making sure you are supporting athletes.

"I don't even know if coaches are aware of how draining it is." The second order theme of fatigue and recovery revealed the ways the expert coach job interfered, at times, with the ability of the coach to do their job well because of exhaustion and a lack of recovery.

An exhausted coach is not a high performing coach. Just like athletes, failure to recover from an extended period of hard work, results in a downward spiral where one's lack of recovery can become compounded over weeks and months:

> I could tell that she was really burnt out [in the 12-18 months following London 2012], and then sometimes she would tell me things that happened and I was worried about how she was handling things, because I could tell that she was burnt out and maybe not always making the best decisions. (Partner 3)

Exhaustion kills the zeal with which one is usually able to approach their position, *"I think just maybe a lack of excitement about the challenges and a lack of energy to deal with things when they were stressful,"* (Partner 3).

The expert coaching job is not for the meek-hearted, it will demand all one has to give, it is potentially draining physically and emotionally, *"I would say yes it definitely has an impact and the amount of time and how busy you are and the exhaustion that you*

feel at the end of a competition," (Partner 9). Further, maintaining the pace of the job, being able to sustain it through a long career can be difficult, if not impossible:

> I'm not sure I would say there's still lots of work to be done on that. Because I don't even know that coaches are aware of how draining it is. It is an exhausting profession . . . I went to a training camp just because it worked that I could be there at the same time over the years. It seems like a great life, but I don't know if you could do it over 30 years. (Partner 8)

The demands of the coaching job coupled with the schedule that sport follows (i.e., the administrative demands in terms of reporting and funding applications coupled with the competitive schedule of the sport) may contribute to a lack of recovery for coach's because they feel like the cannot or they just do not take the time to recover. However, recovery has the potential to enhance coach performance. In addition to enabling coaches to be better, recovery time enables coaches to fully engage in professional development opportunities (instead of trying to cram education around training demands) and can reignite passion lost to exhaustion:

> She actually did kind of go through a transition already. Where she was not coaching for a year, a couple years. Then, I think it was . . . In some ways I think it was good and I think it actually probably made her a better coach now . . . To just take a step back and then get a little bit of education, and also just do something sort of . . . Be completely out of the sports system for a while just to re-energize and rediscover her passion there. (Partner 3)

The partner data highlighted the need for coaches to recovery following major competitions, *"You have those [Olympic/Paralympic] cycles, those pieces like you're looking at a zombie for a week or a couple days while they're decompressing from that event or from that situation,"* (Partner 9). Evident through the examination of the partner data was the need to manage coaches and their recovery differently than it is currently being managed within the Canadian system. Partners suggested that coach recovery and

management is not a topic that is widely discussed and perhaps action should be taken to examine coach management to provide them with better support:

> In terms of being able to talk [about it]. I just think [coach recovery and support] that's something that needs to be addressed without a doubt, for all coaches, in terms of what that needs to look like, and what are some of those strategies that people can use to be able to find that balance in their lives. (Partner 9)

One suggestion was a sabbatical or some type of planned cycle for coaches so they can be "all-in" for major events or specific periods of time and then shift to different roles or have a different focus to allow recovery and professional development:

> I mean, I think it would . . . If there was something like a year where you had to do professional development that like . . . Or maybe like coach at more of the development level and just change the stimulus a little bit, and then you might just make sure that . . . Keep people's passion high, I guess. Or re-inspire them. Like a sabbatical. (Partner 3)

> *"I think most of the energy goes towards making sure athletes are supported."*

The partner files illuminated a lack of support for coaches within the Canadian system, particularly when compared with the resources and support available to athletes within the Canadian system:

> Like, there are always resources for athletes in terms of sports psychology, but I don't know if coaches are . . . I think they do still have access to that, if they need it, if they want it, but I don't know if it's as much part of the culture that the coaches really need to take care of themselves, as well. Support each other, too. (Partner 3)

Within the Canadian sport system, the focus of support is on athletes, with the coaches receiving little or no attention in that area, *"I don't think there's a real support it's just that I'm fixated being what it would give for the athletes but not so much for the coaches themselves*," (Partner 5). It is worth questioning whether there is a solid understanding of the demands of the coach job, particularly when the available coach supports are paralleled with those available to athletes:

> . . . I think they [NSO/Sport System] are better at it than they used to be I guess. I think most of the energy goes towards making sure you're supporting athletes . . . I mean you do job performance but I'm not sure if people ever sit down and really evaluate the lifestyle and the health of coaches. I think people all over are becoming more aware of that but it's, I don't know how much of it is done with coaching so much is done with athletes. (Partner 8)

The other observation made by the coach partners is the focus, within the Canadian system, on preparing coaches to coach through education, but the lack of support for coaches when they are practicing their craft at the highest level:

> I know there's lots in place for coaches to become better coaches. I don't know if there's anything in place for the well-being for these people. So I would say, no, I don't think that there's enough in place for them but I also don't think there's necessary an awareness that there needs to be something in place. (Partner 8)

Coaches are well-versed on developing and caring for athletes, but lack the ability to insure they are caring for and monitoring themselves for performance:

> I would say definitely not from what I've seen [the question was, “Is the Canadian sport system set up to support the mental and physical health of expert coaches?”]. A lot of it is set up, it's a very collaborative performance development model where we're looking to have coaches connect and become better coaches but there's not a lot that I've seen on work life balance. (Partner 9)

5.4 Performance. The partner’s data that dealt with coach performance highlighted themes that related to elements that impact coach performance and the ways in which partners support coach performance. The first order theme emerging from the major theme of Performance was Partner Support of Coach.

5.4.1 Partner support of coach. In the results section for the coaches, the coaches highlighted how important the support of their partners is and was to their performance. Exploration of the partner data unveiled three ways the partners supported the coaches and these are second order themes: 1) I’m really proud that he has that role, 2) I feel obliged to protect him from things.

"I'm really proud that he has that role." Despite the challenges the partners of expert coaches face and the frustrations reported throughout the results section, the partners of expert coaches are fiercely proud of the work the coaches do and happy that they have an opportunity to share the journey with them. Many partners expressed that they were grateful their partners were able to have a job they love and to work in an area they are passionate about, *"I mean, I think the fact that she's doing something that she loves is always great. People are at their best when they're doing something that they're passionate about,"* (Partner 3).

Although the journey can be turbulent, the coach partners are proud of the coaches and enjoy the opportunity to share in the experience:

> That's huge [to know he put the work in, the passion in and did what he wanted to do] and the people that have been able to, I guess it's a symbiotic relationship, but go along with him on that journey. That's amazing to watch. (Partner 2)

Partners certainly feel a sense of pride regarding the role the expert coaches have:

> I think it's an honor for him. I'm really proud that he has that role . . . Yes, so if you just want him to, I know I couldn't sleep a couple of the nights either. I would be watching the games and I would feel nervous like they are playing tonight or I would be at work and hoping they give me a slow day so I can maybe go online and watch because they are always playing at different hours because of the different time zones, or just watching the live ticker on the small box in the corner of my screen, when I should be [working] . . . (Partner 4)

The partners share in the success the coaches' experience. They are a key part of it, they plan an important role in coach performance:

> I think when they do have success with their work and they get recognized, it is nice to get recognition for being a support. When the athletes do well, you feel like you've done your job and you've supported someone. A lot of fields you don't get that . . . When someone gets a promotion, you feel, you help support them. Most people it's a daily grind and just their job. When an athlete gets well and [my partner has] coached them and you've seen them do all these extra little things and yourself have done extra things to help the person out, it's a pretty good feeling to help someone else. (Partner 5)

"I feel obliged to protect him from things." The final second order theme in Partner Support is Protecting the Coach from Home Stress. As demonstrated through the results of the partner interviews, the partners have an intimate understanding of both the expert coach job and the way their partner responds to the demands of it, as such, at times, the partner will protect the coach from the goings on of their home life to limit the stress the coach experiences. Protecting the coach in this way contributes to coach performance through limiting distractions when the coach is travelling for training or competition, allowing the coach to focus on their expert coaching duties:

> There's one other thing, which is I feel obliged to protect him from things, particularly when he's away. When he's away, maybe things aren't going so great here. I can't tell him, because I know that he's already probably at a high level of anxiety either way, either . . . even in training, when he's away, but particularly when he's away for a competition, that I can't tell him anything negative that's going on here because he may overreact to it when it's unnecessary, so I tend to keep that to myself. I try not to tell him anything negative that's going on, because he either reacts that I'm just complaining or he overreacts because he can't do anything to help, so that causes him stress. That's one of the stresses I have, protecting him. (Partner 10)

The other way coaches are protected from home stress is through the partner maintaining elements of their personal life when they are away or just completely immersed in coaching, *"That just isn't a priority for her [maintaining relationships with family and friends]. It falls to me to do that, which is fine at times, but it can create some stress obviously at times too, because I'm rather busy as well,"* (Partner 9).

Chapter 6: Discussion & Conclusions

Using The Dual Model of Passion (Vallerand, et al., 2003) as a theoretical foundation, the purpose of the study was twofold: 1) to explore the relationship between expert coaches passion for coaching and their performance, their health and their ability to balance coach and family demands from the perspective of the expert coach, and 2) to explore the partners' perspective of how passion impacted on the expert coaches' performance, their health and their ability to balance coach and family demands.

Several studies have examined the multifaceted elements of coaching across all contexts in sport including coach personalities (Mallett & Lara-Bercial, 2016), behaviours (Lara-Bercial & Mallett, 2016), coach learning (Côté, 2006; Côté & Gilbert, 2009; Werthner & Trudel 2009), coach pathways (Erikson et al., 2006), the athlete/coach relationship (Lafrenière et al., 2008, 2011), the coaching job (Côté et al., 1995; Jones & Wallace, 2005) and models of coaching (Côté et al., 1995; MacLean & Chelladurai, 1995; Rynne & Mallett, 2012). This appears to be the first study to specifically examine the role of passion in expert coach performance. Further, to the best of my knowledge, the perspective of the coach partner was being studied for the first time through this research.

The results of the study will be presented in four sections: passion, performance, health and family impact.

6.1 Passion

Vallerand and colleagues (2003) defined passion as "a strong inclination toward an activity that people like, they find important and in which they invest time and energy" (p. 756). Without exposure to the academic literature all the participants in the study

aligned their personal definitions with the academic definition provided by Vallerand et al. (2003) identifying that passion involved love and/or excitement for an activity (i.e., a strong inclination or like) or setting a goal and working to achieve it (i.e., investing time and energy). The study results also suggested that when one is passionate about their job (i.e. coaching), it is not a job, but a vocation or a calling. Finally, within the context of expert coaches and their partners being passionate means you go "all-in", you are 100% invested, or 100% committed, nothing is done "halfway."

The Dual Model of Passion (Vallerand, et al., 2003) asserts that passion can be harmonious (i.e., positive and aligned with one's life) or obsessive (i.e., negative and misaligned with one's life). While not all the responses carried an obsessive tone, the nature of the responses of both the coaches and their partners regarding their personal definitions of passion were more aligned along the obsessive side of passion (as opposed to the harmonious ones). The expert coaches in the study referred to passion as a "seductive pull" (Coach 8), as something that you love, (Coach 1) or as something you go "all-in" for (Coach 2). They referred to activities one was passionate about as all encompassing, suggesting that passion was required so that coaches could and would do abnormal things to achieve success and referencing the love one had for coaching as out of control at times. This study demonstrated that expert coaches, by nature, are meticulous in their approach to their craft, driven to elicit the absolute best from and for their athletes, and 100% committed to their role as expert coaches. Based on the responses provided in the interviews by both coaches and partners, it appears that coaches tend to be obsessively passionate about coaching. This discovery is a problematic finding for both expert coaches and the Canadian sport system.

The obsessively passionate individual when driven to the edge, lacks the self-awareness to draw themselves back to unplug, to disengage and recover (Forest et al., 2017; Perrewé et al., 2014; Throgren et al., 2013). Therefore, as demonstrated by this study, because coaches are obsessively passionate, there is a need to manage them differently, to protect them from themselves, to teach them to harness their passion because as Forest et al., (2010) pointed out, "interventions targeting people with high levels of obsessive passion should aim at reducing the encroachment of the passionate activity on other life areas and at helping people to find more efficient ways to control their engagement in the passionate activity" (Forest et al., 2010, p. 37).

It is difficult to delineate between the impact of obsessive passion and the impact of the coaching job as it appears the two are symbiotic. The nature of the coaching job can and likely does result in negative outcomes (Lundkvist et al., 2014) and stress (Chroni et al., 2013; Olusoga et al, 2012; Thelwell et al., 2008); however, it is likely that both the structure of the position (Rynne & Mallett, 2012) and the nature of the individuals (i.e., they are obsessively passionate) in the role are to blame. The obsessive nature of the expert coach supports the structure and nature of the expert coach role and the combination of the two results in a multiplicity of issues for the coach; the participants in the study referred to challenges the expert coaches faced. While these could certainly be linked to the nature of the expert coach job, all of them are identified as elements or symptoms of obsessive passion in the literature and all the coaches in the study experienced more than one. The challenges identified included issues maintaining personal relationships (Ratelle at al., 2004), issues with being present in their personal lives, engaging in work physically and psychologically outside of work (Forest et al.,

2010; Perrewé et al., 2014; Throgren et al., 2013) as well as feeling fatigued and acknowledging that the fatigue interfered with their ability to work well, but still refusing to rest or step back (Forest et al., 2010; Throgren et al., 2013).

The partners and coaches identified similar impacts of coach passion. However, a unique impact of the coach's obsessive passion on the partners was that the partners were left feeling like they were second to the expert coach's athletes and/or the sport because of the approach (i.e., "all-in" and obsessively driven) the coach took to their job. While not linked to passion, the children of NCAA Division One coaches reported similar feelings of resentment, at times, to the full-time role their mothers held as coaches (Dixon & Bruening, 2007). Contributing to or exasperating the feelings of the partner being second was the inability of the coach, at times, to disengage from their coaching job and be present within their personal or family life. When coaches give all of themselves to the role of the expert coach there can sometimes be little or nothing left to give to the partner. While the lack of presence and having nothing to give is not constant, this behaviour can go one for prolonged periods of time. Under such circumstances some partners feel that there is a disconnect in their relationship with the coach and that they bear the responsibility of keeping up with family, friends and domestic tasks because the coach is unavailable to do so. While accepting of this for the most part, the partners indicated that the outcomes of obsessively passionate behaviours noted above can result in feelings of isolation and frustration for the partner.

6.1.2 Critique of the dual model of passion. The existence of the Dual Model of Passion and the presence of harmonious and obsessive passion has been well documented (Forest et al., 2010; Thorgren et al., 2013; Vallerand et al., 2003; Vallerand, 2007). In

situations where harmonious passion is present, the person controls the person whereas in circumstances where obsessive passion is present the passion controls the person (Vallerand et al., 2003). Previous studies have implied that an individual will present as obsessive or harmoniously passionate (Forest et al., 2010; Thorgren et al., 2013; Vallerand et al., 2003; Vallerand, 2007), but there has been little discussion about a passion continuum or if it is possible to undulate between obsessive and harmonious passion. In 2007, Vallerand suggested that there may be a sequence of stages one progresses through in relation to a passionate activity. He proposed that it may be possible for one to initially align as obsessively passionate but move to a harmoniously passionate position over time; however, this statement was made with the caveat that longitudinal research was required to explore this concept. Further, Perrewé et al. (2013) suggested that future research regarding work and passion should question if passion (i.e., a harmoniously or obsessively passionate state) is a constant for passionate individuals as well as exploring passion as renewable resource (i.e., can it be depleted, restored and managed).

The current study provides insight to both the possibility that passion can be both undulating and viewed as renewable. At the time of the study, the participants were in the final phase or period of preparation before the Olympic/Paralympic games. They reported this period as being the worst part of the quadrennial, when it was the most difficult to disengage from their work, when the pressure was the highest and the travel schedule most demanding. Both the nature of the job (i.e., the demands and the structure of it) and the nature of the coach (i.e., the obsessive behaviours they reported) appear to contribute to the stress and fatigue the coaches experience during the final phase of the

quadrennial. However, outside of the qualifying period and/or final phase preparation, the demands of the job change (i.e., the pressure subsides and the travel demand decreases). This shift in pressure and demand also appears to affect the level of obsessive behaviour the coach exhibits. While this study was not longitudinal in nature, the results appear to suggest that coaches may undulate between intense obsessive behaviour at times when their position demands it (i.e., qualifying periods or major competitions) and perhaps less obsessive behaviour at other times (i.e., at the outset of a quadrennial). This concept was reported, albeit somewhat anecdotally, in the Lara-Bercial and Mallett (2016) study when they reported that a wife of a coach in the study suggested that she was married to two different people (i.e., the coach in season (obsessive) and the coach in the off-season (quite relaxed)). Further, many coaches spoke of their initial engagement in coaching as being for fun, or simply to help athletes so they could play and compete. However, as coaches moved up the competitive ladder and as they arrived at the expert level, many spoke of how the sport and their commitment to athletes just took over their lives. Initially it seems that the coaches were harmoniously passionate and able to control their engagement in coaching but as they moved through to higher levels of competition and expectation, coaching and sport began to control them and behaviours associated with obsessive passion began to emerge. This perhaps suggests that coaches begin as harmoniously passionate and gravitate to the obsessive side over time as job demands, pressure and level of competition change. Thus, it appears that there may be stages or undulations individuals advance through within the Dual Model of Passion. Further research should confirm if stages or a continuum of passion exists and if one can undulate between harmonious and obsessive passion.

In addition to suggesting that passion may be undulating, the results of this study also suggest that passion may be a resource that can be depleted and restored like the way that athletes are depleted (i.e., fatigued in training) and restored (i.e., through rest and recovery) through training. The concept of periodization (in a very basis sense) asserts an organism can be stressed (i.e., depleted) and if allowed to recover will adapt and improve (Bompa, 1999). Given what is known about harmonious passion and its positive associations with life balance, well-being and goal setting (Forest et al., 2010; Vallerand et al., 2003; Vallerand 2007), the need for renewal appears to be a moot point because harmoniously passionate individuals appear to be able to disengage from the passionate activity before negative consequences are experienced. However, obsessively passionate individuals appear to put themselves at risk by continuing to engage in the passionate activity when negative consequences are likely (Vallerand, 2007). For coaches, such negative consequences may include burnout (Lundkvist et al., 2014) and negative mental and physical health impacts (Mallett and Lara-Bercial, 2016). There were coaches in the study who had stepped away from coaching for a time because they reported that they were burnt out or they needed a break; one even suggested that their passion was gone. The time away allowed the coaches to rest and renew their passion, recover from fatigue and return to coaching fully committed and once again passionate about coaching and athlete development. Further research, likely longitudinal in nature and interdisciplinary (i.e., psychology and physiology) in nature is needed to further explore both the undulations in passion that passionate individuals may experience and the recovery and renewal process experienced and possibly required by those who are obsessively

passionate. It appears that the construct of passion may be both renewable and undulating.

6.2 Performance

6.2.1 Coaching job. The results of the study aligned with much of the literature regarding the coaching job and models of coaching. As stated earlier, the coaching job can be messy and chaotic and it is, by nature, dynamic and complex (Cushion et al., 2006). The goals are inherently challenging, the intended outcomes can never be guaranteed and the ultimate evaluation of a coach's effectiveness is largely determined by the success of their athletes (Jones & Wallace, 2005). The coaches and partners in the study concurred describing the coaching job as anything but a typical eight-hour a day job, referring to the immense pressure coaches are under to produce athlete performance, describing the lack of control coaches have over many elements of their job (i.e., they cannot, despite meticulous preparation, guarantee results) and acknowledging that coaching is at the core of what coaches do, as described by Côté and colleagues (1995). Further, there are many additional tasks coaches are required to perform, some of which are not specifically related to athlete's performance on the field of play including budgeting, strategic planning and HPD roles that are split with coaching roles (Rynne & Mallett, 2012). Coaches and partners both referred to administrative work as distracting to coach performance, a finding also reported by (Knight et al., 2015). The coaches and partners in this study indicated that pairing expert coaching jobs with HPD roles was inefficient and detrimental to coach performance. When coaches are asked to take on shared administrative and coaching roles, the ability to do either well is compromised because neither element (i.e., the coaching or the HPD responsibilities) ever receive the

full attention required. Further, coaches referred to the need to focus only on coaching to produce medal winning performances a feat that is better accomplished when the coach can approach athlete preparation with athlete development as their singular focus.

6.2.2 Coach performance. Previous studies have examined coach personalities (Mallett & Lara-Bercial, 2016), behaviours (Lara-Bercial & Mallett, 2016), coach learning (Côté, 2006; Côté & Gilbert, 2009; Werthner & Trudel 2009), coach pathways (Erikson et al., 2006), the athlete/coach relationship (Lafrenière et al., 2008, 2011), the coaching job (Côté et al., 1995; Jones & Wallace, 2005) and models of coaching (Côté et al., 1995; MacLean & Chelladurai, 1995; Rynne & Mallett, 2012). This study appears to be the first to consider what coaches need to be at their best. As noted above, one of the primary elements for coach performance is the ability to focus solely on coaching, the coaches and partners suggested anything that takes coaches out of the coaching environment has the potential to be detrimental to coach performance and by extension, athlete performance as well. The combination of HPD roles with coach roles was noted by those in the study as a practice that was detrimental to the coach's performance in both the HPD and expert coach role as the coach was not able to fully focus on either, causing a detriment to the performance of the coach in both positions. In addition, consistent coach performance, or a coach's ability to be at their best appears to be rooted in their ability to be rested (i.e., not fatigued). The study results seemed to indicate that when coaches are fatigued their performance is compromised because their decision-making skills and confidence are negatively affected. The coaches reported that rest is required for them to be mentally sharp and confident. Additional research is required to affirm the benefits and patterns of coach recovery as it relates to coach performance.

Coach performance may be positively influenced by the traits and behaviours of the coach partners. As noted previously, other studies have reviewed the experiences of the children of NCAA Division One coaches (Dixon & Bruening, 2007) but this appears to be the first study that examines the experiences of the coach partner. Partners appear to play a key role in coach performance through their support of the coach through a quadrennial by providing a stable home environment, by providing ongoing support, by sharing in the process (i.e., watching competitions, being fully engaged, expressing pride in the role the coach has) and by protecting the coach from home stress so they can focus on coaching. The partners referenced the need to "protect the coach from things" (Partner 10) particularly when the coach is travelling for training and competition. The partners reported their will and tendency to handle everything domestically when the coach was away so additional stress would not be created for the coach. By protecting the coach from stressful news from home, the partners appeared to remove distractions or protect the coach from distractions so they can just focus on coaching without being concerned about elements at home. Further, the partners reported giving the coaches the space to coach. This means that in some circumstances the partners accepted that at times there will be less communication, more travel or more partner responsibility at home. Giving the coach the "space" to coach means that the coach can fully immerse themselves in the task at hand with the support of their partner thereby removing potential friction between the coach and the partner and enabling the coach to be free to perform at their best.

6.2.3 Olympic years. In addition to aligning with the literature around the nature of the coach job and the models of expert coaching, this study illuminated how different

Olympic/Paralympic years are from non-Olympic/Paralympic years within the context of the coaching job and coach performance. Both partners and coaches suggested that the last year of the quadrennial is the most difficult due to the increased pressure and travel expert coaches face in the final year of preparation Further, partners and coaches suggested that in some cases, qualifying for Olympic/Paralympic Games was more difficult than competing at the games and both groups identified that recovery from an Olympic/Paralympic Games is different and requires a longer period of rest than breaks that occur in non-Olympic/Paralympic years. Cushion et al., (2006) and Cushion (2007) suggest that current models of coaching do not represent either a holistic perspective of the coaching job or the multitude of complexities inherent in it. The consideration of Olympic/Paralympic years within the context of the coaching job and models of it is important as it requires these elements to be viewed not as static, but rather, as positions and models that are cyclical with undulating requirements including pressure, travel, demands and recovery as opposed to models of coaching and the expert coaching job that view it as stable and without undulations in the demand on the coach.

Olympic/Paralympic years may create additional stress of the partners of expert coaches as well. The coaches and partners in this study indicated that on average coaches travel 100 – 150 days a year, in an Olympic/Paralympic year that can increase by up to 50 or 60 more. The additional time away typically results in increased pressure on the partner to manage the domestic elements of their lives on their own as well as increased stress on the coach/partner relationship because of the additional time apart. Further, for the partners of expert coaches with children, the increased travel demands of

Olympic/Paralympic years generally results in increased time as a single parent and, at times, limitations on or the absence of leisure time and volunteer activities for the partner.

6.2.4 Coach pathway. All but one of the coaches in the study never planned on being an expert coach. Expert coaching, for the coaches in the study, was a career they came upon by happenstance, a finding supported by Mallett and Lara-Bercial (2016). The participants in the study confirming the "idiosyncratic" pathway of elite coaches described by Lara-Bercial and Mallett (2016) and Werthner and Trudel (2009). Like the coaches in the aforementioned studies, the coaches in this study all had formal post-secondary education in varied fields and no two pathways to the expert coach role were the same.

As noted above the learning and experiential pathway to becoming an expert coach is varied and individually distinctive (Mallett & Lara-Bercial, 2016; Werthner & Trudel, 2009), a finding supported by this study; however, in addition, the coaches and the partners in the present study perceived that there is only one set of behaviours and choices that will result in success at the expert coach level. It appears there is only one perceived way to become an expert coach and that is, to be successful one must be prepared to go "all-in," to sacrifice elements or all of one's personal life, to put one's self and others close to you second to your athletes and to accept that the environment will yield little or no control. The pathway is certainly idiosyncratic (Wethner & Trudel, 2009), but it also appears to require daunting commitment and sacrifice from the coach and their family. If the coach is "all-in", it appears that their family is all in as well. The family is fully committed to the performance of the coach and their athletes; however, this commitment is generally invisible to the sport system and expressed differently than

the coach's commitment. Partners share their partners with the team, with the sport and with the NSO and their lives (i.e., holidays, career choice and advancement, where they live) appear to be somewhat dictated by the schedule or nature of the sport. Further, for the partners of coaches with families in this study, they put their careers on hold or they exited the workforce to be able to accommodate the required flexibility to work around the coach's schedule and care for their children.

This insight provides an interesting perspective into the coaching job, coach performance and the role of obsessive passion. As established previously, coaches appear to be obsessively passionate about what they do and those who are obsessively passionate will, by nature commit themselves fully to their job (Trépanier et al., 2014); however, their obsessive passion will present them from unplugging when they should and this behaviour, long term, is detrimental to performance and optimal functioning (Throgren et al., 2013; Trépanier et al., 2014). The perceived pathway to success in the expert coach role appears to demand obsessive behaviours to attain success. The challenge with this pathway is that it is not conducive to performance as the obsessive nature of the coach prevents adequate recovery and the demands (Mallett & Lara-Bercial, 2016) and nature of the coaching job appear to demand obsessive behaviour. Without an alternative model to follow, both up and coming and present coaches continue to follow this pathway to performance because no alternative is being modelled or suggested. Understanding the nature of passion in concert with models of coaching and the expectations of the coach job may yield alternatives to the singular pathway identified by coaches and partners in this study. Such an alternative may enable passion to be

harnessed harmoniously and performance to be sustained year over year and quadrennial over quadrennial.

6.2.5 Partner characteristics. As previously established, the literature provides an insight into the many facets of coaching across several contexts including coach personalities (Mallett & Lara-Bercial, 2016), behaviours (Lara-Bercial & Mallett, 2016), coach learning (Côté, 2006; Côté & Gilbert, 2009; Werthner & Trudel 2009), coach pathways (Erikson et al., 2006), the athlete/coach relationship (Lafrenière et al., 2008, 2011), the coaching job (Côté et al., 1995; Jones & Wallace, 2005) and models of coaching (Côté et al., 1995; MacLean & Chelladurai, 1995; Rynne & Mallett, 2012). A novel perspective provided through this inquiry is the role the coach partner plays in the performance of the coach. The coaches acknowledged that their partner and the support they provided as being key to their performance in the expert coach role in several ways. First, the partners provided support by understanding the role of the expert coach and enabling them to pursue excellence in their job simply by supporting them or in some cases, by putting their careers on hold. Next, partners kept the home and family life stable and while the coach was away for extended periods of time. Partners were also a sounding board and consistent cheerleader as the coach progressed both through their career and the quadrennial.

The partner's view regarding the support they provided the coach indicated the presence of cognitive dissonance. In some ways, they were frustrated with how much they were on their own (i.e., being single parents or simply without their partner during frequent and extended periods of travel) and with the additional responsibilities they carry because of the demands of the expert coach role (i.e., increased home

responsibilities, keeping up with friends and family, protecting the coach from home stress while they were on the road). Feelings of frustration were also rooted in or with the perception of being second to athletes and the sport (i.e., the coaches demonstrated a lack of "being present" when at home and having the family schedule/planning dictated by the schedule of the sport). However, the partners also viewed themselves as invested in the process along with the coach, celebrating success, sharing defeat and expressing immense pride in the expert coach for following their dream, for being able to work in and at something they were passionate about and for the work they did and the results they achieved. This study demonstrated that being the partner of an expert coach is not easy, but it can be rewarding; the coach partners are fiercely proud of the coaches and the work they do. The partners are an invisible force behind the coach and key contributor to expert coach performance. Many of the coaches in the study indicated that they could not do their expert coach job without the support of their partner.

6.3 Health

The stress inducing and challenging nature of the expert coach job has been well established (Jones & Wallace, 2005; Olusoga, 2012; Thelwell et al., 2008) as has the negative health impacts associated with obsessive passion (Perrewé et al., 2014; Throgren, 2013; Trépanier et al., 2013). In addition, expert coaches are at a documented risk of experiencing burnout (Lundkvist et al., 2014) and Mallett and Lara-Bercial (2016) have suggested that the expert coaching job carries with it risks to mental and physical health. The current study reaffirmed these elements as both the partners and coaches reported that the coaches experienced negative health impacts because of the expert coach job including periods of fatigue and an inability to recover, deteriorating physical

fitness, poor nutrition due to travel and schedule, mental health challenges (i.e., feeling like a nervous breakdown is upon them) and a general sense that they were not behaving in healthy ways. This finding counters that of Lara-Bercial & Mallett (2016) who in their study of serial winning coaches found that that coaches could buffer the possible negative physical and mental health impact of the expert coaching job by engaging in hobbies or activities that distracted them from the stress of their position. It should be noted that for a few coaches in the present study, the expert coach role promoted and supported their ability to be healthy, but for most, the health impacts were negative. The difference between the coaches who reported engaging in health promoting behaviour and those who reported a negative impact may have been that the coaches who were healthy were part of a NSO culture that promoted recovery and self-care as opposed to an organization that either did not actively support it or was detrimental to it. The relationship between the culture of an NSO and coach performance is not clear; however, future research should explore the link between NSO culture and behaviour and coach performance as such work may yield insights that are mutually beneficial to coaches and the organizations that employ them.

A few distinctive insights were unveiled through this study regarding coach health. The coaches reported that physical activity was key to their performance (i.e., when they engaged in regular physical activity they performed better in their work and felt better as human beings) and their overall physical health (i.e., they felt better in general and could their control weight and other lifestyle issues like cholesterol, etc.). However, most indicated that they were not able to be physically active in a regular and meaningful way. The other interesting perspective that presented through the study was

the need for coach recovery, like the concept and practices associated with athlete recovery. Coaches were able speak in detail and at length about athlete recovery (i.e., how it is factored into the annual plan, how it is monitored, how coaches intervene when athletes are under-recovered and how important athlete recovery is to athlete performance). The coaches referred to the importance of being recovered and rested as key to their performance; however, when asked to describe their recovery protocols for themselves, they were generally unable to do so or suggested they needed to work when athletes were recovering so their recovery was sacrificed for perceived gains in their work. This practice is consistent with the obsessively passionate practice of continuing to engage in the passionate activity even when little or no gains in performance can be made (Vallerand, et al., 2003). This study demonstrated that coaches continue to work when athletes recover; they lack the ability to detach from their work even when continuing to engage has no positive returns or creates negative impacts on their health. This behaviour is not only detrimental to performance but it is consistent with the behaviours of those who are obsessively passionate (Forest et al., 2010; Vallerand et al, 2003). The inability of expert coaches to recover and consistently engage in behaviours that support their health likely negatively impacts on their performance. The intersection of the demands of the expert coach job and the outcomes of obsessively passionate behaviour appear to require interventions to protect coaches from themselves while sustaining their pursuit of excellence. Other studies that have used the Dual Model of Passion (Vallerand, et al., 2003) as a foundation have suggested that interventions be introduced or created for those who are obsessively passionate so they can work in more sustained and harmonious way (Forest, 2010; Throgren et al., 2013; Trépanier et al.,

2013) and Mallett and Lara-Bercial (2016) acknowledged that the demands of the expert coaching job can threaten health of the coach and, that coaches should be made aware of the risks associated with the job. Managing coaches to maximize their health and their performance seems to require an understanding of the demands of the expert coach job, the risks associated with the expert coach job and the interaction of obsessively passionate behaviour with both the nature and demands of the expert coach job as well as the risks associated with it. It may be beneficial to consider applying the concept of periodization (Bompa, 1999) to coaches. That is, creating a planned schedule of undulating demands to allow for recovery (Bompa, 1999). This process is applied to athletes to create adaptation to training demand (Bompa, 1999). While coaches are not expected to adapt to a training load, the sustained intensity and demand that expert coaches work at has the capacity to be detrimental to their performance over time if they are not able to recover (i.e., rest) or if the combined volume and intensity of their work is never diminished. Periodizing coaches would require the identification of periods of intense work as well as periods of rest and reflection to keep coaches at their best by aiding them to be sharp and recovered.

6.4 Personal Life Impact

6.4.1 Coaches. The present study has established that expert coaches may be more likely to exclude behaviours that align with obsessive passion and previous sections have outlined the negative outcomes associated with an obsessively passionate orientation. The perceived obsessive nature of the coach appears to carry over into their personal lives; putting work first, being unable to disconnect from work and continuing to engage when one should be resting results in conflict when these behaviours are

elicited by a coach within the context of their family unit (i.e., with their partner and/or their children) or their circle of friends. These behaviours have been found to occur in circumstances where obsessive passion was present regardless of what the passionate activity was. Examples of this include the internet (Séguin-Levesque et al., 2003), gambling (Ratelle et al., 2004) or work (Forest et al., 2010; Throgren et al., 2013; Trépanier et al., 2013).

In 2007, Dixon and Bruening studied 41 female NCAA Division One female coaches and found that the coaching job contributed to conflict and stress at home and within the professional coaching context for the coaches. The coaches felt guilty about the time they spent at their job and pressure to be good parents and good coaches. The children of these coaches also reported both an understanding of and resentment for the coaching role. In the Dixon and Bruening (2007) study, the conflict in the coach's lives was reported as resulting from both the timing of the coach's work (i.e., evenings and weekends) and the interference with traditional family time and children's activities. Similar findings were uncovered through the present study. Partners and coaches identified that the role of the expert coach created conflict in the lives of the coach, their partner and their family. The conflict was rooted in the amount of time the coaching role demanded of the coach, the coach's lack of presence even when they were at home and physically present and the partner and family feeling like they were second to the sport and the athletes. The coaches in the present study also reported feeling guilty about being away, missing out on family life and having the family schedule revolve around them. Further, the coaches displayed an awareness of the sacrifice their families made or were making so they could endeavor to take on the expert coaching role.

The present study increases the scope of understanding of expert coaching and personal life impact through the discovery of conflicts the role caused for coaches personally, making it difficult at times, for coaches to maintain both romantic relationships and friendships due to the demands of the coaching role including significant travel. Coaches in the study referred to personal sacrifices they had to make to become expert coaches, losing friends or partners along the way or having to defend their career choice to family and friends. The study participants suggested that expert coaches, in terms of romantic relationships, are not "a normal relationship" and while all the coaches in the study were in stable long term relationships, many referred to challenges they experienced (i.e., being single for extended periods of time or being in challenging romantic relationships with partners who just did not understand their role) prior to finding their current partner or they spoke of the personal issues of coaching colleagues that were related to the demands of the coaching job and the coach's approach to it (i.e., their obsessive natures).

6.4.2 Partners. It appears that this is the first study to examine the impact of the coaching job on the partner of an expert coach, previous studies (Dixon & Bruening, 2007) examined work-family conflict with female coaches and their children and Knight, et al., (2015) examined work-life balance and its role within coach transition. In addition to concurring with the coaches regarding conflict within the family because of the coaching job and the coach's obsessive behaviour, challenges with being present, and the family investment in coaching (i.e., sport and athletes), the partners also identified a set of challenges and experiences unique to them. The perspective of the partner is important to consider because they appear to play a significant role in coach performance through the

support they provide. Partners appear to contribute to the performance of the coach by buffering them from elements that may cause distractions when coaches are travelling. The partners reported that they protect coaches from stressful or distracting news from home by consciously deciding not to share information so the coach is able to be completely focused on coaching without being concerned about what is going on at home. In doing so, the partners appear to buffer the coach from additional stress, thus contributing to coach performance by limiting the distractors the coach is exposed to.

For the expert coaches to be successful, someone needs to be home to keep the domestic life operating smoothly and moving forward (i.e., maintaining the house, keeping up with friends and family, tending to domestic responsibilities). The only finding of this study that was specific to the partners of coaches with children was that these partners reported putting their careers on hold by not working, by working part time or by turning down promotions so they were able to maintain their home life and their jobs.

In addition to feeling second, is appeared that the partners sometimes felt that they really did not have control over their own lives and that the schedule of the sport dictated the rhythm, schedule, and nature of their lives. Further, when the expert coach travels, their partner is a single parent. Given that the expert coaches in this study reported spending upwards of 100-150 days a year on the road, partners spend at least one-third of the year as single parents. The partners in the study indicated that while they were prepared to be single parents for stretches of time, being a single parent is exhausting, takes additional planning and leaves little to no time for the partner to have personal time or a break. The partner's ability to volunteer with children's activities, their ability to engage in leisure activities for themselves as well as the selection of children's activities

(in some cases) was directly linked to and influenced by the coach's schedule and the travel schedule of the athletes or team the coach worked with. The partners play a key role in supporting the coach in their quest for excellence and elite performance, but they are largely ignored by NSO's and feel invisible to the employers of the coach and the Canadian sport system in general. This feeling of insignificance coupled with the sense that they are often second to the sport fed the frustrations many partners felt. The partners indicted that simple acknowledgements of their support, engagement and role in coach success would be appreciated and support them in their support of the expert coach, their athletes and their performance.

6.4.3 Unique family experiences. As noted in the Dixon and Bruening (2007) and Knight et al., (2015) studies, there are negative side effects for partners and families of expert coaches. In addition to capturing corroborating feedback about family conflict and challenge, this study also identified that, despite the challenges, families of expert coaches are also privy to unique and special experiences. The coaches spoke of unique trips their family took because of the expert coaching job and also of the incredible role models (i.e., elite and national team athletes) the children of expert coaches are exposed to. The partners spoke positively about family experiences as well also referencing the amazing role models their children were exposed to, with some indicating that is was not only the athletes who were positive role models for their children, but that the expert coaches themselves were as well. The partners talked about the positive influence of having a parent (i.e., the expert coach) going after their dreams, living their passion and giving their best in their career had on their children. In addition, the partners talked about how they enjoyed having a ring side seat to the performances and being engaged in

them (i.e., knowing about the athletes, their competition and being fully engaged in the competition whether that was in person, online or watching on television). Finally, for some partners, the opportunity to be present at Olympics/Paralympics and share that experience with coaches was viewed as both a positive and unique side effect of being the partner of an expert coach.

6.4.4 Managing challenges. In addition to identifying the challenges families faced because of obsessive passion and the expert coach role, the present study also examined ways partners and coaches managed the challenges they faced. Most partners and coaches admitted that there was no specific formula for mitigating conflict, many indicating that managing family challenges were ongoing and an element they were still trying to figure out. Most identified that navigating the challenges that accompany the expert coach role required ongoing, open and constant communication between coach and partner. The partners indicated that accepting the coaching role for what it was and the challenges that accompany it made it easier to manage challenges because the acceptance of the nature of the expert coach role aided in negating some of the frustration that they felt. Further, partners identified that in addition to constant communication, establishing clear realistic expectations regarding coach availability (i.e., when the coach is home (i.e., the plane lands) vs. when the coach is available to contribute to the family (i.e., 48 hours after they arrive home and have had a chance to rest) aided in negating conflict between the partner the coach. Conflict was reported as occurring when expectation and reality (i.e., being done at practice vs. being done and at home) were incongruent. Learning to ask the right questions and communicate the right way aided partners in reducing conflict because they learned to avoid the triggers noted above and

could anticipate and plan for and around the expert coach schedule and job requirements.

6.5 Theoretical Development and Practical Applications

6.5.1 Theory. The findings of this study enhance our understanding of Vallerand et al.'s (2003) Dual Model of Passion within the expert coaching context and the impact of passion on coach performance. It appears that passion is required for one to be successful as an expert coach. The literature and this study as well affirmed that the expert coach role demands extraordinary, if not abnormal behaviour from the expert coach. These demands are not likely to be met if one is not passionate about the sport or the athletes. The risk for many is that in situations where passion is expressed obsessively as opposed to harmoniously, there may be a negative impact on performance and this has the potential to cause conflict in personal lives. The results of this study suggest that coaches may be consistently oriented to the obsessive end of the passion scale; however, it is likely that there will be undulations in the expressions of their obsessive passion as they progress through each year in a quadrennial with the highest levels (i.e., intensity) of obsessive behaviour evident in the qualifying period or the final year of the quadrennial. As noted in previous sections, applying basic periodization principles (Bompa, 1999), may aid in negating the negative impact of obsessively passionate behaviors through planned recovery periods. Planned recovery, or periods of less intensity, may aid in combating fatigue and other negative health impacts thus positively contributing to coach performance.

Partners may aid in moderating the stress created by obsessive behaviour by understanding obsessive passion and the expert coaching job, providing a stable and consistent home for the coach to return to as well as stable and ongoing support in their

quest for excellence. Acknowledging and planning for the undulations in the intensity of obsessive behaviour may aid in managing coach performance, coach health and the negative outcomes associated with obsessive passion through the forecasting of obsessive spikes in behaviour and planning recovery around them. The expert coach job will demand periods of time when the expert coach is obsessive in their approach given the nature of the job and the nature of a quadrennial (i.e. one builds for four years towards one major key event). This cannot be avoided; the demands of sport are cyclical and undulating. However, coach management practices rooted in an understanding of obsessively passionate behaviour may enable coach performance to be maximized when needed (i.e., the qualifying period and/or last year of a quad) and managed (i.e., the coach can recover and their behaviour more oriented toward the harmonious side of the passion scale) when obsessive behaviour is not required or the pressure to perform is diminished.

6.5.2 Practical applications. It may be helpful for multisport organizations such as the Coaching Association of Canada (CAC), Canadian Olympic Committee (COC) and the Canadian Paralympic Committee (CPC) to educate coaches, partners and NSOs about the demands of the expert coaching job, the Dual Model of Passion (Vallerand, 2003) and the negative impacts obsessive passion can have on sustained performance. Such programs may be as simple as making sport leaders aware of the passion construct and its potential impact on coach performance or as involved as creating suggested protocols for the management of coaches in an expert role. While not specific to passion, Mallett and Lara-Bercial (2016) indicated that the expert coach role can negatively impact the health of the coach and that coaches should be educated regarding the risks of the profession. The creation of programs focused on protecting coaches from the negative impacts of passion

and harnessing the positive elements of it may aid in maximizing and extending coach performance. Such programs could include, in addition to education, the creation of recovery protocols for coaches like the monitoring and protocols the coaches in the study described for their athletes. In a similar fashion, education for the partners of expert coaches could be provided to alert them of the impact of obsessive passion, the nature of the coaching job, the important role they play in the performance of the expert coach and tips for mitigating the inevitable challenges they will face as the partners of expert coaches.

6.6 Future Directions

The concept of coach performance is not an area that is well represented in the literature. As previously mentioned, models of coaching (Côté et al., 1995; MacLean & Chelladurai, 1995; Rynne & Mallett, 2012), the nature of the coaching job (Côté et al., 1995; Jones & Wallace, 2005), coach behaviours (Lara-Bercial & Mallett, 2016) and coach learning styles (Côté, 2006; Côté & Gilbert, 2009; Werthner & Trudel 2009) are well developed; however, coaching performance when compared with athlete performance is a relatively unexplored construct. Future studies could further our understanding of coach performance through the development and testing of interventions (i.e. minimizing the impact of obsessive passion) that promote coach performance. Further, the development of a model of and for coach recovery through the exploration of coach's physiological and psychological response to stress and their related performance through a season, quadrennial and portion of a quadrennial may provide valuable insight into the impact of passion on expert coach performance. The results of such a study would provide insight into and a detailed overview of coach performance and provide empirical support for new and emerging coach management practices that focus on maximizing coach performance.

The present study included expert coaches and their partners. Future studies could examine the experiences of coaches who do not have partners as well as the experiences of partners who are no longer involved with their coach partners. These perspectives are important if we are to understand the full spectrum of coach and partner experience with the expert coach job and the Dual Model of Passion (Vallerand, 2003).

Further, the results suggested that the culture of an NSO impacts on the performance of coaches. While cultural implications were outside the scope of this study, the interaction of NSO culture and perhaps its influence on coach performance and coach health and interaction with coach passion warrants further investigation. If coach performance is partially rooted in the culture of the NSO, the negative and positive impacts of NSO culture should be understood and exploited to maximize the performance of coaches.

Finally, the present study indicated that coaches feel there is only one model or process one can follow to be successful as an expert coach and it is rooted in behaviours that are consistent with obsessive passion. Future studies should explore if there is only one model and if it is possible to become a successful expert coach by being harmoniously as opposed to obsessively passionate, or if interventions can aid in buffering the negative impacts of obsessive passion in coaches.

6.7 Limitations and Delimitations

6.7.1 Limitations. As stated earlier, I bring close to 20 years-experience as a coach and administrator in the Canadian sport system. While this insight is a benefit and care was taken to focus on the participants' voices, I would be remiss if I did not acknowledge the preconceived ideas and the experiences that accompanied me through the

research. The sample of expert coaches and their partners included families that did and did not have children, a more homogenous sample may yield different results or challenges. The perspective of all coaches (i.e., single, with a partner, those with children and those without children) are required to ascertain a holistic perspective of the impact of passion and expert level coaching on expert coaches. Further, the sample of coaches included a cross section of sports (i.e. both individual and team); however, all the expert coaches were preparing athletes for competition at the Olympics/Paralympics or World Championships ad all were based in Canada. The results are not generalizable across sport contexts or across countries.

6.7.2 Delimitations. The present study included only expert coaches (i.e., World and Olympic/Paralympic coaches) who were in stable romantic relationships and their partners. Coaches who were single or divorced were excluded from the study as well as their former partners. As such, the perspectives presented in the study represent those who are in stable and supportive relationships. The experiences of those who are without partner support or partners who have left relationships with expert coaches in part, because of the coaching job, will likely yield different experiences and perspectives. Further, this study included a mix of coaches and partners with and without children. Separate studies of coach/partner cohorts with and without children may yield a clearer picture of the impact of children on the life and performance of an expert coach.

All the coaches in the study were coaching at the World/Olympic/Paralympic level and all were full time employed coaches. Coaches who are coaching at this level but are not employed full time may yield different perspectives and provide different insights regarding the role of the expert coach and its influence on their life and their performance.

Further, all the coaches in the study were employed in the Canadian sport system. Exploration of passion within the expert sport context with participants representing a cross section of countries may provide additional insights that this study did not capture.

6.8 Conclusion

The purpose of the study was twofold: 1) to explore the relationship between expert coaches' passion for coaching and their performance, their health and their ability to balance coach and family demands from the perspective of expert coaches and 2) to explore the perception of the partners of the coaches on how passion impacts on the expert coaches' performance, their health, and their ability to balance coach and family demands.

Vallerand et al.'s Dual Model of Passion (2003) asserts that passion can be both harmonious and obsessive. Expert level coaches appear to be obsessively passionate about their role as expert coaches; however, passion appears to be a necessary ingredient for expert coach success. Managing expert coaches for successful and sustained performance appears to require more than one pathway to coach success so coaching success can be achieved through harmoniously passionate as opposed to obsessively passionate behaviours. To create sustainable coaching performance, it will be necessary create coaching environments that protect coaches from the negative side effects of obsessive passion through effective planning for recovery, health and partner/family acknowledgement.

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Appendix A

Letter of Information

MA Candidate Donna Harris from the Faculty of Faculty of Kinesiology and Recreation Management at University of Manitoba (Advisor: Dr. Leisha Strachan) is conducting a research study on **the impact of passion on the life and performance of expert coaches and their partners.**

Expert coaches and their partners are invited to participate in this study; doing so involves taking part in a brief pre-interview meeting, a one-on-one interview that will last one to two hours, and the review of a typed transcript of your interview to verify its accuracy and revise any statements that were made. Total participation time is approximately two to three hours.

Eligibility Criteria:

- Coaches who are identified by a national sport organization as being responsible for preparing athletes for competition at the Olympics/Paralympics and/or World Championships OR
- Coaches who have, within the last 5 years, been in the role noted above
- The partners of the above identified coaches

If you are interested in participating in this study and, for more information, please contact Donna Harris at harrisd8@myumanitoba.ca or by phone or text at [redacted].

This study has been approved by the Education/Nursing Research Ethics Board (ENREB) at the University of Manitoba, guaranteeing quality assurance. If you have any concerns or complaints about this project you may contact the Human Ethics Coordinator at 204-474-7122, or by e-mail at humanethics@umanitoba.ca.

Researchers: Donna Harris, M.A. Candidate and Primary Researcher, Faculty of Kinesiology and Recreation Management; Supervising Advisor: Dr. Leisha Strachan

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Appendix B

Letter of Invitation

Research Project Title: Passion and the expert coach: Impact on life and performance

Researchers: Donna Harris, M.A. candidate and Primary Researcher, Faculty of Kinesiology and Recreation Management; Supervising Advisor: Dr. Leisha Strachan

Donna Harris
[redacted]

Dr. Leisha Strachan
leisha.strachan@umanitoba.ca
(204) 474-8378

"An Exploration of Passion and the Expert Coach: Impact on Life and Performance"

Dear (name to be filled in),

My name is Donna Harris. I am a graduate student at the University of Manitoba in the Faculty of Kinesiology and Recreation Management. My supervising advisor is Dr. Leisha Strachan.

I am conducting a research project that examines at the impact of the job of the expert coach on their performance, their health and wellbeing and their ability to balance work and family demands. This research will explore the perspectives of the expert coach and their partners.

The participants of this study are limited to coaches who are identified by a national sport organization as being responsible for preparing athletes for competition at the Olympics/Paralympics and/or World Championships or those who have been in this role within the last 5 years, and their partners.

Participation will involve a brief pre-interview meeting, a single confidential interview, conducted by myself and the review of the interview transcript. This will last between one to two hours, and take place at a time that suits the participant. The pre-interview meeting can occur with each participant individually or the expert coach and their partner can do the meeting together. The set-up of this meeting is up to the participants. Interviews will cover a range of topics related to the nature of the expert coaching job, the impact of the expert coach job on the coach's performance, the impact of the coaching job life on the coach and their partner including issues surrounding work-life balance and their relationship with their partner. The interview, with the consent of the participants, be digitally recorded using a digital audio recording device, and will be transcribed by a transcription service based in the U.S. (rev.com) specifically for this purpose.

Participation in this research is entirely voluntary, and participants will be able to withdraw from the research, without giving reasons, prior to, during and after the interview. If withdrawal occurs during or after an interview, all of the data the participant provided will be immediately destroyed. All information provided through interview is confidential. Identifying information will be changed, and a pseudonym given to any data used in publications arising from this research. It should be noted that withdrawal of the expert coach or their partner will result in the automatic withdrawal of their partner. Both expert coaches and their partners must participate fully in the project for their data to be included in the research.

I am asking for your assistance with the promotion of this study. If you agree to help facilitate the recruitment of participants for this study, I ask you to forward the attached Letter of Invitation (Appendix C) to employees in your organization (i.e. High Performance Advisors or Coaching Consultants) or to NSO employees of your partner organizations (i.e. coaches, High Performance Directors, Directors/Managers of Coach Education) who regularly work with expert coaches or provide the Letter of Invitation directly to expert coaches. If appropriate, please post this information on your website or tweet it out to your sport community or followers.

I seek to recruit 10-12 expert coaches and their partners to take part in an approximately one to two hour, in-depth, semi-structured one-on-one interview with me regarding their views of the impact of the job of the expert coach on their performance, their health and wellbeing and their ability to balance work and family demands. This research will explore the perspectives of both the expert coach and their partners.

Transcripts of the interviews will be e-mailed to each participant for them to review, change, delete, or modify any statements made before the transcripts are analyzed. This step will take approximately 30 minutes of the participant's time, for a total of up to three hours of participation time. I will code the approved transcripts using qualitative research techniques, and analyze the themes emerging from the interviews. The data provided in the research will be used in the primary researcher's master's thesis, as well as potential publication in academic journals and both public and academic written and oral presentations. The identities of those who participated in the study will be protected in any presentation or publication.

Once all the data collection and analysis is complete the participants will be provided with a two to three-page written summary the results of the study should they wish to receive this information (participants can indicate if they would like to be provided with this information as part of their provision of informed consent). The primary researcher anticipates that the results of the study will be available in the fall of 2016.

This study has been approved by the Education/Nursing Research Ethics Board (ENREB) at the University of Manitoba, guaranteeing quality assurance. If you have any concerns or complaints about this project you may contact the Human Ethics Coordinator at 204-474-7122, or by e-mail at humanethics@umanitoba.ca.

Thank you for your time and consideration. I can be reached via email harrisd8@umanitoba.ca as well as phone or text [redacted].

Sincerely,

Donna Harris, M.A. Candidate
MA Advisor: Dr Leisha Strachan (Leisha.Strachan@umanitoba.ca); (204) 474-8378

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Appendix C

Informed Consent- For Expert Coach

Research Project Title: Passion and the expert coach: Impact on life and performance

Researchers: Donna Harris, M.A. Candidate and Primary Researcher, Faculty of Kinesiology and Recreation Management; Supervising Advisor: Dr. Leisha Strachan

Donna Harris
[redacted]

Dr. Leisha Strachan
leisha.strachan@umanitoba.ca
(204) 474-8378

This consent form, a copy of which will be left with you for your records and reference, is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information. If you would like to receive a summary of the findings, please indicate this desire in the space provided at the end of this form.

You have been asked to participate in this study due to your experiences and involvement in the expert sport context. The purpose of this study is to explore the experiences of expert coaches and their significant others. Specifically, how does the coaching job influence the life and performance of the coach and what are the subsequent effects of the coaching job on the coach's significant others. This research is guided by the following questions:

1) What is the relationship between an expert coach's passion for coaching and their performance as a coach; their health and wellbeing and their ability to balance coaching and family demands?
2) How do expert coaches' partners perceive their partner's level of passion for their role as an expert coach?
3) How do expert coaches' partners perceive their partner's level of passion for their role as an expert coach?
4) What impact does the expert coach's partner perceive that his/her partner's role as an expert coach has on coaching performance?

5) What impact does the expert coach's partner perceive that his/her partner's role as an expert coach has on health and wellbeing?
6) What impact does the expert coach's partner perceive that his/her partner's role as an expert coach has on ability to balance coaching and family demands?

I am requesting your voluntary participation in this study, which has the potential to lend valuable information to families, coaches, and sport governing bodies. Participation in this study will take range from 90 minutes to three hours, and will involve:

- A pre-interview meeting phone, FaceTime or Skype call (audio only) to review the purpose of the research and the consent form (15 minutes to 30 minutes). This meeting can be done by each participant separately or expert coaches and their partners can do this meeting together. The set-up of this portion of the process is up to the participants.
- Audio recorded interview with the primary researcher (approximately 1 – 2 hours). The audio of the interview will be digitally recorded using a digital audio recording device. This can be done in a face-to-face setting or it can be completed via conference call, Face Time or Skype. If Face Time or Skype is used the call maybe audio only or audio and visual. Only the audio of the interview will be recorded. The selection of audio only or audio visual will be determined by the PI and the participant and based on what the participant is most comfortable with, and what the internet connection of both the participant and the PI allows.
- Reviewing your transcript (approximately .5 hour): The transcripts of the interview will be sent to you for review before the data analysis begins. This process will enable you to change, revise, clarify, or delete your responses to the interview questions.

The primary researcher will have access to all data (i.e. audio files and transcripts) and the supervising advisor (Dr. Leisha Strachan) will have access to the transcripts. To carry out a rigorous qualitative study, the following steps will be taken as per the guidelines provided by Lincoln and Guba (1981; 1986). To attain credibility member checking and a research audit will be carried out. Participants will be asked to review their transcripts and provide clarification prior to data analysis. When data analysis is complete the findings will be presented back to the participants for their information and for the purposes of gathering their feedback and validation. In addition, when the data analysis has been completed by the primary researcher, a review of the findings by other experts will be completed. The coding and conclusions will be reviewed by Drs. Leisha Strachan (advisor), Adrienne Leslie-Toogood (committee member) and Shaunna Taylor (adjunct professor University of British Columbia) to confirm that the themes identified and the conclusions made are plausible given the steps followed in the data analysis. As noted above, Drs. Shaunna Taylor and Adrienne Leslie-Toogood will serve as a research auditors during data analysis and they too will have access to the transcripts; however, in the transcripts the auditors review, the research participants will be identified by pseudonym only.

The data (i.e. digital audio files and transcripts) provided in the research will be used in the primary researcher's thesis, as well as potential publication in academic journals and both public and academic presentations. The identities of those who participated in the study will be protected in any presentation or publication. All data (transcripts) pertaining to the study will be shredded after a five-year period (March 2021) and the digital audio files will be deleted immediately after the transcriptions are completed. The consent forms and transcripts obtained during the course of the study will be stored in a separate and secure location (e.g. a locked filing cabinet at my residence at [redacted] that will only be accessible to the primary researcher and the supervising advisor. Audio files will be kept on an encrypted USB drive that will be in the possession of the primary researcher and will be locked in the file cabinet when not in use.

The risk involved in the study is the potential identification as a participant based on the answers to the interview questions. To protect identity pseudonyms will be assigned to the participants. Participants may refuse to answer any questions. Participants may withdraw from the study at any time by either stopping the interview or by contacting the primary researcher by phone or email (Donna Harris, [redacted], [redacted] once the interview can been completed.

Withdrawal from the study can occur at any point in the data collection and analysis process. You can stop the interview at any time and indicate that you do not wish to continue. In this case, the interview will be stopped and the data that had been collected will be immediately deleted. If you wish to withdraw outside of the interview you can send the PI an email or contact the PI by phone indicating your wish to be removed from the study. Any collected data will be immediately deleted. In both scenarios you will be removed from the list of participants. Please note that the withdrawal of an expert coach or their partner will result in both individuals being removed from the study. In order for data to be included in the research both the expert coach and their partner must participate fully in the research.

Any data relating to individuals who have withdrawn from the study will be immediately destroyed (within 1 day after withdrawing). This includes shredding the informed consent, deleting audio files, and shredding/deleting transcripts. Further, this study could cause the participant to experience emotional stress. Therefore, the necessary resources for support will be provided (e.g. access to counselling: Scott Erickson, [redacted] or via email at [redacted]). Please note that participants in need of assistance will be directed to Scott Erickson as a resource but the cost of any required services will be the responsibility of the participant.

This study is being completed as thesis research in accordance with the University of Manitoba's Faculty of Kinesiology and Recreation Management. Dr. Leisha Strachan is the supervising advisor for this thesis research and can be contacted at leisha.strachan@umanitoba.ca.

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation in the research project and agree to participate as participants. In no way does this waive your legal rights nor release the researchers, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time, and/or refrain from answering any questions you prefer to omit, without prejudice or consequences. Your continued participation should be as informed as your initial consent, so you should feel free to ask for clarification or new information throughout your participation.

The University of Manitoba may look at your research records to see that the research is being done in a safe and proper way.

This study has been approved by the Education/Nursing Research Ethics Board (ENREB) at the University of Manitoba, guaranteeing quality assurance. If you have any concerns or complaints about this project you may contact the Human Ethics Coordinator at 204-474-7122, or by e-mail at humanethics@umanitoba.ca. A copy of this consent form has been given to you to keep for your records and reference.

Participant's Signature: _____ Date: _____

Primary Researcher's Signature: _____ Date: _____

Primary Researcher:

Donna Harris

Graduate Student, Faculty of Kinesiology and Recreation Management
University of Manitoba
[redacted]

To be sent a summary of the results of this study please check here:
Yes: _____
No: _____

If yes, please include your email address or mailing address below:
Email address: _____
Mailing address: _____

102 Frank Kennedy Centre
Winnipeg, Manitoba
Canada R3T 2N2

UNIVERSITY OF MANITOBA | Faculty of Kinesiology and Recreation Management

Appendix D

Informed Consent- For Expert Coach Partner

Research Project Title: Passion and the expert coach: Impact on life and performance

Researchers: Donna Harris, M.A. Candidate and Primary Researcher, Faculty of Kinesiology and Recreation Management; Supervising Advisor: Dr. Leisha Strachan

Donna Harris
[redacted]

Dr. Leisha Strachan
leisha.strachan@umanitoba.ca
(204) 474-8378

This consent form, a copy of which will be left with you for your records and reference, is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information. If you would like to receive a summary of the findings, please indicate this desire in the space provided at the end of this form.

You have been asked to participate in this study due to your relationship with someone who is a sport coach in the expert context. The purpose of this study is to explore the experiences of expert coaches and their significant others. Specifically, how does the coaching job influence the life and performance of the coach and what are the subsequent effects of the coaching job on the coach's significant others. This research is guided by the following questions:

1) What is the relationship between an expert coach's passion for coaching and their performance as a coach; their health and wellbeing and their ability to balance coaching and family demands?
2) How do expert coaches' partners perceive their partner's level of passion for their role as an expert coach?
3) How do expert coaches' partners perceive their partner's level of passion for their role as an expert coach?

4) What impact does the expert coach's partner perceive that his/her partner's role as an expert coach has on coaching performance?
5) What impact does the expert coach's partner perceive that his/her partner's role as an expert coach has on health and wellbeing?
6) What impact does the expert coach's partner perceive that his/her partner's role as an expert coach has on ability to balance coaching and family demands?

I am requesting your voluntary participation in this study, which has the potential to lend valuable information to families, coaches, and sport governing bodies. Participation in this study will take range from 90 minutes to four hours, and will involve:

- A pre-interview meeting phone, FaceTime or Skype call (audio only) to review the purpose of the research and the consent form (15 minutes to 30 minutes). This meeting can be done by each participant separately or expert coaches and their partners can do this meeting together. The set-up of this portion of the process is up to the participants.
- Audio recorded interview with the primary researcher (approximately 1 – 2 hours). The audio of the interview will be digitally recorded using a digital audio recording device. This can be done in a face-to-face setting or it can be completed via conference call, Face Time or Skype. If Face Time or Skype is used the call maybe audio only or audio and visual. Only the audio of the interview will be recorded. The selection of audio only or audio visual will be determined by the PI and the participant and based on what the participant is most comfortable with, and what the internet connection of both the participant and the PI allows.
- Reviewing your transcript (approximately .5 hour): The transcripts of the interview will be sent to you for review before the data analysis begins. This process will enable you to change, revise, clarify, or delete your responses to the interview questions.

The primary researcher will have access to all data (i.e. audio files and transcripts) and the supervising advisor (Dr. Leisha Strachan) will have access to the transcripts. In order to carry out a rigorous qualitative study, the following steps will be taken as per the guidelines provided by Lincoln and Guba (1981; 1986). To attain credibility member checking and a research audit will be carried out. Participants will be asked to review their transcripts and provide clarification prior to data analysis. When data analysis is complete the findings will be presented back to the participants for their information and for the purposes of gathering their feedback and validation. In addition, when the data analysis has been completed by the primary researcher, a review of the findings by other experts will be completed. The coding and conclusions will be reviewed by Drs. Leisha Strachan (advisor), Adrienne Leslie-Toogood (committee member) and Shaunna Taylor (adjunct professor University of British Columbia) to confirm that the themes identified and the conclusions made are plausible given the steps followed in the data analysis. As noted above, Drs. Shaunna Taylor and Adrienne Leslie-Toogood will serve as a research auditors during data analysis and they too will have access to the transcripts; however, in the transcripts the auditors review, the research participants will be identified by pseudonym only.

The data (i.e. digital audio files and transcripts) provided in the research will be used in the primary researcher's thesis, as well as potential publication in academic journals and both public and academic presentations. The identities of those who participated in the study will be protected in any presentation or publication. All data (transcripts) pertaining to the study will be shredded after a five-year period (March 2021) and the digital audio files will be deleted immediately after the transcriptions are completed. The consent forms and transcripts obtained during the course of the study will be stored in a separate and secure location (e.g. a locked filing cabinet at my residence at [redacted] that will only be accessible to the primary researcher and the supervising advisor. Audio files will be kept on an encrypted USB drive that will be in the possession of the primary researcher and will be locked in the file cabinet when not in use.

The risk involved in the study is the potential identification as a participant based on the answers to the interview questions. To protect identity pseudonyms will be assigned to the participants. Participants may refuse to answer any questions. Participants may withdraw from the study at any time by either stopping the interview or by contacting the primary researcher by phone or email (Donna Harris, [redacted] once the interview can been completed.

Withdrawal from the study can occur at any point in the data collection and analysis process. You can stop the interview at any time and indicate that you do not wish to continue. In this case the interview will be stopped and the data that had been collected will be immediately deleted. If you wish to withdraw outside of the interview you can send the PI an email or contact the PI by phone indicating your wish to be removed from the study. Any collected data will be immediately deleted. In both scenarios you will be removed from the list of participants. Please note that the withdrawal of an expert coach or their partner will result in both individuals being removed from the study. In order for data to be included in the research both the expert coach and their partner must participate fully in the research.

Any data relating to individuals who have withdrawn from the study will be immediately destroyed (within 1 day after withdrawing). This includes shredding the informed consent, deleting audio files, and shredding/deleting transcripts. Further, this study could cause the participant to experience emotional stress. Therefore, the necessary resources for support will be provided (e.g. access to counselling [redacted] Please note that participants in need of assistance will be directed to Scott Erickson as a resource but the cost of any required services will be the responsibility of the participant.

This study is being completed as thesis research in accordance with the University of Manitoba's Faculty of Kinesiology and Recreation Management. Dr. Leisha Strachan is the supervising advisor for this thesis research and can be contacted at leisha.strachan@umanitoba.ca.

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation in the research project and agree to participate as participants. In no way does this waive your legal rights nor release the researchers, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time, and/or refrain from answering any questions you prefer to omit, without prejudice or consequences. Your continued participation should be as informed as your initial consent, so you should feel free to ask for clarification or new information throughout your participation.

The University of Manitoba may look at your research records to see that the research is being done in a safe and proper way.

This study has been approved by the Education/Nursing Research Ethics Board (ENREB) at the University of Manitoba, guaranteeing quality assurance. If you have any concerns or complaints about this project you may contact the Human Ethics Coordinator at 204-474-7122, or by e-mail at humanethics@umanitoba.ca. A copy of this consent form has been given to you to keep for your records and reference.

Participant's Signature: _____ Date: _____

Primary Researcher's Signature: _____ Date: _____

Primary Researcher:

Donna Harris

Graduate Student, Faculty of Kinesiology and Recreation Management
University of Manitoba
[redacted]

To be sent a summary of the results of this study please check here:
Yes: _____
No: _____

If yes, please include your email address or mailing address below:
Email address: _____
Mailing address: _____

Appendix E

Expert Coach Interview Guide

Opening comments to precede the recording of the interview:

Welcome, thank you for being part of my research which is focusing on expert coach's experiences with passion. I could not do this without you and I am grateful for your time.

I was drawn to this research area given my experiences as a CIS Coach, an NSO employee working with expert level coaches, and my experiences as the wife of a coach.

I just want to confirm that you have had the opportunity to review the letter of information and the consent form. Do you have any questions?

If you wish to withdraw from the project you can do so at any time. If you wish to withdraw from the interview, please let me know at any point and we will stop the process and delete the audio. If after the interview is complete you wish to withdraw, please send me an email and I will remove you from the study and delete your data.

This interview is semi-structured, meaning that I have a list of pre-determined questions I will follow; however, I may deviate from it to ask more questions about a topic that is brought up or dig deeper into a topic that arises out of our discussion. There are no right or wrong answers. I am interested in your experiences and your perspective. The purpose of this research is to explore the relationship between expert coaches' passion for coaching and their performance as a coach as well as their wellbeing and their ability to balance the demands of coaching with the demands of family. You do not have to answer all of the questions. If a question is asked that you do not feel comfortable answering, you can indicate that you would like to pass on that question and we will continue to with the next question.

Within 72 hours of the completion of the interview I will send you a copy of a transcript of our discussion. I will ask that you take some time to review it and verify that it is an accurate portrayal of our discussion. You will be able to clarify or make changes to your responses through this process.

I think we are ready to proceed with the formal interview. Do you have any questions before we begin to record the audio? Are you ready to go?

Research question: What is the relationship between expert coaches' passion for coaching and their performance as a coach; their health and wellbeing and their ability to balance the demands of coaching and family?

General Info:

1. What is your age and gender?
2. What sport do you coach?
3. How long have you been coaching (in general and at the expert level)?
4. Please outline your education background (both coaching and other areas of study).
5. How are you remunerated for expert (national team) coaching (i.e. salary, contract or volunteer)?
6. How long have you been in your current role? Or How long were you in that role? (for those who are within the 5 year window)
7. Roughly how many days per year do you travel in your role as expert coach? How many weekends a year are away from home?
8. Please highlight your best results at the international level (World/Olympic medals, placings, best ever result)
9. Why did you choose coaching as a career? What drew you to coaching?
10. What is your relationship status?
11. How long have you been with your partner?
12. Do you have children? How many and how old are they?
13. In your own words please describe and define passion. What does it mean to you?

Section 1

In the research literature, passion is defined by Vallerand et al. (2003) as "a strong inclination toward an activity that people like, that they find important and in which they invest time and energy" (p.9).

1. Given the definition of passion provided and your comments in the opening questions, would you say you are passionate about coaching? Please explain. Can you give me an example or examples of how you experience passion in your coaching?

2. What are the characteristics that an individual should possess and /or what type of behaviours do they need to display if they are going to be successful in the role of the expert coach? Please describe the characteristics you embody and the behaviours that you demonstrate that enable you to be effective in your role as an expert coach.

3. Please think about your approach to your role as an expert coach. Would you describe it as "all in" or more balanced? Can you describe it for me? What does it look like? Can you provide me with some examples?

4. Can you comment on the responsibility you feel for your athlete's performance?

5. What do you love about coaching? Describe a time when the role of expert coach brought you joy? How often do you experience that?

6. What do you dislike about coaching? Can you describe a time or situation when you experienced this feeling? How often do you experience that?

7. Have your feelings toward coaching and/or your behaviours related to coaching changed over time? How? Can you provide an example or examples? Have these changes impacted your performance as a coach?

8. In sport, particularly at the world level, we talk a lot about performance on demand, specifically that athletes need to be able to perform on demand. What do you need (personally and professionally) in order to be ready to perform on demand (i.e. at your best)? How do you prepare yourself to perform on demand/be at your best? Does your current environment (i.e. organization) support that? How or how not?

9. Similar to the concept of performance on demand, we often refer to athletes who are "on the edge," or "at the edge" when they are ready to perform well. Does a coach need to be "at the edge" to be effective? What does that look like for a coach vs. an athlete? Should it be different for coaches, why or why not?

10. Please describe the circumstances (personal and professional) that result in you not being able to be at your best.

11. How could you be more effective as an expert coach? (i.e. what do you need to learn, what do you need to do, do you need different support, does something need to be added or removed).

Section 2

1. Can you talk about the stress you associate with your role as an expert coach? Does the way you approach your role as an expert coach: a) contribute to your feelings of stress as you define it or b) contribute to your ability to manage your stress?

2. Does your role as an expert coach have an impact on your physical and mental health? Please explain. Can you give me some examples? Does this impact on your performance as a coach?

3. In your opinion, is the current structure of the Canadian sport system set up to support the physical and mental health of expert coaches? Please explain. What about your organization?

4. Can you comment on how your program recovery for your athletes? Is this part of your Yearly Training Plan or managed by your IST? How do you approach

this element of training for your athletes/team? How do you approach your recovery? Do you plan for it? Please explain.

Probe: how does your ability to recover (or not) impact on your performance? On your health? On your partner/family?

5. How would you feel if you could not coach anymore? How would this change in your life impact you? How would it impact your partner/family?

Section 3

1. Given the definition of passion reviewed at the outset of the interview. Do you think your partner will say you are passionate about coaching? Please explain. Please provide examples.

2. Do you and your partner experience challenges with balancing your personal/family life with your role as an expert coach? If yes, what type of challenges do you face? What contributes to these challenges: a) the nature of the responsibilities associated with the expert coach role in general or b) your approach to your role as an expert coach or c) both? Please explain.

3. This question may be asked here or in another section of the interview depending on when it comes up: Can you talk about the transition you experience with your family as you exit your family to travel and re-enter your family upon your return? Do you have to work at this? Do you have a strategy?

4. Please explain how you and your partner manage the challenges that you experience related to the position of expert coach. If no challenges were identified in the previous question, please explain how you and your partner manage the responsibilities associated with the expert coach role so that challenges in your personal and family lives are minimized.

5. Does your partner support you in your role as an expert coach? How or how not? Please explain what their support or lack of support mean to you. How does their support impact you and your performance?

6. Are there supports that could be provided to aid in managing challenges or to better support you if the challenges faced are minimal?

7. Please tell me about how you feel your role as an expert coach has impacted your personal life (i.e. your life and the life of your partner/family). Please give me some examples.

8. If you could start your career over again would you still be an expert coach? Please explain.

Thank you for your time and contribution. I am grateful for your willingness to share your experiences. As noted in the opening preamble, the purpose of this research is to explore the experiences of expert coaches with their jobs, and the impact of those jobs on the lives and performances of expert coaches. In light of this, do you have anything you would like to add or additional comments you would like to make?

Appendix F

Expert Coach Partner Interview Guide

Opening comments to precede the recording of the interview:
Welcome, thank you for being part of my research which is focusing on expert coach's experiences with passion. I could not do this without you and I am grateful for your time.

I was drawn to this research area given my experiences as a CIS Coach, an NSO employee working with expert level coaches, and my experiences as the wife of a coach.

I just want to confirm that you have had the opportunity to review the letter of information and the consent form. Do you have any questions?

If you wish to withdraw from the project you can do so at any time. If you wish to withdraw from the interview, please let me know at any point and we will stop the process and delete the audio. If after the interview is complete you wish to withdraw, please send me an email and I will remove you from the study and delete your data.

This interview is semi-structured, meaning that I have a list of pre-determined questions I will follow; however, I may deviate from it to ask more questions about a topic that is brought up or dig deeper into a topic that arises out of our discussion. There are no right or wrong answers. I am interested in your experiences and your perspective. The purpose of this research is to explore the relationship between expert coaches' passion for coaching and their performance as a coach as well as their wellbeing and their ability to balance the demands of coaching with the demands of family. You do not have to answer all of the questions. If a question is asked that you do not feel comfortable answering, you can indicate that you would like to pass on that question and we will continue to with the next question.

Within 72 hours of the completion of the interview I will send you a copy of a transcript of our discussion. I will ask that you take some time to review it and verify that it is an accurate portrayal of our discussion. You will be able to clarify or make changes to your responses through this process.

I think we are ready to proceed with the formal interview. Do you have any questions before we begin to record the audio? Are you ready to go?

Research questions:

How do expert coaches' partners perceive their partner's level of passion for their role as an expert coach?

What impact does the expert coach's partner perceive that his/her partner's role as an expert coach has on coaching performance?

What impact does the expert coach's partner perceive that his/her partner's role as an expert coach has on health and wellbeing?

What impact does the expert coach's partner perceive that his/her partner's role as an expert coach has on ability to balance coaching and family demands?

General Info:

1. What is your age and gender?
2. What sport does your partner coach?
3. Do you have a background in sport? Please explain.
4. Please outline your education background (both coaching and other areas of study).
5. What do you do for a living?
6. Roughly how many days a year does your partner travel for coaching related events?
7. What is your relationship status?
8. How long have you been with your partner?
9. Do you have children? How many do you have and how old are they?
10. In your own words please describe and define passion and what it means to you.

Section 1

Passion is defined by Vallerand et al. (2003) as "a strong inclination toward an activity that people like, that they find important and in which they invest time and energy.

1. Given the brief definition of passion you just reviewed do you think your partner is passionate about coaching? Please explain. What part of the definition applies to your partner, can you give me some examples.

2. What are the characteristics that an individual should possess if they are going to be successful in the role of the expert coach? What characteristics should their partner possess?

3. Please think about your partner's approach to expert coaching. Can you describe it for me? Are they "all in" or do they take a more balanced approach to their position? What does it look like? How do they act? What is their attitude toward their role as an expert coach? Can you provide me with some examples?

4. With regard to their performance in their role as an expert coach, can you describe the settings or the environment where your partner is able to perform at their best? What does that look like? Can you describe the factors that contribute to your partner being able to be at their best in their expert coach role?

5. With regard to their performance in their role as an expert coach, can you describe the settings or the environment where your partner is not able to perform at their

best? What does that look like?

6. Which situation is more common? Please explain why you think that is.

7. What do you like about your partner's role as an expert coach? Why?

8. What do you dislike about your partner's role as an expert coach? Why?

9. Has your partner's approach or behaviour toward expert coaching changed over time? Please explain.

Section 2

6. Regarding your partner: Can you talk about the stress your partner experiences that you would attribute to their role as an expert coach. What does it look like? Does your partner's approach to their role as an expert coach: a) contributes to their feelings of stress as you define it OR b) contributes to their ability to manage (or not) the stress associated with their role as an expert coach? Does the stress they experience with their role as an expert coach impact your family life?

7. Regarding you: Do you experience stress as a result of your partner's role as an expert coach? Please explain.

8. Does your partner's role as an expert coach impact their physical and mental health? What about their role as an expert coach helps or hinder their ability to manage their physical and mental health?

9. In your opinion, is the current structure of the Canadian sport system set up to support the physical and mental health of expert coaches? Please explain. Is the organization your partner is part of set up to support their physical and mental health?

10. In your opinion, is the current structure of the Canadian sport system set up to support the partners and families of expert coaches? Please explain.

11. If, for whatever reason, your partner was not able to coach any more how might this change impact your partner? Can you describe how this change might impact you as well as you and your partner together?

Section 3

1. Do you and your partner experience challenges with balancing your personal/family life with your partner's role as an expert coach? If yes, what type of challenges do you face? What contributes to these challenges: a) the nature of the responsibilities associated with the expert coach role in general or b) your partner's approach to their role as an expert coach or c) both? Please explain.

2. Please explain how you and your partner manage the challenges that you experience related to the position of expert coach. If no challenges were identified in the previous question, please explain how you and your partner manage the responsibilities associated with the expert coach role so that challenges in your personal and family lives are minimized.

3. This question may be asked here or in another section of the interview depending on when it comes up: Can you talk about the transition you experience when your partner exits your family to travel and re-enters your family upon your return? Do you have to work at this? Do you have a strategy?

4. Are there supports that could be provided to aid in managing challenges or to better support you if the challenges faced are minimal?

5. Please tell me about how you feel your partner's role as an expert coach has impacted your personal life/lives.

6. What is most challenging of being the partner of an expert coach?

7. What is the best part of being the partner of an expert coach?

Thank you for your time and contribution. I am grateful for your willingness to share your experiences. As noted in the opening preamble, the purpose of this research is to explore the experiences of expert coaches with their jobs, and the impact of those jobs on the lives and performances of expert coaches. In light of this, do you have anything you would like to add or additional comments you would like to make?

Table 1

Method Process

Stage	Component	Description of Actual Practice
Throughout the study	Openness	The researcher was sensitive and open to issues that arose through data collection and analysis. The primary researcher was open to the emerging concepts while at the same time was aware of the need to challenge the assumptions brought to the data collection and analysis
Data Collection	Theoretical Sampling	The plan to interview 10 coaches and 10 partners was executed. Had this study been larger in scope, it would have made sense to engaged other NSO staff and perhaps IST members; however, given the narrow scope of the study (focusing on coach performance and experience and family impact) the data collected from coaches and their partners achieved theoretical saturation and expanding the sample size and type of participants was not necessary.
Data Collection and Data Analysis	Memo Writing and Indexing (Braun & Clarke, 2013)	Memos were written during each interview and throughout the coding of each interview. The concepts collected via memo writing were linked to a specific coach or partner and then coded to major themes at the conclusion of the data analysis process. In addition to writing memos around each interview, separate memos were written regarding links to literature as well as concepts or elements that warranted comparison or further review
Data Analysis	Immediate Analysis	Memo writing and reflection occurred during and after each interview. Responses and the flow of questions in early interviews resulted in minor changes to the wording and order of questions in later interviews. No significant changes were made to the interview guide throughout the data collection and analysis period. Formal coding was not able to begin until all the interviews were completed because of the way the interviews were scheduled (the 20 interviews were completed over 10 weeks)

Stage	Component	Description of Actual Practice
Data Analysis	Coding and Continuous Comparison	The initial coding process was completed line by line (or paragraph by paragraph when warranted in order that a complete thought could be captured) and was coded for action as opposed to coding for topics (Charmaz, 2014). The initial coding process yielded a total of 3071 pieces of data; 1373 for partners and 1698 for coaches. Following the initial coding process a two- step focused coding exercise was employed. The 1698 codes from the coaches were individually reviewed sorted into 18 emergent themes. Following that, those themes were reviewed and the data sorted into three major themes, 17 first order themes and several second order themes. The same process was followed for the partners, where 1373 unique codes were sorted into 17 emergent themes. Following that, those themes were reviewed and the data sorted into four major themes, 17 first order themes and numerous second order themes. The initial coding process was triangulated by Dr. Leisha Strahn who reviewed transcripts and verified the coding. The focused coding process was reviewed by Dr. Strahn and Dr. Adrienne Leslie Toogood who verified that the codes were emerging from the data and assisted in liking the emergent themes created from the initial coding process to the four major themes for partners and three major themes for coaches. The memo writing throughout the interview and coding process were used to capture relationships between the data, to compare the data and to track the primary researcher's learning about the topic as the data was collected. The major memos taken through the data analysis process were coded and factored into the data analysis.
Data Collection and Data Analysis	Theoretical Saturation	The 10 interviews completed with the coaches and the 10 interviews completed with the partners resulted in theoretical saturation. With both partners and coaches consistent and similar themes began to emerge as early as interview 3.
Analysis and Interpretation	Production of a substantive theory	The conclusions were drawn from the data of both the partners and the coaches and will be presented in the discussion section of this document.

Table 2

Participants definitions of passion

Definition of Passion	Quote
Love for an activity	I think passion means first of all loving what you do. I think it's hard to be passionate about something you don't love so I think that's a big piece of it. I think when you're willing- all in comes to mind as an expression. (Coach 2)
	If you love it, if you really love it and you want to keep doing and keep going, making the players better, reach better, I think that's what I would call passion, (Coach 4)
	I think, for me, this is a little more than a job. It becomes very emotional. You know, the highs. There's us doing well. And then there's a prickly cut down by the lows of not doing as well as you want. (Coach 6)
Excitement for an Activity	Passion for me is doing something that really combines two elements together. It's both purpose and enthusiasm or excitement. It's the things that you do that have a tremendous emotional variable in them. That's the enthusiasm. They spark something different in you. The second piece is its purpose. It's something I believe you are meant to do. It actually ends up having a larger role I think for me. My passions are linked to me spiritually. (Coach 1)
	Passion. I think passion is the level of excitement that you feel towards a subject or [sport]. I have a level of excitement towards [my sport] that is so internal that it's hard to ... I guess it's hard to quantify that I got that from anyone else that some sort of internal prize could be passionate about it. I guess to sum it up, it's like passion is an internal excitement towards [my sport]. (Coach 3)
"All-In"	I think when you're willing to just invest everything it takes to make that work. I said I'm a passionate person, I do that with all things. I collect classic comic books for instance and I'm all in. I don't just go and buy a few. I have every Amazing Spider-man comic that's ever been printed. (Coach 2)
	I think passion is something you go all in and you can lose track of other things around you in pursuit of it. (Partner 2)
	You know, I think, something that is incredibly, it's a main value, but it's also an uncontrolled value, one that never, I feel like it's an out of control love for something. Does that make any sense? (Partner 8)
Goal	Passion, I think, if you enjoy your job and you want to go somewhere, you're ambitious, you want to reach something . . . That's a tough question. (Coach 4)
	I think it's a form of motivation that's required to do some abnormal things, at times, like high performance sports require. You need to be abnormal in terms of your outlook on life and your characteristics and your habits. I don't know if that's right on for what you're looking for or an answer you're looking for. (Coach 7)
Vocation – A Calling	They're the things that I was meant to do. My experiences were put together in a certain way to lead me to this point . . . and the talents and abilities I have will combine with those experiences expressly to fulfill this purpose and the enthusiasm that is triggered by that purpose. (Coach 1)